# ACIP

# West Morgan Middle School

## Morgan County Board of Education

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Trinity, AL 35673

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# Executive Summary

# Introduction

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

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

# Description of the School

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

West Morgan is a small, rural school located in western Morgan county. West Morgan Middle School is located within the city limits of Trinity, Alabama. Trinity is a small, family community where many of the occupants and their families have lived for generations. According to the most recent census report, the town of Trinity has a total population of 2,095 people. The demographic breakdown of this population is as follows: 88.64% white, 6.68% black or African American, 1.10% American Indian or Alaskan Native, .24% Asian, .05% Native Hawaiian or other Pacific native, 1.67% other, and 1.62 % are two or more races. Slightly more than three percent of the population are identified as being of Hispanic or Latino origin. Outside of the town limits, the population is slightly more diverse, accounting for the greater diversity in out student population.

The school's student population is usually around 400 students in grades 5 - 8 and the ethnic breakdown of those students is, as one might expect, an adequate representation of the surrounding area. Currently, our enrollment is 404 students: 24 African American, 125 Hispanic, and 255 Caucasian. We currently have 212 female students and 192 male students.  WMMS free and reduced lunch population is 54% for 2014-2015.   Large numbers of industrial businesses are located in our area and can produce large numbers of migrant workers. Our number of Hispanic students has been on the rise for several years, increasing the need to adjust instruction to accommodate the needs of this student population. Currently, West Morgan Middle School has a single EL teacher who serves the population of both the middle and high school. This can create scheduling conflicts and limited time with a particular group.

Housed on the same campus as the high school, West Morgan faces a unique set of challenges due to this fact. Scheduling becomes more difficult, and class sizes often become larger, especially when one considers the teacher units that we share with the high school.

# 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.**

West Morgan Middle School's Vision: Tomorrow's Leader's, Lead Today!

West Morgan Middle School's Mission: Every Child a Graduate.  Every Graduate Prepared to Lead.

West Morgan Middle School's Motto: One purpose, one vision, one family--West Morgan

Morgan County's Vision:     Tomorrow's Leaders, Lead Today!

Morgan County's Mission:   Every Child a Graduate.  Every Graduate Prepared to Lead.

Morgan County's Theme:      Learning. Leading. Leaving a Legacy.

In furtherance of that mission West Morgan Middle School is dedicated to providing a well-rounded educational curriculum in which the intellectual, social, emotional, and physical needs of each student are considered in order to prepare him or her for a successful life as a contributing member of our rapidly changing and increasingly complex society. Our Building Leadership Team, using input from our faculty, have been looking at refining both our mission statement into something both powerful and memorable based on the following statements of belief:

Students learn best when teachers set high expectations and maintain a supportive environment that pushes students to do their best.

Students learn best when they have a personal connection to the school.

All faculty members should be involved in continuously improving teaching and learning.

Students have the ability to change behavior and become more motivated to meet school goals when adults use school and classroom practices that use multiple assessments based on effort and ability.

All students can learn grade level and course standards if adults in the school create the right conditions.

All students should be enrolled in a program of study that will prepare them for further study and a career.

All faculty members should be involved in continuously improving teaching and learning.

Students who have a goal and seen meaning and purpose in learning are more likely to be motivated to learn grade level and course standards.

# 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.**

Over the past three years, West Morgan Middle School has made remarkable gains in several areas. To begin, our school's culture has improved drastically. We have refined and expanded our focus/advisory groups to include character education based on Steven Covey's The Seven Habits of Highly Effective Teens, community and school service projects, and activities used to foster trust and cooperation between students, their peers, and their teachers. We have also implemented a more structured academic enrichment/remediation period where students are able to deepen their understanding of core material. This, along with our successful Title I resource program has helped several of our struggling students to meet or exceed state standards on the Act Aspire and/or the Explore.

Though school culture will continue to be a focus for us over the next several years, we have begun looking at ways to improve our performance with regard to Alabama's College and Career Ready Standards and the ACT battery of tests. We believe that a focus on instructional rigor and standards-based grading practices will allow our teachers provide our students with those skills that they will need to be a productive and competitive member of a 21st century society. Also, we expect that this narrowed focus on rigor and the CCRS will improve our test results on the ACT Aspire and Explore, especially in the areas of Math and ELA.

Planned events and programs have been successful in building and fostering relationships between the school and all the stakeholders. Community Partners have been established and will continue to be strengthened through our Community Fair.

# Additional Information

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

West Morgan Middle school is adopting an exciting initiative to protect instruction time and to provide acceleration or remediation for our students: we will be adopting a modified block schedule that will serve to, ultimately, provide us, weekly, with an "eighth" period in which we are able to both provide acceleration and remediation and where we can schedule those events, necessary to a functioning school, and protect valuable class time. WMMS continues to strive for excellence in all areas.

# Improvement Plan Stakeholder Involvement

# Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

# Improvement Planning Process

Improvement Planning Process

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

The school  leadership team has representation from faculty, principal, counselor, instructional coach, Title I teacher and parents.  Team members volunteer and collaborate to gather and analyze data which is then provided to the principal for submission to the plan.   Surveys were distributed to students, teachers, and parents, and the data from those surveys indicated that our greatest area of weakness was instructional rigor.  To that end, the ACIP committee began to develop a plan for increasing instructional rigor.

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

Our ACIP committee is comprised of various members of the community, and we are able to receive monthly input from our students and our parents at monthly PTO meetings.  The ACIP committee meets periodically to discuss pertinent information; however, due to the time constraints on some of its members, time consuming tasks like data collection, disaggregation, and compilation typically fall to the counselor and the Title I resource teacher.  Our teachers provide input on the direction of the school improvement plan through the Building Leadership Team, and our focus and advisory groups provide us with frequent input from the student body.

**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 school improvement plan is communicated to our stakeholders in various ways.  The final plan is presented at a PTO meeting, and parents are informed of its availability in the front office should they want to see a paper copy.  The ACIP is also made available to the parents on the school and district website  and school website so that they have access to the plan electronically.  Updates on West Morgan's progress with regard to the ACIP, including test data, are also posted on the school's website.

# Student Performance Diagnostic

# Introduction

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

# Student Performance Data

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 1. | Did you complete the Student Performance Data document offline and upload below? | Yes | Assessment Data included is ACT Aspire and ACT Explore. | WMMS Data Document |

# Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **4.** | Equity of Learning | Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined. | Level 3 |

## Areas of Notable Achievement

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

ACT Aspire 2015 data reflects 50 % readiness in 6th grade math, an increase from 40% readiness in 2014.

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

ACT Aspire 2015 data reflects 50 % readiness in 6th grade math, an increase from 40% readiness in 2014.

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

Overall Highest Performance areas:
ACT Aspire:  English- School wide 64% readiness
EXPLORE:  Science 15.1

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

ACT Aspire data reflects 6th grade Math readiness increased from 40% to 50%.
EXPLORE Data since 2011 was reviewed relative  to gender and racial ethnic groups.  Reading scores have continued to increase...

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

As we continue to improve and expand our EL program, the achievement gap between our native English-speaking students and our EL students is diminishing.

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

Other data sources have not been reviewed or analyzed.

# Areas in Need of Improvement

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

Though there are several areas that fall below the expected levels of performance, our areas of greatest deficiency seem to be, consistently, in the areas of mathematics and ELA. After a review of sample questions form various sources and a comparison of data, we believe that this is largely due to a lack of ability to read and comprehend informative text and then to synthesize or make inferences from said text.

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

Our eight grade math and science results have, for the last three years, been well below the benchmark score on the EXPLORE assessment. We also consistently score below the district average in these areas.

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

The areas of mathematics and ELA indicate the overall lowest performance. Our students, however, also struggle consistently with reading, especially with regard to informative texts, indicating, we believe, a need for increased literacy instruction and rigor within the content area classrooms.

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

ACT ASPIRE is a new assessment and trend data is not yet available for analysis.

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

N/A

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

Other data resources have not been reviewed and analyzed.

# Report Summary

## Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5
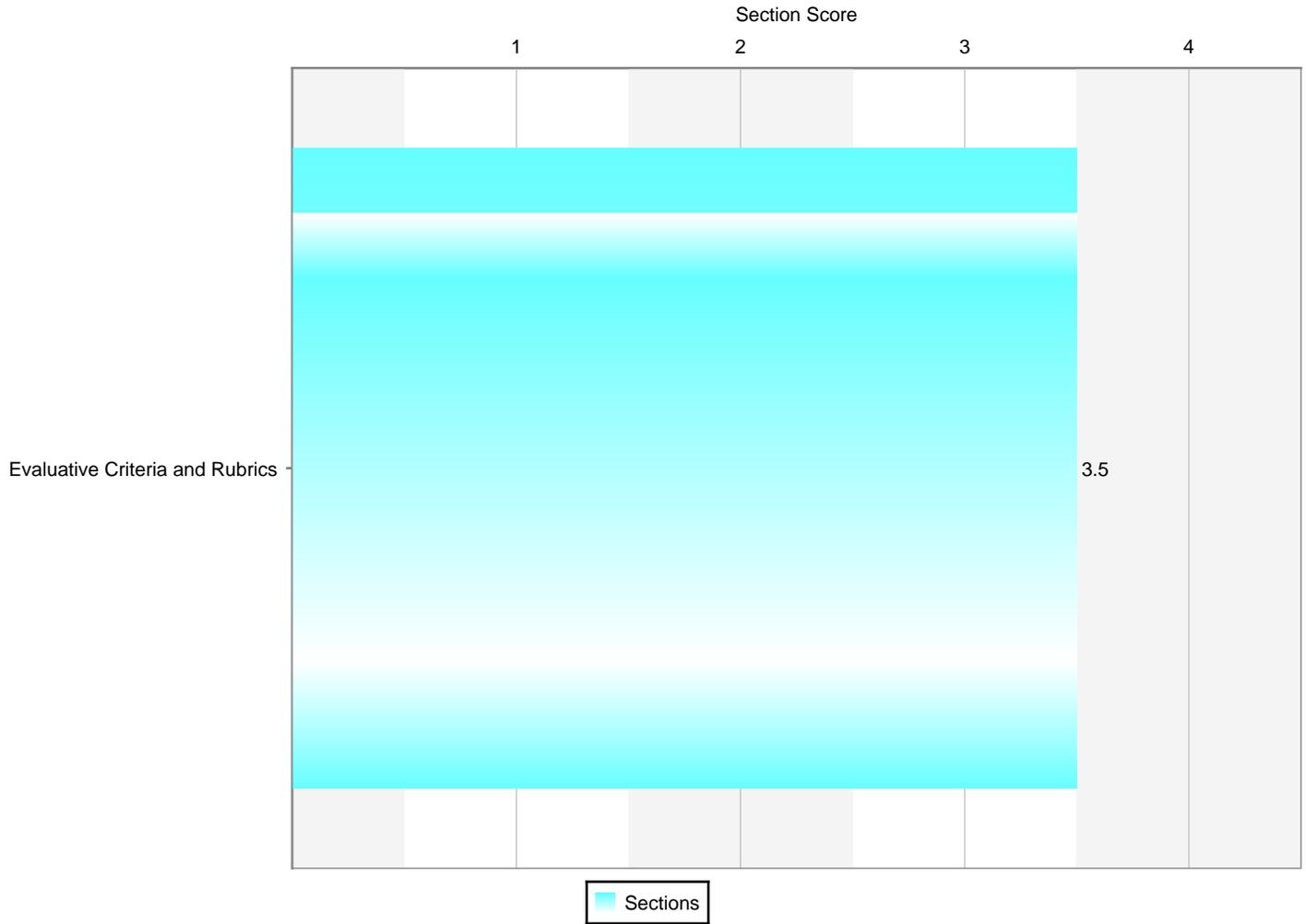
Sections

# ACIP Assurances

# Introduction

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

# ACIP Assurances

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 1. | The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site. | Yes | | CIP Committee |

| 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 | | Discrimination |

| 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 | Jill Jones Brown 261 South Greenway Drive Trinity, Alabama 35673 | Discrimnation |

| 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 | | 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 2015-2016 |

# WMMS ACIP 2015-2016

# Overview

**Plan Name**

WMMS ACIP 2015-2016

**Plan Description**

ACIP

# 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 | West Morgan will foster a professional learning community where collaboration, teamwork, leadership, and initiative are a focus. | Objectives: 1<br>Strategies: 2<br>Activities: 6 | Organizational | $2000 |
| 2 | All students at West Morgan Middle School will achieve academic growth in Mathematics | Objectives: 1<br>Strategies: 3<br>Activities: 8 | Academic | $338272 |
| 3 | All students at West Morgan Middle School will achieve academic growth in ELA | Objectives: 1<br>Strategies: 3<br>Activities: 7 | Academic | $239910 |
| 4 | EL Population will increase proficency by .5% as measured on ACCESS | Objectives: 1<br>Strategies: 2<br>Activities: 2 | Academic | $4200 |

# Goal 1: West Morgan will foster a professional learning community where collaboration, teamwork, leadership, and initiative are a focus.

**Measurable Objective 1:**

demonstrate a behavior that evidences effective communication skills with our colleagues and our students by 05/26/2016 as measured by administrative observation.

**(shared) Strategy 1:**

Effective Communication - Teachers will use various tools to communicate effectively with both their colleagues and their students.

Category:

Research Cited: All professional development opportunities are research-based.

| Activity - Academic Team Meetings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will meet monthly to discuss the level of their current assignments and to make judgments as to the level at which they are asking students to perform. It is the expectation of administration that 70% of all assignments will be asking students to operate at the proficient or advanced level of a particular standard. | Professional Learning | 08/12/2015 | 05/26/2016 | $0 | Title I School Improvement (ISI) | All Faculty and Staff |

| Activity - Teacher Mentoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| New or inexperienced teacher are given much support here at WM. Experienced teachers make themselves readily available before, during and after school to help or answer any questions. Faculty at West Morgan make sure that new or inexperienced teachers have all materials that they need and understand how to use such materials. If these are not available, sharing is not a problem. Faculty members check on the new or inexperienced teachers throughout the day just to make them aware that we are there for them and that we know exactly how they feel about being new and unsure of things such as procedures and locations of things. | Professional Learning | 08/12/2015 | 05/26/2016 | $0 | No Funding Required | All Faculty and Staff |

| Activity - Vertical Teaming | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Due to our size and the fact that we share a location with the high school, West Morgan Middle School's teachers are afforded the opportunity to discuss organization, scheduling, and various policies and procedures with one another and with administration so that transition from grade level to grade level and from middle to high school runs as smoothly as possible. We are able to provide our students with structure and scaffolding with regard to our expectations in the fifth grade and then, as students progress, remove that scaffolding to support leadership and initiative within the student body. These vertical teaming activities occur constantly and have become a part of the very culture at West Morgan Middle School. | Other | 08/12/2015 | 05/26/2016 | $0 | No Funding Required | All Faculty and Staff |

| Activity - Call Log | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Documentation of contact with parents of every student will be provided by each advisory teacher and submitted to principal monthly. | Academic Support Program | 08/12/2015 | 05/26/2016 | $0 | No Funding Required | ALL Faculty and Staff |

| Activity - Daily Scheduled Advisory time | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Each day, every advisory teacher will schedule specific, intentional, individual mentoring time in order to establish a more positive, personal, and professional relationship with each student. | Behavioral Support Program | 08/12/2015 | 05/26/2016 | $0 | No Funding Required | ALL Faculty and Staff |

**Strategy 2:**

Professional Development Opprtunities - Teachers will attend professional development that will not only allow them to innovate within the classroom, but that will allow

them to take the initiative in leading the faculty through opportunities  but are not limited to CLAS conference, MEGA conference,turn-around trainings, mini-workshops,

technology conference.

Category:

Research Cited: All professional development opportunities are research-based.

| Activity - Middle Schools That Work Conference | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Key teachers will attend the Making Middle Grades Work conference to further develop skills that will improve classroom rigor, standards-based grading practices, and literacy across the curriculum. | Professional Learning | 08/12/2015 | 05/26/2016 | $2000 | Title I Schoolwide | Faculty/ Staff |

# Goal 2: All students at West Morgan Middle School will achieve academic growth in Mathematics

**Measurable Objective 1:**

100% of All Students  will complete a portfolio or performance  growth in Mathematics by 05/26/2016 as measured by ChalkableI-Achievement end of year benchmark assessment.

**Strategy 1:**

Using Formative Assessments to Guide Standards based Instruction - Teachers will administer the Chalkable Baseline and End-of-Year Benchmark Assessment, along with

two Chalkable Formative Assessments.

Category:

Research Cited: Research suggests that teachers' skill with formative assessment is a key factor for improving student learning in mathematics (Black & Wiliam, 1998;

Wiliam, 2007). In their extensive review of the literature on formative assessment, Black and Wiliam (1998) found substantial evidence linking formative assessment

with higher student achievement, with typical effect sizes ranging from an impressive 0.4 to 0.7. Across these studies, formative assessment was shown to be

particularly beneficial for low-performing students, which suggests that increasing teachers' capacity for formative assessment has promise for closing the achievement gap. (OGAP was developed by the Vermont Mathematics Partnership funded by the US Department of Education
(Award Number S366A020002) and the National Science Foundation (Award Number EHR-0227057))

| Activity - Administer Chalkable Assessment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Chalkable Achievement will be administered four times during the 2015 - 2016 school year. These assessments are based upon pacing guides as developed by Morgan County teachers, aligned with CCRS standards. | Academic Support Program | 08/12/2015 | 05/26/2016 | $80000 | General Fund | Principal or designee, instructional coach. District directors and teachers |

| Activity - Analysis of Chalkable Formative assessments | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Chalkable Achievement will be administered four times during the 2015-2016 school year. These assessments are based upon the pacing guides as developed by Morgan County teachers, aligned with CCRS standards. | Academic Support Program | 08/12/2015 | 05/26/2016 | $1800 | General Fund | ALL Faculty and Staff |

**Strategy 2:**

Focused Instruction on special populations - Special education students will be taught and assessed based upon their current individual math performance goal. Instruction will be focused in order to address these specific, individual needs.

