



## **ACIP**

Escambia County Middle School

Escambia 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?**

Escambia County Middle School is located within the city limits of Atmore, Alabama. We are part of the Escambia County Public School System, and we are a Title I school.

Our current enrollment for the 2017-18 school year stands at 586 (as of 9/11/17) students. Of that number, 7 students (1%) are American Indian, 479 students (82 %) are Black, 80 students (14%) are White, 14 students ( 2 %) are Hispanic, and 6 students (1 %) classified themselves as Multi-Racial. ECMS has 95% of the students receiving Free or Reduced Lunch, qualifying us for Title I funds.

There are four public schools located in Atmore, all part of the Escambia County School District. Rachel Patterson Elementary, Huxford Elementary, and Escambia County Middle School all feed to Escambia County High School.

Atmore is a small city (population 10,147 (2011-US Census Bureau) surrounded by a large area of rural communities with their own identities. Atmore is a city in Escambia County, Alabama, United States. The city has a culture similar to its neighboring metropolitan of Mobile, Alabama. Atmore is in the planning stages to increase its economic base with additions in its new Rivercane development along the I-65 corridor. The federally recognized Poarch Band of Creek Indians is also headquartered in Atmore. The Poarch Creek Indian Cultural Museum is located just off of Exit 54 in Atmore, AL.

Agriculture and timber have long been staples of the Escambia County economy. Atmore industries have become more diverse through the years, and include textiles, metal fabrication, and communication companies. Managers of these companies agree that their loyal, hardworking employees make Atmore a great place in which to do business. Programs are available locally through Alabama Coastal Community College, and through the Alabama Industrial Development Training. These institutes teach skills that can be tailored for a company's specific application to ensure that those hardworking employees are also well trained.

For the youth of the community, the Atmore YMCA provides a full range of sports programs such as soccer, basketball, and Tae kwon do. Children enjoy the after school and summer day camps with the experienced YMCA staff. Another unique feature that Atmore offers is Magnolia Branch Wildlife Reserve, conveniently located off Hwy.113 south of I-65. It is a beautiful recreation, camping, and outdoor wildlife reserve. The reserve encompasses approximately 6,000 acres of pristine timberland, 12 miles of waterfront acreage directly on the Big Escambia Creek and numerous lakes. Magnolia Branch Wildlife Reserve is a perfect place to host large group outings and has many outdoor and water based entertainment options. Guests can tube, canoe, kayak, hike, trail ride, bird watch or try the zip lines. Some however, still prefer to just enjoy the peace and quiet of the unspoiled natural surroundings and the slower pace of life at the campground.

The residents of Atmore are fortunate to have a well organized Arts Council whose theatrical productions showcase talent from all segments of the community. The Greater Escambia Council for the Arts offers many theatrical opportunities for old and young alike. Atmore is home to  
SY 2017-2018



Wind Creek Hotel Casino and Spa. Wind Creek offers a distinctive collection of exciting resorts and unparalleled customer service. It has earned the coveted AAA Four-Diamond rating. The Wind Creek Entertainment center offers an Amphitheater which hosts national acts for concerts and comedy shows; eight screen state-of-the art digital movie theater; arcade with video game greatness with 48- game arcade and Strikes Bowling Alley, featuring 16 lanes and Cosmic Bowling.

## 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.**

Escambia County Middle School establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school. The mission of ECMS is "Escambia County Middle School is to provide engaging and comprehensive instructional programs that will enable our students to graduate college and/or career ready". This mission is consistent throughout the county.

## **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.**

Escambia County Middle School's notable achievement is the positive school culture. Teachers collaborate and work together to provide students with a quality education. There has been an increase in parental involvement due to the many activities that Escambia County Middle School offers.

Escambia County Middle School offers extended day programs for students, incorporating enrichment activities, and tutoring services. Through this program students are exposed to Science, Technology, Engineering, and Mathematics activities (STEM). They participate in activities such as art, music, fitness, and martial arts as well as academic assistance in reading, math, and science.

ECMS has developed an advanced track for students who need to be challenged academically. In addition we now offer Robotics and Broadcasting Journalism as elective classes. With the help of the Poarch Creek Indian Grant: Escambia County Middle School has a state of the art Science Lab. The lab is equipped with microscopes, safety glasses, lab wear, and a variety of lab supplies; such as test tubes, beakers, cylinders, Petri dishes, and much more. The lab also has an interactive EPSON board.

Students in grades seven and eight are given opportunities to join or apply for a position in several clubs that are a part of the school's extracurricular activities. Students are involved in basketball, football, volleyball, cheer-leading, band, choir, Future Business Leaders of America, Student Council, and National Junior Honor Society. Escambia County Middle School strives to provide a quality education for all students by making it possible to explore every element available to deliver educational services.

We are privileged to be apart of the Big Brothers and Big Sisters program. This program matches adult volunteers ("Bigs") and children ("Littles"), ages 6 through 18, in the community. Some of our "Bigs" are community fire fighters, retired teachers, local bank representatives, and community hospital employees. They develop positive relationships that have a direct and lasting effect on the lives of our young people.

Escambia County Middle School uses various assessment methods to improve our reading and math scores for grades 4-8. We use Scantron Performance Series, Think- Through Math, and Stride Academy to help assess our students throughout the year. Scantron Performance Series is also used for the 2017-2018 Alabama state test assessment. Teachers at ECMS participate in professional development to enhance instruction to drive student engagement as well as analyze student data and develop a strategic plan to meet the academic needs of students.

## Additional Information

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

Continued evidence of Escambia County Middle School's pride and vision includes opportunities for our students to enhance their academic, physical, social and emotional potential. Extra curricular options provide a variety of opportunities to meet the diverse needs of our students. School sponsored sports and clubs such as football, basketball, volleyball, and cheer-leading provide physical outlets and growth for students. ECMS also participates in the Annual Escambia County Super Fun Day. ECMS motivates students with school-wide programs and assemblies that encourage good character and supports responsible decision making. Students from ECMS participate in many outreach programs including, the Thanksgiving Food Drive, Christmas Box Program, Clothes Closet, United Fund of Atmore, Red Ribbon Week, and Anti-Bullying Campaign. Students are academically challenged with clubs and competitions. Our students participate in a county wide Spelling Bee competition. We have a Student Council and a National Junior Honor Society. The school also participates in a Recycling Program sponsored by the Poarch Band of Creek Indians. Hope Place Family Resource Center partners with ECMS to promote "Getting Involved with your Future". The quality of the fine arts programs offered by Escambia County Middle School has been featured in a variety of competitions. The band at ECMS participates in a variety of parades such as, Mardi Gras and Christmas Parades. The ECMS chorus presents concerts throughout the school year. The faculty and staff are committed to providing a quality education for all students in an inviting, nurturing and safe environment. The school celebrates successes by providing students with memorable events that encourage the love of learning.

At Escambia County Middle School we understand that parents are essential to their child's academic success therefore we make every effort for parents to be involved in the educational process. Communication is important so we have implemented a number of strategies to keep parents involved that include monthly newsletters, updated school website, information announced in the local newspapers, use of the school cast (automated phone service), and a monthly calendar, and ECMS Facebook page. Facebook has become integrated deeply into the fabric of everyday society and communication. ECMS realized this and created the Escambia County Middle School Facebook page. Facebook presents a quick and easy way to engage parents, broadcast news and information, and build an audience around the school itself. ECMS's Facebook page showcases our school's unique culture and environment by sharing photos celebrating student work, fieldtrips, school announcements, and school-wide celebrations. Using Facebook allows us communicate with potential and attending students, their parents, and the community. It is a powerful way to reach our audience.

Escambia County Middle School received the "Be Healthy School Grant" from Blue Cross and Blue Shield of Alabama. The grant we received was for a total of \$10,000. The grant will be used for the implementation of school-based health and wellness programs that emphasize increased exercise, nutrition education and parental involvement during the school year.

Escambia County Middle School is proud to be a part of the "Big Brothers Big Sisters of America" The goal is to help all children reach their potential through professionally supported, one-to-one relationships with volunteer mentors. Big Brothers Big Sisters is one of the oldest and largest youth mentoring organizations in the United States. Big Brothers Big Sisters mentors children, all ages in communities across the country. The program matches youths ages 6-18, with adult volunteer mentors. The youth's parent/guardian applies for their child to be matched with a mentor through a written application and child/parent interview. Potential mentors are screened by a Big Brothers Big Sisters case worker through a personal interview, home visit, and criminal, background, and reference check to ensure that they are not a safety risk

and are likely to form a positive relationship with the youth. The mentor and youth typically meet for 2-4 times per month for at least a year, and engage in activities of their choosing (e.g. reading, studying, cooking, playing sports).

It is imperative for schools to have the latest and high quality science lab supplies these days. With the help of the Poarch Creek Indian Grant: Escambia County Middle School has a high quality Science Lab. Our students are able to look beyond the books and conventional classroom teaching. They have the opportunity to see, handle, and manipulate real objects and materials, in the science lab. ECMS combines classroom teaching with laboratory experiments to ensure that the students grasp each and every concept thoroughly. This allows our students to retain the knowledge for longer when they see the experiments being performed in front of their eyes. The students at ECMS get a first-hand learning experience by performing various experiments on their own. The lab is equipped with microscopes, safety glasses, lab wear, and a variety of lab supplies; such as test tubes, beakers, cylinders, Petri dishes, and much more. The lab also has an interactive EPSON board.

Escambia County Middle School received a \$5,000 check from Wind Creek Casino during the 2016-2017 school year. We were the winners of a video contest hosted by Wind Creek Casino and Hotel. ECMS used the money for a School Broadcasting Studio. The Broadcasting Studio will be used to inform teaches, faculty, and staff of school activities, announcements, and events happening at ECMS.

# **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.**

Community involvement is very important to the success of Escambia County Middle School, and every effort is made to involve the community stakeholders in all aspects of the school. Members of the community are selected for specific involvement with input from existing stakeholders, and volunteers are always welcomed. Stakeholders receive mailings or phone calls informing them of their role and the dates and times of meetings. All who wish to be involved in any aspect of planning for the school are welcome to visit the school at any time and in the evenings by appointment. Escambia County Middle School makes every effort to schedule meetings at convenient times. The school's aCIP team is selected by the school's administration. Each prospective member is contacted by the administration, informed of the requirements, and asked if he/she would be inclined to serve on the team. An initial meeting date is sent to confirm there are no scheduling conflicts. Subsequent meetings are scheduled at the end of each team meeting.

