ACIP

Steele Junior High School

St. Clair County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Education has been a part of the Steele, Alabama community since its founding in the 1850s. Steele's first school was a one room log structure, heated by a log fireplace. There was another school located in the Baptist Church, also built of logs. As Steele's population grew so did the number of school houses. Aside from the school, located in Steele proper, there were others erected in various locations in the surrounding area. These were Union, Deerman's Chapel, and Rock Hill. In the early twentieth century an all girls' college was created named Valley Grove. It was at this site later in that century that all the surrounding schools would eventually be consolidated into one school. That school would become known as Steele Junior High School. This school is therefore woven into the very fabric of the Steele Community. (1)

Steele Junior High School is part of the Saint Clair County Board of Education. The school is located in Steele, Alabama, nestled in the shadow of the Chandler Mountain Plateau. This plateau is six miles wide and sits at 1,500 feet above sea level. This feature not only affects the school geographically but also demographically. Chandler Mountain's flat top is conducive to growing crops, specifically tomatoes. From spring to early fall it plays host to a large population of Hispanic migrant farmers. (2) Consequently, at the beginning of the school year Steele Jr. High has an average enrollment of 233 students. In October when the migrant population, which is around 20%, begins to leave for other destinations, the school's enrollment decreases to just under 200 students.

Aside from the migrant population there is very little racial or economic diversity among the students. Only a small percentage of Hispanic students remain after the migrants withdraw. 77 % percent of the student population lives under the federal poverty line. This percentage is much higher than the Saint Clair County average.

The faculty is comprised of eleven classroom teachers, one counselor, one special education teacher, one librarian, one physical education teacher, and one principal. The staff is comprised of one bookkeeper/secretary, three lunchroom CNPs, one custodian, and two part time migrant aides which are only funded the first two months of the school year. The school is also serviced by an ELL teacher, speech pathologist, and gifted teacher. Steele is a feeder school for Ashville High School. Athletics and community involvement are usually intertwined with the Ashville schools.

The high poverty rate and the migrant population present unique challenges for the Steele Junior High School faculty and staff. Many families do not have internet access which hinders communication efforts and limits resources for academic support. Many of the migrant students do not live in English speaking households. Communication with these parents offers its own set of challenges. Letters and other forms of communication must be provided in Spanish for these parents. Communication has been fostered by the addition of two bilingual aides, SchoolCast automated calling system in Spanish, and TransAct services.

1-Vivian Buffington Qualls, History of Steele Alabama: St. Clair County. (Albertville: Thompson Printing, 1982), 33-36
2- Miranda Cunningham, "Ellen Jenkins Keeps Family Farm Alive on Chandler Mountain," The Gadsden Times, November 7, 2010

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

   The purpose of Steele Junior High School is to develop each student to his/her fullest potential. It is our vision that all students will be challenged and provided opportunities that will ready each student for college, career, and adulthood in the 21st Century. We strive to ensure that high expectations are maintained for all students by providing a safe, inclusive environment, instruction with rigor but relevance, and good character development so that each student is prepared to succeed in an ever-changing world.

   The faculty and staff want to maintain these standards while continuing to grow in size and scope. The continuing development of curriculum, parental and community involvement, and facility enhancement are strong goals set by the principal, the faculty, and staff of Steele Junior High School. Consistency and growth of this school are important objectives of not only the faculty and staff but the Steele community as well.

Notable Achievements and Areas of Improvement

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

The faculty and staff of Steele Junior High School are always working to improve all aspects of the school. Academically, Steele Junior High School has always been one of the more successful schools in the Saint Clair County system. Former Steele Junior High School students are routinely in Ashville High School's Super Seven, which are the seven students with the highest cumulative grade point averages in 9th through 12th grades. Nearly one half of Ashville High School's valedictorians since 2000 have been Steele Junior High graduates. This year Steele's Aspire test scores were among the best in the county and were also at or above the national average in almost every category. The most telling aspect of those scores was the improvements from 2014 to 2015. For example, sixth grade math improved by 23 percentage points while eighth grade math improved by 19 percentage points. These scores are indicative of the hard work by the administration, faculty, staff, parents, and students. The reading scores can also be attributed to research based teaching methods, a strong focus on the teaching standards, and intervention programs like Scholastic's Read 180 and iRead.

Academic improvements are not the only enhancements being made to Steele Junior High. There have been numerous improvements to the facilities. The lunchroom equipment has been updated including a new modern walk in freezer unit. There have been improvements to the gymnasium and playground. Local community outreach groups such as the United Fellowship and Outreach of Steele (UFOs) have contributed sound systems for the auditorium and gymnasium and have scheduled workdays in which new coats of paint were applied to the outside of the school, elementary bathrooms, and the gym lobby. Other improvements are scheduled, such as a refurbished floor for the gymnasium. The UFOs have also scheduled more parent work days for the upcoming year. Enhancements do not come without costs, and fund raising and donations have helped. The school acquired an $8,000 grant from Blue Cross Blue Shield's Healthy Kids program. This money has improved the equipment used for physical education classes. Yachiyo Manufacturing of Alabama donated $3,000 for mult-ifunctional, networked, laser printers. Great strides have been made by the administrator towards updating the technology infrastructure and hardware including updates to the network and the computer lab. Gadsden State Community college donated 48 desktop computers which were imaged and installed in the computer lab and classrooms. These advancements have resulted in greater access to technology and additional educational resources.

The academic goals of Steele Junior High School for the next three years are to continue to improve math and reading proficiency. The accomplishment of these goals will be supported through continuous monitoring of teaching and learning through formative assessments, strategically planned lessons, explicit instruction with high levels of student engagement, a restructured student support team, and on-going professional development based on student and teacher needs. In addition to these academic goals, Steele Junior High School has a cultural goal of providing each student with an adult advocate. The first phase of this plan is being implemented this year through the introduction of our promotion coaching team for students in 7th and 8th grades.

Additional Information

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

Steele Junior High School is a true community school. We are supported year round through community service projects such as back pack buddies, community work days, and student support projects such as hygiene bags, community collection drives for school supplies, clothing, and nurse supplies. School sponsored events such as the fall festival, Veterans Day program, the Thanksgiving Feast, and 5K Run / Walk are only possible with the support of our community.

The St. Clair County Migrant program is housed each summer at Steele Junior High School. This program is one of the state's premier programs and is an invaluable service to the migrant families of St. Clair County and our community. The program is educational in nature but also provides opportunities for physical education, art, music, and enrichment. Through a partnership with local nonprofit agencies additional services are provided to support the health and well-being of this unique population.

The Steele Junior High student population is growing and the future is bright for the school and the community. Continual improvements in all aspects of the school are planned and the faculty and staff are excited about the future. The faculty, staff, parents, and students are dedicated to the school and the community- a community born with education of its children at the forefront.

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.

Stakeholder involvement was established in several ways. Parents were invited to serve on the ACIP committee through an announcement on the school website and during the September open house. Other committee members were invited to serve based on their roles within the school and community. All stakeholders were informed of their roles personally by the administrator. Meetings were held during school and after school to accommodate schedules. Communication also took place electronically.

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

Throughout the past two years, SJHS has worked to create positive relationships with the community. The Steele United Fellowship and Outreach has been one of our greatest partnerships. This organization is vested in our community and our school. Through email and phone invitations, the president of the organization offered to serve on our committee. Faustina Pantoja, a bilingual parent who works in the summer migrant program and has a special education student was selected to represent our EL, migrant, and special education populations. Faustina was born into a family who migrated yearly for agricultural work. She was asked in person to serve on the committee. Since SJHS has a large population of migrant families, Faustina was asked to serve on our ACIP committee. Additional parent representatives were invited to serve through electronic communications or in person. Teachers were allowed to volunteer, and the two teachers paid form Title I were asked to serve. The EL teacher and special education teacher were asked to serve to represent the needs of these populations.

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 ACIP plan is published to the school website and available to view at any time. A printed copy of the plan is available in the office and in our parent resource center. Portions of the plan, such as the parental involvement plan, are printed and sent home with the first grading period reports. The academic and organizational goals established by the ACIP committee are included each month on our newsletter. In addition, an update on our progress toward meeting these goals is also included in the newsletter. Copies of the newsletter are sent to local government offices and community groups such as the United Fellowship Organization of Steele.

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	See attached document.	2016-2017 Student Peformance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is below what would otherwise be expected.	Level 2

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

Areas of Notable Achievement

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

In comparing student groupings, Steele students are performing above average in math when compared to national average peer group. Spring 2016 ASPIRE Math scores show that 70% of 3rd grade students are "Ready", 63% of 4th grade students are ready, 70% of 5th grade students are "Ready", 75 % of 6th grade students are "Ready", 50% of 7th grade students are "Ready". The 8th grade students (now high school students) are the only group that did not meet national standards. Only 24% of 8th grade students scored "Ready" on the ASPIRE. However, when one examines the overall scores, student achievement in math is a strength at Steele Jr. High.

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

When comparing Steele students in class groupings and as grade levels over a period of time, math continues to be an area where our students perform well academically. Since participating in ACT ASPIRE since 2014, 3rd-7th grade students have performed at, and most times significantly above national standard. Thus, the number of students in need of support in math continues to decline.

Which area(s) indicate the overall highest performance?

All levels in math.

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

Free and Reduced students show a trend in increasing math performance on ACT ASPIRE.

Between which subgroups is the achievement gap closing?

Free and Reduced Lunch

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

All data which includes STAR Math, Scantron Performance Series, and ACT ASPIRE confirm that Steele students are at are above national average in math.

Areas in Need of Improvement

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

Steele Jr. High students as a whole need to improve in the area of reading. Students in the 4th grade did not meet national average on ASPIRE 2016, nor did those in grades 5 and 8. Thus, emphasis needs to be placed on improving achievement in reading.

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

In reading, the students in need of support have stayed the same or increased. This shows we have not made advancement in the area of reading across all grade levels with those students in need of support.

Which area(s) indicate the overall lowest performance?

Those in need of support for reading continue to be Steele Jr. High's lowest performing area on standardized assessments.

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

Free and Reduced Lunch students have not made significant progress in the area of reading.

Between which subgroups is the achievement gap becoming greater?

Steele Jr. High does not have many subgroups due to its being a small school. Free and reduced lunch students are the only students with a large enough group to qualify. So, free and reduced lunch students have a greater achievement gap in the area of reading, specifically, grades 4, 5 and 8.

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

Reading is the area of greatest weakness in ACT Aspire, ACCESS and Scantron. Math is a strength in all assessments.

Report Summary

Scores By Section

Section Score
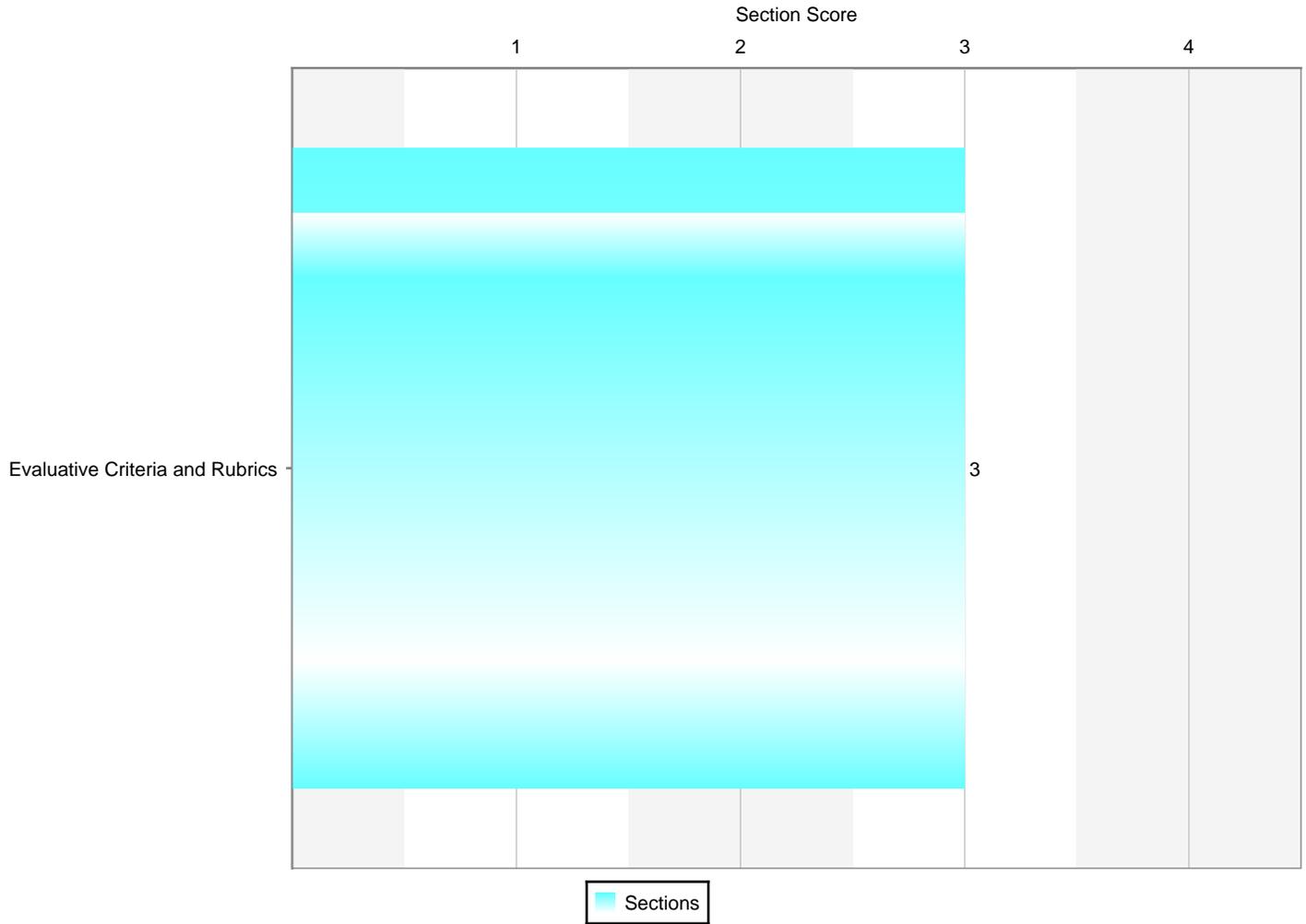
Sections

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		ACIP Team

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes		

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		

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		

ACIP 2016-2017

Overview

Plan Name

ACIP 2016-2017

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Students at Steele Junior High will become proficient in mathematics.	Objectives: 1 Strategies: 2 Activities: 2	Academic	$0
2	Students at Steele Junior High School will increase the amount of nonfiction text read daily.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$1000
3	Students at Steele Junior High will have at least one adult advocate who supports their educational experience.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
4	Steele Junior High School will improve positive school culture and climate by increasing the number of students that are recognized for positive behavior.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0
5	Students at Steele Jr. High School will become fluent and proficient readers	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
6	EL students will increase English Proficiency	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0

Goal 1: Students at Steele Junior High will become proficient in mathematics.