Category:

Research Cited: OGAP is professional development intervention that trains teachers to use multiple math items of high cognitive demand to gather information on student thinking and them analyze that information using frameworks based on research on student thinking in mathematics (Bell, Greer, Grimison et Managan, 1989; Harel, Behr, Post and Lest, 1994, Kouba, 1989; Kouba and Franklin, 1995). This analysis is then intended to guide instruction

| Activity - Voyager-Math/Edmentum | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will provide focused instruction, utilizing the Voyager Math/Edmemtum program for reinforcement of standard based skill deficits. | Academic Support Program | 08/12/2015 | 05/26/2016 | $14500 | General Fund | ALL Faculty and Staff |

| Activity - Professional development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Professional development and job embedded training as a follow up OGAP professional development and CCRS standards. Professional development will also be offered through the MCS Instructional Coaches. | Professional Learning | 08/12/2015 | 05/26/2016 | $65493 | Title II Part A | ALL Faculty and Staff |

**Strategy 3:**

Differentiated Instruction - Teachers will provide explicit whole group and small group instruction daily, addressing different learning styles, using the text adopted curriculum while using a variety of AMSTI and OGAP active engagement strategies. IEP goals will be implemented and RTI guidelines will be followed. Teachers will

utilize proper tiered instruction.

Category:

Research Cited: Research validates a number of practices that provide the foundation of differentiation, including effective classroom management procedures, promoting student engagement and motivation, asessing student readiness, responding to learning styles, grouping students for instruction and teaching to the student's ZPD (Allan & Tomlinson, 2000, Vygotsky, 1978).  In one three year study researching the application and effects of differentiated instruction in k-12 classrooms, they found that differentiated instruction consistently yielded positive results across a broad range of targeted groups (Rock, Gregg, Ellis & Gable, 2008).

| Activity - Explicit, Tiered Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will provide explicit, skills based research based instruction on a daily basis using various instructional strategies and formative assessments to guide small group instruction. | Direct Instruction | 08/12/2015 | 05/26/2016 | $34662 | Title I Part A | Principal, instructional coach, teachers |

| Activity - Hands on Instruction and Practice | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will incorporate identified manipulative and technology resources into lessons and standards based centers while providing opportunities for practice and enrichment utilizing identified resources for remediation for students not mastering skills taught. | Academic Support Program | 08/12/2015 | 05/26/2016 | $34662 | Title I Part A | Principal, instructional coaches, teachers. |

| Activity - Use of Technology as an Instructional Tool | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will incorporate identified technology resources into lessons in standards based centers and provide opportunity for student engagement while utilizing approved programs for remediation and enrichment based on informative assessment data. | Technology | 08/12/2015 | 05/26/2016 | $34662 | Title I Part A | Principal or designee, instructional coach, teachers |

| Activity - Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers may attend training, workshops, conferences, etc. in the area of skills based, research based instruction and to enhance the use of technology.  Professional learning and job embedded training may be offered through AMSTI, MCS Instructional Coaches and Technology in Motion. | Professional Learning | 08/12/2015 | 05/26/2016 | $72493 | Title II Part A, Title I Part A | District Directors, principal or designee, instructional coaches, teachers |

# Goal 3: All students at West Morgan Middle School will achieve academic growth in ELA

**Measurable Objective 1:**

100% of All Students  will complete a portfolio or performance  growth  in English Language Arts by 05/26/2016 as measured by Chalkable end of year benchmark assessment.

### Strategy 1:

Using Formative Assessments to Guide Standards based Instruction - Teachers will administer the Chalkable Baseline and the end-of the year Benchmark

Assessment, along with two Chalkable Formative Assessments.

Category:

Research Cited: Black and William(1998)

| Activity - Data Meetings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| All schools will conduct data meetings. | Professional Learning, Academic Support Program | 08/12/2015 | 05/26/2016 | $1800 | General Fund | ALL Faculty and Staff |

| Activity - Administer Chalkable Assessment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Chalkable Achievement will be administered four times during the 2015-16 school year.  These Assessments are based upon pacing guides, as developed by Morgan County teachers, aligned with the CCRS standards. | Academic Support Program | 08/12/2015 | 05/26/2016 | $8300 | General Fund | ALL Faculty and Staff |

### Strategy 2:

Focused Instruction on special populations - Special Education students will be taught and assessed based upon their current, individual, ELA goals.  Instruction will be

focused in order to address these specific, individual needs.

Category:

Research Cited: Black and William (1998) published an analysis of research that has become a seminal work on formative assessment.

| Activity - Voyager-Math/Edmentum | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will provide focused instruction utilizing the Voyager/Edmentum program for reinforcement of standards based skill deficits. | Academic Support Program | 08/12/2015 | 05/26/2016 | $22500 | General Fund | ALL Faculty and Staff |

| Activity - Professional development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Professional Development and job embedded training through ARI Regional and MCS Instructional coaches. | Professional Learning | 08/12/2015 | 05/26/2016 | $65493 | Title II Part A | ALL Faculty and Staff |

### Strategy 3:

Differentiated Instruction - Teachers will provide explicit whole group and small group instruction daily addressing different learning styles using the text adopted

curriculum while using a variety of active engagement strategies.  Weekly Writer program will be implemented and used daily in all grades.  IEP goals will be implemented and RtI guidelines will be followed.  Teachers will utilize proper tiered instruction.

Category:

Research Cited: Research validates a number of practices that provide the foundation of differentiation, including effective classroom management procedures, promoting student engagement and motivation, asessing student readiness, responding to learning styles, grouping students for instruction and teaching to the student's ZPD (Allan & Tomlinson, 2000, Vygotsky, 1978).  In one three year study researching the application and effects of differentiated instruction in k-12 classrooms, they found that differentiated instruction consistently yielded positive results across a broad range of targeted groups (Rock, Gregg, Ellis & Gable, 2008).

| Activity - Hands on Instruction and Practice | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will incorporate identified manipulative and technology resources into lessons and standards based centers while providing opportunities for practice and enrichment utilizing identified resources for remediation for students not mastering skills taught. | Academic Support Program | 08/12/2015 | 05/26/2016 | $34662 | Title I Part A | Principal or designee, instructional coach, teachers |

| Activity - Use of Technology as an Instructional Tool | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will incorporate identified technology resources into lessons and standards based centers and provide time for student engagement while utilizing approved programs for remediation and enrichment based on formative assessment data. | Technology | 08/12/2015 | 05/26/2016 | $34662 | Title I Part A | Principal or designee, instructional coach, teachers |

| Activity - Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers may attend training, workshops, conferences, etc. in the area of skills based, research based instruction and to enhance the use of technology.  Professional learning and job embedded training may be offered through AMSTI, MCS instructional coaches and Technology in Motion. | Professional Learning | 08/12/2015 | 05/26/2016 | $72493 | Title II Part A, Title I Part A | District directors, principal or designee, instructional coaches, teachers |

# Goal 4: EL Population will increase proficency by .5% as measured on ACCESS

**Measurable Objective 1:**

100% of English Learners students  will demonstrate a proficiency  by improving .5%  in Writing by 05/26/2016 as measured by ACCESS assessment.

**Strategy 1:**

WIDA Standards - WIDA standards will be used and ongoing training will be implemented in the SDAIE model of instruction

Category:

Research Cited: CLine, Zulmara, and Juan Necochea. "Specially Designed Academic Instruction in English (SDAIE): More Than Just Good Instruction." Multicultural Perspectives 5.1 (2003): 18-24. Web. http://faculty.weber.edu/mtungmala/hybrid4270/articles/sdaie.

| Activity - Teacher Training on WIDA writing standards | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| ALL teachers of EL students will receive training on WIDA standards and the SDAIE model of instruction | Professional Learning | 08/12/2015 | 05/26/2016 | $4200 | Title III | Director of FP, Principal, EL Teachers |

**Strategy 2:**

Academic Vocabulary Instruction - Teachers will provide direct instruction on the academic vocabulary used in their course.  This instruction will be intentional.

Category:

Research Cited: CLine, Zulmara, and Juan Necochea. "Specially Designed Academic Instruction in English (SDAIE): More Than Just Good Instruction." Multicultural Perspectives 5.1 (2003): 18-24. Web. http://faculty.weber.edu/mtungmala/hybrid4270/articles/sdaie.

| Activity - Monitor Implemtation of academic vobaulary lessons | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Principal will monitor through observation and lesson plans that teachers are providing intentional lessons to EL students using various methods of teaching academic vocabulary. | Other | 08/12/2015 | 05/26/2016 | $0 | No Funding Required | Director of FP, principal, instructional coaches and teachers |

# Activity Summary by Funding Source

**Below is a breakdown of your activities by funding source**

**Title III**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Teacher Training on WIDA writing standards | ALL teachers of EL students will receive training on WIDA standards and the SDAIE model of instruction | Professional Learning | 08/12/2015 | 05/26/2016 | $4200 | Director of FP, Principal, EL Teachers |
| | | | | **Total** | $4200 | |

**General Fund**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Voyager-Math/Edmentum | Teachers will provide focused instruction utilizing the Voyager/Edmentum program for reinforcement of standards based skill deficits. | Academic Support Program | 08/12/2015 | 05/26/2016 | $22500 | ALL Faculty and Staff |
| Data Meetings | All schools will conduct data meetings. | Professional Learning, Academic Support Program | 08/12/2015 | 05/26/2016 | $1800 | ALL Faculty and Staff |
| Analysis of Chalkable Formative assessments | Chalkable Achievement will be administered four times during the 2015-2016 school year. These assessments are based upon the pacing guides as developed by Morgan County teachers, aligned with CCRS standards. | Academic Support Program | 08/12/2015 | 05/26/2016 | $1800 | ALL Faculty and Staff |
| Administer Chalkable Assessment | Chalkable Achievement will be administered four times during the 2015 - 2016 school year. These assessments are based upon pacing guides as developed by Morgan County teachers, aligned with CCRS standards. | Academic Support Program | 08/12/2015 | 05/26/2016 | $80000 | Principal or designee, instructional coach. District directors and teachers |
| Administer Chalkable Assessment | Chalkable Achievement will be administered four times during the 2015-16 school year. These Assessments are based upon pacing guides, as developed by Morgan County teachers, aligned with the CCRS standards. | Academic Support Program | 08/12/2015 | 05/26/2016 | $8300 | ALL Faculty and Staff |
| Voyager-Math/Edmentum | Teachers will provide focused instruction, utilizing the Voyager Math/ Edmemtum program for reinforcement of standard based skill deficits. | Academic Support Program | 08/12/2015 | 05/26/2016 | $14500 | ALL Faculty and Staff |
| | | | | **Total** | $128900 | |

**Title I Schoolwide**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Middle Schools That Work Conference | Key teachers will attend the Making Middle Grades Work conference to further develop skills that will improve classroom rigor, standards-based grading practices, and literacy across the curriculum. | Professional Learning | 08/12/2015 | 05/26/2016 | $2000 | Faculty/ Staff |
| | | | | Total | $2000 | |

**Title II Part A**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Professional Development | Teachers may attend training, workshops, conferences, etc. in the area of skills based, research based instruction and to enhance the use of technology.  Professional learning and job embedded training may be offered through AMSTI, MCS Instructional Coaches and Technology in Motion. | Professional Learning | 08/12/2015 | 05/26/2016 | $65493 | District Directors, principal or designee, instructional coaches, teachers |
| Professional development | Professional development and job embedded training as a follow up OGAP professional development and CCRS standards.  Professional development will also be offered through the MCS Instructional Coaches. | Professional Learning | 08/12/2015 | 05/26/2016 | $65493 | ALL Faculty and Staff |
| Professional development | Professional Development and job embedded training through ARI Regional and MCS Instructional coaches. | Professional Learning | 08/12/2015 | 05/26/2016 | $65493 | ALL Faculty and Staff |
| Professional Development | Teachers may attend training, workshops, conferences, etc. in the area of skills based, research based instruction and to enhance the use of technology.  Professional learning and job embedded training may be offered through AMSTI, MCS instructional coaches and Technology in Motion. | Professional Learning | 08/12/2015 | 05/26/2016 | $65493 | District directors, principal or designee, instructional coaches, teachers |
| | | | | Total | $261972 | |

**No Funding Required**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Daily Scheduled Advisory time | Each day, every advisory teacher will schedule specific, intentional, individual mentoring time in order to establish a more positive, personal, and professional relationship with each student. | Behavioral Support Program | 08/12/2015 | 05/26/2016 | $0 | ALL Faculty and Staff |

| Vertical Teaming | Due to our size and the fact that we share a location with the high school, West Morgan Middle School's teachers are afforded the opportunity to discuss organization, scheduling, and various policies and procedures with one another and with administration so that transition from grade level to grade level and from middle to high school runs as smoothly as possible.  We are able to provide our students with structure and scaffolding with regard to our expectations in the fifth grade and then, as students progress, remove that scaffolding to support leadership and initiative within the student body.  These vertical teaming activities occur constantly and have become a part of the very culture at West Morgan Middle School. | Other | 08/12/2015 | 05/26/2016 | $0 | All Faculty and Staff |
|---|---|---|---|---|---|---|
| Teacher Mentoring | New or inexperienced teacher are given much support here at WM. Experienced teachers make themselves readily available before, during and after school to help or answer any questions.  Faculty at West Morgan make sure that new or inexperienced teachers have all materials that they need and understand how to use such materials.  If these are not available, sharing is not a problem. Faculty members check on the new or inexperienced teachers throughout the day just to make them aware that we are there for them and that we know exactly how they feel about being new and unsure of things such as procedures and locations of things. | Professional Learning | 08/12/2015 | 05/26/2016 | $0 | All Faculty and Staff |
| Monitor Implemtation of academic vobaulary lessons | Principal will monitor through observation and lesson plans that teachers are providing intentional lessons to EL students using various methods of teaching academic vocabulary. | Other | 08/12/2015 | 05/26/2016 | $0 | Director of FP, principal, instructional coaches and teachers |
| Call Log | Documentation of contact with parents of every student will be provided by each advisory teacher and submitted to principal monthly. | Academic Support Program | 08/12/2015 | 05/26/2016 | $0 | ALL Faculty and Staff |
| | | | | **Total** | $0 | |

**Title I School Improvement (ISI)**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Academic Team Meetings | Teachers will meet monthly to discuss the level of their current assignments and to make judgments as to the level at which they are asking students to perform.  It is the expectation of administration that 70% of all assignments will be asking students to operate at the proficient or advanced level of a particular standard. | Professional Learning | 08/12/2015 | 05/26/2016 | $0 | All Faculty and Staff |
| | | | | **Total** | $0 | |

**Title I Part A**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Use of Technology as an Instructional Tool | Teachers will incorporate identified technology resources into lessons in standards based centers and provide opportunity for student engagement while utilizing approved programs for remediation and enrichment based on informative assessment data. | Technology | 08/12/2015 | 05/26/2016 | $34662 | Principal or designee, instructional coach, teachers |
| Professional Development | Teachers may attend training, workshops, conferences, etc. in the area of skills based, research based instruction and to enhance the use of technology.  Professional learning and job embedded training may be offered through AMSTI, MCS instructional coaches and Technology in Motion. | Professional Learning | 08/12/2015 | 05/26/2016 | $7000 | District directors, principal or designee, instructional coaches, teachers |
| Hands on Instruction and Practice | Teachers will incorporate identified manipulative and technology resources into lessons and standards based centers while providing opportunities for practice and enrichment utilizing identified resources for remediation for students not mastering skills taught. | Academic Support Program | 08/12/2015 | 05/26/2016 | $34662 | Principal, instructional coaches, teachers. |
| Explicit, Tiered Instruction | Teachers will provide explicit, skills based research based instruction on a daily basis using various instructional strategies and formative assessments to guide small group instruction. | Direct Instruction | 08/12/2015 | 05/26/2016 | $34662 | Principal, instructional coach, teachers |
| Use of Technology as an Instructional Tool | Teachers will incorporate identified technology resources into lessons and standards based centers and provide time for student engagement while utilizing approved programs for remediation and enrichment based on formative assessment data. | Technology | 08/12/2015 | 05/26/2016 | $34662 | Principal or designee, instructional coach, teachers |
| Hands on Instruction and Practice | Teachers will incorporate identified manipulative and technology resources into lessons and standards based centers while providing opportunities for practice and enrichment utilizing identified resources for remediation for students not mastering skills taught. | Academic Support Program | 08/12/2015 | 05/26/2016 | $34662 | Principal or designee, instructional coach, teachers |
| Professional Development | Teachers may attend training, workshops, conferences, etc. in the area of skills based, research based instruction and to enhance the use of technology.  Professional learning and job embedded training may be offered through AMSTI, MCS Instructional Coaches and Technology in Motion. | Professional Learning | 08/12/2015 | 05/26/2016 | $7000 | District Directors, principal or designee, instructional coaches, teachers |
| | | | | **Total** | $187310 | |

# Stakeholder Feedback Diagnostic

# Introduction

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

## Stakeholder Feedback Data

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 1. | Did you complete the Stakeholder Feedback Data document offline and upload below? | Yes | Rather than completing the Advanc-Ed surveys, Morgan County formulated its own stakeholder feedback surveys and distributed these to parents, students, teachers, and various other stakeholders within the community. A narrative of these results and the strength and weaknesses found therein have been uploaded to serve as our Stakeholder Feedback Data document. | Stakeholder Feedback document Parent Survey 2015-2016 Summary Parent Surveys 5th grade Summary Summary 6th -8th Staff Summary Staff Survey Survey Response-5th Parent Survey 2015-2016 Survey Response 2015-2016 |

# Evaluative Criteria and Rubrics

Overall Rating:  2.0

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **1.** | Questionnaire Administration | Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants. | Level 1 |

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

# Areas of Notable Achievement

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

With regard to school safety issues and the like, 85% of our parents feel that there is at least one adult at the school that is available to help their child.  Also, 84% of parents feel that their child is safe at school.