### 2017-2018 Escambia County Middle School Instructional Leadership Team Members

1. Deborah Bolden, Principal
2. Toya McMillian, Assistant Principal
3. Kem Griffin, Assistant Principal
4. Jawuan Osborne, 4th-6th grade Counselor
5. Cordia Lee, 7th - 8th Grade Counselor
6. Sara Chavers, Media Specialist
7. Paula Ferguson, 4th Grade General Ed. Teacher
8. Tanisha Henderson, 5th Grade General Ed. Teacher
9. Tiffany Hobbs, 6th Grade General Ed. Teacher
10. Tyler Parker, 7th Grade General Ed. Teacher
11. Jon Durant, 8th Grade General Ed. Teacher
12. Melissa Daniel, 5/6 Grade Special Education Teacher
13. Michael Bowen, Career Technology
14. Emily Harris, Community Stakeholder
15. Eddie Kyles, Community Stakeholder

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

Stakeholders have the same representation as parents and students, and their input is valued at the same level as school employees. They may attend all planning meetings and may request additional information at any time.



External stakeholders are encouraged to participate in numerous activities including tutoring, mentoring, extra-curricular events, and varied social impact programs.

Parental stakeholders actively collaborate with internal stakeholders to develop the Parental Involvement section of the Continuous Improvement Plan, School-Parent Compact, and Parental Involvement budget. Information gathered from parent surveys is utilized to improve and encourage parental involvement. In addition, various activities are implemented in order to encourage parent/student academic interaction.

Our students are involved in the leadership and instructional committees to ensure that the College and Career Readiness Standards are met.

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

The final improvement plan is being communicated to all stakeholders through ECMS faculty meetings, grade level team meetings, publicly posting it on our school website, and the Annual Meeting of Title I Parents. The Annual Meeting of Title 1 Parents is held in the evening to allow working parents to attend. In addition to discussion led by the administration, a hard copy of the Improvement Plan is displayed at the meeting

It is available for public viewing in the Parent Resource Center, located at ECMS. All stakeholders are asked to review and to submit suggestions. Suggestions and comments may be e-mailed or placed in the Parent Suggestion Box at the stakeholder's convenience. All parents receive a copy of the School-Parent Compact. Parents are asked to review with their child, sign, and return to school.

# 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	.See Attachment	Test Data

## Evaluative Criteria and Rubrics

Overall Rating: 3.25

	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 have noticeably declined.	Level 3

## Areas of Notable Achievement

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

NOTE: Due to growth in areas of Math and Reading, the percent of students in the close category decreased.

5th Grade Reading - The Escambia County Middle School Grade 5 ACT Aspire report for Reading shows that 22% of the 5th graders exceeds the level of performance.

5th Grade Math - The Escambia County Middle School Grade 5 ACT Aspire report for Math shows that 14% of the 5th graders exceeds the level of performance.

6th Grade- The Escambia County Middle School Grade 6 ACT Aspire report for Reading shows that 25% of the 6th graders exceeds the level of performance.

6th Grade Math - The Escambia County Middle School Grade 6 ACT Aspire report for Math shows that 36% of the 6th graders exceeds the level of performance.

7th Grade Reading - The Escambia County Middle School Grade 7 ACT Aspire report for Reading shows that 25% of the 7th graders exceeds the level of performance.

7th Grade Math - The Escambia County Middle School Grade 7 ACT Aspire report for Math shows that 12% of the 7th graders exceeds the level of performance.

8th Grade Reading - The Escambia County Middle School Grade 8 ACT Aspire report for Reading shows that 37% of the 8th graders exceeds the level of performance.

8th Grade Math - The Escambia County Middle School Grade 8 ACT Aspire report for Math shows that 12% of the 8th graders exceeds the level of performance.

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

NOTE: Due to growth in areas of Math and Reading, the percent of students in the close category decreased.

5th Grade Reading - The Escambia County Middle School ACT Aspire Reading scores show that 27% of the 5th graders are close to meeting standards.

5th Grade Math - Escambia County Middle School ACT Aspire Math scores show that 75% of the 5th graders are close to meeting standards.

6th Grade Reading - The Escambia County Middle School Aspire Reading scores show that 29% of the 6th graders are close to meeting

standards.

6th Grade Math - The Escambia County Middle School Aspire Math scores show that 46% of the 6th graders are close to meeting standards.

7th Grade Reading - The Escambia County Middle School Aspire Reading scores show that 23% of the 7th graders are close to meeting standards.

7th Grade Math - The Escambia County Middle School Aspire Math scores show that 47% of the 7th graders are close to meeting standards.

8th Grade Reading - The Escambia County Middle School Aspire Reading scores show that 27% of the 8th graders are close to meeting standards.

8th Grade Math - The Escambia County Middle School Aspire Math scores show that 9% of the 8th graders are close to meeting standards.

In an effort to improve math skills, reading comprehension, vocabulary and promote the teaching of reading skills in all subject areas, teachers implemented instructional best practices that actively engaged students in order to promote student achievement.

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

ACT Aspire for the 2016-2017 school year indicated that 8th grade Reading is the overall highest performance at Escambia County Middle School with an 11% gain. 8th grade students scored 37% proficiency.

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

The African Americans students showed the highest increase in Math and Reading.

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

The achievement gap is closing between male and female students for Reading , Math, and Science.

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

Escambia County Middle School only uses the ACT Aspire data to report findings.

## Areas in Need of Improvement

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

5th Grade Math - The Escambia County Middle School Aspire Math scores show that 11% of the 5th graders are in need of support.

5th Grade Reading - The Escambia County Middle School Aspire Reading scores show that 51% of the 5th graders are in need of support.

5th Grade Science - The Escambia County Middle School Aspire Reading scores show that 56% of the 5th graders are in need of support.

6th Grade Math - The Escambia County Middle School Aspire Math scores show that 19% of the 6th graders are in need of support.

6th Grade Reading - The Escambia County Middle School Aspire Reading scores show that 45% of the 6th graders are in need of support .

6th Grade Science - The Escambia County Middle School Aspire Reading scores show that 50% of the 6th graders are in need of support.

7th Grade Math - The Escambia County Middle School Aspire Math scores show that 41% of the 7th graders are in need of support.

7th Grade Reading - The Escambia County Middle School Aspire Reading scores show that 27% of the 7th graders are in need of support

7th Grade Science - The Escambia County Middle School Aspire Reading scores show that 61% of the 7th graders are in need of support.

8th Grade Math - The Escambia County Middle School Aspire Math scores show that 52% of the 8th graders are in need of support.

8th Grade Reading - The Escambia County Middle School Aspire Reading scores show that 38% of the 8th graders are in need of support.

8th Grade Science - The Escambia County Middle School Aspire Reading scores show that 58% of the 8th graders are in need of support.

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

The data for the ACT Aspire Assessment reveals that Math is the negative trend for the students at Escambia County Middle School. The 7th grade scored 41% In Need of Support and the 8th grade scored 52% In Need of Support.

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

Data from the ACT Aspire Assessment reveals that the students at Escambia County Middle School are performing the lowest in that area of Reading. 5th graders showed the lowest level of performance on the ACT Aspire with 51% of students In Need of Support.



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

In math, all subgroups among 5th and 7th grade students show a trend towards decreasing performance.

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

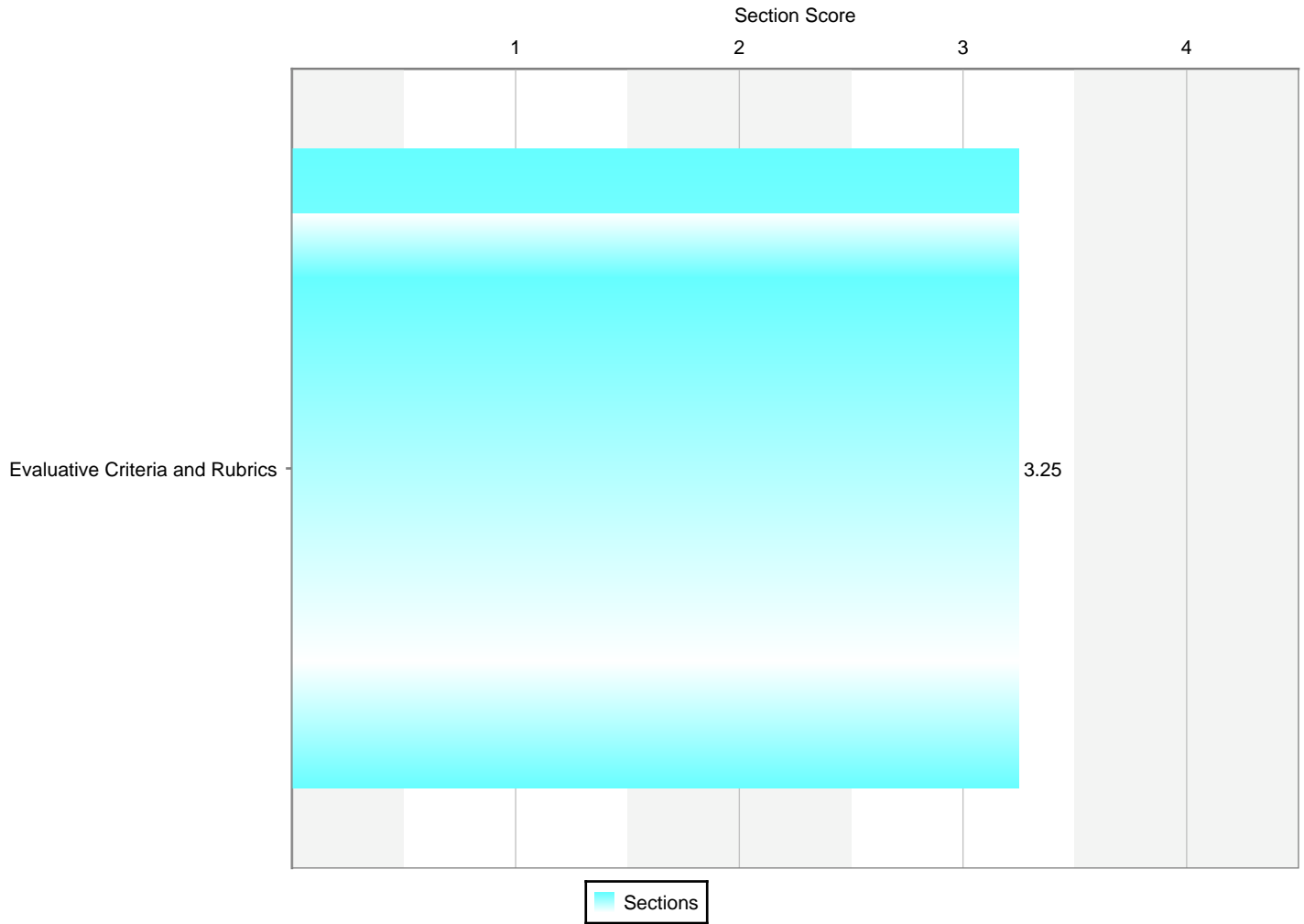
On a positive note, all gaps in reading and math are closing. However, the gap among African American and Caucasian males has been reduced tremendously in reading and math.

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

All data are consistent with findings from other data sources like Chalkable and STAR.