Measurable Objective 1:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency on summative assessments in Mathematics by 05/25/2016 as measured by ASPIRE, Global Scholar, .

Strategy 1:

Data Analysis - Data meetings will be held every 4 1/2 weeks to monitor student achievement and adjust instruction based on student needs.

Category: Other - Monitoring student progress through data analysis

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with academic or behavioral concerns will be supported through Tier II and Tier III interventions.	Behavioral Support Program, Academic Support Program	09/26/2016	05/25/2017	$0	No Funding Required	PST team members, classroom teachers, intervention teachers, and resource teacher

Strategy 2:

Strategic Teaching - Teachers will strategically plan lessons with the following components: clearly stated objective(s), direct instruction and modeling, guided practice, independent practice, reteach (when necessary), and formative assessments.

Category: Develop/Implement Learning Supports

Research Cited: Harvey F. Silver & Robert J. Marzano (2007) "The Art and Science of Teaching"

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During professional development sessions, the 5 components of a strategic lesson will be reviewed and modeled. The five components are a student friendly objective, instructional practices (chunking and partner talk), purposeful lesson structure (before, during, and after), explicit instruction (model, guided practice, independent practice), and active engagement (TWIRL).	Academic Support Program, Professional Learning	09/26/2016	05/25/2017	$0	No Funding Required	classroom teachers, intervention teachers, and resource teacher.

Goal 2: Students at Steele Junior High School will increase the amount of nonfiction text read daily.

Measurable Objective 1:

A 2% increase of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in reading comprehension in Reading by 05/25/2017 as measured by a comparison of 2015-2016 EOY baseline data from AR Diagnostic Reports, STAR Reading results and Scantron results and benchmark data.

Strategy 1:

Increase volume of nonfiction text read - Daily schedules (classroom and library) will provide increased opportunities for students to read nonfiction text. A minimum of 20 minutes of independent reading will be provided daily.

Category: Other - Support and Reading Resources

Research Cited: Reading volume is defined as the combination of time students spend reading plus the number of words they actually consume as they read (Allington, 2012). This combination affects everything from students' cognitive abilities to their vocabulary development and knowledge of the world (Cunningham & Zibulsky, 2013). In "one of the most extensive studies of independent reading yet conducted," Anderson, Wilson, and Fielding (1988) traced reading growth to independent reading and reading volume.

Activity - Monitor Reading Volume	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily schedules will be monitored by teachers, administrators and the instructional partner/reading coach. Additionally, library circulation will be monitored by the librarian & administrator. Also, AR Reading Diagnostic Reports will be monitored by the classroom teacher and instructional partner. School-wide fundraisers in conjunction with state library enhancement funds will be budgeted to purchase additional nonfiction library books to support goal achievement. The librarian and administration will collaborate on this expenditure.	Other - reading opportunities	10/24/2016	05/25/2017	$1000	Other	classroom teachers, librarian, principal, instructional partner

Goal 3: Students at Steele Junior High will have at least one adult advocate who supports their educational experience.

Measurable Objective 1:

collaborate to enusre students in 7th and 8th grades feel supported emotionally and academically by 05/25/2017 as measured by middle school survey respones.

Strategy 1:

Student Conferences - Student conferences will be held the week following progress reports and report cards.

Category: Develop/Implement Learning Supports

Research Cited: Robert Balfanz is a leading educational researcher at Johns Hopkins University who has been studying the population of children who drop out of high

school. He has found a key moment when kids start down the wrong path is middle school. According to his research, if a sixth-grade student in a high-poverty environment attends school less than 80 percent of the time, fails math or English, or receives unsatisfactory behavior grade in a core course, then- absent effective intervention- there is a 75 percent chance that he or she will drop out of high school. Source: Middle School Moment: Community Screening Guide / A Special Frontline Resource for the Dropout Nation Community Engagement Campaign.

Activity - Student Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After a conference with the adult mentor, each student will complete a Student Reflection Worksheet to identify areas of needs and set goals for improvement.	Behavioral Support Program, Academic Support Program	10/18/2016	05/25/2017	$0	No Funding Required	Deanna Ruiz, counselor; Anita Wilson, principal; Danny Wise, athletic coach and social studies teacher; Pam Nuss, special education teacher, Karen Freeman -EL teacher, Patti Robinson- Libriarian in addition to other 7th/8th grade teachers.

Goal 4: Steele Junior High School will improve positive school culture and climate by increasing the number of students that are recognized for positive behavior.

Measurable Objective 1:

increase student growth by 25% on pre- and post- surveys by 05/26/2017 as measured by baseline data from surveys concerning student perspective of recogniation for positive behavior. Pre-surveys showed an average of 3.4. SJHS has a goal to improve this average to 4.25 on post-surveys. .

(shared) Strategy 1:

Rockin' Good Behavior - Rockin' Good Behavior will be a school-wide positive behavior re-enforcer. All faculty and staff, including lunchroom workers and bus drivers, will be able to "catch students being good". Good behavior will be defined as: respect for self, respect for others, and respect for school. Evidence of good behavior will be noted when a student helps another student or adult, a student shows improved grades, or a student shows improved overall behavior. When caught being good, students will receive a Rockin' Good Behavior slip to place in the jukebox, which enters them for a drawing. SJHS has a goal that each student be recognized at least

one time this school year.

Category: Develop/Implement Student and School Culture Program

Research Cited: Arum, Richard, and Melissa Velez. Improving Learning Environments: School Discipline and Student Achievement in Comparative Perspective.

Stanford, CA: Stanford UP, 2012. Print.

Activity - Staff Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All faculty and staff will be trained on the Rockin' Good Behavior program and the use of Rockin' Good Behavior slips to recognize good behavior.	Professional Learning	08/31/2016	05/26/2017	$0	No Funding Required	All faculty and staff

Activity - Use of Rockin' Good Behavior slips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and staff members at Steele Junior High School will recognize good behavior by students throughout the school. Students will receive a Rockin' Good Behavior slip to place in the Rockin' Good Behavior jukebox, centrally located in the school lobby. These slips register students to win prizes and/or earn privileges.	Behavioral Support Program	09/01/2016	05/26/2017	$0	No Funding Required	All faculty and staff

Activity - Rockin' Good Behavior drawings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Approximately two times per month, Rockin' Good Behavior slips will be drawn from the jukebox located in the school lobby. Prizes and/or privileges will be awarded to students whose names are drawn. Students will also be recognized by having their names announced.	Behavioral Support Program	09/01/2016	05/26/2017	$0	No Funding Required	Administration

Goal 5: Students at Steele Jr. High School will become fluent and proficient readers

Measurable Objective 1:

75% of All Students will increase student growth DIBELS (elementary) and CBM (middle school) in Reading by 05/25/2017 as measured by 2 % increase in fluency proficiency DIBELS ASSESSMENT for elementary students and CBM for middle school students.

Strategy 1:

Data Analysis - Data meetings will be held every 4 1/2 weeks to monitor student achievement and adjust instruction based on student needs.

Category: Other - Monitoring student progress through data analysis

Research Cited: Research Based assessments will be used to progress monitor student progress. DIBELS next will be used for elementary and CBM (Curriculum

Based Measurements) for middle school.

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students who fail to show progress or are working significantly below grade level when compared to peer grouping will receive support through Tier II and Tier III interventions.	Academic Support Program	09/26/2016	05/25/2017	$0	No Funding Required	PST members, classroom teachers, intervention teachers, resource teachers.

Goal 6: EL students will increase English Proficiency

Measurable Objective 1:

increase student growth 21 % of EL students will increase English Proficiency by .05 on the 2017 ACCESS Test. 55 % of EL will attain English proficiency of 4.8 or higher on the composite score of the 2016 ACCESS by 05/25/2017 as measured by ACCESS ASSESSMENT.

Strategy 1:

WIDA standards to adapt text - Teachers will use the WIDA standards, Can Do Descriptors to adapt text and differentiate instruction based on the EL student's

proficiency level.

Category: Develop/Implement Learning Supports

Research Cited: Best Practices for English Language Learners; WIDA standards

Activity - Explict Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACTIVITY 1 All limited English Proficient (LEP 2) students will receive explicit instruction using a variety of instruments to check students understanding and ongoing assessments to monitor performance and progress levels based on their individual English Proficiency level	Direct Instruction	08/10/2016	05/25/2017	$0	No Funding Required	Classroom teachers, EL teacher and paraprofessional, and interventionists.

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Limited English Proficient (LEP 2) students who are not making adequate progress will be "pulled out" by the ESOL teacher for Sheltered Instruction. LEP students can also be referred for Tier II or Tier III instruction.	Direct Instruction	08/10/2016	05/25/2017	$0	No Funding Required	Classroom teacher, EL teacher, and interventionists.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Reflection	After a conference with the adult mentor, each student will complete a Student Reflection Worksheet to identify areas of needs and set goals for improvement.	Behavioral Support Program, Academic Support Program	10/18/2016	05/25/2017	$0	Deanna Ruiz, counselor; Anita Wilson, principal; Danny Wise, athletic coach and social studies teacher; Pam Nuss, special education teacher, Karen Freeman -EL teacher, Patti Robinson-Libriarian in addition to other 7th/8th grade teachers.
Intervention	All Limited English Proficient (LEP 2) students who are not making adequate progress will be "pulled out" by the ESOL teacher for Sheltered Instruction. LEP students can also be referred for Tier II or Tier III instruction.	Direct Instruction	08/10/2016	05/25/2017	$0	Classroom teacher, EL teacher, and interventionists.
Explict Instruction	ACTIVITY 1 All limited English Proficient (LEP 2) students will receive explicit instruction using a variety of instruments to check students understanding and ongoing assessments to monitor performance and progress levels based on their individual English Proficiency level	Direct Instruction	08/10/2016	05/25/2017	$0	Classroom teachers, EL teacher and paraprofessional, and interventionists.

Intervention	Students who fail to show progress or are working significantly below grade level when compared to peer grouping will receive support through Tier II and Tier III interventions.	Academic Support Program	09/26/2016	05/25/2017	$0	PST members, classroom teachers, intervention teachers, resource teachers.
Intervention	Students with academic or behavioral concerns will be supported through Tier II and Tier III interventions.	Behavioral Support Program, Academic Support Program	09/26/2016	05/25/2017	$0	PST team members, classroom teachers, intervention teachers, and resource teacher
Use of Rockin' Good Behavior slips	Faculty and staff members at Steele Junior High School will recognize good behavior by students throughout the school. Students will receive a Rockin' Good Behavior slip to place in the Rockin' Good Behavior jukebox, centrally located in the school lobby. These slips register students to win prizes and/or earn privileges.	Behavioral Support Program	09/01/2016	05/26/2017	$0	All faculty and staff
Rockin' Good Behavior drawings	Approximately two times per month, Rockin' Good Behavior slips will be drawn from the jukebox located in the school lobby. Prizes and/or privileges will be awarded to students whose names are drawn. Students will also be recognized by having their names announced.	Behavioral Support Program	09/01/2016	05/26/2017	$0	Administration
Staff Training	All faculty and staff will be trained on the Rockin' Good Behavior program and the use of Rockin' Good Behavior slips to recognize good behavior.	Professional Learning	08/31/2016	05/26/2017	$0	All faculty and staff
Professional Development	During professional development sessions, the 5 components of a strategic lesson will be reviewed and modeled. The five components are a student friendly objective, instructional practices (chunking and partner talk), purposeful lesson structure (before, during, and after), explicit instruction (model, guided practice, independent practice), and active engagement (TWIRL).	Academic Support Program, Professional Learning	09/26/2016	05/25/2017	$0	classroom teachers, intervention teachers, and resource teacher
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Monitor Reading Volume	Daily schedules will be monitored by teachers, administrators and the instructional partner/reading coach. Additionally, library circulation will be monitored by the librarian & administrator. Also, AR Reading Diagnostic Reports will be monitored by the classroom teacher and instructional partner. School-wide fundraisers in conjunction with state library enhancement funds will be budgeted to purchase additional nonfiction library books to support goal achievement. The librarian and administration will collaborate on this expenditure.	Other - reading opportunities	10/24/2016	05/25/2017	$1000	classroom teachers, librarian, principal, instructional partner
				Total	$1000	

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	See attached document.	SJHS Stakeholder Feedback Worksheet SJHS Stakeholder Feedback Data Document

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

Areas of Notable Achievement

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

The standard with the highest level of satisfaction on the student, parent, and staff surveys was shown to be the standard of Purpose and Direction.