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

Over the past several years, West Morgan Middle has improved in the areas of availability to parents and in the realm of parent communication; however,  survey results still indicate a need in this area.

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

All feedback seems to be consistent.

# Areas in Need of Improvement

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

Thirty-four percent of parents disagree or strongly disagree with the following statements:

"The school keeps me informed about my child's academic progress, achievements, and successes."

"The school keeps me informed about my child's classroom behavior."

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

Though the trend is not necessarily decreasing, communication still seems to be an issue with each group of stakeholders.

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

We must, as a school, continue to improve the relationships that our school and our teachers have with one another, with our students, and with our parents.  We must increase the avenues of communication so that parents, students, and community leaders can stay informed about the goings-on at West Morgan, no matter the method of communication that they prefer.

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

Feedback from all sources is consistent.

# Report Summary

## Scores By Section

Section Score

|  | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

Evaluative Criteria and Rubrics — 2
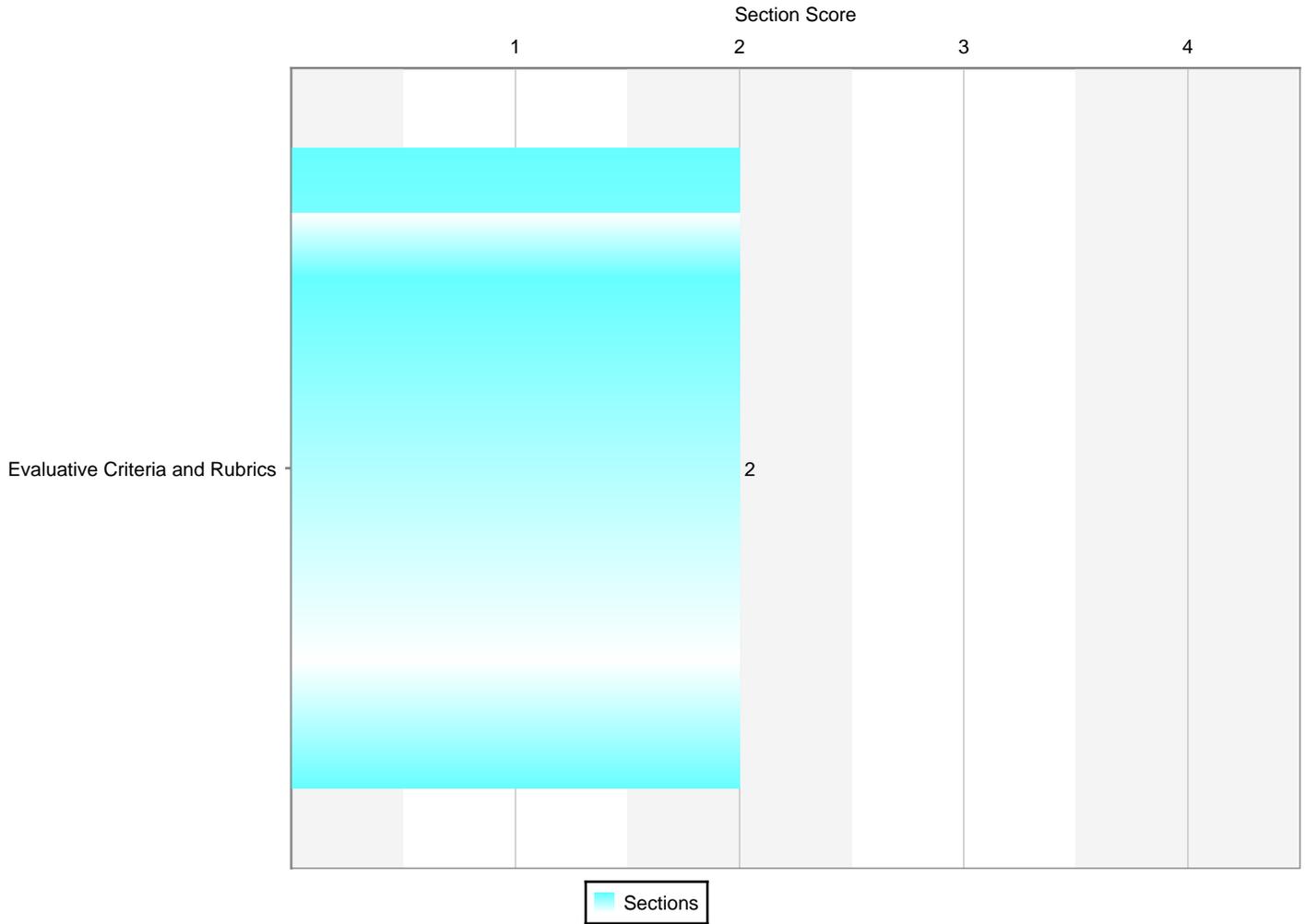
Sections

# Title I Schoolwide Diagnostic

# Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

# Component 1: Comprehensive Needs Assessment

**1. How was the comprehensive needs assessment conducted?**

The school's ACIP committee met at the end of the 2014-2015 school year to review programs and strategies implemented throughout the year to determine effectiveness.  The planning process of the ACIP began, as usual, with an extensive review of data from various sources. The team examined data from the elementary school level through the high school level, including V-Math and Passport/Journeys math and reading initiatives, EXPLORE, Chalkable Assessment, ACT Aspire, student and parent surveys, etc.  Strengths and weaknesses were first discussed during a preliminary meeting of the ACIP team, and then were included in a presentation to be given to the faculty during one of the year's first faculty meeting.  During that data review meeting, teachers were provided with information pertaining to the school as a whole, as well as information regarding their individual students.  Teachers will use this data to focus on areas of weakness within their grade level, and to differentiate instruction based on student ability and readiness.  The president and vice-president of our PTO were also made aware of the strengths and weaknesses here at West Morgan Middle and were asked to share this information with other parents within the organization.  After discussing the data with our stakeholders, the leadership team and several members of the faculty met to discuss our goals for the next five years and strategies that will help us meet those goals. These goals were then adapted for implementation within our ACIP.

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

After reviewing data from several areas, our comprehensive needs assessment revealed weaknesses in several areas that would need to be addressed.  To begin, the need for a narrower focus on the goals set forth by Alabama's College and Career Readiness Standards was immediately apparent. Through our scores on the Chalkable assessement , when reviewing information from tests, that were faithfully aligned to the common core, we began to notice areas where our students were struggling.  Specifically, these areas seemed to within the scope of critical thinking, problem solving, and practical application. Beyond this, we have noted, for several years, the need for increased parental involvement at the middle school level.  Though we have made consistent progress on this front, finding ways to get information into the hands of our parents continues to be difficult.  Finally, among our faculty and staff, a need for time where colleagues might collaborate to plan lessons, review assignments, and discuss ways to move our students forward was discovered.

**3. What conclusions were drawn from the results?**

As a result of the comprehensive needs assessment and subsequent discussion and review of the data, the following conclusions were drawn.  First, the faculty at West Morgan concluded that we, as a school, would need to increase rigor within each classroom so the we might push our students to higher levels of achievement.  Second, we agreed that we would need to find creative ways to communicate with our parents, students, and stakeholders so that we might foster greater relationships within and ties to the community. Third, we noted that teachers would need some time to be able to work together if they were going to begin to implement instruction that is truly cross-curricular.

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

As a result of an analysis of perception, it is clear that, although we make an attempt to contact each of our parents at least monthly, our parents would like to see more communication from the school.  Parental involvement has always been a struggle, and we want to make every effort to not only communicate with our parents but to have them more actively involved.  Additionally, with an increasing EL population, we must continually find new ways to reach our students who struggle with English as their second language. ACT Aspire was first administered in Spring 2014.  With subsequent assessments, treading data will be analyzed.

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

The goals that we have set for ourselves in the 2015-2016 school year and in the years to come will directly effect the preparation of our students for the next stage in their academic career and beyond.  By increasing rigor within each of our classes, we hope that our students will be better prepared to meet and exceed the expectations set forth by the state department of education.  Additionally, by increasing our efforts in the area of parental involvement, we hope to actively engage our parents in every aspect of their child's education, understanding as we do that parental involvement is truly the greatest indicator of a child's success.  Finally, by building a solid learning community through the use of The Seven Habits of Highly Effective People and various team-building activities, we hope to create ties to this school and this community that will persist for quite some time.

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

Our goals, which stemmed from an in-depth discussion of various data points, focus on improving our students and school in a variety ofways.  Not only do we seek to improve our scores on various assessments, but we hope to improve perception, increase involvement, and explore various opportunities to expand our programs.

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

According to research published by the Southern Regional Education Board, increasing the rigor in a classroom and asking students to apply and create rather than to simply retain and recall, benefits all students but can, perhaps, be most beneficial within the special education population as it more adequately addresses the learning styles of these students.  Also, a shift in the culture and language of the school will ensure that we are all working to achieve the same goals.

# 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:**

West Morgan will foster a professional learning community where collaboration, teamwork, leadership, and initiative are a focus.

**Measurable Objective 1:**

demonstrate a behavior that evidences effective communication skills with our colleagues and our students by 05/26/2016 as measured by administrative observation.

**Strategy1:**

Effective Communication - Teachers will use various tools to communicate effectively with both their colleagues and their students.

Category:

Research Cited: All professional development opportunities are research-based.

| Activity - Academic Team Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will meet monthly to discuss the level of their current assignments and to make judgments as to the level at which they are asking students to perform. It is the expectation of administration that 70% of all assignments will be asking students to operate at the proficient or advanced level of a particular standard. | Professional Learning | 08/12/2015 | 05/26/2016 | $0 - Title I School Improvement (ISI) | All Faculty and Staff |

| Activity - Teacher Mentoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| New or inexperienced teacher are given much support here at WM. Experienced teachers make themselves readily available before, during and after school to help or answer any questions. Faculty at West Morgan make sure that new or inexperienced teachers have all materials that they need and understand how to use such materials. If these are not available, sharing is not a problem. Faculty members check on the new or inexperienced teachers throughout the day just to make them aware that we are there for them and that we know exactly how they feel about being new and unsure of things such as procedures and locations of things. | Professional Learning | 08/12/2015 | 05/26/2016 | $0 - No Funding Required | All Faculty and Staff |

| Activity - Vertical Teaming | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Due to our size and the fact that we share a location with the high school, West Morgan Middle School's teachers are afforded the opportunity to discuss organization, scheduling, and various policies and procedures with one another and with administration so that transition from grade level to grade level and from middle to high school runs as smoothly as possible.  We are able to provide our students with structure and scaffolding with regard to our expectations in the fifth grade and then, as students progress, remove that scaffolding to support leadership and initiative within the student body.  These vertical teaming activities occur constantly and have become a part of the very culture at West Morgan Middle School. | Other | 08/12/2015 | 05/26/2016 | $0 - No Funding Required | All Faculty and Staff |

| Activity - Daily Scheduled Advisory time | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Each day, every advisory teacher will schedule specific, intentional, individual mentoring time in order to establish a more positive, personal, and professional relationship with each student. | Behavioral Support Program | 08/12/2015 | 05/26/2016 | $0 - No Funding Required | ALL Faculty and Staff |

| Activity - Call Log | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Documentation of contact with parents of every student will be provided by each advisory teacher and submitted to principal monthly. | Academic Support Program | 08/12/2015 | 05/26/2016 | $0 - No Funding Required | ALL Faculty and Staff |

**Strategy2:**

Professional Development Opprtunities - Teachers will attend professional development that will not only allow them to innovate within the classroom, but that will allow them to take the initiative in leading the faculty through opportunities  but are not limited to CLAS conference, MEGA conference,turn-around trainings, mini-workshops, technology conference.

Category:

Research Cited: All professional development opportunities are research-based.

| Activity - Middle Schools That Work Conference | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Key teachers will attend the Making Middle Grades Work conference to further develop skills that will improve classroom rigor, standards-based grading practices, and literacy across the curriculum. | Professional Learning | 08/12/2015 | 05/26/2016 | $2000 - Title I Schoolwide | Faculty/ Staff |

**Goal 2:**

All students at West Morgan Middle School will achieve academic growth in Mathematics

**Measurable Objective 1:**

100% of All Students  will complete a portfolio or performance  growth in Mathematics by 05/26/2016 as measured by ChalkableI-

Achievement end of year benchmark assessment.

**Strategy1:**

Differentiated Instruction - Teachers will provide explicit whole group and small group instruction daily, addressing different learning styles, using the text adopted curriculum while using a variety of AMSTI and OGAP active engagement strategies.  IEP goals will be implemented and RTI guidelines will be followed.  Teachers will utilize proper tiered instruction.

Category:

Research Cited: Research validates a number of practices that provide the foundation of differentiation, including effective classroom management procedures, promoting student engagement and motivation, asessing student readiness, responding to learning styles, grouping students for instruction and teaching to the student's ZPD (Allan & Tomlinson, 2000, Vygotsky, 1978).  In one three year study researching the application and effects of differentiated instruction in k-12 classrooms, they found that differentiated instruction consistently yielded positive results across a broad range of targeted groups (Rock, Gregg, Ellis & Gable, 2008).

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers may attend training, workshops, conferences, etc. in the area of skills based, research based instruction and to enhance the use of technology.  Professional learning and job embedded training may be offered through AMSTI, MCS Instructional Coaches and Technology in Motion. | Professional Learning | 08/12/2015 | 05/26/2016 | $7000 - Title I Part A $65493 - Title II Part A | District Directors, principal or designee, instructional coaches, teachers |

| Activity - Hands on Instruction and Practice | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will incorporate identified manipulative and technology resources into lessons and standards based centers while providing opportunities for practice and enrichment utilizing identified resources for remediation for students not mastering skills taught. | Academic Support Program | 08/12/2015 | 05/26/2016 | $34662 - Title I Part A | Principal, instructional coaches, teachers. |

| Activity - Use of Technology as an Instructional Tool | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will incorporate identified technology resources into lessons in standards based centers and provide opportunity for student engagement while utilizing approved programs for remediation and enrichment based on informative assessment data. | Technology | 08/12/2015 | 05/26/2016 | $34662 - Title I Part A | Principal or designee, instructional coach, teachers |

| Activity - Explicit, Tiered Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will provide explicit, skills based research based instruction on a daily basis using various instructional strategies and formative assessments to guide small group instruction. | Direct Instruction | 08/12/2015 | 05/26/2016 | $34662 - Title I Part A | Principal, instructional coach, teachers |

**Strategy2:**

Focused Instruction on special populations - Special education students will be taught and assessed based upon their current individual math performance goal.  Instruction will be focused in order to address these specific, individual needs.

Category:

Research Cited: OGAP is professional development intervention that trains teachers to use multiple math items of high cognitive demand to gather information on student thinking and them analyze that information using frameworks based on research on student thinking in mathematics (Bell, Greer, Grimison et Managan, 1989; Harel, Behr, Post and Lest, 1994, Kouba, 1989; Kouba and Franklin, 1995).  This analysis is then intended to guide instruction

| Activity - Voyager-Math/Edmentum | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will provide focused instruction, utilizing the Voyager Math/ Edmemtum program for reinforcement of standard based skill deficits. | Academic Support Program | 08/12/2015 | 05/26/2016 | $14500 - General Fund | ALL Faculty and Staff |

| Activity - Professional development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Professional development and job embedded training as a follow up OGAP professional development and CCRS standards. Professional development will also be offered through the MCS Instructional Coaches. | Professional Learning | 08/12/2015 | 05/26/2016 | $65493 - Title II Part A | ALL Faculty and Staff |

**Strategy3:**

Using Formative Assessments to Guide Standards based Instruction - Teachers will administer the Chalkable Baseline and End-of-Year Benchmark Assessment, along with

two Chalkable Formative Assessments.

Category:

Research Cited: Research suggests that teachers' skill with formative assessment is a key factor for improving student learning in mathematics (Black & Wiliam, 1998;

Wiliam, 2007). In their extensive review of the literature on formative assessment, Black and Wiliam (1998) found substantial evidence linking formative assessment

with higher student achievement, with typical effect sizes ranging from an impressive 0.4 to 0.7. Across these studies, formative assessment was shown to be

particularly beneficial for low-performing students, which suggests that increasing teachers' capacity for formative assessment has promise for closing the achievement

gap. (OGAP was developed by the Vermont Mathematics Partnership funded by the US Department of Education

(Award Number S366A020002) and the National Science Foundation (Award Number EHR-0227057))

| Activity - Analysis of Chalkable Formative assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Chalkable Achievement will be administered four times during the 2015-2016 school year. These assessments are based upon the pacing guides as developed by Morgan County teachers, aligned with CCRS standards. | Academic Support Program | 08/12/2015 | 05/26/2016 | $1800 - General Fund | ALL Faculty and Staff |

| Activity - Administer Chalkable Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Chalkable Achievement will be administered four times during the 2015 - 2016 school year. These assessments are based upon pacing guides as developed by Morgan County teachers, aligned with CCRS standards. | Academic Support Program | 08/12/2015 | 05/26/2016 | $80000 - General Fund | Principal or designee, instructional coach. District directors and teachers |

**Goal 3:**

All students at West Morgan Middle School will achieve academic growth in ELA

**Measurable Objective 1:**

100% of All Students  will complete a portfolio or performance  growth  in English Language Arts by 05/26/2016 as measured by Chalkable end of year benchmark assessment.

**Strategy1:**

Focused Instruction on special populations - Special Education students will be taught and assessed based upon their current, individual, ELA goals.  Instruction will be focused in order to address these specific, individual needs.

Category:

Research Cited: Black and William (1998) published an analysis of research that has become a seminal work on formative assessment.

| Activity - Professional development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Professional Development and job embedded training through ARI Regional and MCS Instructional coaches. | Professional Learning | 08/12/2015 | 05/26/2016 | $65493 - Title II Part A | ALL Faculty and Staff |

| Activity - Voyager-Math/Edmentum | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will provide focused instruction utilizing the Voyager/Edmentum program for reinforcement of standards based skill deficits. | Academic Support Program | 08/12/2015 | 05/26/2016 | $22500 - General Fund | ALL Faculty and Staff |

**Strategy2:**

Using Formative Assessments to Guide Standards based Instruction - Teachers will administer the Chalkable Baseline and the end-of the year Benchmark Assessment, along with two Chalkable Formative Assessments.