## Report Summary

### Scores By Section



# **2017-2018 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, EL, 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	See attachment	ECMS Instructional Leadership Team Signatures

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	See attachment	Assurance 2

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	See Attachment	Assurance 3

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	See Attachment	Parent and Family Engagement Plan

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	See Attachment	School Parent Compact with signature

# 2017-2018 Goals and Plans

## **Overview**

### **Plan Name**

2017-2018 Goals and Plans

### **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	Provide a safe and inviting learning environment.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$12000
2	Engage and empower teachers through quality professional development that aligns to CCRS.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$11000
3	Escambia County Middle School will achieve a cumulative daily attendance rate of 95%.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$2665
4	Develop proficient reading students.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$36000
5	Develop proficient math students.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$170250
6	Achieving English Language Proficiency	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0



## Goal 1: Provide a safe and inviting learning environment.

### Measurable Objective 1:

collaborate to decrease the number of referrals and student placement in OCS / out of school suspension by 05/25/2018 as measured by a decrease of 2% of these instances.

### Strategy 1:

Transition of Students - Students from Rachel Patterson and Huxford Elementary will be properly transitioned in to Escambia County Middle School. The 8th graders from Escambia County Middle School will be properly transitioned to Escambia County High School.

Category: Develop/Implement Student and School Culture Program

Research Cited: Middle School Matters: A Guide for Georgia Schools on Middle School Transition

Activity - Elementary Student Walkthrough	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 3rd grade students from Rachel Patterson will visit Escambia County Middle School for a walk through to tour the school. The students will be introduced to administrators and staff. The counselor will have a meeting with the students to discuss expectations and concerns of the students about middle school.	Other	08/09/2017	05/25/2018	\$0	District Funding	Counselor Administration
Activity - High School Transition Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The counselor from Escambia County High School will visit Escambia County Middle School to meet with 8th grade students concerning their four year plans. 8th Grade students from Escambia County Middle School will visit Escambia County High School to tour the school and meet the teachers and administrators.	Other	08/09/2017	05/25/2018	\$0	District Funding	Counselor Teachers Administration

### Strategy 2:

Consistency in School-Wide Procedures - Teachers and Administration will work to ensure consistency throughout the building for the purpose of decreasing student referrals.

Category: Develop/Implement Student and School Culture Program

Research Cited: Barnwell, P. (2013). Reducing student behavior problems: Notes from a high school teacher. Louisville, KY: Education Week.

Activity - School-Wide Discipline Plan/Safety Precautions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A school-wide discipline plan will be implemented by all staff. Administrators and teachers will supervise and actively manage student behavior throughout the school day. Classroom doors will remain locked throughout the school day. Students will not be permitted outside in the halls during instructional time without a signed hall pass. Visitors will be buzzed in by front office personnel. All visitors will be required to provide photo identification when requesting to check-out students, obtain student information, and/or meet with administrators and teachers. All visitors must be listed as parents or guardians in the student's contact information before conducting any school business. Visitors will be required to sign-in at the front office and obtain a visitor's pass before visiting teachers' classrooms. As an added safety measure, the resource officer will conduct daily walk throughs throughout the school day to ensure a positive and safe learning environment for all students.	Behavioral Support Program	08/09/2017	05/25/2018	\$0	No Funding Required	Administration Resource Officer Teachers
<b>Activity - Safety Training</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All teachers will be trained on the safety plan at the beginning of the school year. The resource officer will train all faculty and staff on Run, Hide, Fight in the event of an active shooter or intruder on campus. Follow-up training will be conducted by the safety committee, as needed.	Professional Learning	08/09/2017	05/25/2018	\$0	No Funding Required	Administration Teachers Staff Resource Officer
<b>Activity - Safety Drills</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Fire, severe weather, and lock-down drills will be conducted on a regular/monthly basis to prepare teachers, staff, and students in the event of a real emergency. All drills and training sessions will be recorded in the Nside program. Teachers will receive safety training and an overview of the safety plan at the beginning of the school year by the safety committee.	Policy and Process	08/09/2017	05/25/2018	\$0	No Funding Required	Administration Teachers Staff
<b>Activity - Behavior Intervention Program</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will utilize Insights to Behavior to create behavior intervention plans for students who are demonstrating adverse behaviors that affect their learning.	Behavioral Support Program	09/14/2017	05/25/2018	\$12000	District Funding	Administration Teachers

## Goal 2: Engage and empower teachers through quality professional development that aligns to CCRS.

### Measurable Objective 1:

collaborate to improve the quality of instruction by 05/25/2018 as measured by an increase in student achievement on the Scantron.

**Strategy 1:**

Instructional Support/Development - Teachers will participate in professional learning with a focus on rigor, Depth of Knowledge (DOK), questioning techniques, constructed response, complex texts, and instructional best strategies/practices.

Category: Develop/Implement Professional Learning and Support

Research Cited: Futterman, L. (2015). Beyond the classroom: Understanding rigor in the classroom. Miami, FL: Miami Herald.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in targeted professional development that is content specific. Consultants will be employed who will observe teachers, model lessons, and plan and debrief with teachers. Substitutes will be provided. Registration fees and travel reimbursements will be provided for teachers and administrators.	Professional Learning, Academic Support Program	08/09/2017	05/25/2018	\$11000	Title I Part A	Administration Consultants Teachers

Activity - Teacher Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All new/novice teachers will be supported through the teacher mentoring program. Mentoring surveys will be given out at the beginning, middle, and end of the year. Teachers will keep a mentoring log of meetings that will include lesson planning, grading assessment guidelines/strategies, resources, and questions.	Professional Learning	08/09/2017	05/25/2018	\$0	No Funding Required	Administration Teachers

### **Goal 3: Escambia County Middle School will achieve a cumulative daily attendance rate of 95%.**

**Measurable Objective 1:**

A 1% increase of All Students will demonstrate a behavior of increased attendance in Mathematics by 05/25/2018 as measured by end of the year cumulative daily attendance rates.

**Strategy 1:**

Monitoring Attendance - In an effort to use positive feedback to encourage students to attend school regularly, increase their academic skills, and increase potential for long term academic success, student attendance will be monitored on a regular basis.

Category: Develop/Implement Student and School Culture Program

Research Cited: GreatSchools Staff. (2016). Why attendance matters:How important is it for kids to be in school? School attendance is a baseline factor in determining student success.

Activity - Early Warning Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Escambia County Middle School

Teachers, attendance clerk, and/or administrators will contact and conference with parents of students who are identified through the district's Early Warning Intervention Programs.	Behavioral Support Program	08/09/2017	05/25/2018	\$0	No Funding Required	Teachers Attendance Clerk Administration
<b>Activity - Attendance Letters/Calls</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The attendance report will be monitored by the school's attendance clerk. The attendance clerk will notify parents by letter and/or phone about chronic absenteeism to avoid truancy court.	Behavioral Support Program	08/09/2017	05/25/2018	\$0	No Funding Required	Attendance Clerk
<b>Activity - Parent Conferences/Meetings</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Parents will be notified to attend parent/teacher conferences and school wide Parent and Family Engagement meetings concerning attendance. The Parent and Family Engagement meetings will educate parents on the importance of the home and school relationship. With the increased parent education and involvement, student attendance will increase.	Behavioral Support Program	08/09/2017	05/25/2018	\$2665	Title I Part A	Counselors Teachers Administration

**Goal 4: Develop proficient reading students.****Measurable Objective 1:**

5% of All Students will demonstrate a proficiency to meet the student's annual growth target in Reading by 05/25/2018 as measured by end of the year student performance on the Scantron assessment results.

**Strategy 1:**

Increase Student Achievement in Reading - A variety of activities will be implemented to increase student achievement on the Scantron.

Category: Develop/Implement Professional Learning and Support

Research Cited: Santa, C. (2000). Teaching all children to read: The roles of the reading specialist. Newark, DE: International Reading Association.

<b>Activity - Reading Consultant</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All 4th and 5th grade English/Language Arts (ELA) teachers will work directly with the reading consultant on content knowledge, quality reading instruction, and developing constructed response questions.	Professional Learning	08/09/2017	05/25/2018	\$0	No Funding Required	Administration Consultant Teachers
<b>Activity - Instructional Best Practices</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

Teachers will utilize instructional best practices in their classrooms to provide a variety of learning experiences for all types of learners. To support teachers in this initiative, materials, supplies, resources, and technology will be provided which includes, but are not limited to: computers, iPads, Chromebooks, test prep materials, ink, printers, copiers, and etc.	Direct Instruction	08/09/2017	05/25/2018	\$36000	Title I Part A	Administration Teachers
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## Goal 5: Develop proficient math students.

### Measurable Objective 1:

5% of All Students will demonstrate a proficiency to meet the student's annual growth target in Mathematics by 05/25/2018 as measured by end of the year student performance on the Scantron assessment results.

### Strategy 1:

Increase Student Achievement in Math - A variety of activities will be implemented to increase student achievement on the Scantron.

Category: Develop/Implement Learning Supports

Research Cited: Sadlier, W. (2017). Five math strategies for struggling students. New York, NY: Sadlier Connect.

Activity - Math Consultant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math and special education teachers will work directly with the math consultant on content knowledge and quality math instruction.	Professional Learning	08/09/2017	05/25/2018	\$35000	Title I Part A	Administration Consultant Teachers

Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided resources that support a quality math program. To support teachers in this initiative, materials, supplies, and technology will be provided which includes, but are not limited to computers, manipulatives, supplies, and math materials that are aligned with the CCSS, etc.	Direct Instruction	08/09/2017	05/25/2018	\$65250	Title I Part A	Administration Teachers

Activity - Extended Day Programs/STEM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended day tutoring (after school and summer school) will be available to all students who need assistance in reading and math. STEM will be provided after school at no charge to the students. During STEM, students will be involved in activities related to science, technology, engineering, and math. The following activities will also be offered: music, art, archery, fitness, and martial arts. Students will receive assistance with homework. Two counselors will be retained in the summer for no more than 5 days each to counsel at-risk students and conduct conferences with parents.	Academic Support Program	08/09/2017	05/25/2018	\$70000	Title I Part A	Administration Teachers Counselors

## Goal 6: Achieving English Language Proficiency

### Measurable Objective 1:

collaborate to address achievement gaps for EL students in English language proficiency by 05/25/2018 as measured by Access 2.0 scores, achievement on state assessments, and overall classroom performance..

### Strategy 1:

Targeted Instruction and Parental Involvement - Provide targeted instruction for EL students and keep parents informed of the student's progress.