In addition the following questions received high scores:

Early Elementary: 100% agree
My teacher wants me to learn./ My teacher is fair to me. / My teacher wants me to do my best. / My teacher has books for me to read.

Elementary: 100% agree
My teachers listen to me./ My principal and teachers want every student to learn.

Middle School: 90% or greater agree
All of my teachers fairly grade and evaluate my work. / The principal and teachers have high expectations for me. / Programs and services are available to help me succeed. / High quality education is offered. / Teachers work together to improve student learning. / The building and grounds are safe, clean, and provide a healthy place for learning.

Parents: 90% or greater agree
The school's purpose statement is clearly focused on student success. / Our school has high expectations for students in all classes. / All of my child's teachers give work that challenges my child. / My child is prepared for success in the next school year. / Our school provides a safe learning environment.

Staff: 100% agree
School leaders monitor data related to student achievement. / School leaders monitor data related to school continuous improvement goals. / Our school's purpose statement is clearly focused on student success. / Our school's purpose statement in based on shared beliefs that guide decision-making. / Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning. / All school personnel engage in children's learning progress. / All staff members participate in continuous professional learning based on identified needs of the school.

Additional analysis of the stakeholder feedback surveys by indicator, signify the overall highest level of satisfaction or approval for the following indicators as determined by strong agreement among all sampled stakeholder groups:

1.1 The school engages in a systematic, inclusive and comprehensive process to review, revise, and communicate a school purpose for student success. (students / parents / staff)
1.3 The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. (students / parent / staff)
2.5 Leadership engages stakeholders effectively in support of the school's purpose and direction. (parents / staff)
3.6 The teachers implement the school's instructional process in support of student learning. (students / parents / staff)
4.1 Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's

purpose, direction, and the educational program. (parents / staff)

4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. (parents / staff)

5.1 The school establishes and maintains a clearly defined and comprehensive student assessment system. (students / staff)

5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level. (students / parents / staff)

These high ranking indicators validate the school's educational purpose, positive partnership with stakeholders, emphasis on strategic planning / teaching and a strong concentration on formative and summative assessments to better meet the needs of all learners.

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

While some of the surveys we administered had different questions, "Purpose and Direction" continues to be an area of strength throughout the responses of all stakeholder groups. As was evident in last year's survey results, elementary students continue to feel that teachers want them to do their best work. Middle school students continue to feel that their school is safe and that their school prepares them for success in the next year. Parent surveys show that the school's purpose statement continues to be clearly focused on student success. These areas have remained areas of strength throughout the last two years.

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

The results from the annual parent involvement survey conducted by the parent liaison, Alice Brown, supported the findings that parents have an overall positive view of our school. The parent survey also indicated that 100% of parents who responded feel welcome in our school. A high percentage (97%) also feel as though the school encourages them to be involved in their child's education. All surveyed parents also feel as though they can reach their child's teacher. Many (89%) also feel that teachers are interested and cooperative when discussing children's progress or concerns.

Other feedback sources include opportunities for conversations which occur during monthly PTO meetings, school-wide assemblies, open house, parent-teacher conferences, and volunteer opportunities. These times allow for parents to express their satisfaction and or concern with our school. These conversations have shown agreement among parents in relation to the school's purpose and direction. Students' comments during conferences conducted as part of the promotion team initiative also support the previous findings. Students' comments enforce the idea that teachers hold them to high standards and support them in their efforts to meet those standards.

Areas in Need of Improvement

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

Parent, staff, and early elementary student surveys showed the lowest average score in standard of Teaching and Assessing for Learning. Elementary student surveys had the lowest average score in the standard of Results for Continuous Improvement. Middle school student surveys showed the lowest average score in Resources and Support Systems standard.

Early Elementary - 80% or less agree
My family likes to come to my school.

Elementary- 80% or less agree
My teachers ask my family to come to school activities. / My principal and teachers ask me what I think about school.

Middle School- 80% or less agree
Students help each other even if they are not friends. / Students respect the property of others. / Students treat adults with respect. / All students are treated with respect. / All of my teachers change their teaching to meet my learning needs.

Parent- 90% or less agree
My child has at least one advocate in our school. / All of my child's teachers keep me regularly informed of how my child is being graded. / Our school's governing body does not interfere with the operations or leadership of our school. / My child has up to date computers and other technology to learn.

Staff- 90% or less agree
A formal process is in place to support new staff members in their professional practice. / Our school provides opportunities for students to participate in activities that interest them. / The governing body or school board maintains distinction between its roles and responsibilities and those of school leadership. / All teachers have been trained to implement a formal process that promotes discussion about student learning.

The following indicators received lower scores among more than one stakeholder group. (Early elementary, elementary, and middle / high student responses were grouped together to represent the student stakeholder group.)

3.3 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. (students / staff)
3.5 Teachers participate in collaborative learning communities to improve instruction and student learning. (parents / staff)
3.9 The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. (students / parents)
3.12 The school provides and coordinates learning support service to meet the unique learning needs of students. (students / parents)
4.4 Students and school personnel use a range of media and information resources to support the school's educational programs. (students / parents)
4.6 The school provides support services to meet the physical, social, and emotional needs of the student population being served. (students / parents / staff)

Standard 3: Teaching and Assessing for Learning and Standard 4: Resources and Support Systems require the immediate attention of the leadership, faculty, and staff of Steele Junior High School. Parents and students overwhelmingly do not feel student support services are available and in place to support students academically as well as socially and emotionally. Although many student support services are in place, additional steps are being taken to make students and parents aware of these programs. In addition, additional student support services are being introduced. A promotion coaching initiative has recently been implemented for all 7th and 8th grade students. In addition, the school's problem solving team, PST, has been revamped to not only address academic concerns but also behavioral concerns, attendance, and social / mental concerns as well. Outside resources and programs are also being utilized. A few examples are Mental Health First Aid, The Children's Place, You are Unique, and Alabama Suicide Prevention and Resource Coalition.

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

   While some of the surveys we administered have different questions, Teaching and Assessing for Leaning continues to be an area that we should improve. 2014-2015 and 2015-2016 parent surveys both showed this as the standard with the lowest average score. Past parent surveys showed that parents had concerns about up to date computers and technology. This continued to be a weakness, although the percentage of parents that agree/strongly agree rose from 28% to 85%. The technology infrastructure throughout the school has been updated to allow for greater network speeds and more reliability. In addition, the computer lab was updated and now houses 25 networked, internet capable computers. Past surveys showed that parents were concerned about teachers individualizing instruction and their children having access to support programs. This year, they expressed concerns with regular teacher communication about grades and knowing their child has an adult advocate in the school building. In past surveys middle school student surveys showed concern with students treating adults with respect, teaching changing their teaching to meet learning needs, students respecting the property of others, and students helping others even if they are not friends. Current surveys show that all of these areas continue to be a concern. Some elementary students again said that their principal and teachers do not ask them what they think about school. Some early elementary students think that their families do not like to come to school. Teacher surveys this year show that we provide few opportunities for students to participate in activities that interest them.

   Standard 3: Teaching and Assessing for Learning and Standard 4: Resources and Support Systems require the immediate attention of the leadership, faculty, and staff of Steele Junior High School. Parents and students overwhelmingly do not feel student support services are available and in place to support students academically as well as socially and emotionally. Although many student support services are in place, additional steps are being taken to make students and parents aware of these programs. In addition, additional student support services are being introduced. A promotion coaching initiative has recently been implemented for all 7th and 8th grade students. In addition, the school's problem solving team, PST, has been revamped to not only address academic concerns but also behavioral concerns, attendance, and social / mental concerns as well. Outside resources and programs are also being utilized. A few examples are Project Cope, Mental Health First Aid, The Children's Place, You are Unique, and Alabama Suicide Prevention and Resource Coalition.

What are the implications for these stakeholder perceptions?

Emphasis needs to be put on communicating with parents. We need to communicate about grading policies, student progress, and available programs. Parents are always invited to school events, during and after school. We use Schoolcast to send out calls to parents with reminders of these events.

This year we are implementing a Promotion Team to coach 7th and 8th grade students and help them succeed academically/behaviorally. Promotion conferences will allow students to express concerns about classes and build positive relationships with adults in the school. Middle school student surveys showed concerns in the area of respect- students for students, students for property, students for teachers. Students do not feel as though other students help each other even if they are not friends.

We plan to continue to utilize the Project COPE program, as well as other initiatives and programs (Promotion Team, Too Good For Drugs (7th Grade), Thirteenth Place) to hopefully create a more respectful environment.

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

Results from the Title I Parent Survey conducted by our parent liaison, Alice Brown, show similar results. 29% of parent responses indicate parents do not know how additional math and /or reading help is given to their students who are struggling. 55% of parents surveyed do not feel they know how to be involved with planning / review committees to better address the school's needs. 20% of parents surveyed do not know about the school's extra services while 38% responded they do not know about the school's referral program to community services outside of the school. Both the Title I survey and the Advanced Ed Stakeholder feedback surveys identify standard 3 and standard 4 as areas in need of improvement. Parents overwhelmingly do not feel student support services are available and in place to support students academically as well as socially and emotionally. Although many student support services are in place, additional steps are being taken to make students and parents aware of these programs. In addition, additional student support services are being introduced. A promotion coaching initiative has recently been implemented for all 7th and 8th grade students. In addition, the school's problem solving team, PST, has been revamped to not only address academic concerns but also behavioral concerns, attendance, and social / mental concerns as well. Outside resources and programs are also being utilized. A few examples are Mental Health First Aid, The Children's Place, You are Unique, and Alabama Suicide Prevention and Resource Coalition.

Informal conversations during monthly PTO meetings, open house, and with parents/students are also consistent with the findings. Some parents say they wish to be more informed and see communication from their child's teachers. Teachers/students report disrespect as a cause to many discipline problems. Staff, parents, and students express concerns about a lack of activities for children to participate in during/outside of school. This year, the middle school classes are having enrichment times during the day to allow students an opportunity to explore interests/receive extra help.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics

4
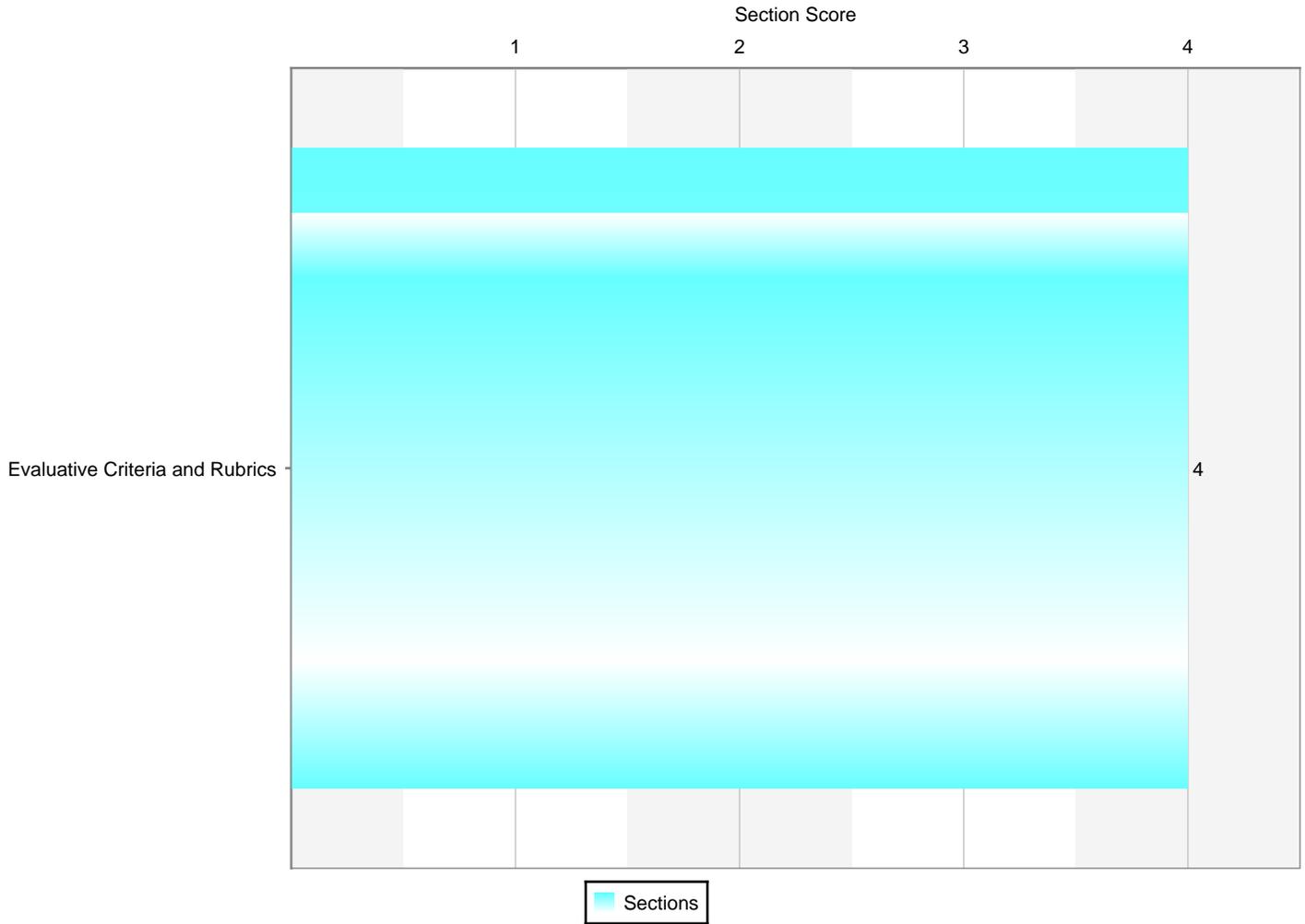
Sections

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?