Category:

Research Cited: Black and William(1998)

| Activity - Administer Chalkable Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Chalkable Achievement will be administered four times during the 2015-16 school year. These Assessments are based upon pacing guides, as developed by Morgan County teachers, aligned with the CCRS standards. | Academic Support Program | 08/12/2015 | 05/26/2016 | $8300 - General Fund | ALL Faculty and Staff |

| Activity - Data Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| All schools will conduct data meetings. | Academic Support Program Professional Learning | 08/12/2015 | 05/26/2016 | $1800 - General Fund | ALL Faculty and Staff |

**Strategy3:**

Differentiated Instruction - Teachers will provide explicit whole group and small group instruction daily addressing different learning styles using the text adopted curriculum while using a variety of active engagement strategies.  Weekly Writer program will be implemented and used daily in all grades.  IEP goals will be implemented and RtI guidelines will be followed.  Teachers will utilize proper tiered instruction.

Category:

Research Cited: Research validates a number of practices that provide the foundation of differentiation, including effective classroom management procedures, promoting student engagement and motivation, asessing student readiness, responding to learning styles, grouping students for instruction and teaching to the student's ZPD (Allan & Tomlinson, 2000, Vygotsky, 1978).  In one three year study researching the application and effects of differentiated instruction in k-12 classrooms, they found that differentiated instruction consistently yielded positive results across a broad range of targeted groups (Rock, Gregg, Ellis & Gable, 2008).

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers may attend training, workshops, conferences, etc. in the area of skills based, research based instruction and to enhance the use of technology.  Professional learning and job embedded training may be offered through AMSTI, MCS instructional coaches and Technology in Motion. | Professional Learning | 08/12/2015 | 05/26/2016 | $65493 - Title II Part A $7000 - Title I Part A | District directors, principal or designee, instructional coaches, teachers |

| Activity - Hands on Instruction and Practice | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will incorporate identified manipulative and technology resources into lessons and standards based centers while providing opportunities for practice and enrichment utilizing identified resources for remediation for students not mastering skills taught. | Academic Support Program | 08/12/2015 | 05/26/2016 | $34662 - Title I Part A | Principal or designee, instructional coach, teachers |

| Activity - Use of Technology as an Instructional Tool | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will incorporate identified technology resources into lessons and standards based centers and provide time for student engagement while utilizing approved programs for remediation and enrichment based on formative assessment data. | Technology | 08/12/2015 | 05/26/2016 | $34662 - Title I Part A | Principal or designee, instructional coach, teachers |

**Goal 4:**

EL Population will increase proficency by .5% as measured on ACCESS

**Measurable Objective 1:**

100% of English Learners students  will demonstrate a proficiency  by improving .5%  in Writing by 05/26/2016 as measured by ACCESS assessment.

**Strategy1:**

WIDA Standards - WIDA standards will be used and ongoing training will be implemented in the SDAIE model of instruction

Category:

Research Cited: CLine, Zulmara, and Juan Necochea. "Specially Designed Academic Instruction in English (SDAIE): More Than Just Good Instruction." Multicultural Perspectives 5.1 (2003): 18-24. Web. http://faculty.weber.edu/mtungmala/hybrid4270/articles/sdaie.

| Activity - Teacher Training on WIDA writing standards | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| ALL teachers of EL students will receive training on WIDA standards and the SDAIE model of instruction | Professional Learning | 08/12/2015 | 05/26/2016 | $4200 - Title III | Director of FP, Principal, EL Teachers |

**Strategy2:**

Academic Vocabulary Instruction - Teachers will provide direct instruction on the academic vocabulary used in their course.  This instruction will be intentional.

Category:

Research Cited: CLine, Zulmara, and Juan Necochea. "Specially Designed Academic Instruction in English (SDAIE): More Than Just Good Instruction." Multicultural Perspectives 5.1 (2003): 18-24. Web. http://faculty.weber.edu/mtungmala/hybrid4270/articles/sdaie.

| Activity - Monitor Implemtation of academic vobaulary lessons | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Principal will monitor through observation and lesson plans that teachers are providing intentional lessons to EL students using various methods of teaching academic vocabulary. | Other | 08/12/2015 | 05/26/2016 | $0 - No Funding Required | Director of FP, principal, instructional coaches and teachers |

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

**Goal 1:**

West Morgan will foster a professional learning community where collaboration, teamwork, leadership, and initiative are a focus.

**Measurable Objective 1:**

demonstrate a behavior  that evidences effective communication skills with our colleagues and our students by 05/26/2016 as measured by administrative observation.

**Strategy1:**

Professional Development Opprtunities - Teachers will attend professional development that will not only allow them to innovate within the classroom, but that will allow them to take the initiative in leading the faculty through opportunities  but are not limited to CLAS conference, MEGA conference,turn-around trainings, mini-workshops, technology conference.

Category:

Research Cited: All professional development opportunities are research-based.

| Activity - Middle Schools That Work Conference | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Key teachers will attend the Making Middle Grades Work conference to further develop skills that will improve classroom rigor, standards-based grading practices, and literacy across the curriculum. | Professional Learning | 08/12/2015 | 05/26/2016 | $2000 - Title I Schoolwide | Faculty/ Staff |

**Strategy2:**

Effective Communication - Teachers will use various tools to communicate effectively with both their colleagues and their students.

Category:

Research Cited: All professional development opportunities are research-based.

| Activity - Vertical Teaming | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Due to our size and the fact that we share a location with the high school, West Morgan Middle School's teachers are afforded the opportunity to discuss organization, scheduling, and various policies and procedures with one another and with administration so that transition from grade level to grade level and from middle to high school runs as smoothly as possible.  We are able to provide our students with structure and scaffolding with regard to our expectations in the fifth grade and then, as students progress, remove that scaffolding to support leadership and initiative within the student body.  These vertical teaming activities occur constantly and have become a part of the very culture at West Morgan Middle School. | Other | 08/12/2015 | 05/26/2016 | $0 - No Funding Required | All Faculty and Staff |

| Activity - Call Log | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Documentation of contact with parents of every student will be provided by each advisory teacher and submitted to principal monthly. | Academic Support Program | 08/12/2015 | 05/26/2016 | $0 - No Funding Required | ALL Faculty and Staff |

| Activity - Daily Scheduled Advisory time | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Each day, every advisory teacher will schedule specific, intentional, individual mentoring time in order to establish a more positive, personal, and professional relationship with each student. | Behavioral Support Program | 08/12/2015 | 05/26/2016 | $0 - No Funding Required | ALL Faculty and Staff |

| Activity - Teacher Mentoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| New or inexperienced teacher are given much support here at WM. Experienced teachers make themselves readily available before, during and after school to help or answer any questions.  Faculty at West Morgan make sure that new or inexperienced teachers have all materials that they need and understand how to use such materials.  If these are not available, sharing is not a problem. Faculty members check on the new or inexperienced teachers throughout the day just to make them aware that we are there for them and that we know exactly how they feel about being new and unsure of things such as procedures and locations of things. | Professional Learning | 08/12/2015 | 05/26/2016 | $0 - No Funding Required | All Faculty and Staff |

| Activity - Academic Team Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will meet monthly to discuss the level of their current assignments and to make judgments as to the level at which they are asking students to perform.  It is the expectation of administration that 70% of all assignments will be asking students to operate at the proficient or advanced level of a particular standard. | Professional Learning | 08/12/2015 | 05/26/2016 | $0 - Title I School Improvement (ISI) | All Faculty and Staff |

**Goal 2:**

All students at West Morgan Middle School will achieve academic growth in Mathematics

**Measurable Objective 1:**

100% of All Students  will complete a portfolio or performance  growth in Mathematics by 05/26/2016 as measured by Chalkable I-

Achievement end of year benchmark assessment.

**Strategy1:**

Using Formative Assessments to Guide Standards based Instruction - Teachers will administer the Chalkable Baseline and End-of-Year

Benchmark Assessment, along with

two Chalkable Formative Assessments.

Category:

Research Cited: Research suggests that teachers' skill with formative assessment is a key factor for improving student learning in mathematics (Black & Wiliam, 1998;

Wiliam, 2007). In their extensive review of the literature on formative assessment, Black and Wiliam (1998) found substantial evidence linking formative assessment

with higher student achievement, with typical effect sizes ranging from an impressive 0.4 to 0.7. Across these studies, formative assessment was shown to be

particularly beneficial for low-performing students, which suggests that increasing teachers' capacity for formative assessment has promise for closing the achievement

gap. (OGAP was developed by the Vermont Mathematics Partnership funded by the US Department of Education

(Award Number S366A020002) and the National Science Foundation (Award Number EHR-0227057))

| Activity - Administer Chalkable Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Chalkable Achievement will be administered four times during the 2015 - 2016 school year. These assessments are based upon pacing guides as developed by Morgan County teachers, aligned with CCRS standards. | Academic Support Program | 08/12/2015 | 05/26/2016 | $80000 - General Fund | Principal or designee, instructional coach. District directors and teachers |

| Activity - Analysis of Chalkable Formative assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Chalkable Achievement will be administered four times during the 2015-2016 school year. These assessments are based upon the pacing guides as developed by Morgan County teachers, aligned with CCRS standards. | Academic Support Program | 08/12/2015 | 05/26/2016 | $1800 - General Fund | ALL Faculty and Staff |

**Strategy2:**

Focused Instruction on special populations - Special education students will be taught and assessed based upon their current individual math performance goal. Instruction will be focused in order to address these specific, individual needs.

Category:

Research Cited: OGAP is professional development intervention that trains teachers to use multiple math items of high cognitive demand to gather information on student thinking and them analyze that information using frameworks based on research on student thinking in mathematics (Bell, Greer, Grimison et Managan, 1989; Harel, Behr, Post and Lest, 1994, Kouba, 1989; Kouba and Franklin, 1995). This analysis is then intended to guide instruction

| Activity - Voyager-Math/Edmentum | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will provide focused instruction, utilizing the Voyager Math/ Edmemtum program for reinforcement of standard based skill deficits. | Academic Support Program | 08/12/2015 | 05/26/2016 | $14500 - General Fund | ALL Faculty and Staff |

| Activity - Professional development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Professional development and job embedded training as a follow up OGAP professional development and CCRS standards. Professional development will also be offered through the MCS Instructional Coaches. | Professional Learning | 08/12/2015 | 05/26/2016 | $65493 - Title II Part A | ALL Faculty and Staff |

**Strategy3:**

Differentiated Instruction - Teachers will provide explicit whole group and small group instruction daily, addressing different learning styles, using the text adopted curriculum while using a variety of AMSTI and OGAP active engagement strategies.  IEP goals will be implemented and RTI guidelines will be followed.  Teachers will utilize proper tiered instruction.

Category:

Research Cited: Research validates a number of practices that provide the foundation of differentiation, including effective classroom management procedures, promoting student engagement and motivation, asessing student readiness, responding to learning styles, grouping students for instruction and teaching to the student's ZPD (Allan & Tomlinson, 2000, Vygotsky, 1978).  In one three year study researching the application and effects of differentiated instruction in k-12 classrooms, they found that differentiated instruction consistently yielded positive results across a broad range of targeted groups (Rock, Gregg, Ellis & Gable, 2008).

| Activity - Use of Technology as an Instructional Tool | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will incorporate identified technology resources into lessons in standards based centers and provide opportunity for student engagement while utilizing approved programs for remediation and enrichment based on informative assessment data. | Technology | 08/12/2015 | 05/26/2016 | $34662 - Title I Part A | Principal or designee, instructional coach, teachers |

| Activity - Hands on Instruction and Practice | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will incorporate identified manipulative and technology resources into lessons and standards based centers while providing opportunities for practice and enrichment utilizing identified resources for remediation for students not mastering skills taught. | Academic Support Program | 08/12/2015 | 05/26/2016 | $34662 - Title I Part A | Principal, instructional coaches, teachers. |

| Activity - Explicit, Tiered Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will provide explicit, skills based research based instruction on a daily basis using various instructional strategies and formative assessments to guide small group instruction. | Direct Instruction | 08/12/2015 | 05/26/2016 | $34662 - Title I Part A | Principal, instructional coach, teachers |

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers may attend training, workshops, conferences, etc. in the area of skills based, research based instruction and to enhance the use of technology.  Professional learning and job embedded training may be offered through AMSTI, MCS Instructional Coaches and Technology in Motion. | Professional Learning | 08/12/2015 | 05/26/2016 | $7000 - Title I Part A $65493 - Title II Part A | District Directors, principal or designee, instructional coaches, teachers |

**Goal 3:**

All students at West Morgan Middle School will achieve academic growth in ELA

**Measurable Objective 1:**

100% of All Students  will complete a portfolio or performance  growth  in English Language Arts by 05/26/2016 as measured by Chalkable end of year benchmark assessment.

**Strategy1:**

Focused Instruction on special populations - Special Education students will be taught and assessed based upon their current, individual, ELA goals.  Instruction will be focused in order to address these specific, individual needs.

Category:

Research Cited: Black and William (1998) published an analysis of research that has become a seminal work on formative assessment.

| Activity - Professional development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Professional Development and job embedded training through ARI Regional and MCS Instructional coaches. | Professional Learning | 08/12/2015 | 05/26/2016 | $65493 - Title II Part A | ALL Faculty and Staff |

| Activity - Voyager-Math/Edmentum | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will provide focused instruction utilizing the Voyager/Edmentum program for reinforcement of standards based skill deficits. | Academic Support Program | 08/12/2015 | 05/26/2016 | $22500 - General Fund | ALL Faculty and Staff |

**Strategy2:**

Differentiated Instruction - Teachers will provide explicit whole group and small group instruction daily addressing different learning styles using the text adopted curriculum while using a variety of active engagement strategies.  Weekly Writer program will be implemented and used daily in all grades.  IEP goals will be implemented and RtI guidelines will be followed.  Teachers will utilize proper tiered instruction.

Category:

Research Cited: Research validates a number of practices that provide the foundation of differentiation, including effective classroom management procedures, promoting student engagement and motivation, asessing student readiness, responding to learning styles, grouping students for instruction and teaching to the student's ZPD (Allan & Tomlinson, 2000, Vygotsky, 1978).  In one three year study researching the application and effects of differentiated instruction in k-12 classrooms, they found that differentiated instruction consistently yielded positive results across a broad range of targeted groups (Rock, Gregg, Ellis & Gable, 2008).

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers may attend training, workshops, conferences, etc. in the area of skills based, research based instruction and to enhance the use of technology.  Professional learning and job embedded training may be offered through AMSTI, MCS instructional coaches and Technology in Motion. | Professional Learning | 08/12/2015 | 05/26/2016 | $7000 - Title I Part A $65493 - Title II Part A | District directors, principal or designee, instructional coaches, teachers |

| Activity - Hands on Instruction and Practice | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will incorporate identified manipulative and technology resources into lessons and standards based centers while providing opportunities for practice and enrichment utilizing identified resources for remediation for students not mastering skills taught. | Academic Support Program | 08/12/2015 | 05/26/2016 | $34662 - Title I Part A | Principal or designee, instructional coach, teachers |

| Activity - Use of Technology as an Instructional Tool | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will incorporate identified technology resources into lessons and standards based centers and provide time for student engagement while utilizing approved programs for remediation and enrichment based on formative assessment data. | Technology | 08/12/2015 | 05/26/2016 | $34662 - Title I Part A | Principal or designee, instructional coach, teachers |

**Strategy3:**

Using Formative Assessments to Guide Standards based Instruction - Teachers will administer the Chalkable Baseline and the end-of the

year Benchmark Assessment, along with two Chalkable Formative Assessments.

Category:

Research Cited: Black and William(1998)

| Activity - Data Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| All schools will conduct data meetings. | Professional Learning Academic Support Program | 08/12/2015 | 05/26/2016 | $1800 - General Fund | ALL Faculty and Staff |

| Activity - Administer Chalkable Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Chalkable Achievement will be administered four times during the 2015-16 school year. These Assessments are based upon pacing guides, as developed by Morgan County teachers, aligned with the CCRS standards. | Academic Support Program | 08/12/2015 | 05/26/2016 | $8300 - General Fund | ALL Faculty and Staff |

**Goal 4:**

EL Population will increase proficiency by .5% as measured on ACCESS

**Measurable Objective 1:**

100% of English Learners students  will demonstrate a proficiency  by improving .5%  in Writing by 05/26/2016 as measured by ACCESS assessment.

**Strategy1:**

WIDA Standards - WIDA standards will be used and ongoing training will be implemented in the SDAIE model of instruction

Category:

Research Cited: CLine, Zulmara, and Juan Necochea. "Specially Designed Academic Instruction in English (SDAIE): More Than Just Good Instruction." Multicultural Perspectives 5.1 (2003): 18-24. Web. http://faculty.weber.edu/mtungmala/hybrid4270/articles/sdaie.

| Activity - Teacher Training on WIDA writing standards | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| ALL teachers of EL students will receive training on WIDA standards and the SDAIE model of instruction | Professional Learning | 08/12/2015 | 05/26/2016 | $4200 - Title III | Director of FP, Principal, EL Teachers |

**Strategy2:**

Academic Vocabulary Instruction - Teachers will provide direct instruction on the academic vocabulary used in their course.  This instruction will be intentional.

Category:

Research Cited: CLine, Zulmara, and Juan Necochea. "Specially Designed Academic Instruction in English (SDAIE): More Than Just Good Instruction." Multicultural Perspectives 5.1 (2003): 18-24. Web. http://faculty.weber.edu/mtungmala/hybrid4270/articles/sdaie.

| Activity - Monitor Implemtation of academic vobaulary lessons | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Principal will monitor through observation and lesson plans that teachers are providing intentional lessons to EL students using various methods of teaching academic vocabulary. | Other | 08/12/2015 | 05/26/2016 | $0 - No Funding Required | Director of FP, principal, instructional coaches and teachers |

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

**Goal 1:**

West Morgan will foster a professional learning community where collaboration, teamwork, leadership, and initiative are a focus.