Category: Develop/Implement Learning Supports

Activity - Ensure Academic Success for EL Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of EL students will provide classroom accommodations that facilitate comprehension during instruction and assessment. Teachers will provide the most appropriate instructional strategies based on the "Can Do" descriptors from the WIDA standards. They will differentiate instruction to meet the needs of the individual EL students.	Academic Support Program	08/09/2017	05/25/2018	\$0	No Funding Required	Teachers
Activity - Provide Information to Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will provide individual student academic achievement results and interpretation of the results to parents of English Learners (EL) in a language they can understand.	Parent Involvement	08/09/2017	05/25/2018	\$0	No Funding Required	Administration Teachers

## 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
Safety Training	All teachers will be trained on the safety plan at the beginning of the school year. The resource officer will train all faculty and staff on Run, Hide, Fight in the event of an active shooter or intruder on campus. Follow-up training will be conducted by the safety committee, as needed.	Professional Learning	08/09/2017	05/25/2018	\$0	Administration Teachers Staff Resource Officer
Early Warning Intervention	Teachers, attendance clerk, and/or administrators will contact and conference with parents of students who are identified through the district's Early Warning Intervention Programs.	Behavioral Support Program	08/09/2017	05/25/2018	\$0	Teachers Attendance Clerk Administration
Attendance Letters/Calls	The attendance report will be monitored by the school's attendance clerk. The attendance clerk will notify parents by letter and/or phone about chronic absenteeism to avoid truancy court.	Behavioral Support Program	08/09/2017	05/25/2018	\$0	Attendance Clerk
Ensure Academic Success for EL Students	Teachers of EL students will provide classroom accommodations that facilitate comprehension during instruction and assessment. Teachers will provide the most appropriate instructional strategies based on the "Can Do" descriptors from the WIDA standards. They will differentiate instruction to meet the needs of the individual EL students.	Academic Support Program	08/09/2017	05/25/2018	\$0	Teachers
Reading Consultant	All 4th and 5th grade English/Language Arts (ELA) teachers will work directly with the reading consultant on content knowledge, quality reading instruction, and developing constructed response questions.	Professional Learning	08/09/2017	05/25/2018	\$0	Administration Consultant Teachers

**ACIP**

Escambia County Middle School

School-Wide Discipline Plan/Safety Precautions	A school-wide discipline plan will be implemented by all staff. Administrators and teachers will supervise and actively manage student behavior throughout the school day. Classroom doors will remain locked throughout the school day. Students will not be permitted outside in the halls during instructional time without a signed hall pass. Visitors will be buzzed in by front office personnel. All visitors will be required to provide photo identification when requesting to check-out students, obtain student information, and/or meet with administrators and teachers. All visitors must be listed as parents or guardians in the student's contact information before conducting any school business. Visitors will be required to sign-in at the front office and obtain a visitor's pass before visiting teachers' classrooms. As an added safety measure, the resource officer will conduct daily walk throughs throughout the school day to ensure a positive and safe learning environment for all students.	Behavioral Support Program	08/09/2017	05/25/2018	\$0	Administration Resource Officer Teachers
Safety Drills	Fire, severe weather, and lock-down drills will be conducted on a regular/monthly basis to prepare teachers, staff, and students in the event of a real emergency. All drills and training sessions will be recorded in the Nside program. Teachers will receive safety training and an overview of the safety plan at the beginning of the school year by the safety committee.	Policy and Process	08/09/2017	05/25/2018	\$0	Administration Teachers Staff
Provide Information to Parents	The school will provide individual student academic achievement results and interpretation of the results to parents of English Learners (EL) in a language they can understand.	Parent Involvement	08/09/2017	05/25/2018	\$0	Administration Teachers
Teacher Mentoring	All new/novice teachers will be supported through the teacher mentoring program. Mentoring surveys will be given out at the beginning, middle, and end of the year. Teachers will keep a mentoring log of meetings that will include lesson planning, grading assessment guidelines/strategies, resources, and questions.	Professional Learning	08/09/2017	05/25/2018	\$0	Administration Teachers
<b>Total</b>					<b>\$0</b>	

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Elementary Student Walkthrough	The 3rd grade students from Rachel Patterson will visit Escambia County Middle School for a walk through to tour the school. The students will be introduced to administrators and staff. The counselor will have a meeting with the students to discuss expectations and concerns of the students about middle school.	Other	08/09/2017	05/25/2018	\$0	Counselor Administration



**ACIP**

Escambia County Middle School

High School Transition Activity	The counselor from Escambia County High School will visit Escambia County Middle School to meet with 8th grade students concerning their four year plans. 8th Grade students from Escambia County Middle School will visit Escambia County High School to tour the school and meet the teachers and administrators.	Other	08/09/2017	05/25/2018	\$0	Counselor Teachers Administration
Behavior Intervention Program	Staff will utilize Insights to Behavior to create behavior intervention plans for students who are demonstrating adverse behaviors that affect their learning.	Behavioral Support Program	09/14/2017	05/25/2018	\$12000	Administration Teachers
<b>Total</b>					<b>\$12000</b>	

**Title I Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	All teachers will participate in targeted professional development that is content specific. Consultants will be employed who will observe teachers, model lessons, and plan and debrief with teachers. Substitutes will be provided. Registration fees and travel reimbursements will be provided for teachers and administrators.	Professional Learning, Academic Support Program	08/09/2017	05/25/2018	\$11000	Administration Consultants Teachers
Instructional Best Practices	Teachers will utilize instructional best practices in their classrooms to provide a variety of learning experiences for all types of learners. To support teachers in this initiative, materials, supplies, resources, and technology will be provided which includes, but are not limited to: computers, iPads, Chromebooks, test prep materials, ink, printers, copiers, and etc.	Direct Instruction	08/09/2017	05/25/2018	\$36000	Administration Teachers
Instructional Best Practices	Teachers will be provided resources that support a quality math program. To support teachers in this initiative, materials, supplies, and technology will be provided which includes, but are not limited to computers, manipulatives, supplies, and math materials that are aligned with the CCSS, etc.	Direct Instruction	08/09/2017	05/25/2018	\$65250	Administration Teachers
Extended Day Programs/STEM	Extended day tutoring (after school and summer school) will be available to all students who need assistance in reading and math. STEM will be provided after school at no charge to the students. During STEM, students will be involved in activities related to science, technology, engineering, and math. The following activities will also be offered: music, art, archery, fitness, and martial arts. Students will receive assistance with homework. Two counselors will be retained in the summer for no more than 5 days each to counsel at-risk students and conduct conferences with parents.	Academic Support Program	08/09/2017	05/25/2018	\$70000	Administration Teachers Counselors
Math Consultant	All math and special education teachers will work directly with the math consultant on content knowledge and quality math instruction.	Professional Learning	08/09/2017	05/25/2018	\$35000	Administration Consultant Teachers

**ACIP**

Escambia County Middle School

Parent Conferences/Meetings	Parents will be notified to attend parent/teacher conferences and school wide Parent and Family Engagement meetings concerning attendance. The Parent and Family Engagement meetings will educate parents on the importance of the home and school relationship. With the increased parent education and involvement, student attendance will increase.	Behavioral Support Program	08/09/2017	05/25/2018	\$2665	Counselors Teachers Administration
<b>Total</b>					\$219915	

# **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?	No	See Attached	Parent Survey Results

## Evaluative Criteria and Rubrics

Overall Rating: 1.5

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

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

## Areas of Notable Achievement

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

Based on survey results, parents show overwhelmingly that they feel welcome at the school (100%) and the school encourages them to be involved in their child's education (93%).

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

Involvement in their child's education, knowing the school's academic goals, and encouragement to be involved in their child's education are all areas in which parent satisfaction is high.

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

klsd

## Areas in Need of Improvement

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

How parents are able to volunteer or how they can be involved in school planning committees show the lowest scores at 58% knowing how they are able to be involved.

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

ECMS could improve in providing parents the school's referral process for program to community services outside of the school? (Such services may be adult literacy programs, social services, health services, GED, adult career development, etc.)

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

ECMS will work to improve in the areas showed by the survey to have lower satisfaction or approval scores.

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

Data from previous parent surveys show similar trends in the following areas:

Need Improvement:

Even in prior surveys parents did not feel that our school communicates effectively about the school's goals and activities.

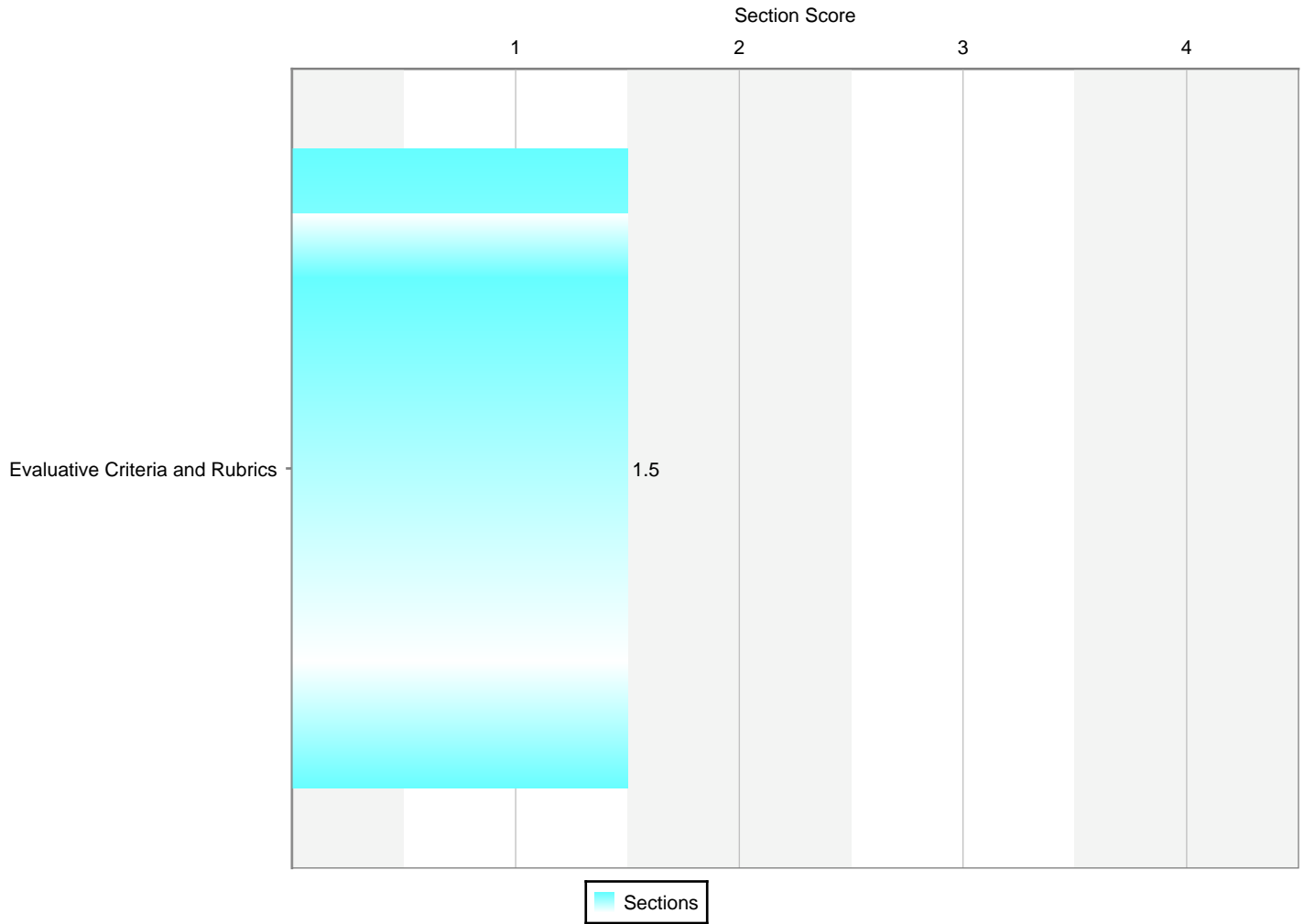
Areas of Achievement:

The school keeps parents informed about their child's progress and parents feel welcome at the school.