Data from a variety of instruments was used to conduct the needs assessment. Data was obtained from Chalkable, DIBELS NEXT, Renaissance Learning, ACT ASPIRE, ACT Explore, ACCESS, End of Course Assessments, and surveys of parents, students, and teachers. The ACIP team members analyzed the data to determine the school's strengths and weaknesses.

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

Reading/ Letter Naming Fluency was identified as an area of weakness. The ASPIRE results show a significant increase in math but reading results for elementary grades remain stagnant. Although Steele Jr. High School does not have enough diversity within its student body to classify in most subgroups, gaps in achievement were identified. EL students scored lower on summative assessments than peers not identified as EL. Special education students also scored lower on summative assessments than peers not receiving special education services.

3. What conclusions were drawn from the results?

From surveys, we learned that overall students, parents, and staff state that students receive a strong academic foundation at SJHS which prepares therm for college and careers. However, since Steele has limited resources being a small, rural school, the majority of stakeholders believe that there is great need at SJHS for student resources and support. Students also feel unsupported by their peers (lack of respect) at the middle school level especially. Reading continues to be a weakness for Steele Jr. high and math a strength. Diversity at Steele is minimal.

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

Steele has a high population of students who receive free and reduced lunch which means many are living at poverty level. Stakeholders express that Steele is a strong school academically and standardized assessments support this. However, Steele is a school with little resources and support services. Thus, plans need to implemented to recruit community members and local churches for support, such as volunteering for mentoring program, bringing art and music into the school, etc.
Steele is not a ethically diverse population. There are a few Hispanic students at SJHS (about 8% during fall), and no african-american students.
Math is a strength for our students based on standardized testing since ASPIRE began in 2014. However, reading is a weakness for Steele students, especially in the elementary grade levels. Thus, SJHS primary goal for the 2016-2017 school year will be to focus on becoming fluent and proficient readers.

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

The school goals were determined by examining student data which included student assessments and surveys from all stakeholders.Our needs assessments dictate our ACIP goals.

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

Data was collected from students, teachers, parents, and community stakeholders. Steele Junior high was deliberate in collecting data from multiple sources which looked at the academic,social, and emotional development of our students. After collecting data, the ACIP team developed specific goals in the areas of reading, math, english proficiency, and school culture based on results from a number of assessments in addition to stakeholder input. All goals can be directly linked back to evidence of data.

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

Because Steele is a Title I school with approximately 75% of our students qualifying for free and reduced lunch status, all goals pertain to a majority of our students who overwhelmingly come from disadvantaged backgrounds. The goals, objectives, strategies, and activities selected address the needs of the school as a whole. These data instruments are further analyzed to determine specific goals for students with IEP's and IELP's.

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:

Students at Steele Junior High will become proficient in mathematics.

Measurable Objective 1:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency on summative assessments in Mathematics by 05/25/2016 as measured by ASPIRE, Global Scholar, .

Strategy1:

Data Analysis - Data meetings will be held every 4 1/2 weeks to monitor student achievement and adjust instruction based on student needs.

Category: Other - Monitoring student progress through data analysis

Research Cited:

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with academic or behavioral concerns will be supported through Tier II and Tier III interventions.	Academic Support Program Behavioral Support Program	09/26/2016	05/25/2017	$0 - No Funding Required	PST team members, classroom teachers, intervention teachers, and resource teacher

Strategy2:

Strategic Teaching - Teachers will strategically plan lessons with the following components: clearly stated objective(s), direct instruction and modeling, guided practice, independent practice, reteach (when necessary), and formative assessments.

Category: Develop/Implement Learning Supports

Research Cited: Harvey F. Silver & Robert J. Marzano (2007) "The Art and Science of Teaching"

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During professional development sessions, the 5 components of a strategic lesson will be reviewed and modeled. The five components are a student friendly objective, instructional practices (chunking and partner talk), purposeful lesson structure (before, during, and after), explicit instruction (model, guided practice, independent practice), and active engagement (TWIRL).	Professional Learning Academic Support Program	09/26/2016	05/25/2017	$0 - No Funding Required	classroom teachers, intervention teachers, and resource teacher

Goal 2:

Students at Steele Junior High will have at least one adult advocate who supports their educational experience.

Measurable Objective 1:

collaborate to enusre students in 7th and 8th grades feel supported emotionally and academically by 05/25/2017 as measured by middle school survey respones.

Strategy1:

Student Conferences - Student conferences will be held the week following progress reports and report cards.

Category: Develop/Implement Learning Supports

Research Cited: Robert Balfanz is a leading educational researcher at Johns Hopkins University who has been studying the population of children who drop out of high school. He has found a key moment when kids start down the wrong path is middle school. According to his research, if a sixth-grade student in a high-poverty environment attends school less than 80 percent of the time, fails math or English, or receives unsatisfactory behavior grade in a core course, then- absent effective intervention- there is a 75 percent chance that he or she will drop out of high school. Source: Middle School Moment: Community Screening Guide / A Special Frontline Resource for the Dropout Nation Community Engagement Campaign.

Activity - Student Reflection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After a conference with the adult mentor, each student will complete a Student Reflection Worksheet to identify areas of needs and set goals for improvement.	Behavioral Support Program Academic Support Program	10/18/2016	05/25/2017	$0 - No Funding Required	Deanna Ruiz, counselor; Anita Wilson, principal; Danny Wise, athletic coach and social studies teacher; Pam Nuss, special education teacher, Karen Freeman -EL teacher, Patti Robinson-Libriarian in addition to other 7th/8th grade teachers.

Goal 3:

Students at Steele Jr. High School will become fluent and proficient readers

Measurable Objective 1:

75% of All Students will increase student growth DIBELS (elementary) and CBM (middle school) in Reading by 05/25/2017 as measured by 2 % increase in fluency proficiency DIBELS ASSESSMENT for elementary students and CBM for middle school students.

Strategy1:

Data Analysis - Data meetings will be held every 4 1/2 weeks to monitor student achievement and adjust instruction based on student needs.

Category: Other - Monitoring student progress through data analysis

Research Cited: Research Based assessments will be used to progress monitor student progress. DIBELS next will be used for elementary and CBM (Curriculum Based Measurements) for middle school.

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who fail to show progress or are working significantly below grade level when compared to peer grouping will receive support through Tier II and Tier III interventions.	Academic Support Program	09/26/2016	05/25/2017	$0 - No Funding Required	PST members, classroom teachers, intervention teachers, resource teachers.

Goal 4:

EL students will increase English Proficiency

Measurable Objective 1:

increase student growth 21 % of EL students will increase English Proficiency by .05 on the 2017 ACCESS Test. 55 % of EL will attain

English proficiency of 4.8 or higher on the composite score of the 2016 ACCESS by 05/25/2017 as measured by ACCESS ASSESSMENT.

Strategy1:

WIDA standards to adapt text - Teachers will use the WIDA standards, Can Do Descriptors to adapt text and differentiate instruction based

on the EL student's proficiency level.

Category: Develop/Implement Learning Supports

Research Cited: Best Practices for English Language Learners; WIDA standards

Activity - Explict Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACTIVITY 1 All limited English Proficient (LEP 2) students will receive explicit instruction using a variety of instruments to check students understanding and ongoing assessments to monitor performance and progress levels based on their individual English Proficiency level	Direct Instruction	08/10/2016	05/25/2017	$0 - No Funding Required	Classroom teachers, EL teacher and paraprofessional, and interventionists.

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Limited English Proficient (LEP 2) students who are not making adequate progress will be "pulled out" by the ESOL teacher for Sheltered Instruction. LEP students can also be referred for Tier II or Tier III instruction.	Direct Instruction	08/10/2016	05/25/2017	$0 - No Funding Required	Classroom teacher, EL teacher, and interventionists.

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

Goal 1:

Students at Steele Junior High will become proficient in mathematics.

Measurable Objective 1:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency on summative assessments in Mathematics by 05/25/2016 as measured by ASPIRE, Global Scholar, .

Strategy1:

Data Analysis - Data meetings will be held every 4 1/2 weeks to monitor student achievement and adjust instruction based on student needs.

Category: Other - Monitoring student progress through data analysis

Research Cited:

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with academic or behavioral concerns will be supported through Tier II and Tier III interventions.	Academic Support Program Behavioral Support Program	09/26/2016	05/25/2017	$0 - No Funding Required	PST team members, classroom teachers, intervention teachers, and resource teacher

Strategy2:

Strategic Teaching - Teachers will strategically plan lessons with the following components: clearly stated objective(s), direct instruction and modeling, guided practice, independent practice, reteach (when necessary), and formative assessments.

Category: Develop/Implement Learning Supports

Research Cited: Harvey F. Silver & Robert J. Marzano (2007) "The Art and Science of Teaching"

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During professional development sessions, the 5 components of a strategic lesson will be reviewed and modeled. The five components are a student friendly objective, instructional practices (chunking and partner talk), purposeful lesson structure (before, during, and after), explicit instruction (model, guided practice, independent practice), and active engagement (TWIRL).	Professional Learning Academic Support Program	09/26/2016	05/25/2017	$0 - No Funding Required	classroom teachers, intervention teachers, and resource teacher

Goal 2:

Students at Steele Junior High School will increase the amount of nonfiction text read daily.

Measurable Objective 1:

A 2% increase of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in reading comprehension in Reading by 05/25/2017 as measured by a comparison of 2015-2016 EOY baseline data from AR Diagnostic Reports, STAR Reading results and Scantron results and benchmark data.

Strategy1:

Increase volume of nonfiction text read - Daily schedules (classroom and library) will provide increased opportunities for students to read

nonfiction text. A minimum of 20 minutes of independent reading will be provided daily.

Category: Other - Support and Reading Resources

Research Cited: Reading volume is defined as the combination of time students spend reading plus the number of words they actually consume as they read (Allington, 2012). This combination affects everything from students' cognitive abilities to their vocabulary development and knowledge of the world (Cunningham & Zibulsky, 2013). In "one of the most extensive studies of independent reading yet conducted," Anderson, Wilson, and Fielding (1988) traced reading growth to independent reading and reading volume.

Activity - Monitor Reading Volume	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily schedules will be monitored by teachers, administrators and the instructional partner/reading coach. Additionally, library circulation will be monitored by the librarian & administrator. Also, AR Reading Diagnostic Reports will be monitored by the classroom teacher and instructional partner. School-wide fundraisers in conjunction with state library enhancement funds will be budgeted to purchase additional nonfiction library books to support goal achievement. The librarian and administration will collaborate on this expenditure.	Other - reading opportunities	10/24/2016	05/25/2017	$1000 - Other	classroom teachers, librarian, principal, instructional partner

Goal 3:

Students at Steele Junior High will have at least one adult advocate who supports their educational experience.

Measurable Objective 1:

collaborate to enusre students in 7th and 8th grades feel supported emotionally and academically by 05/25/2017 as measured by middle school survey respones.

Strategy1:

Student Conferences - Student conferences will be held the week following progress reports and report cards.

Category: Develop/Implement Learning Supports

Research Cited: Robert Balfanz is a leading educational researcher at Johns Hopkins University who has been studying the population of children who drop out of high school. He has found a key moment when kids start down the wrong path is middle school. According to his research, if a sixth-grade student in a high-poverty environment attends school less than 80 percent of the time, fails math or English, or receives unsatisfactory behavior grade in a core course, then- absent effective intervention- there is a 75 percent chance that he or she will drop out of high school. Source: Middle School Moment: Community Screening Guide / A Special Frontline Resource for the Dropout Nation Community Engagement Campaign.

Activity - Student Reflection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After a conference with the adult mentor, each student will complete a Student Reflection Worksheet to identify areas of needs and set goals for improvement.	Behavioral Support Program Academic Support Program	10/18/2016	05/25/2017	$0 - No Funding Required	Deanna Ruiz, counselor; Anita Wilson, principal; Danny Wise, athletic coach and social studies teacher; Pam Nuss, special education teacher, Karen Freeman -EL teacher, Patti Robinson-Libriarian in addition to other 7th/8th grade teachers.