**Measurable Objective 1:**

demonstrate a behavior  that evidences effective communication skills with our colleagues and our students by 05/26/2016 as measured by administrative observation.

**Strategy1:**

Effective Communication - Teachers will use various tools to communicate effectively with both their colleagues and their students.

Category:

Research Cited: All professional development opportunities are research-based.

| Activity - Call Log | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Documentation of contact with parents of every student will be provided by each advisory teacher and submitted to principal monthly. | Academic Support Program | 08/12/2015 | 05/26/2016 | $0 - No Funding Required | ALL Faculty and Staff |

| Activity - Academic Team Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will meet monthly to discuss the level of their current assignments and to make judgments as to the level at which they are asking students to perform.  It is the expectation of administration that 70% of all assignments will be asking students to operate at the proficient or advanced level of a particular standard. | Professional Learning | 08/12/2015 | 05/26/2016 | $0 - Title I School Improvement (ISI) | All Faculty and Staff |

| Activity - Daily Scheduled Advisory time | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Each day, every advisory teacher will schedule specific, intentional, individual mentoring time in order to establish a more positive, personal, and professional relationship with each student. | Behavioral Support Program | 08/12/2015 | 05/26/2016 | $0 - No Funding Required | ALL Faculty and Staff |

| Activity - Teacher Mentoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| New or inexperienced teacher are given much support here at WM. Experienced teachers make themselves readily available before, during and after school to help or answer any questions.  Faculty at West Morgan make sure that new or inexperienced teachers have all materials that they need and understand how to use such materials.  If these are not available, sharing is not a problem. Faculty members check on the new or inexperienced teachers throughout the day just to make them aware that we are there for them and that we know exactly how they feel about being new and unsure of things such as procedures and locations of things. | Professional Learning | 08/12/2015 | 05/26/2016 | $0 - No Funding Required | All Faculty and Staff |

| Activity - Vertical Teaming | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Due to our size and the fact that we share a location with the high school, West Morgan Middle School's teachers are afforded the opportunity to discuss organization, scheduling, and various policies and procedures with one another and with administration so that transition from grade level to grade level and from middle to high school runs as smoothly as possible.  We are able to provide our students with structure and scaffolding with regard to our expectations in the fifth grade and then, as students progress, remove that scaffolding to support leadership and initiative within the student body.  These vertical teaming activities occur constantly and have become a part of the very culture at West Morgan Middle School. | Other | 08/12/2015 | 05/26/2016 | $0 - No Funding Required | All Faculty and Staff |

**Strategy2:**

Professional Development Opprtunities - Teachers will attend professional development that will not only allow them to innovate within the classroom, but that will allow them to take the initiative in leading the faculty through opportunities  but are not limited to CLAS conference, MEGA conference,turn-around trainings, mini-workshops, technology conference.

Category:

Research Cited: All professional development opportunities are research-based.

| Activity - Middle Schools That Work Conference | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Key teachers will attend the Making Middle Grades Work conference to further develop skills that will improve classroom rigor, standards-based grading practices, and literacy across the curriculum. | Professional Learning | 08/12/2015 | 05/26/2016 | $2000 - Title I Schoolwide | Faculty/ Staff |

**Goal 2:**

All students at West Morgan Middle School will achieve academic growth in Mathematics

**Measurable Objective 1:**

100% of All Students  will complete a portfolio or performance  growth in Mathematics by 05/26/2016 as measured by ChalkableI-Achievement end of year benchmark assessment.

**Strategy1:**

Focused Instruction on special populations - Special education students will be taught and assessed based upon their current individual math performance goal.  Instruction will be focused in order to address these specific, individual needs.

Category:

Research Cited: OGAP is professional development intervention that trains teachers to use multiple math items of high cognitive demand to gather information on student thinking and them analyze that information using frameworks based on research on student thinking in mathematics (Bell, Greer, Grimison et Managan, 1989; Harel, Behr, Post and Lest, 1994, Kouba, 1989; Kouba and Franklin, 1995).  This analysis is then intended to guide instruction

| Activity - Voyager-Math/Edmentum | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will provide focused instruction, utilizing the Voyager Math/ Edmemtum program for reinforcement of standard based skill deficits. | Academic Support Program | 08/12/2015 | 05/26/2016 | $14500 - General Fund | ALL Faculty and Staff |

| Activity - Professional development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Professional development and job embedded training as a follow up OGAP professional development and CCRS standards. Professional development will also be offered through the MCS Instructional Coaches. | Professional Learning | 08/12/2015 | 05/26/2016 | $65493 - Title II Part A | ALL Faculty and Staff |

**Strategy2:**

Differentiated Instruction - Teachers will provide explicit whole group and small group instruction daily, addressing different learning styles, using the text adopted curriculum while using a variety of AMSTI and OGAP active engagement strategies.  IEP goals will be implemented and RTI guidelines will be followed.  Teachers will utilize proper tiered instruction.

Category:

Research Cited: Research validates a number of practices that provide the foundation of differentiation, including effective classroom management procedures, promoting student engagement and motivation, asessing student readiness, responding to learning styles, grouping students for instruction and teaching to the student's ZPD (Allan & Tomlinson, 2000, Vygotsky, 1978).  In one three year study researching the application and effects of differentiated instruction in k-12 classrooms, they found that differentiated instruction consistently yielded positive results across a broad range of targeted groups (Rock, Gregg, Ellis & Gable, 2008).

| Activity - Use of Technology as an Instructional Tool | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will incorporate identified technology resources into lessons in standards based centers and provide opportunity for student engagement while utilizing approved programs for remediation and enrichment based on informative assessment data. | Technology | 08/12/2015 | 05/26/2016 | $34662 - Title I Part A | Principal or designee, instructional coach, teachers |

| Activity - Hands on Instruction and Practice | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will incorporate identified manipulative and technology resources into lessons and standards based centers while providing opportunities for practice and enrichment utilizing identified resources for remediation for students not mastering skills taught. | Academic Support Program | 08/12/2015 | 05/26/2016 | $34662 - Title I Part A | Principal, instructional coaches, teachers. |

| Activity - Explicit, Tiered Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will provide explicit, skills based research based instruction on a daily basis using various instructional strategies and formative assessments to guide small group instruction. | Direct Instruction | 08/12/2015 | 05/26/2016 | $34662 - Title I Part A | Principal, instructional coach, teachers |

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers may attend training, workshops, conferences, etc. in the area of skills based, research based instruction and to enhance the use of technology. Professional learning and job embedded training may be offered through AMSTI, MCS Instructional Coaches and Technology in Motion. | Professional Learning | 08/12/2015 | 05/26/2016 | $7000 - Title I Part A $65493 - Title II Part A | District Directors, principal or designee, instructional coaches, teachers |

**Strategy3:**

Using Formative Assessments to Guide Standards based Instruction - Teachers will administer the Chalkable Baseline and End-of-Year

Benchmark Assessment, along with

two Chalkable Formative Assessments.

Category:

Research Cited: Research suggests that teachers' skill with formative assessment is a key factor for improving student learning in

mathematics (Black & Wiliam, 1998;

Wiliam, 2007). In their extensive review of the literature on formative assessment, Black and Wiliam (1998) found substantial evidence linking

formative assessment

with higher student achievement, with typical effect sizes ranging from an impressive 0.4 to 0.7. Across these studies, formative assessment

was shown to be

particularly beneficial for low-performing students, which suggests that increasing teachers' capacity for formative assessment has promise

for closing the achievement

gap. (OGAP was developed by the Vermont Mathematics Partnership funded by the US Department of Education

(Award Number S366A020002) and the National Science Foundation (Award Number EHR-0227057))

| Activity - Administer Chalkable Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Chalkable Achievement will be administered four times during the 2015 - 2016 school year. These assessments are based upon pacing guides as developed by Morgan County teachers, aligned with CCRS standards. | Academic Support Program | 08/12/2015 | 05/26/2016 | $80000 - General Fund | Principal or designee, instructional coach. District directors and teachers |

| Activity - Analysis of Chalkable Formative assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Chalkable Achievement will be administered four times during the 2015-2016 school year. These assessments are based upon the pacing guides as developed by Morgan County teachers, aligned with CCRS standards. | Academic Support Program | 08/12/2015 | 05/26/2016 | $1800 - General Fund | ALL Faculty and Staff |

**Goal 3:**

All students at West Morgan Middle School will achieve academic growth in ELA

**Measurable Objective 1:**

100% of All Students  will complete a portfolio or performance  growth  in English Language Arts by 05/26/2016 as measured by Chalkable end of year benchmark assessment.

**Strategy1:**

Using Formative Assessments to Guide Standards based Instruction - Teachers will administer the Chalkable Baseline and the end-of the year Benchmark Assessment, along with two Chalkable Formative Assessments.

Category:

Research Cited: Black and William(1998)

| Activity - Data Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| All schools will conduct data meetings. | Professional Learning Academic Support Program | 08/12/2015 | 05/26/2016 | $1800 - General Fund | ALL Faculty and Staff |

| Activity - Administer Chalkable Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Chalkable Achievement will be administered four times during the 2015-16 school year. These Assessments are based upon pacing guides, as developed by Morgan County teachers, aligned with the CCRS standards. | Academic Support Program | 08/12/2015 | 05/26/2016 | $8300 - General Fund | ALL Faculty and Staff |

**Strategy2:**

Focused Instruction on special populations - Special Education students will be taught and assessed based upon their current, individual, ELA goals.  Instruction will be focused in order to address these specific, individual needs.

Category:

Research Cited: Black and William (1998) published an analysis of research that has become a seminal work on formative assessment.

| Activity - Professional development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Professional Development and job embedded training through ARI Regional and MCS Instructional coaches. | Professional Learning | 08/12/2015 | 05/26/2016 | $65493 - Title II Part A | ALL Faculty and Staff |

| Activity - Voyager-Math/Edmentum | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will provide focused instruction utilizing the Voyager/Edmentum program for reinforcement of standards based skill deficits. | Academic Support Program | 08/12/2015 | 05/26/2016 | $22500 - General Fund | ALL Faculty and Staff |

**Strategy3:**

Differentiated Instruction - Teachers will provide explicit whole group and small group instruction daily addressing different learning styles using the text adopted curriculum while using a variety of active engagement strategies.  Weekly Writer program will be implemented and

used daily in all grades.  IEP goals will be implemented and RtI guidelines will be followed.  Teachers will utilize proper tiered instruction.

Category:

Research Cited: Research validates a number of practices that provide the foundation of differentiation, including effective classroom management procedures, promoting student engagement and motivation, asessing student readiness, responding to learning styles, grouping students for instruction and teaching to the student's ZPD (Allan & Tomlinson, 2000, Vygotsky, 1978).  In one three year study researching the application and effects of differentiated instruction in k-12 classrooms, they found that differentiated instruction consistently yielded positive results across a broad range of targeted groups (Rock, Gregg, Ellis & Gable, 2008).

| Activity - Hands on Instruction and Practice | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will incorporate identified manipulative and technology resources into lessons and standards based centers while providing opportunities for practice and enrichment utilizing identified resources for remediation for students not mastering skills taught. | Academic Support Program | 08/12/2015 | 05/26/2016 | $34662 - Title I Part A | Principal or designee, instructional coach, teachers |

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers may attend training, workshops, conferences, etc. in the area of skills based, research based instruction and to enhance the use of technology.  Professional learning and job embedded training may be offered through AMSTI, MCS instructional coaches and Technology in Motion. | Professional Learning | 08/12/2015 | 05/26/2016 | $7000 - Title I Part A $65493 - Title II Part A | District directors, principal or designee, instructional coaches, teachers |

| Activity - Use of Technology as an Instructional Tool | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will incorporate identified technology resources into lessons and standards based centers and provide time for student engagement while utilizing approved programs for remediation and enrichment based on formative assessment data. | Technology | 08/12/2015 | 05/26/2016 | $34662 - Title I Part A | Principal or designee, instructional coach, teachers |

**Goal 4:**

EL Population will increase proficency by .5% as measured on ACCESS

**Measurable Objective 1:**

100% of English Learners students  will demonstrate a proficiency  by improving .5%  in Writing by 05/26/2016 as measured by ACCESS assessment.

**Strategy1:**

WIDA Standards - WIDA standards will be used and ongoing training will be implemented in the SDAIE model of instruction

Category:

Research Cited: CLine, Zulmara, and Juan Necochea. "Specially Designed Academic Instruction in English (SDAIE): More Than Just Good

Instruction." Multicultural Perspectives 5.1 (2003): 18-24. Web. http://faculty.weber.edu/mtungmala/hybrid4270/articles/sdaie.

| Activity - Teacher Training on WIDA writing standards | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| ALL teachers of EL students will receive training on WIDA standards and the SDAIE model of instruction | Professional Learning | 08/12/2015 | 05/26/2016 | $4200 - Title III | Director of FP, Principal, EL Teachers |

**Strategy2:**

Academic Vocabulary Instruction - Teachers will provide direct instruction on the academic vocabulary used in their course.  This instruction will be intentional.

Category:

Research Cited: CLine, Zulmara, and Juan Necochea. "Specially Designed Academic Instruction in English (SDAIE): More Than Just Good Instruction." Multicultural Perspectives 5.1 (2003): 18-24. Web. http://faculty.weber.edu/mtungmala/hybrid4270/articles/sdaie.

| Activity - Monitor Implemtation of academic vobaulary lessons | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Principal will monitor through observation and lesson plans that teachers are providing intentional lessons to EL students using various methods of teaching academic vocabulary. | Other | 08/12/2015 | 05/26/2016 | $0 - No Funding Required | Director of FP, principal, instructional coaches and teachers |

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

**Goal 1:**

West Morgan will foster a professional learning community where collaboration, teamwork, leadership, and initiative are a focus.

**Measurable Objective 1:**

demonstrate a behavior  that evidences effective communication skills with our colleagues and our students by 05/26/2016 as measured by administrative observation.

**Strategy1:**

Professional Development Opprtunities - Teachers will attend professional development that will not only allow them to innovate within the classroom, but that will allow them to take the initiative in leading the faculty through opportunities  but are not limited to CLAS conference, MEGA conference,turn-around trainings, mini-workshops, technology conference.

Category:

Research Cited: All professional development opportunities are research-based.

| Activity - Middle Schools That Work Conference | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Key teachers will attend the Making Middle Grades Work conference to further develop skills that will improve classroom rigor, standards-based grading practices, and literacy across the curriculum. | Professional Learning | 08/12/2015 | 05/26/2016 | $2000 - Title I Schoolwide | Faculty/ Staff |

**Strategy2:**

Effective Communication - Teachers will use various tools to communicate effectively with both their colleagues and their students.

Category:

Research Cited: All professional development opportunities are research-based.

| Activity - Academic Team Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will meet monthly to discuss the level of their current assignments and to make judgments as to the level at which they are asking students to perform.  It is the expectation of administration that 70% of all assignments will be asking students to operate at the proficient or advanced level of a particular standard. | Professional Learning | 08/12/2015 | 05/26/2016 | $0 - Title I School Improvement (ISI) | All Faculty and Staff |

| Activity - Daily Scheduled Advisory time | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Each day, every advisory teacher will schedule specific, intentional, individual mentoring time in order to establish a more positive, personal, and professional relationship with each student. | Behavioral Support Program | 08/12/2015 | 05/26/2016 | $0 - No Funding Required | ALL Faculty and Staff |

| Activity - Vertical Teaming | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Due to our size and the fact that we share a location with the high school, West Morgan Middle School's teachers are afforded the opportunity to discuss organization, scheduling, and various policies and procedures with one another and with administration so that transition from grade level to grade level and from middle to high school runs as smoothly as possible.  We are able to provide our students with structure and scaffolding with regard to our expectations in the fifth grade and then, as students progress, remove that scaffolding to support leadership and initiative within the student body.  These vertical teaming activities occur constantly and have become a part of the very culture at West Morgan Middle School. | Other | 08/12/2015 | 05/26/2016 | $0 - No Funding Required | All Faculty and Staff |

| Activity - Teacher Mentoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| New or inexperienced teacher are given much support here at WM. Experienced teachers make themselves readily available before, during and after school to help or answer any questions.  Faculty at West Morgan make sure that new or inexperienced teachers have all materials that they need and understand how to use such materials.  If these are not available, sharing is not a problem. Faculty members check on the new or inexperienced teachers throughout the day just to make them aware that we are there for them and that we know exactly how they feel about being new and unsure of things such as procedures and locations of things. | Professional Learning | 08/12/2015 | 05/26/2016 | $0 - No Funding Required | All Faculty and Staff |

| Activity - Call Log | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Documentation of contact with parents of every student will be provided by each advisory teacher and submitted to principal monthly. | Academic Support Program | 08/12/2015 | 05/26/2016 | $0 - No Funding Required | ALL Faculty and Staff |

**Goal 2:**

All students at West Morgan Middle School will achieve academic growth in Mathematics

**Measurable Objective 1:**

100% of All Students  will complete a portfolio or performance  growth in Mathematics by 05/26/2016 as measured by ChalkableI-

Achievement end of year benchmark assessment.

**Strategy1:**

Using Formative Assessments to Guide Standards based Instruction - Teachers will administer the Chalkable Baseline and End-of-Year

Benchmark Assessment, along with

two Chalkable Formative Assessments.