## Report Summary

### Scores By Section



# 2017-2018 Title I Schoolwide Diagnostic

## **Introduction**

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). 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 (Sec.1114(b)(6))**

### **How was the comprehensive needs assessment conducted?**

ECMS established a planning team. The team discussed the vision for reform and identified data sources to utilize for the needs assessment. They used surveys, data from grade level and departmental meetings to determine our needs. The team will analyze the data to determine the strengths, weakness, and areas of critical need.

### **What were the results of the comprehensive needs assessment?**

According to the comprehensive needs assessment teachers need more professional development training

### **What conclusions were drawn from the results?**

The results from the Comprehensive Needs Assessment indicated that teachers requested professional development in the area of Reading and Math. As indicated by the data 66% of the teachers requested professional development in the area of Reading. As indicated by the data 55% of the teachers requested assistance with professional Development in teaching Math.

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

1. Listen more to internal and external public
2. Revise curriculum vertically and horizontal to address student needs
3. Be more sensitive to the needs of children of poverty

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

The purpose of school goals is to examine multiple sources of data to identify the priority needs and direction for the school. The data helps monitor and assess the impact of programs, instructions, and other related student achievement. Data collection and analysis process in continual to ensure progress toward the school's objectives, goals, and mission.

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

The following data is reviewed: Comprehensive Needs Assessment Survey, Scranton Performance Test, Imagine Math, Big Universe, A+ data, benchmark tests, and exams are used to assess student needs

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

The Board of Education has put into place a policy that will remove all barriers for enrollment to students that are English as a second language, immigrant, migratory, homeless, and/or neglected delinquent. Procedures and guidelines are in place to address the needs of these special student populations. Students from any of these special populations are to be enrolled in schools even if they do not have the necessary paperwork in place. It would be the responsibility of the enrolling school to help the parents/guardians of these students to acquire all pertinent documentation, i.e. records of immunization, social security number, etc. Students cannot be denied enrollment in Escambia County School system because they have not established residential status as required for other students. The Escambia County School system has an EL plan that may be referred to concerning any issues pertaining to English language learning students. Migrant, immigrant, neglected / delinquent and homeless students will have access to the education and other services that all students have in the school that these students are enrolled. This includes appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all students are expected to meet. It will also be the responsibility of the enrolling school to ensure that these students are provided with appropriate services that address their special needs.

**Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))**

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

**Goal 1:**

Provide a safe and inviting learning environment.

**Measurable Objective 1:**

collaborate to decrease the number of referrals and student placement in OCS / out of school suspension by 05/25/2018 as measured by a decrease of 2% of these instances.

**Strategy1:**

Consistency in School-Wide Procedures - Teachers and Administration will work to ensure consistency throughout the building for the purpose of decreasing student referrals.

Category: Develop/Implement Student and School Culture Program

Research Cited: Barnwell, P. (2013). Reducing student behavior problems: Notes from a high school teacher. Louisville, KY: Education Week.

Activity - School-Wide Discipline Plan/Safety Precautions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school-wide discipline plan will be implemented by all staff. Administrators and teachers will supervise and actively manage student behavior throughout the school day. Classroom doors will remain locked throughout the school day. Students will not be permitted outside in the halls during instructional time without a signed hall pass. Visitors will be buzzed in by front office personnel. All visitors will be required to provide photo identification when requesting to check-out students, obtain student information, and/or meet with administrators and teachers. All visitors must be listed as parents or guardians in the student's contact information before conducting any school business. Visitors will be required to sign-in at the front office and obtain a visitor's pass before visiting teachers' classrooms. As an added safety measure, the resource officer will conduct daily walk throughs throughout the school day to ensure a positive and safe learning environment for all students.	Behavioral Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Administration Resource Officer Teachers

**Goal 2:**

Engage and empower teachers through quality professional development that aligns to CCRS.

**Measurable Objective 1:**

collaborate to improve the quality of instruction by 05/25/2018 as measured by an increase in student achievement on the Scantron.

**Strategy1:**

Instructional Support/Development - Teachers will participate in professional learning with a focus on rigor, Depth of Knowledge (DOK), questioning techniques, constructed response, complex texts, and instructional best strategies/practices.

Category: Develop/Implement Professional Learning and Support

Research Cited: Futterman, L. (2015). Beyond the classroom: Understanding rigor in the classroom. Miami, FL: Miami Herald.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in targeted professional development that is content specific. Consultants will be employed who will observe teachers, model lessons, and plan and debrief with teachers. Substitutes will be provided. Registration fees and travel reimbursements will be provided for teachers and administrators.	Academic Support Program Professional Learning	08/09/2017	05/25/2018	\$11000 - Title I Part A	Administration Consultants Teachers

**Goal 3:**

Escambia County Middle School will achieve a cumulative daily attendance rate of 95%.

**Measurable Objective 1:**

A 1% increase of All Students will demonstrate a behavior of increased attendance in Mathematics by 05/25/2018 as measured by end of the year cumulative daily attendance rates.

**Strategy1:**

Monitoring Attendance - In an effort to use positive feedback to encourage students to attend school regularly, increase their academic skills, and increase potential for long term academic success, student attendance will be monitored on a regular basis.

Category: Develop/Implement Student and School Culture Program

Research Cited: GreatSchools Staff. (2016). Why attendance matters:How important is it for kids to be in school? School attendance is a baseline factor in determining student success.

Activity - Parent Conferences/Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be notified to attend parent/teacher conferences and school wide Parent and Family Engagement meetings concerning attendance. The Parent and Family Engagement meetings will educate parents on the importance of the home and school relationship. With the increased parent education and involvement, student attendance will increase.	Behavioral Support Program	08/09/2017	05/25/2018	\$2665 - Title I Part A	Counselors Teachers Administration

Activity - Early Warning Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, attendance clerk, and/or administrators will contact and conference with parents of students who are identified through the district's Early Warning Intervention Programs.	Behavioral Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Teachers Attendance Clerk Administration

Activity - Attendance Letters/Calls	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The attendance report will be monitored by the school's attendance clerk. The attendance clerk will notify parents by letter and/or phone about chronic absenteeism to avoid truancy court.	Behavioral Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Attendance Clerk

**Goal 4:**

Develop proficient reading students.

**Measurable Objective 1:**

5% of All Students will demonstrate a proficiency to meet the student's annual growth target in Reading by 05/25/2018 as measured by end of the year student performance on the Scantron assessment results.

**Strategy1:**

Increase Student Achievement in Reading - A variety of activities will be implemented to increase student achievement on the Scantron.

Category: Develop/Implement Professional Learning and Support

Research Cited: Santa, C. (2000). Teaching all children to read: The roles of the reading specialist. Newark, DE: International Reading Association.

Activity - Reading Consultant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 4th and 5th grade English/Language Arts (ELA) teachers will work directly with the reading consultant on content knowledge, quality reading instruction, and developing constructed response questions.	Professional Learning	08/09/2017	05/25/2018	\$0 - No Funding Required	Administration Consultant Teachers

Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize instructional best practices in their classrooms to provide a variety of learning experiences for all types of learners. To support teachers in this initiative, materials, supplies, resources, and technology will be provided which includes, but are not limited to: computers, iPads, Chromebooks, test prep materials, ink, printers, copiers, and etc.	Direct Instruction	08/09/2017	05/25/2018	\$36000 - Title I Part A	Administration Teachers



**Goal 5:**

Develop proficient math students.

**Measurable Objective 1:**

5% of All Students will demonstrate a proficiency to meet the student's annual growth target in Mathematics by 05/25/2018 as measured by end of the year student performance on the Scantron assessment results.

**Strategy1:**

Increase Student Achievement in Math - A variety of activities will be implemented to increase student achievement on the Scantron.

Category: Develop/Implement Learning Supports

Research Cited: Sadlier, W. (2017). Five math strategies for struggling students. New York, NY: Sadlier Connect.

Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided resources that support a quality math program. To support teachers in this initiative, materials, supplies, and technology will be provided which includes, but are not limited to computers, manipulatives, supplies, and math materials that are aligned with the CCSS, etc.	Direct Instruction	08/09/2017	05/25/2018	\$65250 - Title I Part A	Administration Teachers

Activity - Math Consultant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math and special education teachers will work directly with the math consultant on content knowledge and quality math instruction.	Professional Learning	08/09/2017	05/25/2018	\$35000 - Title I Part A	Administration Consultant Teachers

Activity - Extended Day Programs/STEM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended day tutoring (after school and summer school) will be available to all students who need assistance in reading and math. STEM will be provided after school at no charge to the students. During STEM, students will be involved in activities related to science, technology, engineering, and math. The following activities will also be offered: music, art, archery, fitness, and martial arts. Students will receive assistance with homework. Two counselors will be retained in the summer for no more than 5 days each to counsel at-risk students and conduct conferences with parents.	Academic Support Program	08/09/2017	05/25/2018	\$70000 - Title I Part A	Administration Teachers Counselors

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and

**courses necessary to provide a well-rounded education.**

**Goal 1:**

Provide a safe and inviting learning environment.

**Measurable Objective 1:**

collaborate to decrease the number of referrals and student placement in OCS / out of school suspension by 05/25/2018 as measured by a decrease of 2% of these instances.

**Strategy1:**

Consistency in School-Wide Procedures - Teachers and Administration will work to ensure consistency throughout the building for the purpose of decreasing student referrals.

Category: Develop/Implement Student and School Culture Program

Research Cited: Barnwell, P. (2013). Reducing student behavior problems: Notes from a high school teacher. Louisville, KY: Education Week.

Activity - School-Wide Discipline Plan/Safety Precautions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school-wide discipline plan will be implemented by all staff. Administrators and teachers will supervise and actively manage student behavior throughout the school day. Classroom doors will remain locked throughout the school day. Students will not be permitted outside in the halls during instructional time without a signed hall pass. Visitors will be buzzed in by front office personnel. All visitors will be required to provide photo identification when requesting to check-out students, obtain student information, and/or meet with administrators and teachers. All visitors must be listed as parents or guardians in the student's contact information before conducting any school business. Visitors will be required to sign-in at the front office and obtain a visitor's pass before visiting teachers' classrooms. As an added safety measure, the resource officer will conduct daily walk throughs throughout the school day to ensure a positive and safe learning environment for all students.	Behavioral Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Administration Resource Officer Teachers

**Goal 2:**

Engage and empower teachers through quality professional development that aligns to CCRS.