Goal 4:

Steele Junior High School will increase the percent of students that are recognized for positive behavior.

Measurable Objective 1:

increase student growth by 25% and promote positive school culture through the implementation of a school-wide program recognizing students for positive behavior as measured by an increase from a baseline of 3.4 to 4.25 on a 5 point scale by 05/26/2017 as measured by pre- and post- surveys .

Strategy1:

Strategy 1 - This will be a school-wide positive behavior reenforcer. All faculty and staff, including lunchroom workers and bus drivers, will be able to "catch students being good". Good behavior will be defined as: respect for self, respect for others, and respect for school. Evidence of good behavior will be noted when a student helps another student or adult, a student shows improved grades, or a student shows improved overall behavior. When caught being good, students will receive a Rockin' Good Behavior slip to place in the jukebox, which enters them for a drawing. The school's goal is that each student be recognized at least one time throughout the school year.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Rockin' Good Behavior Slips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will be trained on the use of Rockin' Good Behavior slips for recognizing and rewarding positive student behavior.	Professional Learning	08/31/2016	05/26/2017	$0 - No Funding Required	All faculty and staff

Goal 5:

EL students will increase English Proficiency

Measurable Objective 1:

increase student growth 21 % of EL students will increase English Proficiency by .05 on the 2017 ACCESS Test. 55 % of EL will attain English proficiency of 4.8 or higher on the composite score of the 2016 ACCESS by 05/25/2017 as measured by ACCESS ASSESSMENT.

Strategy1:

WIDA standards to adapt text - Teachers will use the WIDA standards, Can Do Descriptors to adapt text and differentiate instruction based on the EL student's proficiency level.

Category: Develop/Implement Learning Supports

Research Cited: Best Practices for English Language Learners; WIDA standards

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Limited English Proficient (LEP 2) students who are not making adequate progress will be "pulled out" by the ESOL teacher for Sheltered Instruction. LEP students can also be referred for Tier II or Tier III instruction.	Direct Instruction	08/10/2016	05/25/2017	$0 - No Funding Required	Classroom teacher, EL teacher, and interventionists.

Activity - Explict Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACTIVITY 1 All limited English Proficient (LEP 2) students will receive explicit instruction using a variety of instruments to check students understanding and ongoing assessments to monitor performance and progress levels based on their individual English Proficiency level	Direct Instruction	08/10/2016	05/25/2017	$0 - No Funding Required	Classroom teachers, EL teacher and paraprofessional, and interventionists.

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

Goal 1:

Students at Steele Junior High School will increase the amount of nonfiction text read daily.

Measurable Objective 1:

A 2% increase of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in reading comprehension in Reading by 05/25/2017 as measured by a comparison of 2015-2016 EOY baseline data from AR Diagnostic Reports, STAR Reading results and Scantron results and benchmark data.

Strategy1:

Increase volume of nonfiction text read - Daily schedules (classroom and library) will provide increased opportunities for students to read nonfiction text. A minimum of 20 minutes of independent reading will be provided daily.

Category: Other - Support and Reading Resources

Research Cited: Reading volume is defined as the combination of time students spend reading plus the number of words they actually consume as they read (Allington, 2012). This combination affects everything from students' cognitive abilities to their vocabulary development and knowledge of the world (Cunningham & Zibulsky, 2013). In "one of the most extensive studies of independent reading yet conducted," Anderson, Wilson, and Fielding (1988) traced reading growth to independent reading and reading volume.

Activity - Monitor Reading Volume	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily schedules will be monitored by teachers, administrators and the instructional partner/reading coach. Additionally, library circulation will be monitored by the librarian & administrator. Also, AR Reading Diagnostic Reports will be monitored by the classroom teacher and instructional partner. School-wide fundraisers in conjunction with state library enhancement funds will be budgeted to purchase additional nonfiction library books to support goal achievement. The librarian and administration will collaborate on this expenditure.	Other - reading opportunities	10/24/2016	05/25/2017	$1000 - Other	classroom teachers, librarian, principal, instructional partner

Goal 2:

Students at Steele Junior High will have at least one adult advocate who supports their educational experience.

Measurable Objective 1:

collaborate to enusre students in 7th and 8th grades feel supported emotionally and academically by 05/25/2017 as measured by middle school survey respones.

Strategy1:

Student Conferences - Student conferences will be held the week following progress reports and report cards.

Category: Develop/Implement Learning Supports

Research Cited: Robert Balfanz is a leading educational researcher at Johns Hopkins University who has been studying the population of children who drop out of high school. He has found a key moment when kids start down the wrong path is middle school. According to his research, if a sixth-grade student in a high-poverty environment attends school less than 80 percent of the time, fails math or English, or receives unsatisfactory behavior grade in a core course, then- absent effective intervention- there is a 75 percent chance that he or she will drop out of high school. Source: Middle School Moment: Community Screening Guide / A Special Frontline Resource for the Dropout Nation Community Engagement Campaign.

Activity - Student Reflection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After a conference with the adult mentor, each student will complete a Student Reflection Worksheet to identify areas of needs and set goals for improvement.	Academic Support Program Behavioral Support Program	10/18/2016	05/25/2017	$0 - No Funding Required	Deanna Ruiz, counselor; Anita Wilson, principal; Danny Wise, athletic coach and social studies teacher; Pam Nuss, special education teacher, Karen Freeman -EL teacher, Patti Robinson-Libriarian in addition to other 7th/8th grade teachers.

Goal 3:

Steele Junior High School will increase the percent of students that are recognized for positive behavior.

Measurable Objective 1:

increase student growth by 25% and promote positive school culture through the implementation of a school-wide program recognizing students for positive behavior as measured by an increase from a baseline of 3.4 to 4.25 on a 5 point scale by 05/26/2017 as measured by pre- and post- surveys .

Strategy1:

Strategy 1 - This will be a school-wide positive behavior reenforcer. All faculty and staff, including lunchroom workers and bus drivers, will be able to "catch students being good". Good behavior will be defined as: respect for self, respect for others, and respect for school. Evidence of good behavior will be noted when a student helps another student or adult, a student shows improved grades, or a student shows improved overall behavior. When caught being good, students will receive a Rockin' Good Behavior slip to place in the jukebox, which enters them for a drawing. The school's goal is that each student be recognized at least one time throughout the school year.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Rockin' Good Behavior Slips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will be trained on the use of Rockin' Good Behavior slips for recognizing and rewarding positive student behavior.	Professional Learning	08/31/2016	05/26/2017	$0 - No Funding Required	All faculty and staff

Goal 4:

Steele Junior High School will improve positive school culture and climate by increasing the number of students that are recognized for positive behavior.

Measurable Objective 1:

increase student growth by 25% on pre- and post- surveys by 05/26/2017 as measured by baseline data from surveys concerning student perspective of recogniation for positive behavior. Pre-surveys showed an average of 3.4. SJHS has a goal to improve this average to 4.25 on post-surveys. .

Strategy1:

Rockin' Good Behavior - Rockin' Good Behavior will be a school-wide positive behavior re-enforcer. All faculty and staff, including lunchroom workers and bus drivers, will be able to "catch students being good". Good behavior will be defined as: respect for self, respect for others, and respect for school. Evidence of good behavior will be noted when a student helps another student or adult, a student shows improved grades, or a student shows improved overall behavior. When caught being good, students will receive a Rockin' Good Behavior slip to place in the jukebox, which enters them for a drawing. SJHS has a goal that each student be recognized at least one time this school year.

Category: Develop/Implement Student and School Culture Program

Research Cited: Arum, Richard, and Melissa Velez. Improving Learning Environments: School Discipline and Student Achievement in Comparative Perspective. Stanford, CA: Stanford UP, 2012. Print.

Activity - Staff Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All faculty and staff will be trained on the Rockin' Good Behavior program and the use of Rockin' Good Behavior slips to recognize good behavior.	Professional Learning	08/31/2016	05/26/2017	$0 - No Funding Required	All faculty and staff

Activity - Use of Rockin' Good Behavior slips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff members at Steele Junior High School will recognize good behavior by students throughout the school. Students will receive a Rockin' Good Behavior slip to place in the Rockin' Good Behavior jukebox, centrally located in the school lobby. These slips register students to win prizes and/or earn privileges.	Behavioral Support Program	09/01/2016	05/26/2017	$0 - No Funding Required	All faculty and staff

Activity - Rockin' Good Behavior drawings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approximately two times per month, Rockin' Good Behavior slips will be drawn from the jukebox located in the school lobby. Prizes and/or privileges will be awarded to students whose names are drawn. Students will also be recognized by having their names announced.	Behavioral Support Program	09/01/2016	05/26/2017	$0 - No Funding Required	Administration

Measurable Objective 2:

demonstrate a behavior Respect self, respect others, respect school by 05/25/2017 as measured by Student surveys.

Strategy1:

Rockin' Good Behavior - Rockin' Good Behavior will be a school-wide positive behavior re-enforcer. All faculty and staff, including

lunchroom workers and bus drivers, will be able to "catch students being good". Good behavior will be defined as: respect for self, respect for

others, and respect for school. Evidence of good behavior will be noted when a student helps another student or adult, a student shows

improved grades, or a student shows improved overall behavior. When caught being good, students will receive a Rockin' Good Behavior slip

to place in the jukebox, which enters them for a drawing. SJHS has a goal that each student be recognized at least one time this school year.

Category: Develop/Implement Student and School Culture Program

Research Cited: Arum, Richard, and Melissa Velez. Improving Learning Environments: School Discipline and Student Achievement in

Comparative Perspective. Stanford, CA: Stanford UP, 2012. Print.

Activity - Use of Rockin' Good Behavior slips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff members at Steele Junior High School will recognize good behavior by students throughout the school. Students will receive a Rockin' Good Behavior slip to place in the Rockin' Good Behavior jukebox, centrally located in the school lobby. These slips register students to win prizes and/or earn privileges.	Behavioral Support Program	09/01/2016	05/26/2017	$0 - No Funding Required	All faculty and staff

Activity - Rockin' Good Behavior drawings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approximately two times per month, Rockin' Good Behavior slips will be drawn from the jukebox located in the school lobby. Prizes and/or privileges will be awarded to students whose names are drawn. Students will also be recognized by having their names announced.	Behavioral Support Program	09/01/2016	05/26/2017	$0 - No Funding Required	Administration

Activity - Staff Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All faculty and staff will be trained on the Rockin' Good Behavior program and the use of Rockin' Good Behavior slips to recognize good behavior.	Professional Learning	08/31/2016	05/26/2017	$0 - No Funding Required	All faculty and staff

Goal 5:

Students at Steele Jr. High School will become fluent and proficient readers

Measurable Objective 1:

75% of All Students will increase student growth DIBELS (elementary) and CBM (middle school) in Reading by 05/25/2017 as measured by 2 % increase in fluency proficiency DIBELS ASSESSMENT for elementary students and CBM for middle school students.

Strategy1:

Data Analysis - Data meetings will be held every 4 1/2 weeks to monitor student achievement and adjust instruction based on student needs.

Category: Other - Monitoring student progress through data analysis

Research Cited: Research Based assessments will be used to progress monitor student progress. DIBELS next will be used for elementary and CBM (Curriculum Based Measurements) for middle school.

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who fail to show progress or are working significantly below grade level when compared to peer grouping will receive support through Tier II and Tier III interventions.	Academic Support Program	09/26/2016	05/25/2017	$0 - No Funding Required	PST members, classroom teachers, intervention teachers, resource teachers.

Goal 6:

EL students will increase English Proficiency

Measurable Objective 1:

increase student growth 21 % of EL students will increase English Proficiency by .05 on the 2017 ACCESS Test. 55 % of EL will attain English proficiency of 4.8 or higher on the composite score of the 2016 ACCESS by 05/25/2017 as measured by ACCESS ASSESSMENT.

Strategy1:

WIDA standards to adapt text - Teachers will use the WIDA standards, Can Do Descriptors to adapt text and differentiate instruction based

on the EL student's proficiency level.

Category: Develop/Implement Learning Supports

Research Cited: Best Practices for English Language Learners; WIDA standards

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Limited English Proficient (LEP 2) students who are not making adequate progress will be "pulled out" by the ESOL teacher for Sheltered Instruction. LEP students can also be referred for Tier II or Tier III instruction.	Direct Instruction	08/10/2016	05/25/2017	$0 - No Funding Required	Classroom teacher, EL teacher, and interventionists.

Activity - Explict Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACTIVITY 1 All limited English Proficient (LEP 2) students will receive explicit instruction using a variety of instruments to check students understanding and ongoing assessments to monitor performance and progress levels based on their individual English Proficiency level	Direct Instruction	08/10/2016	05/25/2017	$0 - No Funding Required	Classroom teachers, EL teacher and paraprofessional, and interventionists.

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

Goal 1:

Students at Steele Junior High will become proficient in mathematics.

Measurable Objective 1:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency on summative assessments

in Mathematics by 05/25/2016 as measured by ASPIRE, Global Scholar, .

Strategy1:

Strategic Teaching - Teachers will strategically plan lessons with the following components: clearly stated objective(s), direct instruction and

modeling, guided practice, independent practice, reteach (when necessary), and formative assessments.