Category:

Research Cited: Research suggests that teachers' skill with formative assessment is a key factor for improving student learning in

mathematics (Black & Wiliam, 1998;

Wiliam, 2007). In their extensive review of the literature on formative assessment, Black and Wiliam (1998) found substantial evidence linking

formative assessment

with higher student achievement, with typical effect sizes ranging from an impressive 0.4 to 0.7. Across these studies, formative assessment

was shown to be

particularly beneficial for low-performing students, which suggests that increasing teachers' capacity for formative assessment has promise

for closing the achievement

gap. (OGAP was developed by the Vermont Mathematics Partnership funded by the US Department of Education

(Award Number S366A020002) and the National Science Foundation (Award Number EHR-0227057))

| Activity - Analysis of Chalkable Formative assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Chalkable Achievement will be administered four times during the 2015-2016 school year. These assessments are based upon the pacing guides as developed by Morgan County teachers, aligned with CCRS standards. | Academic Support Program | 08/12/2015 | 05/26/2016 | $1800 - General Fund | ALL Faculty and Staff |

| Activity - Administer Chalkable Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Chalkable Achievement will be administered four times during the 2015 - 2016 school year. These assessments are based upon pacing guides as developed by Morgan County teachers, aligned with CCRS standards. | Academic Support Program | 08/12/2015 | 05/26/2016 | $80000 - General Fund | Principal or designee, instructional coach. District directors and teachers |

**Strategy2:**

Focused Instruction on special populations - Special education students will be taught and assessed based upon their current individual math performance goal. Instruction will be focused in order to address these specific, individual needs.

Category:

Research Cited: OGAP is professional development intervention that trains teachers to use multiple math items of high cognitive demand to gather information on student thinking and them analyze that information using frameworks based on research on student thinking in mathematics (Bell, Greer, Grimison et Managan, 1989; Harel, Behr, Post and Lest, 1994, Kouba, 1989; Kouba and Franklin, 1995). This analysis is then intended to guide instruction

| Activity - Professional development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Professional development and job embedded training as a follow up OGAP professional development and CCRS standards. Professional development will also be offered through the MCS Instructional Coaches. | Professional Learning | 08/12/2015 | 05/26/2016 | $65493 - Title II Part A | ALL Faculty and Staff |

| Activity - Voyager-Math/Edmentum | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will provide focused instruction, utilizing the Voyager Math/ Edmemtum program for reinforcement of standard based skill deficits. | Academic Support Program | 08/12/2015 | 05/26/2016 | $14500 - General Fund | ALL Faculty and Staff |

**Strategy3:**

Differentiated Instruction - Teachers will provide explicit whole group and small group instruction daily, addressing different learning styles, using the text adopted curriculum while using a variety of AMSTI and OGAP active engagement strategies. IEP goals will be implemented and RTI guidelines will be followed. Teachers will utilize proper tiered instruction.

Category:

Research Cited: Research validates a number of practices that provide the foundation of differentiation, including effective classroom management procedures, promoting student engagement and motivation, asessing student readiness, responding to learning styles, grouping students for instruction and teaching to the student's ZPD (Allan & Tomlinson, 2000, Vygotsky, 1978). In one three year study researching the application and effects of differentiated instruction in k-12 classrooms, they found that differentiated instruction consistently

yielded positive results across a broad range of targeted groups (Rock, Gregg, Ellis & Gable, 2008).

| Activity - Use of Technology as an Instructional Tool | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will incorporate identified technology resources into lessons in standards based centers and provide opportunity for student engagement while utilizing approved programs for remediation and enrichment based on informative assessment data. | Technology | 08/12/2015 | 05/26/2016 | $34662 - Title I Part A | Principal or designee, instructional coach, teachers |

| Activity - Explicit, Tiered Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will provide explicit, skills based research based instruction on a daily basis using various instructional strategies and formative assessments to guide small group instruction. | Direct Instruction | 08/12/2015 | 05/26/2016 | $34662 - Title I Part A | Principal, instructional coach, teachers |

| Activity - Hands on Instruction and Practice | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will incorporate identified manipulative and technology resources into lessons and standards based centers while providing opportunities for practice and enrichment utilizing identified resources for remediation for students not mastering skills taught. | Academic Support Program | 08/12/2015 | 05/26/2016 | $34662 - Title I Part A | Principal, instructional coaches, teachers. |

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers may attend training, workshops, conferences, etc. in the area of skills based, research based instruction and to enhance the use of technology.  Professional learning and job embedded training may be offered through AMSTI, MCS Instructional Coaches and Technology in Motion. | Professional Learning | 08/12/2015 | 05/26/2016 | $65493 - Title II Part A $7000 - Title I Part A | District Directors, principal or designee, instructional coaches, teachers |

**Goal 3:**

All students at West Morgan Middle School will achieve academic growth in ELA

**Measurable Objective 1:**

100% of All Students  will complete a portfolio or performance  growth  in English Language Arts by 05/26/2016 as measured by Chalkable

end of year benchmark assessment.

**Strategy1:**

Using Formative Assessments to Guide Standards based Instruction - Teachers will administer the Chalkable Baseline and the end-of the

year Benchmark Assessment, along with two Chalkable Formative Assessments.

Category:

Research Cited: Black and William(1998)

| Activity - Data Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| All schools will conduct data meetings. | Professional Learning Academic Support Program | 08/12/2015 | 05/26/2016 | $1800 - General Fund | ALL Faculty and Staff |

| Activity - Administer Chalkable Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Chalkable Achievement will be administered four times during the 2015-16 school year. These Assessments are based upon pacing guides, as developed by Morgan County teachers, aligned with the CCRS standards. | Academic Support Program | 08/12/2015 | 05/26/2016 | $8300 - General Fund | ALL Faculty and Staff |

**Strategy2:**

Differentiated Instruction - Teachers will provide explicit whole group and small group instruction daily addressing different learning styles using the text adopted curriculum while using a variety of active engagement strategies.  Weekly Writer program will be implemented and used daily in all grades.  IEP goals will be implemented and RtI guidelines will be followed.  Teachers will utilize proper tiered instruction.

Category:

Research Cited: Research validates a number of practices that provide the foundation of differentiation, including effective classroom management procedures, promoting student engagement and motivation, asessing student readiness, responding to learning styles, grouping students for instruction and teaching to the student's ZPD (Allan & Tomlinson, 2000, Vygotsky, 1978).  In one three year study researching the application and effects of differentiated instruction in k-12 classrooms, they found that differentiated instruction consistently yielded positive results across a broad range of targeted groups (Rock, Gregg, Ellis & Gable, 2008).

| Activity - Use of Technology as an Instructional Tool | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will incorporate identified technology resources into lessons and standards based centers and provide time for student engagement while utilizing approved programs for remediation and enrichment based on formative assessment data. | Technology | 08/12/2015 | 05/26/2016 | $34662 - Title I Part A | Principal or designee, instructional coach, teachers |

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers may attend training, workshops, conferences, etc. in the area of skills based, research based instruction and to enhance the use of technology.  Professional learning and job embedded training may be offered through AMSTI, MCS instructional coaches and Technology in Motion. | Professional Learning | 08/12/2015 | 05/26/2016 | $7000 - Title I Part A $65493 - Title II Part A | District directors, principal or designee, instructional coaches, teachers |

| Activity - Hands on Instruction and Practice | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will incorporate identified manipulative and technology resources into lessons and standards based centers while providing opportunities for practice and enrichment utilizing identified resources for remediation for students not mastering skills taught. | Academic Support Program | 08/12/2015 | 05/26/2016 | $34662 - Title I Part A | Principal or designee, instructional coach, teachers |

**Strategy3:**

Focused Instruction on special populations - Special Education students will be taught and assessed based upon their current, individual,

ELA goals.  Instruction will be focused in order to address these specific, individual needs.

Category:

Research Cited: Black and William (1998) published an analysis of research that has become a seminal work on formative assessment.

| Activity - Professional development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Professional Development and job embedded training through ARI Regional and MCS Instructional coaches. | Professional Learning | 08/12/2015 | 05/26/2016 | $65493 - Title II Part A | ALL Faculty and Staff |

| Activity - Voyager-Math/Edmentum | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will provide focused instruction utilizing the Voyager/Edmentum program for reinforcement of standards based skill deficits. | Academic Support Program | 08/12/2015 | 05/26/2016 | $22500 - General Fund | ALL Faculty and Staff |

**Goal 4:**

EL Population will increase proficency by .5% as measured on ACCESS

**Measurable Objective 1:**

100% of English Learners students  will demonstrate a proficiency  by improving .5%  in Writing by 05/26/2016 as measured by ACCESS

assessment.

**Strategy1:**

Academic Vocabulary Instruction - Teachers will provide direct instruction on the academic vocabulary used in their course.  This instruction

will be intentional.

Category:

Research Cited: CLine, Zulmara, and Juan Necochea. "Specially Designed Academic Instruction in English (SDAIE): More Than Just Good

Instruction." Multicultural Perspectives 5.1 (2003): 18-24. Web. http://faculty.weber.edu/mtungmala/hybrid4270/articles/sdaie.

| Activity - Monitor Implemtation of academic vobaulary lessons | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Principal will monitor through observation and lesson plans that teachers are providing intentional lessons to EL students using various methods of teaching academic vocabulary. | Other | 08/12/2015 | 05/26/2016 | $0 - No Funding Required | Director of FP, principal, instructional coaches and teachers |

**Strategy2:**

WIDA Standards - WIDA standards will be used and ongoing training will be implemented in the SDAIE model of instruction

Category:

Research Cited: CLine, Zulmara, and Juan Necochea. "Specially Designed Academic Instruction in English (SDAIE): More Than Just Good Instruction." Multicultural Perspectives 5.1 (2003): 18-24. Web. http://faculty.weber.edu/mtungmala/hybrid4270/articles/sdaie.

| Activity - Teacher Training on WIDA writing standards | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| ALL teachers of EL students will receive training on WIDA standards and the SDAIE model of instruction | Professional Learning | 08/12/2015 | 05/26/2016 | $4200 - Title III | Director of FP, Principal, EL 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:**

West Morgan will foster a professional learning community where collaboration, teamwork, leadership, and initiative are a focus.

**Measurable Objective 1:**

demonstrate a behavior that evidences effective communication skills with our colleagues and our students by 05/26/2016 as measured by administrative observation.

**Strategy1:**

Effective Communication - Teachers will use various tools to communicate effectively with both their colleagues and their students.
Category:

Research Cited: All professional development opportunities are research-based.

| Activity - Call Log | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Documentation of contact with parents of every student will be provided by each advisory teacher and submitted to principal monthly. | Academic Support Program | 08/12/2015 | 05/26/2016 | $0 - No Funding Required | ALL Faculty and Staff |

| Activity - Daily Scheduled Advisory time | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Each day, every advisory teacher will schedule specific, intentional, individual mentoring time in order to establish a more positive, personal, and professional relationship with each student. | Behavioral Support Program | 08/12/2015 | 05/26/2016 | $0 - No Funding Required | ALL Faculty and Staff |

| Activity - Teacher Mentoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| New or inexperienced teacher are given much support here at WM. Experienced teachers make themselves readily available before, during and after school to help or answer any questions.  Faculty at West Morgan make sure that new or inexperienced teachers have all materials that they need and understand how to use such materials.  If these are not available, sharing is not a problem. Faculty members check on the new or inexperienced teachers throughout the day just to make them aware that we are there for them and that we know exactly how they feel about being new and unsure of things such as procedures and locations of things. | Professional Learning | 08/12/2015 | 05/26/2016 | $0 - No Funding Required | All Faculty and Staff |

| Activity - Vertical Teaming | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Due to our size and the fact that we share a location with the high school, West Morgan Middle School's teachers are afforded the opportunity to discuss organization, scheduling, and various policies and procedures with one another and with administration so that transition from grade level to grade level and from middle to high school runs as smoothly as possible.  We are able to provide our students with structure and scaffolding with regard to our expectations in the fifth grade and then, as students progress, remove that scaffolding to support leadership and initiative within the student body.  These vertical teaming activities occur constantly and have become a part of the very culture at West Morgan Middle School. | Other | 08/12/2015 | 05/26/2016 | $0 - No Funding Required | All Faculty and Staff |

| Activity - Academic Team Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will meet monthly to discuss the level of their current assignments and to make judgments as to the level at which they are asking students to perform.  It is the expectation of administration that 70% of all assignments will be asking students to operate at the proficient or advanced level of a particular standard. | Professional Learning | 08/12/2015 | 05/26/2016 | $0 - Title I School Improvement (ISI) | All Faculty and Staff |

**Strategy2:**

Professional Development Opprtunities - Teachers will attend professional development that will not only allow them to innovate within the

classroom, but that will allow them to take the initiative in leading the faculty through opportunities  but are not limited to CLAS conference,

MEGA conference,turn-around trainings, mini-workshops, technology conference.

Category:

Research Cited: All professional development opportunities are research-based.

| Activity - Middle Schools That Work Conference | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Key teachers will attend the Making Middle Grades Work conference to further develop skills that will improve classroom rigor, standards-based grading practices, and literacy across the curriculum. | Professional Learning | 08/12/2015 | 05/26/2016 | $2000 - Title I Schoolwide | Faculty/ Staff |

**Goal 2:**

All students at West Morgan Middle School will achieve academic growth in Mathematics

**Measurable Objective 1:**

100% of All Students will complete a portfolio or performance growth in Mathematics by 05/26/2016 as measured by ChalkableI-Achievement end of year benchmark assessment.

**Strategy1:**

Differentiated Instruction - Teachers will provide explicit whole group and small group instruction daily, addressing different learning styles, using the text adopted curriculum while using a variety of AMSTI and OGAP active engagement strategies.  IEP goals will be implemented and RTI guidelines will be followed.  Teachers will utilize proper tiered instruction.

Category:

Research Cited: Research validates a number of practices that provide the foundation of differentiation, including effective classroom management procedures, promoting student engagement and motivation, asessing student readiness, responding to learning styles, grouping students for instruction and teaching to the student's ZPD (Allan & Tomlinson, 2000, Vygotsky, 1978).  In one three year study researching the application and effects of differentiated instruction in k-12 classrooms, they found that differentiated instruction consistently yielded positive results across a broad range of targeted groups (Rock, Gregg, Ellis & Gable, 2008).

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers may attend training, workshops, conferences, etc. in the area of skills based, research based instruction and to enhance the use of technology.  Professional learning and job embedded training may be offered through AMSTI, MCS Instructional Coaches and Technology in Motion. | Professional Learning | 08/12/2015 | 05/26/2016 | $7000 - Title I Part A $65493 - Title II Part A | District Directors, principal or designee, instructional coaches, teachers |

| Activity - Use of Technology as an Instructional Tool | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will incorporate identified technology resources into lessons in standards based centers and provide opportunity for student engagement while utilizing approved programs for remediation and enrichment based on informative assessment data. | Technology | 08/12/2015 | 05/26/2016 | $34662 - Title I Part A | Principal or designee, instructional coach, teachers |

| Activity - Hands on Instruction and Practice | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will incorporate identified manipulative and technology resources into lessons and standards based centers while providing opportunities for practice and enrichment utilizing identified resources for remediation for students not mastering skills taught. | Academic Support Program | 08/12/2015 | 05/26/2016 | $34662 - Title I Part A | Principal, instructional coaches, teachers. |

| Activity - Explicit, Tiered Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will provide explicit, skills based research based instruction on a daily basis using various instructional strategies and formative assessments to guide small group instruction. | Direct Instruction | 08/12/2015 | 05/26/2016 | $34662 - Title I Part A | Principal, instructional coach, teachers |

**Strategy2:**

Using Formative Assessments to Guide Standards based Instruction - Teachers will administer the Chalkable Baseline and End-of-Year

Benchmark Assessment, along with

two Chalkable Formative Assessments.

Category:

Research Cited: Research suggests that teachers' skill with formative assessment is a key factor for improving student learning in

mathematics (Black & Wiliam, 1998;

Wiliam, 2007). In their extensive review of the literature on formative assessment, Black and Wiliam (1998) found substantial evidence linking

formative assessment

with higher student achievement, with typical effect sizes ranging from an impressive 0.4 to 0.7. Across these studies, formative assessment

was shown to be

particularly beneficial for low-performing students, which suggests that increasing teachers' capacity for formative assessment has promise

for closing the achievement

gap. (OGAP was developed by the Vermont Mathematics Partnership funded by the US Department of Education

(Award Number S366A020002) and the National Science Foundation (Award Number EHR-0227057))

| Activity - Analysis of Chalkable Formative assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Chalkable Achievement will be administered four times during the 2015-2016 school year. These assessments are based upon the pacing guides as developed by Morgan County teachers, aligned with CCRS standards. | Academic Support Program | 08/12/2015 | 05/26/2016 | $1800 - General Fund | ALL Faculty and Staff |

| Activity - Administer Chalkable Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Chalkable Achievement will be administered four times during the 2015 - 2016 school year. These assessments are based upon pacing guides as developed by Morgan County teachers, aligned with CCRS standards. | Academic Support Program | 08/12/2015 | 05/26/2016 | $80000 - General Fund | Principal or designee, instructional coach. District directors and teachers |

**Strategy3:**

Focused Instruction on special populations - Special education students will be taught and assessed based upon their current individual math performance goal. Instruction will be focused in order to address these specific, individual needs.

Category:

Research Cited: OGAP is professional development intervention that trains teachers to use multiple math items of high cognitive demand to gather information on student thinking and them analyze that information using frameworks based on research on student thinking in mathematics (Bell, Greer, Grimison et Managan, 1989; Harel, Behr, Post and Lest, 1994, Kouba, 1989; Kouba and Franklin, 1995). This analysis is then intended to guide instruction

| Activity - Professional development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Professional development and job embedded training as a follow up OGAP professional development and CCRS standards. Professional development will also be offered through the MCS Instructional Coaches. | Professional Learning | 08/12/2015 | 05/26/2016 | $65493 - Title II Part A | ALL Faculty and Staff |

| Activity - Voyager-Math/Edmentum | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will provide focused instruction, utilizing the Voyager Math/ Edmemtum program for reinforcement of standard based skill deficits. | Academic Support Program | 08/12/2015 | 05/26/2016 | $14500 - General Fund | ALL Faculty and Staff |

**Goal 3:**

All students at West Morgan Middle School will achieve academic growth in ELA

**Measurable Objective 1:**

100% of All Students will complete a portfolio or performance growth in English Language Arts by 05/26/2016 as measured by Chalkable end of year benchmark assessment.