**Measurable Objective 1:**

collaborate to improve the quality of instruction by 05/25/2018 as measured by an increase in student achievement on the Scantron.

**Strategy1:**

Instructional Support/Development - Teachers will participate in professional learning with a focus on rigor, Depth of Knowledge (DOK),

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questioning techniques, constructed response, complex texts, and instructional best strategies/practices.

Category: Develop/Implement Professional Learning and Support

Research Cited: Futterman, L. (2015). Beyond the classroom: Understanding rigor in the classroom. Miami, FL: Miami Herald.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in targeted professional development that is content specific. Consultants will be employed who will observe teachers, model lessons, and plan and debrief with teachers. Substitutes will be provided. Registration fees and travel reimbursements will be provided for teachers and administrators.	Academic Support Program Professional Learning	08/09/2017	05/25/2018	\$11000 - Title I Part A	Administration Consultants Teachers

**Goal 3:**

Escambia County Middle School will achieve a cumulative daily attendance rate of 95%.

**Measurable Objective 1:**

A 1% increase of All Students will demonstrate a behavior of increased attendance in Mathematics by 05/25/2018 as measured by end of the year cumulative daily attendance rates.

**Strategy1:**

Monitoring Attendance - In an effort to use positive feedback to encourage students to attend school regularly, increase their academic skills, and increase potential for long term academic success, student attendance will be monitored on a regular basis.

Category: Develop/Implement Student and School Culture Program

Research Cited: GreatSchools Staff. (2016). Why attendance matters:How important is it for kids to be in school? School attendance is a baseline factor in determining student success.

Activity - Early Warning Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, attendance clerk, and/or administrators will contact and conference with parents of students who are identified through the district's Early Warning Intervention Programs.	Behavioral Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Teachers Attendance Clerk Administration

Activity - Parent Conferences/Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be notified to attend parent/teacher conferences and school wide Parent and Family Engagement meetings concerning attendance. The Parent and Family Engagement meetings will educate parents on the importance of the home and school relationship. With the increased parent education and involvement, student attendance will increase.	Behavioral Support Program	08/09/2017	05/25/2018	\$2665 - Title I Part A	Counselors Teachers Administration

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Activity - Attendance Letters/Calls	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The attendance report will be monitored by the school's attendance clerk. The attendance clerk will notify parents by letter and/or phone about chronic absenteeism to avoid truancy court.	Behavioral Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Attendance Clerk

**Goal 4:**

Develop proficient reading students.

**Measurable Objective 1:**

5% of All Students will demonstrate a proficiency to meet the student's annual growth target in Reading by 05/25/2018 as measured by end of the year student performance on the Scantron assessment results.

**Strategy1:**

Increase Student Achievement in Reading - A variety of activities will be implemented to increase student achievement on the Scantron.

Category: Develop/Implement Professional Learning and Support

Research Cited: Santa, C. (2000). Teaching all children to read: The roles of the reading specialist. Newark, DE: International Reading Association.

Activity - Reading Consultant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 4th and 5th grade English/Language Arts (ELA) teachers will work directly with the reading consultant on content knowledge, quality reading instruction, and developing constructed response questions.	Professional Learning	08/09/2017	05/25/2018	\$0 - No Funding Required	Administration Consultant Teachers

Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize instructional best practices in their classrooms to provide a variety of learning experiences for all types of learners. To support teachers in this initiative, materials, supplies, resources, and technology will be provided which includes, but are not limited to: computers, iPads, Chromebooks, test prep materials, ink, printers, copiers, and etc.	Direct Instruction	08/09/2017	05/25/2018	\$36000 - Title I Part A	Administration Teachers

**Goal 5:**

Develop proficient math students.

**Measurable Objective 1:**

5% of All Students will demonstrate a proficiency to meet the student's annual growth target in Mathematics by 05/25/2018 as measured by end of the year student performance on the Scantron assessment results.

**Strategy1:**

Increase Student Achievement in Math - A variety of activities will be implemented to increase student achievement on the Scantron.

Category: Develop/Implement Learning Supports

Research Cited: Sadlier, W. (2017). Five math strategies for struggling students. New York, NY: Sadlier Connect.

Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided resources that support a quality math program. To support teachers in this initiative, materials, supplies, and technology will be provided which includes, but are not limited to computers, manipulatives, supplies, and math materials that are aligned with the CCSS, etc.	Direct Instruction	08/09/2017	05/25/2018	\$65250 - Title I Part A	Administration Teachers

Activity - Extended Day Programs/STEM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended day tutoring (after school and summer school) will be available to all students who need assistance in reading and math. STEM will be provided after school at no charge to the students. During STEM, students will be involved in activities related to science, technology, engineering, and math. The following activities will also be offered: music, art, archery, fitness, and martial arts. Students will receive assistance with homework. Two counselors will be retained in the summer for no more than 5 days each to counsel at-risk students and conduct conferences with parents.	Academic Support Program	08/09/2017	05/25/2018	\$70000 - Title I Part A	Administration Teachers Counselors

Activity - Math Consultant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math and special education teachers will work directly with the math consultant on content knowledge and quality math instruction.	Professional Learning	08/09/2017	05/25/2018	\$35000 - Title I Part A	Administration Consultant Teachers

**Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-**

**•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas**

**•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools**

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

**Goal 1:**

Provide a safe and inviting learning environment.

**Measurable Objective 1:**

collaborate to decrease the number of referrals and student placement in OCS / out of school suspension by 05/25/2018 as measured by a decrease of 2% of these instances.

**Strategy1:**

Consistency in School-Wide Procedures - Teachers and Administration will work to ensure consistency throughout the building for the purpose of decreasing student referrals.

Category: Develop/Implement Student and School Culture Program

Research Cited: Barnwell, P. (2013). Reducing student behavior problems: Notes from a high school teacher. Louisville, KY: Education Week.

Activity - School-Wide Discipline Plan/Safety Precautions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school-wide discipline plan will be implemented by all staff. Administrators and teachers will supervise and actively manage student behavior throughout the school day. Classroom doors will remain locked throughout the school day. Students will not be permitted outside in the halls during instructional time without a signed hall pass. Visitors will be buzzed in by front office personnel. All visitors will be required to provide photo identification when requesting to check-out students, obtain student information, and/or meet with administrators and teachers. All visitors must be listed as parents or guardians in the student's contact information before conducting any school business. Visitors will be required to sign-in at the front office and obtain a visitor's pass before visiting teachers' classrooms. As an added safety measure, the resource officer will conduct daily walk throughs throughout the school day to ensure a positive and safe learning environment for all students.	Behavioral Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Administration Resource Officer Teachers

Activity - Behavior Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will utilize Insights to Behavior to create behavior intervention plans for students who are demonstrating adverse behaviors that affect their learning.	Behavioral Support Program	09/14/2017	05/25/2018	\$12000 - District Funding	Administration Teachers

**Goal 2:**

SY 2017-2018

Escambia County Middle School will achieve a cumulative daily attendance rate of 95%.

**Measurable Objective 1:**

A 1% increase of All Students will demonstrate a behavior of increased attendance in Mathematics by 05/25/2018 as measured by end of the year cumulative daily attendance rates.

**Strategy1:**

Monitoring Attendance - In an effort to use positive feedback to encourage students to attend school regularly, increase their academic skills, and increase potential for long term academic success, student attendance will be monitored on a regular basis.

Category: Develop/Implement Student and School Culture Program

Research Cited: GreatSchools Staff. (2016). Why attendance matters:How important is it for kids to be in school? School attendance is a baseline factor in determining student success.

Activity - Early Warning Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, attendance clerk, and/or administrators will contact and conference with parents of students who are identified through the district's Early Warning Intervention Programs.	Behavioral Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Teachers Attendance Clerk Administration

Activity - Parent Conferences/Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be notified to attend parent/teacher conferences and school wide Parent and Family Engagement meetings concerning attendance. The Parent and Family Engagement meetings will educate parents on the importance of the home and school relationship. With the increased parent education and involvement, student attendance will increase.	Behavioral Support Program	08/09/2017	05/25/2018	\$2665 - Title I Part A	Counselors Teachers Administration

Activity - Attendance Letters/Calls	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The attendance report will be monitored by the school's attendance clerk. The attendance clerk will notify parents by letter and/or phone about chronic absenteeism to avoid truancy court.	Behavioral Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Attendance Clerk

**Goal 3:**

Develop proficient reading students.

**Measurable Objective 1:**

5% of All Students will demonstrate a proficiency to meet the student's annual growth target in Reading by 05/25/2018 as measured by end of the year student performance on the Scantron assessment results.

**Strategy1:**

Increase Student Achievement in Reading - A variety of activities will be implemented to increase student achievement on the Scantron.

Category: Develop/Implement Professional Learning and Support

Research Cited: Santa, C. (2000). Teaching all children to read: The roles of the reading specialist. Newark, DE: International Reading Association.

Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize instructional best practices in their classrooms to provide a variety of learning experiences for all types of learners. To support teachers in this initiative, materials, supplies, resources, and technology will be provided which includes, but are not limited to: computers, iPads, Chromebooks, test prep materials, ink, printers, copiers, and etc.	Direct Instruction	08/09/2017	05/25/2018	\$36000 - Title I Part A	Administration Teachers

Activity - Reading Consultant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 4th and 5th grade English/Language Arts (ELA) teachers will work directly with the reading consultant on content knowledge, quality reading instruction, and developing constructed response questions.	Professional Learning	08/09/2017	05/25/2018	\$0 - No Funding Required	Administration Consultant Teachers

**Goal 4:**

Develop proficient math students.

**Measurable Objective 1:**

5% of All Students will demonstrate a proficiency to meet the student's annual growth target in Mathematics by 05/25/2018 as measured by end of the year student performance on the Scantron assessment results.

**Strategy1:**

Increase Student Achievement in Math - A variety of activities will be implemented to increase student achievement on the Scantron.

Category: Develop/Implement Learning Supports

Research Cited: Sadlier, W. (2017). Five math strategies for struggling students. New York, NY: Sadlier Connect.

Activity - Math Consultant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math and special education teachers will work directly with the math consultant on content knowledge and quality math instruction.	Professional Learning	08/09/2017	05/25/2018	\$35000 - Title I Part A	Administration Consultant Teachers



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Activity - Extended Day Programs/STEM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended day tutoring (after school and summer school) will be available to all students who need assistance in reading and math. STEM will be provided after school at no charge to the students. During STEM, students will be involved in activities related to science, technology, engineering, and math. The following activities will also be offered: music, art, archery, fitness, and martial arts. Students will receive assistance with homework. Two counselors will be retained in the summer for no more than 5 days each to counsel at-risk students and conduct conferences with parents.	Academic Support Program	08/09/2017	05/25/2018	\$70000 - Title I Part A	Administration Teachers Counselors

Activity - Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided resources that support a quality math program. To support teachers in this initiative, materials, supplies, and technology will be provided which includes, but are not limited to computers, manipulatives, supplies, and math materials that are aligned with the CCSS, etc.	Direct Instruction	08/09/2017	05/25/2018	\$65250 - Title I Part A	Administration Teachers

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

Achieving English Language Proficiency

**Measurable Objective 1:**

collaborate to address achievement gaps for EL students in English language proficiency by 05/25/2018 as measured by Access 2.0 scores, achievement on state assessments, and overall classroom performance..