Category: Develop/Implement Learning Supports

Research Cited: Harvey F. Silver & Robert J. Marzano (2007) "The Art and Science of Teaching"

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During professional development sessions, the 5 components of a strategic lesson will be reviewed and modeled. The five components are a student friendly objective, instructional practices (chunking and partner talk), purposeful lesson structure (before, during, and after), explicit instruction (model, guided practice, independent practice), and active engagement (TWIRL).	Academic Support Program Professional Learning	09/26/2016	05/25/2017	$0 - No Funding Required	classroom teachers, intervention teachers, and resource teacher

Strategy2:

Data Analysis - Data meetings will be held every 4 1/2 weeks to monitor student achievement and adjust instruction based on student needs.

Category: Other - Monitoring student progress through data analysis

Research Cited:

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with academic or behavioral concerns will be supported through Tier II and Tier III interventions.	Academic Support Program Behavioral Support Program	09/26/2016	05/25/2017	$0 - No Funding Required	PST team members, classroom teachers, intervention teachers, and resource teacher

Goal 2:

Students at Steele Junior High School will increase the amount of nonfiction text read daily.

Measurable Objective 1:

A 2% increase of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in reading comprehension in Reading by 05/25/2017 as measured by a comparison of 2015-2016 EOY baseline data from AR Diagnostic Reports, STAR Reading results and Scantron results and benchmark data.

Strategy1:

Increase volume of nonfiction text read - Daily schedules (classroom and library) will provide increased opportunities for students to read nonfiction text. A minimum of 20 minutes of independent reading will be provided daily.

Category: Other - Support and Reading Resources

Research Cited: Reading volume is defined as the combination of time students spend reading plus the number of words they actually consume as they read (Allington, 2012). This combination affects everything from students' cognitive abilities to their vocabulary development and knowledge of the world (Cunningham & Zibulsky, 2013). In "one of the most extensive studies of independent reading yet conducted," Anderson, Wilson, and Fielding (1988) traced reading growth to independent reading and reading volume.

Activity - Monitor Reading Volume	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily schedules will be monitored by teachers, administrators and the instructional partner/reading coach. Additionally, library circulation will be monitored by the librarian & administrator. Also, AR Reading Diagnostic Reports will be monitored by the classroom teacher and instructional partner. School-wide fundraisers in conjunction with state library enhancement funds will be budgeted to purchase additional nonfiction library books to support goal achievement. The librarian and administration will collaborate on this expenditure.	Other - reading opportunities	10/24/2016	05/25/2017	$1000 - Other	classroom teachers, librarian, principal, instructional partner

Goal 3:

Students at Steele Junior High will have at least one adult advocate who supports their educational experience.

Measurable Objective 1:

collaborate to enusre students in 7th and 8th grades feel supported emotionally and academically by 05/25/2017 as measured by middle school survey respones.

Strategy1:

Student Conferences - Student conferences will be held the week following progress reports and report cards.

Category: Develop/Implement Learning Supports

Research Cited: Robert Balfanz is a leading educational researcher at Johns Hopkins University who has been studying the population of children who drop out of high school. He has found a key moment when kids start down the wrong path is middle school. According to his research, if a sixth-grade student in a high-poverty environment attends school less than 80 percent of the time, fails math or English, or receives unsatisfactory behavior grade in a core course, then- absent effective intervention- there is a 75 percent chance that he or she will drop out of high school. Source: Middle School Moment: Community Screening Guide / A Special Frontline Resource for the Dropout Nation Community Engagement Campaign.

Activity - Student Reflection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After a conference with the adult mentor, each student will complete a Student Reflection Worksheet to identify areas of needs and set goals for improvement.	Academic Support Program Behavioral Support Program	10/18/2016	05/25/2017	$0 - No Funding Required	Deanna Ruiz, counselor; Anita Wilson, principal; Danny Wise, athletic coach and social studies teacher; Pam Nuss, special education teacher, Karen Freeman -EL teacher, Patti Robinson-Libriarian in addition to other 7th/8th grade teachers.

Goal 4:

Steele Junior High School will increase the percent of students that are recognized for positive behavior.

Measurable Objective 1:

increase student growth by 25% and promote positive school culture through the implementation of a school-wide program recognizing students for positive behavior as measured by an increase from a baseline of 3.4 to 4.25 on a 5 point scale by 05/26/2017 as measured by pre- and post- surveys .

Strategy1:

Strategy 1 - This will be a school-wide positive behavior reenforcer. All faculty and staff, including lunchroom workers and bus drivers, will be able to "catch students being good". Good behavior will be defined as: respect for self, respect for others, and respect for school. Evidence of good behavior will be noted when a student helps another student or adult, a student shows improved grades, or a student shows improved overall behavior. When caught being good, students will receive a Rockin' Good Behavior slip to place in the jukebox, which enters them for a drawing. The school's goal is that each student be recognized at least one time throughout the school year.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Rockin' Good Behavior Slips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will be trained on the use of Rockin' Good Behavior slips for recognizing and rewarding positive student behavior.	Professional Learning	08/31/2016	05/26/2017	$0 - No Funding Required	All faculty and staff

Goal 5:

Steele Junior High School will improve positive school culture and climate by increasing the number of students that are recognized for positive behavior.

Measurable Objective 1:

increase student growth by 25% on pre- and post- surveys by 05/26/2017 as measured by baseline data from surveys concerning student perspective of recogniation for positive behavior. Pre-surveys showed an average of 3.4. SJHS has a goal to improve this average to 4.25 on post-surveys. .

Strategy1:

Rockin' Good Behavior - Rockin' Good Behavior will be a school-wide positive behavior re-enforcer. All faculty and staff, including lunchroom workers and bus drivers, will be able to "catch students being good". Good behavior will be defined as: respect for self, respect for others, and respect for school. Evidence of good behavior will be noted when a student helps another student or adult, a student shows improved grades, or a student shows improved overall behavior. When caught being good, students will receive a Rockin' Good Behavior slip to place in the jukebox, which enters them for a drawing. SJHS has a goal that each student be recognized at least one time this school year.

Category: Develop/Implement Student and School Culture Program

Research Cited: Arum, Richard, and Melissa Velez. Improving Learning Environments: School Discipline and Student Achievement in Comparative Perspective. Stanford, CA: Stanford UP, 2012. Print.

Activity - Rockin' Good Behavior drawings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approximately two times per month, Rockin' Good Behavior slips will be drawn from the jukebox located in the school lobby. Prizes and/or privileges will be awarded to students whose names are drawn. Students will also be recognized by having their names announced.	Behavioral Support Program	09/01/2016	05/26/2017	$0 - No Funding Required	Administration

Activity - Staff Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All faculty and staff will be trained on the Rockin' Good Behavior program and the use of Rockin' Good Behavior slips to recognize good behavior.	Professional Learning	08/31/2016	05/26/2017	$0 - No Funding Required	All faculty and staff

Activity - Use of Rockin' Good Behavior slips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff members at Steele Junior High School will recognize good behavior by students throughout the school. Students will receive a Rockin' Good Behavior slip to place in the Rockin' Good Behavior jukebox, centrally located in the school lobby. These slips register students to win prizes and/or earn privileges.	Behavioral Support Program	09/01/2016	05/26/2017	$0 - No Funding Required	All faculty and staff

Measurable Objective 2:

demonstrate a behavior Respect self, respect others, respect school by 05/25/2017 as measured by Student surveys.

Strategy1:

Rockin' Good Behavior - Rockin' Good Behavior will be a school-wide positive behavior re-enforcer. All faculty and staff, including

lunchroom workers and bus drivers, will be able to "catch students being good". Good behavior will be defined as: respect for self, respect for

others, and respect for school. Evidence of good behavior will be noted when a student helps another student or adult, a student shows

improved grades, or a student shows improved overall behavior. When caught being good, students will receive a Rockin' Good Behavior slip

to place in the jukebox, which enters them for a drawing. SJHS has a goal that each student be recognized at least one time this school year.

Category: Develop/Implement Student and School Culture Program

Research Cited: Arum, Richard, and Melissa Velez. Improving Learning Environments: School Discipline and Student Achievement in

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Activity - Use of Rockin' Good Behavior slips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff members at Steele Junior High School will recognize good behavior by students throughout the school. Students will receive a Rockin' Good Behavior slip to place in the Rockin' Good Behavior jukebox, centrally located in the school lobby. These slips register students to win prizes and/or earn privileges.	Behavioral Support Program	09/01/2016	05/26/2017	$0 - No Funding Required	All faculty and staff

Activity - Rockin' Good Behavior drawings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approximately two times per month, Rockin' Good Behavior slips will be drawn from the jukebox located in the school lobby. Prizes and/or privileges will be awarded to students whose names are drawn. Students will also be recognized by having their names announced.	Behavioral Support Program	09/01/2016	05/26/2017	$0 - No Funding Required	Administration

Activity - Staff Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All faculty and staff will be trained on the Rockin' Good Behavior program and the use of Rockin' Good Behavior slips to recognize good behavior.	Professional Learning	08/31/2016	05/26/2017	$0 - No Funding Required	All faculty and staff

Goal 6:

Students at Steele Jr. High School will become fluent and proficient readers

Measurable Objective 1:

75% of All Students will increase student growth DIBELS (elementary) and CBM (middle school) in Reading by 05/25/2017 as measured by

2 % increase in fluency proficiency DIBELS ASSESSMENT for elementary students and CBM for middle school students.

Strategy1:

Data Analysis - Data meetings will be held every 4 1/2 weeks to monitor student achievement and adjust instruction based on student needs.

Category: Other - Monitoring student progress through data analysis

Research Cited: Research Based assessments will be used to progress monitor student progress. DIBELS next will be used for elementary

and CBM (Curriculum Based Measurements) for middle school.

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who fail to show progress or are working significantly below grade level when compared to peer grouping will receive support through Tier II and Tier III interventions.	Academic Support Program	09/26/2016	05/25/2017	$0 - No Funding Required	PST members, classroom teachers, intervention teachers, resource teachers.

Goal 7:

EL students will increase English Proficiency

Measurable Objective 1:

increase student growth 21 % of EL students will increase English Proficiency by .05 on the 2017 ACCESS Test. 55 % of EL will attain

English proficiency of 4.8 or higher on the composite score of the 2016 ACCESS by 05/25/2017 as measured by ACCESS ASSESSMENT.

Strategy1:

WIDA standards to adapt text - Teachers will use the WIDA standards, Can Do Descriptors to adapt text and differentiate instruction based

on the EL student's proficiency level.

Category: Develop/Implement Learning Supports

Research Cited: Best Practices for English Language Learners; WIDA standards

Activity - Explict Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACTIVITY 1 All limited English Proficient (LEP 2) students will receive explicit instruction using a variety of instruments to check students understanding and ongoing assessments to monitor performance and progress levels based on their individual English Proficiency level	Direct Instruction	08/10/2016	05/25/2017	$0 - No Funding Required	Classroom teachers, EL teacher and paraprofessional, and interventionists.

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Limited English Proficient (LEP 2) students who are not making adequate progress will be "pulled out" by the ESOL teacher for Sheltered Instruction. LEP students can also be referred for Tier II or Tier III instruction.	Direct Instruction	08/10/2016	05/25/2017	$0 - No Funding Required	Classroom teacher, EL teacher, and interventionists.

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

Goal 1:

Students at Steele Junior High will have at least one adult advocate who supports their educational experience.

Measurable Objective 1:

collaborate to enusre students in 7th and 8th grades feel supported emotionally and academically by 05/25/2017 as measured by middle school survey respones.

Strategy1:

Student Conferences - Student conferences will be held the week following progress reports and report cards.

Category: Develop/Implement Learning Supports

Research Cited: Robert Balfanz is a leading educational researcher at Johns Hopkins University who has been studying the population of children who drop out of high school. He has found a key moment when kids start down the wrong path is middle school. According to his research, if a sixth-grade student in a high-poverty environment attends school less than 80 percent of the time, fails math or English, or receives unsatisfactory behavior grade in a core course, then- absent effective intervention- there is a 75 percent chance that he or she will drop out of high school. Source: Middle School Moment: Community Screening Guide / A Special Frontline Resource for the Dropout Nation Community Engagement Campaign.

Activity - Student Reflection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After a conference with the adult mentor, each student will complete a Student Reflection Worksheet to identify areas of needs and set goals for improvement.	Behavioral Support Program Academic Support Program	10/18/2016	05/25/2017	$0 - No Funding Required	Deanna Ruiz, counselor; Anita Wilson, principal; Danny Wise, athletic coach and social studies teacher; Pam Nuss, special education teacher, Karen Freeman -EL teacher, Patti Robinson-Libriarian in addition to other 7th/8th grade teachers.

Goal 2:

Steele Junior High School will increase the percent of students that are recognized for positive behavior.

Measurable Objective 1:

increase student growth by 25% and promote positive school culture through the implementation of a school-wide program recognizing students for positive behavior as measured by an increase from a baseline of 3.4 to 4.25 on a 5 point scale by 05/26/2017 as measured by pre- and post- surveys .