**Strategy1:**

Differentiated Instruction - Teachers will provide explicit whole group and small group instruction daily addressing different learning styles using the text adopted curriculum while using a variety of active engagement strategies. Weekly Writer program will be implemented and used daily in all grades. IEP goals will be implemented and RtI guidelines will be followed. Teachers will utilize proper tiered instruction.

Category:

Research Cited: Research validates a number of practices that provide the foundation of differentiation, including effective classroom management procedures, promoting student engagement and motivation, asessing student readiness, responding to learning styles, grouping students for instruction and teaching to the student's ZPD (Allan & Tomlinson, 2000, Vygotsky, 1978). In one three year study researching the application and effects of differentiated instruction in k-12 classrooms, they found that differentiated instruction consistently yielded positive results across a broad range of targeted groups (Rock, Gregg, Ellis & Gable, 2008).

| Activity - Use of Technology as an Instructional Tool | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will incorporate identified technology resources into lessons and standards based centers and provide time for student engagement while utilizing approved programs for remediation and enrichment based on formative assessment data. | Technology | 08/12/2015 | 05/26/2016 | $34662 - Title I Part A | Principal or designee, instructional coach, teachers |

| Activity - Hands on Instruction and Practice | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will incorporate identified manipulative and technology resources into lessons and standards based centers while providing opportunities for practice and enrichment utilizing identified resources for remediation for students not mastering skills taught. | Academic Support Program | 08/12/2015 | 05/26/2016 | $34662 - Title I Part A | Principal or designee, instructional coach, teachers |

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers may attend training, workshops, conferences, etc. in the area of skills based, research based instruction and to enhance the use of technology. Professional learning and job embedded training may be offered through AMSTI, MCS instructional coaches and Technology in Motion. | Professional Learning | 08/12/2015 | 05/26/2016 | $7000 - Title I Part A $65493 - Title II Part A | District directors, principal or designee, instructional coaches, teachers |

**Strategy2:**

Focused Instruction on special populations - Special Education students will be taught and assessed based upon their current, individual,

ELA goals. Instruction will be focused in order to address these specific, individual needs.

Category:

Research Cited: Black and William (1998) published an analysis of research that has become a seminal work on formative assessment.

| Activity - Professional development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Professional Development and job embedded training through ARI Regional and MCS Instructional coaches. | Professional Learning | 08/12/2015 | 05/26/2016 | $65493 - Title II Part A | ALL Faculty and Staff |

| Activity - Voyager-Math/Edmentum | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will provide focused instruction utilizing the Voyager/Edmentum program for reinforcement of standards based skill deficits. | Academic Support Program | 08/12/2015 | 05/26/2016 | $22500 - General Fund | ALL Faculty and Staff |

**Strategy3:**

Using Formative Assessments to Guide Standards based Instruction - Teachers will administer the Chalkable Baseline and the end-of the

year Benchmark Assessment, along with two Chalkable Formative Assessments.

Category:

Research Cited: Black and William(1998)

| Activity - Data Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| All schools will conduct data meetings. | Professional Learning Academic Support Program | 08/12/2015 | 05/26/2016 | $1800 - General Fund | ALL Faculty and Staff |

| Activity - Administer Chalkable Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Chalkable Achievement will be administered four times during the 2015-16 school year. These Assessments are based upon pacing guides, as developed by Morgan County teachers, aligned with the CCRS standards. | Academic Support Program | 08/12/2015 | 05/26/2016 | $8300 - General Fund | ALL Faculty and Staff |

**Goal 4:**

EL Population will increase proficency by .5% as measured on ACCESS

**Measurable Objective 1:**

100% of English Learners students  will demonstrate a proficiency  by improving .5%  in Writing by 05/26/2016 as measured by ACCESS assessment.

**Strategy1:**

WIDA Standards - WIDA standards will be used and ongoing training will be implemented in the SDAIE model of instruction

Category:

Research Cited: CLine, Zulmara, and Juan Necochea. "Specially Designed Academic Instruction in English (SDAIE): More Than Just Good Instruction." Multicultural Perspectives 5.1 (2003): 18-24. Web. http://faculty.weber.edu/mtungmala/hybrid4270/articles/sdaie.

| Activity - Teacher Training on WIDA writing standards | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| ALL teachers of EL students will receive training on WIDA standards and the SDAIE model of instruction | Professional Learning | 08/12/2015 | 05/26/2016 | $4200 - Title III | Director of FP, Principal, EL Teachers |

**Strategy2:**

Academic Vocabulary Instruction - Teachers will provide direct instruction on the academic vocabulary used in their course.  This instruction will be intentional.

Category:

Research Cited: CLine, Zulmara, and Juan Necochea. "Specially Designed Academic Instruction in English (SDAIE): More Than Just Good Instruction." Multicultural Perspectives 5.1 (2003): 18-24. Web. http://faculty.weber.edu/mtungmala/hybrid4270/articles/sdaie.

| Activity - Monitor Implemtation of academic vobaulary lessons | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Principal will monitor through observation and lesson plans that teachers are providing intentional lessons to EL students using various methods of teaching academic vocabulary. | Other | 08/12/2015 | 05/26/2016 | $0 - No Funding Required | Director of FP, principal, instructional coaches and teachers |

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

**Goal 1:**

EL Population will increase proficency by .5% as measured on ACCESS

**Measurable Objective 1:**

100% of English Learners students  will demonstrate a proficiency  by improving .5%  in Writing by 05/26/2016 as measured by ACCESS assessment.

**Strategy1:**

WIDA Standards - WIDA standards will be used and ongoing training will be implemented in the SDAIE model of instruction

Category:

Research Cited: CLine, Zulmara, and Juan Necochea. "Specially Designed Academic Instruction in English (SDAIE): More Than Just Good Instruction." Multicultural Perspectives 5.1 (2003): 18-24. Web. http://faculty.weber.edu/mtungmala/hybrid4270/articles/sdaie.

| Activity - Teacher Training on WIDA writing standards | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| ALL teachers of EL students will receive training on WIDA standards and the SDAIE model of instruction | Professional Learning | 08/12/2015 | 05/26/2016 | $4200 - Title III | Director of FP, Principal, EL Teachers |

**Strategy2:**

Academic Vocabulary Instruction - Teachers will provide direct instruction on the academic vocabulary used in their course.  This instruction will be intentional.

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Research Cited: CLine, Zulmara, and Juan Necochea. "Specially Designed Academic Instruction in English (SDAIE): More Than Just Good Instruction." Multicultural Perspectives 5.1 (2003): 18-24. Web. http://faculty.weber.edu/mtungmala/hybrid4270/articles/sdaie.

| Activity - Monitor Implemtation of academic vobaulary lessons | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Principal will monitor through observation and lesson plans that teachers are providing intentional lessons to EL students using various methods of teaching academic vocabulary. | Other | 08/12/2015 | 05/26/2016 | $0 - No Funding Required | Director of FP, principal, instructional coaches and 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:**

All students at West Morgan Middle School will achieve academic growth in Mathematics

**Measurable Objective 1:**

100% of All Students will complete a portfolio or performance growth in Mathematics by 05/26/2016 as measured by ChalkableI-Achievement end of year benchmark assessment.

**Strategy1:**

Using Formative Assessments to Guide Standards based Instruction - Teachers will administer the Chalkable Baseline and End-of-Year Benchmark Assessment, along with

two Chalkable Formative Assessments.

Category:

Research Cited: Research suggests that teachers' skill with formative assessment is a key factor for improving student learning in mathematics (Black & Wiliam, 1998;

Wiliam, 2007). In their extensive review of the literature on formative assessment, Black and Wiliam (1998) found substantial evidence linking formative assessment

with higher student achievement, with typical effect sizes ranging from an impressive 0.4 to 0.7. Across these studies, formative assessment was shown to be

particularly beneficial for low-performing students, which suggests that increasing teachers' capacity for formative assessment has promise for closing the achievement

gap. (OGAP was developed by the Vermont Mathematics Partnership funded by the US Department of Education

(Award Number S366A020002) and the National Science Foundation (Award Number EHR-0227057))

| Activity - Administer Chalkable Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Chalkable Achievement will be administered four times during the 2015 - 2016 school year. These assessments are based upon pacing guides as developed by Morgan County teachers, aligned with CCRS standards. | Academic Support Program | 08/12/2015 | 05/26/2016 | $80000 - General Fund | Principal or designee, instructional coach. District directors and teachers |

| Activity - Analysis of Chalkable Formative assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Chalkable Achievement will be administered four times during the 2015-2016 school year. These assessments are based upon the pacing guides as developed by Morgan County teachers, aligned with CCRS standards. | Academic Support Program | 08/12/2015 | 05/26/2016 | $1800 - General Fund | ALL Faculty and Staff |

**Strategy2:**

Differentiated Instruction - Teachers will provide explicit whole group and small group instruction daily, addressing different learning styles, using the text adopted curriculum while using a variety of AMSTI and OGAP active engagement strategies.  IEP goals will be implemented and RTI guidelines will be followed.  Teachers will utilize proper tiered instruction.

Category:

Research Cited: Research validates a number of practices that provide the foundation of differentiation, including effective classroom management procedures, promoting student engagement and motivation, asessing student readiness, responding to learning styles, grouping students for instruction and teaching to the student's ZPD (Allan & Tomlinson, 2000, Vygotsky, 1978).  In one three year study researching the application and effects of differentiated instruction in k-12 classrooms, they found that differentiated instruction consistently yielded positive results across a broad range of targeted groups (Rock, Gregg, Ellis & Gable, 2008).

| Activity - Hands on Instruction and Practice | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will incorporate identified manipulative and technology resources into lessons and standards based centers while providing opportunities for practice and enrichment utilizing identified resources for remediation for students not mastering skills taught. | Academic Support Program | 08/12/2015 | 05/26/2016 | $34662 - Title I Part A | Principal, instructional coaches, teachers. |

| Activity - Use of Technology as an Instructional Tool | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will incorporate identified technology resources into lessons in standards based centers and provide opportunity for student engagement while utilizing approved programs for remediation and enrichment based on informative assessment data. | Technology | 08/12/2015 | 05/26/2016 | $34662 - Title I Part A | Principal or designee, instructional coach, teachers |

| Activity - Explicit, Tiered Instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will provide explicit, skills based research based instruction on a daily basis using various instructional strategies and formative assessments to guide small group instruction. | Direct Instruction | 08/12/2015 | 05/26/2016 | $34662 - Title I Part A | Principal, instructional coach, teachers |

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers may attend training, workshops, conferences, etc. in the area of skills based, research based instruction and to enhance the use of technology.  Professional learning and job embedded training may be offered through AMSTI, MCS Instructional Coaches and Technology in Motion. | Professional Learning | 08/12/2015 | 05/26/2016 | $7000 - Title I Part A<br>$65493 - Title II Part A | District Directors, principal or designee, instructional coaches, teachers |

**Strategy3:**

Focused Instruction on special populations - Special education students will be taught and assessed based upon their current individual math performance goal.  Instruction will be focused in order to address these specific, individual needs.

Category:

Research Cited: OGAP is professional development intervention that trains teachers to use multiple math items of high cognitive demand to gather information on student thinking and them analyze that information using frameworks based on research on student thinking in mathematics (Bell, Greer, Grimison et Managan, 1989; Harel, Behr, Post and Lest, 1994, Kouba, 1989; Kouba and Franklin, 1995). This analysis is then intended to guide instruction

| Activity - Voyager-Math/Edmentum | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will provide focused instruction, utilizing the Voyager Math/ Edmemtum program for reinforcement of standard based skill deficits. | Academic Support Program | 08/12/2015 | 05/26/2016 | $14500 - General Fund | ALL Faculty and Staff |

| Activity - Professional development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Professional development and job embedded training as a follow up OGAP professional development and CCRS standards. Professional development will also be offered through the MCS Instructional Coaches. | Professional Learning | 08/12/2015 | 05/26/2016 | $65493 - Title II Part A | ALL Faculty and Staff |

**Goal 2:**

All students at West Morgan Middle School will achieve academic growth in ELA

**Measurable Objective 1:**

100% of All Students will complete a portfolio or performance growth in English Language Arts by 05/26/2016 as measured by Chalkable end of year benchmark assessment.

**Strategy1:**

Using Formative Assessments to Guide Standards based Instruction - Teachers will administer the Chalkable Baseline and the end-of the year Benchmark Assessment, along with two Chalkable Formative Assessments.

Category:

Research Cited: Black and William(1998)

| Activity - Administer Chalkable Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Chalkable Achievement will be administered four times during the 2015-16 school year. These Assessments are based upon pacing guides, as developed by Morgan County teachers, aligned with the CCRS standards. | Academic Support Program | 08/12/2015 | 05/26/2016 | $8300 - General Fund | ALL Faculty and Staff |

| Activity - Data Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| All schools will conduct data meetings. | Professional Learning Academic Support Program | 08/12/2015 | 05/26/2016 | $1800 - General Fund | ALL Faculty and Staff |

**Strategy2:**

Focused Instruction on special populations - Special Education students will be taught and assessed based upon their current, individual,

ELA goals.  Instruction will be focused in order to address these specific, individual needs.

Category:

Research Cited: Black and William (1998) published an analysis of research that has become a seminal work on formative assessment.

| Activity - Professional development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Professional Development and job embedded training through ARI Regional and MCS Instructional coaches. | Professional Learning | 08/12/2015 | 05/26/2016 | $65493 - Title II Part A | ALL Faculty and Staff |

| Activity - Voyager-Math/Edmentum | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will provide focused instruction utilizing the Voyager/Edmentum program for reinforcement of standards based skill deficits. | Academic Support Program | 08/12/2015 | 05/26/2016 | $22500 - General Fund | ALL Faculty and Staff |

**Strategy3:**

Differentiated Instruction - Teachers will provide explicit whole group and small group instruction daily addressing different learning styles

using the text adopted curriculum while using a variety of active engagement strategies.  Weekly Writer program will be implemented and

used daily in all grades.  IEP goals will be implemented and RtI guidelines will be followed.  Teachers will utilize proper tiered instruction.

Category:

Research Cited: Research validates a number of practices that provide the foundation of differentiation, including effective classroom

management procedures, promoting student engagement and motivation, asessing student readiness, responding to learning styles,

grouping students for instruction and teaching to the student's ZPD (Allan & Tomlinson, 2000, Vygotsky, 1978).  In one three year study

researching the application and effects of differentiated instruction in k-12 classrooms, they found that differentiated instruction consistently

yielded positive results across a broad range of targeted groups (Rock, Gregg, Ellis & Gable, 2008).

| Activity - Hands on Instruction and Practice | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will incorporate identified manipulative and technology resources into lessons and standards based centers while providing opportunities for practice and enrichment utilizing identified resources for remediation for students not mastering skills taught. | Academic Support Program | 08/12/2015 | 05/26/2016 | $34662 - Title I Part A | Principal or designee, instructional coach, teachers |

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers may attend training, workshops, conferences, etc. in the area of skills based, research based instruction and to enhance the use of technology.  Professional learning and job embedded training may be offered through AMSTI, MCS instructional coaches and Technology in Motion. | Professional Learning | 08/12/2015 | 05/26/2016 | $7000 - Title I Part A $65493 - Title II Part A | District directors, principal or designee, instructional coaches, teachers |

| Activity - Use of Technology as an Instructional Tool | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will incorporate identified technology resources into lessons and standards based centers and provide time for student engagement while utilizing approved programs for remediation and enrichment based on formative assessment data. | Technology | 08/12/2015 | 05/26/2016 | $34662 - Title I Part A | Principal or designee, instructional coach, teachers |

# Component 3: Instruction by Highly Qualified Staff

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| | 1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this? | Yes | It is the policy of the Morgan County School System to only hire HQ individuals. | Attestation |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| | 2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this? | Yes | It is the policy of the Morgan County School System to only hire HQ individuals. | Attestation |

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

It is the policy of the Morgan County School Systems to only hire HQ individuals.

# Component 4: Strategies to Attract Highly Qualified Teachers

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

We have one teacher that was transferred from the high school to the middle school.  This teacher is a tenure teacher.

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

Here at West Morgan Middle School, we have 24 teachers with a Class B certification, 15 teachers will a Class A certification, 2 hold a Class AA certification and 1 doctorate

**3. What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?**

New or inexperienced teachers are given much support at WM.  Experienced teachers make themselves readily available before,during and after school to help answer any questions.  Faculty at West Morgan make sure that new or inexperienced teachers have all materials that they need and understand how to use such materials.  Faculty members check on the new or inexperienced teachers throughout the day just to make them aware that we are there for them and that we know exactly how they feel about being new and unsure of things such as procedure and location of things.

**4. What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?**

Teacher recruitment teams go out to interview potential candidates. It is the policy of Morgan County Schools to only hire qualified teachers.

**5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?**

We do not have a high turnover rate at WM.

# 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?**

West Morgan Middle school not only plans for professional development according the weaknesses of our faculty, staff, and students, but we do so with an eye toward how this will help us throughout the years to come. Though our professional development may begin with an in-service training or a workshop, it continues throughout the school year with meetings and activities designed to enhance and improve on those things which we have learned. Our focus, this year, has been on communication and team building, understanding as we do that these skills will be vital if we are to truly begin to "tear down" the walls between our classrooms and improve the effectiveness of our activities and assignments.

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

* Reading Conference
* Technology Conference
*  Chalkable workshops
* OGAP
* Ron Clark Academy
* Making Middle Grades Work
* Rick Shelton-writing workshop ( 4 sessions, school-wide-faculty and students)

**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.**

New or inexperienced teachers are given much support here at WM. Experienced teachers make themselves readily available before, during and after school to help or answer any questions. Faculty at WM make sure that new or experienced teachers have all the materials that they need and understand how to use these materials. Faculty members check on the new or inexperienced teachers throughout the day just to make them aware that we are here for them and that we know exactly how they feel about being new and unsure of things such as procedures and locations of things.