**Strategy1:**

Targeted Instruction and Parental Involvement - Provide targeted instruction for EL students and keep parents informed of the student's progress.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Provide Information to Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will provide individual student academic achievement results and interpretation of the results to parents of English Learners (EL) in a language they can understand.	Parent Involvement	08/09/2017	05/25/2018	\$0 - No Funding Required	Administration Teachers

Activity - Ensure Academic Success for EL Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of EL students will provide classroom accommodations that facilitate comprehension during instruction and assessment. Teachers will provide the most appropriate instructional strategies based on the "Can Do" descriptors from the WIDA standards. They will differentiate instruction to meet the needs of the individual EL students.	Academic Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Teachers

**Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.**

Escambia County Middle School will use any and all available resources to ensure that information and school reports that are sent home are written in a language that is appropriate for each parent to have a full understanding of its content. Parents with disabilities will be accommodated in every manner reasonable, and ECMS is a handicap-accessible building. Parents with limited English proficiency and/or migratory children and parents will be directed to the office of Federal Programs. The Trans ACT compliance and communication center is available on-line for the school to access any parent information needed in different languages. The ECTACO Any Language Translator will also be available by request for all schools to assist with parents who speak a language other than English. Every effort will be made to communicate with parents in their primary language.

Each child's parent will have access to all information on curriculum and assessments, through the Escambia County Middle School website, as well as the District's website. Additionally, the child's progress will be made known to parents periodically through one of the following ways: report cards, progress reports, parent-teacher conferences, and phone calls from the teachers and administrators. State assessment information is sent to parents after each testing.

Parents are encouraged to contact the school whenever they feel inclined to discuss whatever subject they feel important. Conferences with teachers or administrators can be scheduled quickly and easily where both parties may meet at a reasonable time that will work for both parents and school officials. All of the information sent out by Escambia County Middle School is provided to parents in a timely manner and is presented in a way easily understood by all.

English is the primary language of most students served by this school; the school will make every effort to ensure that, to the extent possible, all information sent home will be in a language and form understandable to parents. The Trans ACT compliance and communication center is available on-line for the school to access any parent information needed in different languages. The ECTACO Any Language Translator will also be available by request for all schools to assist with parents who speak a language other than English.

### Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

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	All instructional paraprofessionals meet the state requirements	

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	No	We have 6 teachers who are in the process of taking classes that will lead to a professional certificate.	

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

The principal works with the office of Human Resources to select highly qualified applicants.

## **Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))**

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

The teacher turnover rate for this school year was 20%.

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

The average experience level of key teaching and learning personnel is 5 years.

**If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).**

The turnover rate for Escambia County Middle School was 20%. In order to lower the turnover rate the ECMS has offered signing bonuses; job fairs; increased professional development for employees and added additional teaching units for 4th grade and Physical Education.

## **Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))**

### **Describe how data is used from academic assessments to determine professional development.**

In order to increase the percentage of students meeting or exceeding benchmark on the ACT Aspire all teachers will participate in professional development activities. Teachers will attend monthly data meetings and grade level meetings to review and discuss student assessment data as well as develop a plan of action to help non-mastery students. Constructed Response training and Content Knowledge Questioning Skills unwrapping the standards for ELA and Math, will be held throughout the 2017-2018 school year. New teachers will be introduced to and trained on how to integrate Common Core Performance Coach, Assessing Complex Text, Short Reads, and Vocabulary Workshop resources, into their daily lessons. These resources will also be used to guide intervention lessons. Technology training session will be offered as new technology is integrated into the classrooms. Teachers will be trained on Epson Bright Link, Chromebooks, Hoover Cams, Chalkable Study Center, Imagine Math, Big Universe and any other requested technology needs. All teachers will participate and implement Depth of Knowledge strategies and Great Educators to actively engage students and promote student achievement.

### **Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.**

All teachers will participate in monthly data meetings to review and discuss student assessment data as well as develop a plan of action to help non-mastery students. Constructed Response Training and Content Knowledge Questioning Skills unwrapping the standards, for ELA and Math, will be held throughout the 2017-2018 school year. New teachers will be introduced to and trained on how to integrate Common Core Performance Coach, Assessing Complex Text, Short Reads, and Vocabulary Workshop resources, into their daily lessons. These resources will also be used to guide intervention lessons.

Technology training session will be offered as new technology is integrated into the classrooms. Teachers will be trained on Epson Bright Link, Chromebooks, Hoover Cams, Chalkable Study Center, and any other requested technology needs. All teachers will participate and implement Depth of Knowledge strategies and Great Educators to actively engage students and promote student achievement. Teachers will meet throughout the school year to analyze assessment data (Stride Academy, Imagine Math, Big Universe, and informal teacher assessments) to establish flexible groups in the classroom. All teachers will meet quarterly to plan, review skills, and strategies and review student data. Escambia County Middle School sends out a welcome letter at the beginning of each school year explaining to parents how they can be involved in the revision of the school-wide plan and the School-Parent Compact.

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

Each novice teacher will be assigned a mentor (in house and district wide) to assist them with any problems or concerns that may arise throughout the school year. All new teachers will participate in monthly data meetings to review and discuss student assessment data as well as develop a plan of action to help non-mastery students. Novice teachers will meet quarterly to plan, review skills, and strategies and review student data. New teachers will meet monthly to analyze assessment data (Stride Academy, Imagine Math, A+, Global Scholar, Big Universe, and informal teacher assessments) to establish flexible groups in the classroom.

**Describe how all professional development is "sustained and ongoing."**

Professional Development for instructional practices and mentoring activities are maintained throughout the school year. Administrative walk troughs will be used to monitor progress and identify areas of need. The administrative staff will use Educator Effectiveness Rubrics to assess the needs of ECMS. The LEA also offers opportunities for teachers to further the development of CCRS implementation. Faculty, Department, Grade Level, Mentor, and Data Meetings are all avenues in which instruction is discussed and developed. The administration will also schedule off site professional development if the need arises.

### Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

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 and/or high school to college/work force.

**Goal 1:**

Provide a safe and inviting learning environment.

**Measurable Objective 1:**

collaborate to decrease the number of referrals and student placement in OCS / out of school suspension by 05/25/2018 as measured by a decrease of 2% of these instances.

**Strategy1:**

Transition of Students - Students from Rachel Patterson and Huxford Elementary will be properly transitioned in to Escambia County Middle School. The 8th graders from Escambia County Middle School will be properly transitioned to Escambia County High School.

Category: Develop/Implement Student and School Culture Program

Research Cited: Middle School Matters: A Guide for Georgia Schools on Middle School Transition

Activity - Elementary Student Walkthrough	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 3rd grade students from Rachel Patterson will visit Escambia County Middle School for a walk through to tour the school. The students will be introduced to administrators and staff. The counselor will have a meeting with the students to discuss expectations and concerns of the students about middle school.	Other	08/09/2017	05/25/2018	\$0 - District Funding	Counselor Administration

Activity - High School Transition Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor from Escambia County High School will visit Escambia County Middle School to meet with 8th grade students concerning their four year plans. 8th Grade students from Escambia County Middle School will visit Escambia County High School to tour the school and meet the teachers and administrators.	Other	08/09/2017	05/25/2018	\$0 - District Funding	Counselor Teachers Administration

**Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))****What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?**

Teachers at Escambia County Middle School are given the opportunity to provide their input into the decisions regarding the use of school based academic assessments in a variety of meetings. Teachers will attend Departmental Meetings throughout the school year to discuss any concerns and improvements about assessments. Teachers attend Data Meetings during their planning period to review student assessment data in order to modify instruction. District meetings will be held through out the year for teachers to collaborate concerning CCRS implementation and the assessment of standards. Faculty meetings are held periodically to discuss assessment and instructional issues.



## **Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))**

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

Test data is reviewed after each round of testing. These results are analyzed for strengths and weaknesses for individual students and specific populations. Students and/or groups who are identified as at-risk are targeted for specific instructional methods such as Response to Instruction (RTI), Extended Day Remedial Services, and/or Summer School.

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

Additional assistance is provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level by Differentiated Instruction provided by the academic teachers as well as extra learning opportunities. Therefore, throughout the school year tutoring is offered at Escambia County Middle School after the regular school day ends.

### **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.**

Throughout the school year tutoring is offered at Escambia County Middle School. Academic teachers voluntarily stay after school to provide tutoring to interested students. In addition, intensive tutoring is provided before and after school for Science, ELA, and Math.

### **Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.**

All students at Escambia County Middle School, including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, and special education, have access to all services and programs available including but not limited to free/reduced lunch, Title I Services, EL services, special education services, tutoring, counseling, etc. ECMS uses the Department of Human Resources, Department of Mental Health, Hope Place, Community Action, and various other community resources to provide students with necessary supplies such as clothing, food, and shelter. Parents are given a Home Language survey to complete. If a student is determined to be eligible for EL services an I-ELP is then written for that student and each year the student will be evaluated with the ACCESS/WIDA assessment.

Escambia County Middle 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. EL Parents will be provided information on all school meetings, parent notices, etc., in their native language using TransAct and ECPACO Any Language Translator. We will provide such other reasonable support for parental involvement activities as parents may request. ECMS makes every

effort to work with parents in meeting their requests as related to their involvement in their children's education.

Migrant, EL, special education, and homeless students are educated in the regular classroom with their peers. Special population students are provided the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. At this time, Escambia County Middle School has no migrant students. We also make other special accommodations as needed such as communicating with parents by phone and through home visits if necessary. Any questions and comments regarding EL students or parents with disabilities should be directed to the office of Federal Programs and the office of Special Education.

**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.**

Escambia County Middle School offers two Career and Technical Education classes, and these courses are offered to all students, including those with disabilities, economically disadvantaged, non-traditional families and EL families.

The classes are offered to seventh and eighth grade students. In these classes students will develop an awareness of careers in the technology area in which they are studying. Students will also relate their personal attitude to requirements of the career in which they are studying. By the end of the course students will have developed skills in the career in which they are studying. In the Business Technology class students are exposed to computer software programs. They will develop skills and an in-depth knowledge about Microsoft Office. Students will be exposed to keyboarding skills that are essential in today's work environment. Students will also develop an awareness of business finance.

ECMS coordinates and integrates parental involvement programs and activities with other federal programs. We have a parent resource center, the faculty and staff encourages and supports all parents to participate in the education of their children.