Strategy1:

Strategy 1 - This will be a school-wide positive behavior reenforcer. All faculty and staff, including lunchroom workers and bus drivers, will be able to "catch students being good". Good behavior will be defined as: respect for self, respect for others, and respect for school. Evidence of good behavior will be noted when a student helps another student or adult, a student shows improved grades, or a student shows improved overall behavior. When caught being good, students will receive a Rockin' Good Behavior slip to place in the jukebox, which enters them for a drawing. The school's goal is that each student be recognized at least one time throughout the school year.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Rockin' Good Behavior Slips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will be trained on the use of Rockin' Good Behavior slips for recognizing and rewarding positive student behavior.	Professional Learning	08/31/2016	05/26/2017	$0 - No Funding Required	All faculty and staff

Goal 3:

Students at Steele Jr. High School will become fluent and proficient readers

Measurable Objective 1:

75% of All Students will increase student growth DIBELS (elementary) and CBM (middle school) in Reading by 05/25/2017 as measured by 2 % increase in fluency proficiency DIBELS ASSESSMENT for elementary students and CBM for middle school students.

Strategy1:

Data Analysis - Data meetings will be held every 4 1/2 weeks to monitor student achievement and adjust instruction based on student needs.

Category: Other - Monitoring student progress through data analysis

Research Cited: Research Based assessments will be used to progress monitor student progress. DIBELS next will be used for elementary and CBM (Curriculum Based Measurements) for middle school.

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who fail to show progress or are working significantly below grade level when compared to peer grouping will receive support through Tier II and Tier III interventions.	Academic Support Program	09/26/2016	05/25/2017	$0 - No Funding Required	PST members, classroom teachers, intervention teachers, resource teachers.

Goal 4:

EL students will increase English Proficiency

Measurable Objective 1:

increase student growth 21 % of EL students will increase English Proficiency by .05 on the 2017 ACCESS Test. 55 % of EL will attain English proficiency of 4.8 or higher on the composite score of the 2016 ACCESS by 05/25/2017 as measured by ACCESS ASSESSMENT.

Strategy1:

WIDA standards to adapt text - Teachers will use the WIDA standards, Can Do Descriptors to adapt text and differentiate instruction based on the EL student's proficiency level.

Category: Develop/Implement Learning Supports

Research Cited: Best Practices for English Language Learners; WIDA standards

Activity - Explict Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACTIVITY 1 All limited English Proficient (LEP 2) students will receive explicit instruction using a variety of instruments to check students understanding and ongoing assessments to monitor performance and progress levels based on their individual English Proficiency level	Direct Instruction	08/10/2016	05/25/2017	$0 - No Funding Required	Classroom teachers, EL teacher and paraprofessional, and interventionists.

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Limited English Proficient (LEP 2) students who are not making adequate progress will be "pulled out" by the ESOL teacher for Sheltered Instruction. LEP students can also be referred for Tier II or Tier III instruction.	Direct Instruction	08/10/2016	05/25/2017	$0 - No Funding Required	Classroom teacher, EL teacher, and interventionists.

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

Goal 1:

EL students will increase English Proficiency

Measurable Objective 1:

increase student growth 21 % of EL students will increase English Proficiency by .05 on the 2017 ACCESS Test. 55 % of EL will attain

English proficiency of 4.8 or higher on the composite score of the 2016 ACCESS by 05/25/2017 as measured by ACCESS ASSESSMENT.

Strategy1:

WIDA standards to adapt text - Teachers will use the WIDA standards, Can Do Descriptors to adapt text and differentiate instruction based

on the EL student's proficiency level.

Category: Develop/Implement Learning Supports

Research Cited: Best Practices for English Language Learners; WIDA standards

Activity - Explict Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACTIVITY 1 All limited English Proficient (LEP 2) students will receive explicit instruction using a variety of instruments to check students understanding and ongoing assessments to monitor performance and progress levels based on their individual English Proficiency level	Direct Instruction	08/10/2016	05/25/2017	$0 - No Funding Required	Classroom teachers, EL teacher and paraprofessional, and interventionists.

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Limited English Proficient (LEP 2) students who are not making adequate progress will be "pulled out" by the ESOL teacher for Sheltered Instruction. LEP students can also be referred for Tier II or Tier III instruction.	Direct Instruction	08/10/2016	05/25/2017	$0 - No Funding Required	Classroom teacher, EL teacher, and interventionists.

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:

Students at Steele Junior High will become proficient in mathematics.

Measurable Objective 1:

A 2% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency on summative assessments in Mathematics by 05/25/2016 as measured by ASPIRE, Global Scholar, .

Strategy1:

Strategic Teaching - Teachers will strategically plan lessons with the following components: clearly stated objective(s), direct instruction and modeling, guided practice, independent practice, reteach (when necessary), and formative assessments.

Category: Develop/Implement Learning Supports

Research Cited: Harvey F. Silver & Robert J. Marzano (2007) "The Art and Science of Teaching"

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During professional development sessions, the 5 components of a strategic lesson will be reviewed and modeled. The five components are a student friendly objective, instructional practices (chunking and partner talk), purposeful lesson structure (before, during, and after), explicit instruction (model, guided practice, independent practice), and active engagement (TWIRL).	Academic Support Program Professional Learning	09/26/2016	05/25/2017	$0 - No Funding Required	classroom teachers, intervention teachers, and resource teacher

Strategy2:

Data Analysis - Data meetings will be held every 4 1/2 weeks to monitor student achievement and adjust instruction based on student needs.

Category: Other - Monitoring student progress through data analysis

Research Cited:

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with academic or behavioral concerns will be supported through Tier II and Tier III interventions.	Academic Support Program Behavioral Support Program	09/26/2016	05/25/2017	$0 - No Funding Required	PST team members, classroom teachers, intervention teachers, and resource teacher

Goal 2:

Students at Steele Junior High School will increase the amount of nonfiction text read daily.

Measurable Objective 1:

A 2% increase of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in reading comprehension in Reading by 05/25/2017 as measured by a comparison of 2015-2016 EOY baseline data from AR Diagnostic Reports, STAR Reading results and Scantron results and benchmark data.

Strategy1:

Increase volume of nonfiction text read - Daily schedules (classroom and library) will provide increased opportunities for students to read nonfiction text. A minimum of 20 minutes of independent reading will be provided daily.

Category: Other - Support and Reading Resources

Research Cited: Reading volume is defined as the combination of time students spend reading plus the number of words they actually consume as they read (Allington, 2012). This combination affects everything from students' cognitive abilities to their vocabulary development and knowledge of the world (Cunningham & Zibulsky, 2013). In "one of the most extensive studies of independent reading yet conducted," Anderson, Wilson, and Fielding (1988) traced reading growth to independent reading and reading volume.

Activity - Monitor Reading Volume	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily schedules will be monitored by teachers, administrators and the instructional partner/reading coach. Additionally, library circulation will be monitored by the librarian & administrator. Also, AR Reading Diagnostic Reports will be monitored by the classroom teacher and instructional partner. School-wide fundraisers in conjunction with state library enhancement funds will be budgeted to purchase additional nonfiction library books to support goal achievement. The librarian and administration will collaborate on this expenditure.	Other - reading opportunities	10/24/2016	05/25/2017	$1000 - Other	classroom teachers, librarian, principal, instructional partner

Goal 3:

Students at Steele Junior High will have at least one adult advocate who supports their educational experience.

Measurable Objective 1:

collaborate to enusre students in 7th and 8th grades feel supported emotionally and academically by 05/25/2017 as measured by middle school survey respones.

Strategy1:

Student Conferences - Student conferences will be held the week following progress reports and report cards.

Category: Develop/Implement Learning Supports

Research Cited: Robert Balfanz is a leading educational researcher at Johns Hopkins University who has been studying the population of children who drop out of high school. He has found a key moment when kids start down the wrong path is middle school. According to his research, if a sixth-grade student in a high-poverty environment attends school less than 80 percent of the time, fails math or English, or receives unsatisfactory behavior grade in a core course, then- absent effective intervention- there is a 75 percent chance that he or she will drop out of high school. Source: Middle School Moment: Community Screening Guide / A Special Frontline Resource for the Dropout Nation Community Engagement Campaign.

Activity - Student Reflection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After a conference with the adult mentor, each student will complete a Student Reflection Worksheet to identify areas of needs and set goals for improvement.	Academic Support Program Behavioral Support Program	10/18/2016	05/25/2017	$0 - No Funding Required	Deanna Ruiz, counselor; Anita Wilson, principal; Danny Wise, athletic coach and social studies teacher; Pam Nuss, special education teacher, Karen Freeman -EL teacher, Patti Robinson-Libriarian in addition to other 7th/8th grade teachers.

Goal 4:

Steele Junior High School will improve positive school culture and climate by increasing the number of students that are recognized for positive behavior.

Measurable Objective 1:

increase student growth by 25% on pre- and post- surveys by 05/26/2017 as measured by baseline data from surveys concerning student perspective of recogniation for positive behavior. Pre-surveys showed an average of 3.4. SJHS has a goal to improve this average to 4.25 on post-surveys. .

Strategy1:

Rockin' Good Behavior - Rockin' Good Behavior will be a school-wide positive behavior re-enforcer. All faculty and staff, including lunchroom workers and bus drivers, will be able to "catch students being good". Good behavior will be defined as: respect for self, respect for others, and respect for school. Evidence of good behavior will be noted when a student helps another student or adult, a student shows improved grades, or a student shows improved overall behavior. When caught being good, students will receive a Rockin' Good Behavior slip to place in the jukebox, which enters them for a drawing. SJHS has a goal that each student be recognized at least one time this school year.

Category: Develop/Implement Student and School Culture Program

Research Cited: Arum, Richard, and Melissa Velez. Improving Learning Environments: School Discipline and Student Achievement in Comparative Perspective. Stanford, CA: Stanford UP, 2012. Print.

Activity - Rockin' Good Behavior drawings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approximately two times per month, Rockin' Good Behavior slips will be drawn from the jukebox located in the school lobby. Prizes and/or privileges will be awarded to students whose names are drawn. Students will also be recognized by having their names announced.	Behavioral Support Program	09/01/2016	05/26/2017	$0 - No Funding Required	Administration

Activity - Use of Rockin' Good Behavior slips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff members at Steele Junior High School will recognize good behavior by students throughout the school. Students will receive a Rockin' Good Behavior slip to place in the Rockin' Good Behavior jukebox, centrally located in the school lobby. These slips register students to win prizes and/or earn privileges.	Behavioral Support Program	09/01/2016	05/26/2017	$0 - No Funding Required	All faculty and staff

Activity - Staff Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All faculty and staff will be trained on the Rockin' Good Behavior program and the use of Rockin' Good Behavior slips to recognize good behavior.	Professional Learning	08/31/2016	05/26/2017	$0 - No Funding Required	All faculty and staff

Measurable Objective 2:

demonstrate a behavior Respect self, respect others, respect school by 05/25/2017 as measured by Student surveys.

Strategy1:

Rockin' Good Behavior - Rockin' Good Behavior will be a school-wide positive behavior re-enforcer. All faculty and staff, including

lunchroom workers and bus drivers, will be able to "catch students being good". Good behavior will be defined as: respect for self, respect for

others, and respect for school. Evidence of good behavior will be noted when a student helps another student or adult, a student shows

improved grades, or a student shows improved overall behavior. When caught being good, students will receive a Rockin' Good Behavior slip

to place in the jukebox, which enters them for a drawing. SJHS has a goal that each student be recognized at least one time this school year.

Category: Develop/Implement Student and School Culture Program

Research Cited: Arum, Richard, and Melissa Velez. Improving Learning Environments: School Discipline and Student Achievement in

Comparative Perspective. Stanford, CA: Stanford UP, 2012. Print.

Activity - Staff Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All faculty and staff will be trained on the Rockin' Good Behavior program and the use of Rockin' Good Behavior slips to recognize good behavior.	Professional Learning	08/31/2016	05/26/2017	$0 - No Funding Required	All faculty and staff

Activity - Use of Rockin' Good Behavior slips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff members at Steele Junior High School will recognize good behavior by students throughout the school. Students will receive a Rockin' Good Behavior slip to place in the Rockin' Good Behavior jukebox, centrally located in the school lobby. These slips register students to win prizes and/or earn privileges.	Behavioral Support Program	09/01/2016	05/26/2017	$0 - No Funding Required	All faculty and staff

Activity - Rockin' Good Behavior drawings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approximately two times per month, Rockin' Good Behavior slips will be drawn from the jukebox located in the school lobby. Prizes and/or privileges will be awarded to students whose names are drawn. Students will also be recognized by having their names announced.	Behavioral Support Program	09/01/2016	05/26/2017	$0 - No Funding Required	Administration

Goal 5:

Students at Steele Jr. High School will become fluent and proficient readers

Measurable Objective 1:

75% of All Students will increase student growth DIBELS (elementary) and CBM (middle school) in Reading by 05/25/2017 as measured by 2 % increase in fluency proficiency DIBELS ASSESSMENT for elementary students and CBM for middle school students.

Strategy1:

Data Analysis - Data meetings will be held every 4 1/2 weeks to monitor student achievement and adjust instruction based on student needs.

Category: Other - Monitoring student progress through data analysis

Research Cited: Research Based assessments will be used to progress monitor student progress. DIBELS next will be used for elementary and CBM (Curriculum Based Measurements) for middle school.

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who fail to show progress or are working significantly below grade level when compared to peer grouping will receive support through Tier II and Tier III interventions.	Academic Support Program	09/26/2016	05/25/2017	$0 - No Funding Required	PST members, classroom teachers, intervention teachers, resource teachers.