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

West Morgan Middle school not only plans for professional development according the weaknesses of our faculty, staff, and students, but we do so with an eye toward how this will help us throughout the years to come. Though our professional development  may begin with an in-service training or workshop, it continues throughout the school year with meetings and activities designed to enhance and improve on those things which we have learned.  Our focus, this year, has been on communication and team building, understanding as we do that these skills

will be vital if we truly begin to "tear down" the walls between our classrooms and improve the effectiveness of our activities and assignments. Our teachers are responsible for over seeing turn around training after all workshops attended.

# 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.**

WMMS has a fourth grade day, where the students visit the middle school. Students are given a summer planner, to help them transition into middle school. Also, an open house is held for the upcoming 5th graders. The eighth graders have an orientation night in addition to the high school counselor doing an orientation with them.

# 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?**

Teachers may provide input into decision making in a variety of ways. Our administration maintains an open-door policy, and teachers are often encouraged to bring any issues to them directly; however, the primary vehicle for providing input into the school-wide decision making process is through the school's Building Leadership Team. Each grade/subject level has a representative on the Teacher Advisory team, and as such, may voice specific concerns through that member. In addition, we have data and departmental meetings to discuss testing results.

# 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?**

Teacher observation, formative classroom assessments, and Chalkable Assessments are all used to identify students who are struggling with a particular standard or who are progressing more quickly than expected.

**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?**

West Morgan has built several avenues for students to receive extra assistance when struggling with mastering state standards at a proficient level.  Our Title I resource teacher provides assistance to those students who are the farthest behind; however, teachers are always available to help students during their academic enrichment period, and each student at West Morgan is afforded this time for additional help.   After school tutoring is offered on an as needed basis.

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

Through the use of formative assessments within the individual classroom, and using tools like Chalkable Assessment, teachers are able to evaluate the individualized needs of their students and to adjust instruction when necessary. Small group instruction is used to address students that need extra help.

**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.**

Teachers are available to tutor after school. EL students receive after-school tutoring for additional language acquisition help.

**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.**

Migrant students are identified upon enrollment. Parents or guardians receive a Migrant Education Survey which determines eligibility for the program. Migrant students automatically qualify for free breakfast and lunch and have access to all services and programs.  Limited-English proficient students are identified upon enrollment through Home Language Surveys and qualify for testing if the survey indicates a language other than English is used by the student or at the student's home. Eligible students are tested with the WIDA Access Placement Test. Parents or guardians have the right to waive Title III Supplemental EL services. If the parents or guardians agree for the student to receive services, an EL committee determines appropriate services and placement. An itinerant EL teacher is available. An interpreter is available to

communicate with parents. Parents receive important school documents in English and a language they can understand. EL students have access to all services and programs. Economically disadvantaged students are identified through applications for free and reduced lunch and are eligible to receive free or reduced breakfast and lunch daily. Students have equal access to all programs and services available.  To the maximum extent appropriate, special education students are educated with children who are not disabled. Students with disabilities have access to a variety of educational programs and services available to non-disabled children, including art, music, EL, and P.E. Special education students are provided with an equal opportunity to participate in all extracurricular activities available to non-disabled students. Neglected/delinquent students are identified when contacted by Social Services, LEA Attendance Officer, or parent. The school counselor and administrator identify possible services. The school counselor monitors grades and absences and ensures that neglected/delinquent students have access to additional services as needed, including food delivery, school supplies, and clothing. The LEA Attendance Officer works directly with the courts to ensure parental cooperation concerning attendance. If further intervention or assistance is needed, the LEA is contacted for funding or other needs. Neglected/delinquent students are eligible for all services and programs available.  Homeless students are identified upon enrollment using Alabama State Department of Education and federal regulations and definitions. The counseling office and school administrator identify possible services. The LEA is contacted for possible funding or other needs. Title I or McKinney-Vento grant and supplementary community resources are used to provide necessary school supplies, clothes, and other items of necessity. Homeless students have access to all services and programs available.

**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.**

West Morgan has built several avenues for students to receive extra assistance when struggling with mastering state standards at a proficient level.  Our Title I resource teacher provides assistance to those students who are the farthest behind; however, teachers are always available to help students during their academic enrichment period, and each student at West Morgan is afforded this time for additional help.  Finally, in partnership with the high school, West Morgan has implemented a peer tutoring program where students may receive help from some of our older students.  In addition we have an EL teacher housed on campus to help our EL students. Our counselor is a huge support in assisting with the single parents, homeless, and foster families. She has many resources in the community in which she has access to.

## 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 Title programs supplement district and school programs.  Title math and reading programs are all Scientifically Researched Based and supplement the existing core programs already in place.  Intervention teachers work with classroom teachers to achieve school-wide goals in reading and math and to focus on and plan for individualized student success.

**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.**

Title I, The Seven Habits of Highly Effective Teens, and our local peer tutoring program all work together to helps us achieve the goals we have set for ourselves.  In addition, we use AMSTI and OGAP.

**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.**

Schools work with local, state, and federal agencies, when possible, to provide resources that will supplement school-wide goals for all of these programs.  Assemblies, specific grade level content curriculum, and local and state resources are consistently used for violence prevention programs.  All capacities of bullying and violent behavior are addressed through district/school policies and are revisited often during the year.  Each school makes an effort to make sure all students needing nutritional assistance receive a free/reduced lunch form at the beginning of each school year.  The Child Nutrition Program works with every school to get information into every home about free/reduced lunches, counselors and teachers watch for needs of students, and all Title schools pay close attention to all struggling students in order to intervene and meet their needs.  Making sure students are fed is a huge component to reach school-wide goals because students will perform better if they are not hungry.  Homeless students are identified and needs met that will enable these students to be successful and blocking any obstacles that might hinder their academic success. All schools work through local agencies if housing needs arise.  The FACT (Family Assistance Through Community Ties) program along with local, state, and federal housing partners are available for contact to be sure students have proper housing.  The McKinney-Vento grant for students meeting the homeless criteria is available for students living in conditions that qualify for assistance. Local partners are available through a 2-1-1 service that meets basic human needs.  Schools workwith local Head Starts, which are available through Community Action, to assist students who are transitioning into the regular school programs. These efforts will in turn help students to become successful as their education journey continues.  Parents are always a huge resource partner for their child's success from Head Start throughout their educational endeavors which is why our schools support adult education programs. Our district allows area colleges to use some of the school campuses for evening classes for adults.  These programs are advertised and supported by our school system because educated parents will know and understand the importance of helping their own children succeed.  Vocational and technical education along with job training are a big focus for middle and high schools.  The entire educational community has embraced the importance of being College and Career Ready, so resources from local, state, and federal funding is being used to support the career-tech side of education.  All resources and funding agencies follow guidelines to meet the criteria set forth by their agencies, and schools coordinate all services to meet the needs of their students and schools.  Integrating all of these programs is crucial to the development of every school's student population, and all schools generate plans, goals, strategies, and action steps to

implement and integrate programs that will be productive and successful for their student bodies.

# Component 10: Evaluation

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

District and local surveys, leadership team meetings, and Educate and Lead Alabama results, as well as student data are used to continuously evaluate the implementation of the school-wide program and make changes when needed since the document is a living, breathing document.

**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 school evaluates its academic program continuously using not only formative assessment data from the classroom, but tools provided to us by the state like the Chalkable Achievement Series.  This data is reviewed alongside summative assessments that include the Explore and the ACT Aspire. Chalkable Achievement Series gains are analyzed and changes, if needed, are then made to goals, plans, and instructional practices.

**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?**

Our Title I program is invaluable in this regard.  Serving the lowest performing students in the school through a small-group and/or individualized format, we are able to, at the end of each year, determine which students should continue in this vein, and which students have eliminated their skill gaps and are no longer in need of services.  Our success rate with these students is quite good, and each year a large portion of the students reviewed no longer need the assistance provided.  Also, we have our RTI process, where students go through each Tier to determine if or what additional help we can provide them, if needed said student could be tested for special education services.

**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?**

We revise our improvement plan as necessary through monthly meetings with our Advisory Team and individual departments, and are further able to refine the plan through bi-annual meetings with the district school improvement coordinator.

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

Goal 1- All students at WMMS will achieve academic growth in ELA.   ACT Aspire assessment results indicate a 18% readiness in writing.
Goal 2- All Students at WMMS will achieve academic growth in Math.  ACT Aspire assessments results indicate a 26 % readiness in math

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

The reading goal was changed to reflect ELA to add the Writing and English component.   Due to ACT Aspire components of English and Writing it was felt our school should these as areas of instructional focus.

# Coordination of Resources - Comprehensive Budget

# Introduction

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

## I. State Foundation Funds:

| | FTE's Earned | Units Placed | Total Salaries |
|---|---|---|---|
| FTE Teacher Units | 18.61 | 18.61 | 921,067.00 |
| Administrator Units | 1.00 | 1 | 84,338.00 |
| Assistant Principal | 0.50 | .5 | 39,730.00 |
| Counselor | 1.00 | 1 | 52,554.00 |
| Librarian | 1.00 | 1 | 49,687.00 |
| Career and Technical Education Administrator | 0.00 | 0 | 0.00 |
| Career and Technical Education Counselor | 0.00 | 0 | 0.00 |
| Technology | 0.00 | 0 | 1,410.00 |
| Professional Development | 0.00 | 0 | 1,410.00 |
| State ELL Funds | 0.00 | 0 | 0.00 |
| Instructional Supplies | 0.00 | 0 | 8,264.00 |
| Library Enhancement | 0.00 | 0 | 470.00 |
| **Totals** | | | 1,158,930.00 |

# Title I

| Label | Question | Value |
|-------|----------|-------|
| **1.** | Improving the Academic Achievement of the Disadvantaged Provide the total. | 111165.8 |

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

Instructional Materials and Supplies

Parent Involvement

Resource Staff

Staff Development

| 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<br>Provide the total. | 0.0 |

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

Title II funds are distributed from the LEA.

# Title III

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

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

Title III funds are distributed from the LEA.

# Title IV

| Label | Question | Value |
|-------|----------|-------|
| **1.** | Safe and Drug-Free Schools<br>Provide the total. | 0.0 |

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

N/A

# Title VI

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

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

N/A

# Career and Technical Education-Perkins IV

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

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

N/A

| 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<br>Provide the total. | 0.0 |

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

N/A

# Local Funds

| Label | Question | Value |
|-------|----------|-------|
| 1. | Provide the total | 108361.0 |

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

Instructional and instructional support salaries and benefits.

# Strategies to Increase Parental Involvement

# Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics:  the Stakeholder Feedback Diagnostic, the Parent Involvement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic.  Parent Survey must be done annually, but it can be done electronically or by paper.

# Strategies to Increase Parental Involvement

**1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved.**

Each spring a letter informing and encouraging parents to come to the Annual Parent Meeting will be sent home with all students. The letter will be sent approximately two weeks in advance

of the meeting to allow parents to make arrangements to attend. A reminder note will be sent a day or two before the meeting. The information is sent in a language that the parents can

understand. The meeting will be for the purpose of informing parents. The meeting will be for the purpose of informing parents about the school-wide program and Title 1 requirements and

offerings. The topics to be covered at the meeting will be as follows; Parents Involvement policy, Parent Involvement Plan, Learning Compacts, Barriers to Parent Participation, Design and

Effectiveness of the School's Reading Programs, and Support of Community-Based Organizations and Businesses. The school translator is available to translate for ELL parents.

Parents are offered parent meetings during the school year. A parent survey is sent home at the beginning of the school year to give parents the opportunity to indicate the meeting times that

are best for them and also the types of programs they feel will be helpful.

At the annual parent meeting in the spring, parents will have the opportunity and be encouraged to plan, review, and offer improvements to the Title 1 program. Parents are encouraged to each

parent meeting to give their suggestions and input on program improvements. Parents also serve on the Title 1 Advisory Committee.

**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.**

In September 2014, there will be an annual Title I meeting at which time parents will complete the fall survey allowing them to communicate the best times for meetings. The school plans accordingly. In addition, we will host bi-monthly parent involvement meetings on various topics as deemed appropriate. 2) Parents provide input in the planning, review, revision, and

improvement of the Continuous Improvement Plan (CIP) by serving on the CIP leadership team. Parents also participate in a Parental Involvement Survey in the spring of each year. A group of parents participate on the LEA Parental Involvement Advisory Committee and Focus groups. 3) Funds will be used to provide literature in the Parenting Center, to support family night, reading night, math night, and training and workshops (homework/academic assistance, technology). Parents decide how the Parental involvement money is spent.

**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 parent meeting, WM presents information about its Title I programs, the curriculum, and forms of academic assessment used.  Parents learn about priority goals in reading and math.  They also learn how to schedule parent-teacher conferences and are reminded about how they can participate in decisions related to the education for their child.  The district office publishes a student handbook each year that is provided to each student.  Parents are requested to acknowledge they have read the handbook by signing and returning the documentation page to the classroom teacher.  Included in the handbook is information pertaining to the academic program, student conduct and responsibility, assessment, attendance, along with other pertinent information.  When needed, an interpreter is provided for all Title meetings to communicate with non-English speaking parents.  In addition, documents are provided, to the extent practicable, in a language each parent can understand.  We have access to TRANSACT for translate our documents and ELSA, if an interpreter is not easily accessible.

**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).**

  A Title I end of the year meeting is scheduled to  make any changes to the compact.  To accomodate the parents a 10:00 am and a 6:00 pm parent meeting was scheduled for parents to have input on the compact.  All parents will be given a a copy of the compact in English/Spanish.  They will be asked to sign the compact signifying their commitment to working in partnership with the school and their child in ensuring that their child is successful in school.  The compacts will be discussed with teachers at a faculty meeting.  The teachers will house the compacts in their rooms for use during parent/teacher conferences and or student/teacher conferences.

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

In the event that a parent needs to make and submit (to the SDE) comments with any aspect or component of the CIP, they should follow the protocol here:  Must be in writing to School then to Federal Programs Coordinator then to the Superintendent then to the ALSDE until they are satisfied.

**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)**

West Morgan Middle School will accomplish this through its required annual Title I parent meeting, as well as with additional Title I parent meetings held throughout the year.  Parents will receive an overview of the state academic content standards, academic achievement standards, and assessments.  In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education.  Parents will learn their role in helping their child to be successful and the best ways to work in partnership with their child's teacher.

**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)**

West Morgan's Leadership Team(CIP committee) works diligently to ensure that all parent materials and training is closely aligned to our school's identified goals. Title I fall survey results show that our parents want support with childhood stress and technology usage. We have planned numerous nights with PACT to address these concerns. In addition, we have planned technology nights to address technology usage.

**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)**

We feel like communicating with our stakeholders is the key to a successful school. We communicate with our parents through Advisory groups, school messenger, class newsletters, emails, Facebook, Twitter, Parent/Teacher conferences and Remind(text messages). parents are always welcome at school and can make appointments with teachers or administrators.

**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)**

West Morgan Middle School will provide opportunities for the participation of parents with limited English proficiency and parents with disabilities. West Morgan Middle presently has 44 Spanish-speaking students; therefore, all notices of parent meetings and other handouts are sent to parents of these children in Spanish. In addition, we have a bilingual teacher who is available to assist in verbal communications with these parents. West Morgan Middle has a full-time translator who is available in the front office from 8:00 a.m. until 3:00 p.m. five days a week to assist parents and students. The translator also serves as a monitor to students on a weekly basis. Every effort is made to

accommodate parents with disabilities. West Morgan Middle is a handicapped-accessible building.  Also, our parent resource center has pamphlets in Spanish.

**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)**

West Morgan Middle School will provide opportunities for the participation of parents with limited English proficiency and parents with disabilities.  West Morgan Middle presently has 44 Spanish-speaking students; therefore, all notices of parent meetings and other handouts are sent to parents of these children in Spanish.  In addition, we have a bilingual teacher who is available to assist in verbal communications with these parents.  West Morgan Middle has a full-time translator who is available in the front office from 8:00 a.m. until 3:00 p.m. five days a week to assist parents and students.  The translator also serves as a monitor to students on a weekly basis.  Every effort is made to accommodate parents with disabilities. West Morgan Middle is a handicapped-accessible building. Transact is available and ELSA, the mobile and land line translating service. In addition our translator has a device she can use to translate,so that  our non-English speaking parents can be included in meetings and activities.

**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)**

 In September 2014, there will be an annual Title I meeting at which time parents will complete the fall survey allowing them to communicate the best times for meetings. Our surveys drive our activities, meeting dates/times, and input on plans, and compacts. The school plans accordingly. In addition, we will host bi-monthly parent involvement meetings on various topics as deemed appropriate. 2) Parents provide input in the planning, review, revision, and improvement of the Continuous Improvement Plan (CIP) by serving on the CIP leadership team. Parents also participate in a Parental Involvement Survey in the spring of each year. A group of parents participate on the LEA Parental Involvement Advisory Committee and Focus groups. 3) Funds will be used to provide literature in the Parenting Center, to support family night, reading night, math night, and training and workshops (homework/academic assistance, technology).

**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.**

West Morgan Middle School will provide opportunities for the participation of parents with limited English proficiency and parents with

disabilities.  West Morgan Middle presently has 44 Spanish-speaking students; therefore, all notices of parent meetings and other handouts are sent to parents of these children in Spanish.  Documents are in a language they understand and all of the groups have equal access to the same free appropriate  public education provided to other children.  In addition, we have a bilingual teacher who is available to assist in verbal communications with these parents.  West Morgan Middle has a full-time translator who is available in the front office from 8:00 a.m. until 3:00 p.m. five days a week to assist parents and students.  The translator also serves as a monitor to students on a weekly basis.  Every effort is made to accommodate parents with disabilities. West Morgan Middle is a handicapped-accessible building.  In addition our translator has a device she can use to translate,so that  our non-English speaking parents can be included in meetings and activities.