**Component 9: Coordination and Integration of Federal, State and Local Programs and Resources  
(Sec.1114(b)(V))**

**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.**

Escambia County Middle School coordinates and integrates Federal, State, and Local Funds which include:

1. Federal Title I
2. Federal Title II District Funds
3. Federal Title VI Funds
4. Escambia County Middle School General Fund

Title I Funds are used to retain two consultants. The consultants are retained for Math and ELA to provide sustained professional development throughout the year. The Title I funds are also used to provide instructional materials, equipment, and supplies. These funds are also used for professional development activities and extended learning programs. The district provides professional development for teachers and administrators using Title II funds. Title VI funds are used to purchase technology to enhance the educational process at Escambia County Middle School.

**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, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?**

The Character Education Program for the 4th, 5th, and 6th grade is coordinated through the Reading/ELA classes. Our counselor meets with the students once a month to provide lessons and activities concerning character education. The DARE program(sponsored by the AL Sheriff's Department) meets with each 5th grade class once a week for 12 weeks. The 7th and 8th grade character education program is coordinated through the History classes once a month to provide lessons and activities concerning character education. Escambia County Middle School celebrates Red Ribbon week the last week of October to support living a drug free life. Escambia County Middle School participates in the Child Nutrition Program. Escambia County Middle is partnered with Southwest Mental Health to provided services to our students.

**Component 10: Evaluation (Sec.1114(b)(3)):****How does the school evaluate the implementation of the schoolwide program?**

Escambia County Middle School's Leadership Team meets in the spring of each year to begin its Reflection/Projection process. Strategies and activities are evaluated for effectiveness based upon achievement data, administrator observations, teacher input, and survey data from parents. The team makes changes or adjustments to the plan and disseminates the information to all teachers for feedback. The team will meet a second time to make necessary changes based upon the feedback from the faculty. In the fall the team will meet to analyze state assessment data to ensure the goals are aligned to current academic needs.

**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?**

At the beginning of the school year teachers are given the test data to evaluate the results. Teachers are divided into subject areas to discuss the test data and look at the strengths and weaknesses of the students. The teachers then develop a plan of action to ensure the academic success of all students. Teachers meet vertically among grade levels to develop a plan of action to ensure the academic success of all students.

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

The school will determine whether the school wide program has been effective by reviewing progress monitoring records from tier 2 and tier 3 instruction as well as school and district assessment data. Administrator observation data will be used to determine that CIP activities have been implemented properly.

**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?**

Escambia County Middle School meets at least three times annually with the School Improvement Committee to determine the effectiveness and make revisions to the plan. As the plan is a working document, when a need arises, changes are made after consulting the school's leadership team, faculty, and staff. In May and again in August, the leadership team meets to make major changes to the plan.

# **2017-2018 Coordination of Resources - Comprehensive Budget**

## **Introduction**

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

### FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	29.14

Provide the number of classroom teachers.

29.14

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1305255.0

Total

1,305,255.00

### Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.0

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	77707.0

Total

77,707.00



### Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	1.0

Provide the number of Assistant Principals.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	61299.0

Total

61,299.00

### Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.5

Provide the number of Counselors.

1.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	78708.0

Total

78,708.00

### Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	53428.0

Total

53,428.00

### Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Administrators.

0.0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total

0.00

### Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0.0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total

0.00

### Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0.0

Label	Question	Value
3.	Provide the total of all funding for Technology.	7132.0

Total

7,132.00

### Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2624.0

Total

2,624.00

### EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0.0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total

0.00



### Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	14196.0

Total

14,196.00

### Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1043.0

Total

1,043.00

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**Title I**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	219915.0

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

Instructional Supplies \$60000

Instructional Equipment \$20000

Instructional Hardware \$55250

Purchased Services \$22000

Staff Development \$46000

Parenting \$2665

Guidance \$3000

Extended Day \$11000

**Title II**

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

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

District funded

**Title III**

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

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

N/A

**Title IV**

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

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

N/A

**Title V**

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

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

Allocations not yet available

### 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.**

District Funded



### 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.**

District Funded

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

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

District Funded

**Other**

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	150000.0

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

Salaries/Benefits \$82000

Substitutes/Other Compensation/Stipends \$9820

Student Educational Services \$22250

Accounting/Indirect Cost \$2950

Software Maintenance \$3595

Other Professional Services \$7450

Travel/Training/Registration \$3400

Transportation \$2000

Instructional Supplies/Technology/Other \$16535

### Local Funds

Label	Question	Value
1.	Provide the total	279176.0

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

5.86 Locally-Funded Units: \$279,176.00

Teachers - 4.36 - \$188,744.

Counselor - .50 - \$27,404.

Asst. Principal - 1.00 - \$60,426.

Instructional M&S: \$2,602.

# 2017-2018 Parent and Family Engagement

## **Introduction**

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

## Parent and Family Engagement

**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. (Sec. 1116(c)(1))**

Escambia County Middle School will hold an Annual Meeting of Title I Parents. Parents will be notified of the meeting through a flier sent home, the school's Facebook page and phone calls through the School CastSystem. Any parents unable to attend the annual meeting will have the option of obtaining information in the ECMS Parent Resource Center located in our Main Office.

**Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 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. (Sec. 1116(c)(2)(3))**

1. The Escambia County Middle School staff and leadership will hold meetings with regard to Title I program functions for parents throughout the year at flexible times. Notification for these meetings will always be through letters home, the school website, and use of the School CastSystem. The ECMS Parent Resource Center is also available each school day from 8:00 a.m. to 3:30 p.m, which allows parents access to all important school documentation, including Title I information.

2. ECMS will involve parents in the revision and evaluation of the Parent and Family Engagement Plan, the Title I Program, the ACIP and the School-Parent Compacts. In addition to invitation letters sent to all parents to participate in the Annual Title I meeting, specific parent representatives will be recruited to be on the Parental Involvement Committee and will be directly involved in the planning. Meetings will be scheduled with teachers, administrators and the Parent and Engagement Committee at designated times during the school year to review implementation of program goals. The Parent Resource Center will have copies of all important documents, as well as comments, suggestions, and dissatisfaction forms. Any forms turned in will be responded to in a timely manner.

3. Funds allocated for parent and engagement are used to support ECMS parents in the implementation of effective parental activities to improve student achievement and school performance, as well as resources to be sent home for parents. The remaining funds are utilized for the postage machine, by which all mailings are sent home

**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. (Sec. 1116(c)(4)(A)(B)(C))**

1. A first-day letter home, the Annual Meeting of Title I Parents, Facebook, and Parent/Teacher conferences will allow parents the opportunity to hear important information pertaining to Title I programs and their child's education. All of the information is also available at any time on SY 2017-2018

the school's website and in the Parent Resource Center.

2. Each child's parent will have access to all information on curriculum and assessments, through the Escambia County Middle School website, as well as the District's website. Additionally, the child's progress will be made known to parents periodically through one of the following ways: report cards, progress reports, parent-teacher conferences, and phone calls from the teachers and administrators. State assessment information is sent to parents after each testing.

3. Parents are encouraged to contact the school whenever they feel inclined to discuss whatever subject they feel important. Conferences with teachers or administrators can be scheduled quickly and easily where both parties may meet at a reasonable time that will work for both parents and school officials. All of the information sent out by Escambia County Middle School is provided to parents in a timely manner and is presented in a way easily understood by all.

**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). (Sec.1116(d))**

The School Compacts are revised in April of each year, along with the ACIP and Parent and Family Engagement Plan. Parents are always given an opportunity to provide input on the Compacts (as well as the other documents). All parents are encouraged to provide comments and feedback at any time through the school year either on-line or through the Parent Resource Center. Parent Compacts are sent home on the first nine weeks of school and returned by students with parent signatures. This document outlines the responsibilities that all parties will carry out to enable each student to achieve. Each teacher at ECMS has a digital copy of the Compact for every student in their classes. The school has two regularly scheduled parent-teacher conferences, one in the fall and the other in the spring. Compacts are discussed with parents at these meetings and at appointed parent-teacher conferences if the need arises.

**Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))**

Any parent wishing to voice dissatisfaction with the Continuous Improvement Plan has several avenues by which to do so. Notices sent home with students, as well as notices posted on the school website will make parents aware the plan is available for review. Parents have access to all school documents through the school's website and from the Parent Resource Center throughout the school year. At any time parents may request copies of these documents from the school directly. Comment forms, which provide an opportunity to express dissatisfaction, are provided. Parents may submit comments in a variety of ways: through forms in Parent Resource Center, on the website, in writing through their child or via email. All concerns will be addressed in a reasonable amount of time.

**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 ESSA Sec. 1116, requirements for building capacity and parental and family engagement).**

**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 Parent Resource Center (PRC) will be open every school day from 8:00 a.m. to 3:30 p.m. during parent meetings, parent teacher conferences and workshops. The PRC will be open before, during and after meeting times to accommodate parents. The PRC will provide materials for parents regarding a wide variety of resources, from literacy to state assessment requirements. Parents and students will have access to the resource center at the Atmore Central Office from 8 a.m. to 4:00 p.m. daily (after school and Saturdays as requested).

**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 ESSA Sec. 1116, 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)**

During the school year all staff members will be given opportunities to attend workshops on a variety of parental involvement topics. These opportunities will be at various times throughout the year, including faculty meetings, professional development days, and at times deemed necessary by the administration. Additional professional development will also be provided through the LEA if needed.

**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 ESSA Sec 1116, 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)**

Parents are informed of all existing school programs through the school website, the School Castsystem, Facebook and notices sent home. The Parent Resource Center (PRC), which provides important parent information regarding the education of their children, and information



regarding all other programs offered at ECMS. The PRC is open and available during regular school hours.

**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 ESSA Sec. 1116, 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)**

English is the primary language of most students served by this school; the school will make every effort to ensure that, to the extent possible, all information sent home will be in a language and form understandable to parents. The Trans ACT compliance and communication center is available on-line for the school to access any parent information needed in different languages. The ECTACO Any Language Translator will also be available by request for all schools to assist with parents who speak a language other than English.

**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 ESSA Sec. 1116, 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)**

The school shall provide reasonable support for parental involvement activities through telephone contacts (parent contact logs and School Castsystem), send notices home, Facebook and school's website. Opportunities for students to perform in a variety of ways are provided to encourage parental participation will also be used.

**Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))**

Escambia County Middle School will use any and all available resources to ensure that information and school reports that are sent home are written in a language that is appropriate for each parent to have a full understanding of its content. Parents with disabilities will be accommodated in every manner reasonable, and ECMS is a handicap-accessible building. Questions and concerns about students and

**ACIP**Escambia County Middle School

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parents with limited English proficiency and/or migratory children and parents will be directed to Sarah Watkins, Director of Federal Programs. The Trans ACT compliance and communication center is available on-line for the school to access any parent information needed in different languages. The ECTACO Any Language Translator will also be available by request for all schools to assist with parents who speak a language other than English. Every effort will be made to communicate with parents in their primary language. The LEA has an EL plan in place for students and parents.