Goal 6:

EL students will increase English Proficiency

Measurable Objective 1:

increase student growth 21 % of EL students will increase English Proficiency by .05 on the 2017 ACCESS Test. 55 % of EL will attain English proficiency of 4.8 or higher on the composite score of the 2016 ACCESS by 05/25/2017 as measured by ACCESS ASSESSMENT.

Strategy1:

WIDA standards to adapt text - Teachers will use the WIDA standards, Can Do Descriptors to adapt text and differentiate instruction based on the EL student's proficiency level.

Category: Develop/Implement Learning Supports

Research Cited: Best Practices for English Language Learners; WIDA standards

Activity - Explict Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACTIVITY 1 All limited English Proficient (LEP 2) students will receive explicit instruction using a variety of instruments to check students understanding and ongoing assessments to monitor performance and progress levels based on their individual English Proficiency level	Direct Instruction	08/10/2016	05/25/2017	$0 - No Funding Required	Classroom teachers, EL teacher and paraprofessional, and interventionists.

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Limited English Proficient (LEP 2) students who are not making adequate progress will be "pulled out" by the ESOL teacher for Sheltered Instruction. LEP students can also be referred for Tier II or Tier III instruction.	Direct Instruction	08/10/2016	05/25/2017	$0 - No Funding Required	Classroom teacher, EL teacher, and interventionists.

Component 3: Instruction by Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

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

Embedded, on-going professional development and teacher/learning support teams ensure current teachers are successful.

Component 4: Strategies to Attract Qualified Teachers

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

Steele Jr. High has traditionally had a low turnover rate. Steele Jr. High did not have a teacher retire or quit in the 2015-2016 school year. The former principal did transfer to another school within St. Clair County.

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

All teachers at Steele Junior High school are highly qualified in their assigned academic areas hand have at least 3 years of teaching experience. The overall average of teaching experience is 12.5 years. Nine teachers have Master's Degrees, one one has a 6th Year Degree.

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

n/a

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?

We have ongoing, job embedded, PD on strategic instruction planning and implementation. SJHS uses turn around training for CCRS for reading and math content. Our EL teacher provides PD to address EL strategies (effective instruction). Teacher leaders are identified used during grade-level planning PD.

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

PD opportunities are embedded in the school day. Opportunities are needs driven and monitored through walkthroughs and student performance on formative and summative assessments.

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.

Novice teachers are assigned mentors within their grade level range to provide ongoing support.

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

PD is given high priority within budgets. Funds are assigned to pay for substitutes to cover teacher's classes so that PD is embedded in the school day. PD opportunities are needs driven.

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.

Each year early registration and orientation night is held for students entering kindergarten. Parents are invited to attend the first day of school and PTO sponsors a boohoo tea for parents to ease the transition. Modified scheduled are designed so that students can gradually adjust to a full school day. Migrant Headstart and Pell City Headstart come to SJHS on a field trip to tour the school and visit classrooms.

Steele is a feeder school to Ashville High School. Thus, our 8th graders shadow 9th graders in the spring prior to 9th grade.

Steele and Ashville also work together so that Steele students visit AHS during special events such as Homecoming Pep Rally,etc.

A transition fair is held twice a year by the special education department for students who have special needs.

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?

All teachers are included in the analysis of statewide academic assessments during data meetings embedded in the instructional day. Vertical and horizontal data analysis is conducted by all teachers. Teachers are given direct input into the plans to be developed and implemented to identify student's strengths and weaknesses.

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

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

The data used from summative and formative assessments is used to drive instructional decisions for each student. Data analysis occurs daily and is on-going throughout the year. The needs of students who continually struggle to master the standards are addressed through the PST team.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students identified as lacking proficiency are provided Tier II instruction with the regular classroom teacher. Students unable to obtain proficiency after Tier II instruction are provided Tier III instruction by a teacher outside of the regular classroom. If student still does not make progress after Tier III instruction, then special services may be considered.

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

Tier II and Tier III instruction instruction affords students an additional opportunity to master content standards through direct small group instruction, reteaching, varied teaching strategies, and immediate corrective feedback.

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.

Migrant funds provide a summer program for Migrant students. Tutoring services are provided through our Community Education Program.

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.

Tier II and Tier III instruction can be provided to all students who need support. Migrant students are provided services through general education classroom, and EL services which include push-in and pull out. Special education students receive services from the general education and special education teacher. Delinquent student have plans addressed through PST. Homeless students are identified and supported through general education, counselor, and county wide homeless liaison.

6. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for EACH group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

n/a

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

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

All goals have been based on Needs Assessment. Title I funding is coordinated and integrated to help achieve schoolwide goals. Currently, SJHS utilizes federal funds to use for teacher salaries to better meet the needs of students.

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 funds are utilized to fund additional teacher units and lower class sizes. Teachers are the most valuable resources in our school and they are the key to achieving our schoolwide goals.

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.

Drug-Free, Fire Safety, and Anti-Violence programs are implemented through the guidance counselor. SJHS has a DARE officer who provides classroom instruction. All students are eligible to receive free breakfast/lunch/after school meal. Funds are also available for students who are identified as homeless. These programs are needed to meet the physical and emotional needs of students.

Component 10: Evaluation

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

The CIP tam meets monthly to review, monitor, and amend the ACIP plan based on needs. Documentation is forwarded to the Federal Programs Department. The Federal Program's Coordinator issues a summative CIP/Title I evaluation. These methods are used to determine the implementation and success of the schoolwide program.

2. How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

Standardized assessment results are analyzed by the principal, counselor, and teachers. These results are used as indicators of student progress and the achievement of SJHS school goals. Results are analyzed by subject, grade level, and subgroups.

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?

Formative and summative assessments are used to measure student gains. Data from multiple types of assessments is analyzed to consider "at-risk" students.

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

The CIP is a working document and is continually evaluated throughout the year. The CIP may be revised at any time. The CIP team changes yearly to add a variety of input from various individuals. The end of the year review of the CIP allows for in-depth evaluation of the plan.

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

Improving reading and math goals carried over from the previous year. After reviewing data, the CIP team wants to continue the positive trend our students are showing in math. However, the students have not had the same growth in reading and this needs to be an area of focus for our school. Also, we added recognizing positive behavior as a local indicator.

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

We made the reading goals more attainable. We hope to show an continued trend of improvement in math and focus on improving reading fluency by 2%. The CIP team also added a cultural goal of Repect Self, Respect Others, Respect School and rewarding students for these

behaviors. Again, the need for this was determined by student surveys. The EL goal also changed to address the need for individualized instruction, WIDA standards, and the ACCESS assessment.

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	17.00	13.0	850,925.00
Administrator Units	1.00	1.0	78,264.00
Assistant Principal	0.00	0	0.00
Counselor	0.50	.5	22,927.00
Librarian	0.50	.5	27,687.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	2,672.00	0	2,672.00
Professional Development	1,007.00	0	1,007.00
State ELL Funds	1.00	1	9,034.00
Instructional Supplies	405.00	17	6,889.00
Library Enhancement	336.00	0	336.00
Totals			999,741.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	115540.0

Provide a brief explanation and breakdown of expenses.

103159- Personnel (.87 teacher and 1 parapro)

8,853- Materials/Supplies

1,957-PD Subs

1,570- Parental Involvement

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

Provide a brief explanation and a breakdown of expenses.

Title II

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

Provide a brief explanation and a breakdown of expenses.

Title II funds will be distributed system-wide through the Title II Professional Learning Plan and will benefit our school.

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 will be disbursed system-wide through the implementation of the Title III EL Plan. Our school benefits from an EL teacher a bilingual paraprofessional, and extended learning opportunities for EL students.

Title IV

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

Provide a brief explanation and a breakdown of expenses.

Title VI funds are not directly allocated to our school, although we benefit through materials which have been purchased county-wide for programs such as Red Ribbon Week.

Title VI

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

Provide a brief explanation and a breakdown of expenses.

Title VI funds are not directly allocated to our school

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.

No direct funding to SJHS.

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

Provide a brief explanation and breakdown of expenses.

No direct funding to SJHS.

Other

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

Provide a brief explanation and a breakdown of expenses.

No direct funding to SJHS.

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses

Local school fundraisers are used to supplement state foundation funds and federal funds.

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.

The St. Clair County School System holds annual Title I meetings involving parents and leaders from all Title I schools. Steele Junior High School holds an annual Title I meeting to explain the entire process to students, parents and community leaders. Information from the Alabama State Department of Education is provided on Title I schools, No Child Left Behind, the St. Clair County Title I Plan, AYP, Title I Set Aside, Parental Involvement, School-Parent Compacts and teacher qualifications.

The annual Title I meeting for Steele Junior High was held on Tuesday, September 6th in the evening. Translators were available for Spanish speaking families. A PowerPoint was presented and handouts were in English and Spanish. Notice of the meeting appeared on our school website, monthly newsletter, and weekly classroom announcements. A reminder was sent in English and Spanish through the automated calling system, School Cast. PTO also sends out reminders on their Facebook page.

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.

Steele Junior High School promotes parental involvement though the following: beginning of the school year orientation, open house, the school website, school newsletters, the PTO Facebook page, weekly classroom announcement sheets, School Cast and email. Meetings are scheduled at various times to accommodate parent needs. Parents, ACIP committee members and PTO members all give input on the Title I Program. Parent meetings are held once a month in conjunction with PTO meetings. They are often scheduled in conjunction with assemblies in order to increase participation.

Communication with the parents who wish to assist with the development of the yearly continuous improvement plan occurs in multiple ways. Official meetings, informal meetings, and electronic communications are several options available to parents to participate in the development, review, and improvement of the Title I plan.

The St. Clair Title I schools vote to pool parental involvement funds for the common purpose of having a Parental Involvement Liaison. The Liaison provides for the individual community parental involvement needs.

**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.**

Steele Jr. High School provides information to parents during orientation, the annual Title I meeting, open house, information provided with progress reports and report cards, announcements made at each grading period's honors assembly, monthly school-wide newsletters, email,

web announcements, School Cast automated phone calls, Parenting Nights, the principal's report portion of monthly PTO meetings, student handbooks, and parent conferences. Information is provided in the students' home language.

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).

The School-Parent Compact is developed and revised as needed by the ACIP committee which is comprised of teachers, students, and parents. The School Compact outlines how parents, the school staff, and the students will share the responsibility for improved student achievement and the means by which the school and parents build and develop a partnership to help children achieve the state's high standards. The compacts are explained to parents by the teachers during orientation and parent conferences. These compacts are kept in the individual classrooms. When meeting with EL parents,we provide interpreters and all forms/handbooks are given to the parents/students in their native language.

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

Parents or members of the public may express concerns about Steele Jr. High School's Continuous Improvement Plan or the LEA Improvement Plan at any time. They may do the following:

-Contact the school administration
-Contact the St. Clair County Federal Programs Director
-Contact the St. Clair County Superintendent
-Contact the St. Clair County Board of Education
-Contact the State Department of Education Federal Program Section

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)

Parents are viewed as essential partners in a student's academic success. Our school will provide training on student assessments, academic content standards, and how to monitor a child's academic progress to parents during the principal's moment portion of the monthly PTO meetings,open house, and parent-teacher conferences. SJHS will provide additional information to parents through literature in our parent resource center and the monthly Home Connection newsletters developed and distributed school-wide by the St. Clair County parent involvement liaison, Alice Brown. Requirements of Title I are included in the annual Title I meeting.

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)

The parental involvement liaison brings educational materials to school functions for parents to use when working with their children. The school sends home information regarding our Parental Involvement Program and the materials that are available at no cost to parents. Information/announcements regarding parent workshops on helping children succeed academically are provided. Our school has a Parent Resource Center for parents to visit.

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)

Our school uses school-parent compacts as a way to communicate the role of parents in their child's education. Progress reports are provided mid-grading period and report cards are provided each nine week grading period. Newsletters are sent home monthly and placed on the school website. We hold yearly orientations before school begins to help parents understand the expectations for their child. We provide many opportunities for parents to volunteer in the classrooms and school-wide throughout the year. Teachers communicate with parents through weekly agendas, parent notes, phone calls, web pages, email and parent conferences.

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)

Through the Title I program, the students of Steele Jr. High School are served through the Parent Involvement Liaison. The Parent Involvement Liaison attends school functions in an effort to meet and communicate with parents. Educational materials are distributed upon parent request.

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)

Students and parents are given all materials and information in their home language. A bilingual aides is hired to assist migrant and Spanish-speaking families in Steele. Interpreters are provided for conferences, IEPs, and during school-wide meetings and assemblies.

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)

Parents participate in school-wide plans. Parents are influential in all planning, reviewing, and improving of the school-wide program. Suggestions from parent surveys are considered when planning to meet our students' needs. Parents are invited to participate in all school events and volunteer during the school day.

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.

-EL teacher provides a translator for all parent-teacher conferences and other school functions such as Registration and Parenting Night.

-EL teacher and administration provide EL parents with limited English proficiency forms and documents in their language.

-TransAct (provided by the State Department of Education) is used for translation.

-Parent/guardians will be invited to attend meetings and conferences concerning their child through written communications, email, telephone invitations.

-Report cards are sent home to parents every nine weeks. Progress reports are sent home mid-grading period.

-Meeting times are flexible to accommodate the work schedules of our parents/guardians.

-Phone conferences with interpreters are held at parents request.