ACIP

Pollard-McCall Junior High School

Escambia County Board of Education

Mr. Stewart Buddy Powell, Principal
3975 Old Highway 31
Brewton, AL 36426-8043

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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?

School Size:

Over the past three years, the student population of Pollard McCall Jr. High School has remained consistent between 235 and 261 students.Grades kindergarten through second grade are self-contained and students in grades third through eight have different content specific teachers to encompass the curriculum.

Community:

Pollard-McCall Junior High School has a rich history and has served the community of Pollard and the surrounding area since 1922.The community is very close and extremely supportive of Pollard-McCall Junior High, its faculty/staff, and students. Additionally, parents of students, community stakeholders and local residents have always supported extra curricular activities offered at the school such as basketball and volleyball.

Location:

Pollard-McCall Junior High School is a K-8 school in rural Escambia County Alabama near the city of Brewton, Al.

Changes In Last 3 Years:

In the last three years, we have continued to purchase technology for our students and teachers including Smart Boards, Document cameras, desk top computers, lap top computers, and tablets.

Student Demographics:

Pollard McCall Jr. High School has 49.8% of students receiving free or reduced lunches. PMJHS is s school-wide Title I school. The ethnic make-up of the student body at Pollard McCall Jr. High School is as follows: White-90.5%, Multi Race-2.1%, Black-1.3%, Not Specified (Hispanic)-4.9%, American Indian-1.3%.

Staff Demographics:

There are 18 full-time professional staff members and two part-time professional instructors. Aside from the academic content areas, there is a band teacher (shared with Flomaton High School), one physical education teacher, a part-time speech teacher, two special education teachers, one media specialist, one counselor, one principal.

Unique Features and Challenges:

Monthly parent meetings held at the school feature different grade levels of students performing various rehearsed programs such as plays, skits, or poems.Other planned activities are offered throughout the year to facilitate community and parental involvement including Red Ribbon Week, Harvest Festival, Grandparent's Day, Book Fair, Award Day, and Field Day. One challenge noted is that there are no after school facilities close to the school to prevent students from being "latch key" kids. However, Pollard-McCall Junior High School has been successful obtaining funds to facilitate an after school program the past nine years. This extension of the school day has been vital in developing student educational needs, fostering positive character education, and enriching artistic development. Pollard-McCall Junior High School is the hub of our small community which gives us great support throughout the school year.

School's Purpose

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

The Escambia County mission statement is to provide engaging and comprehensive instructional and co-curricular programs that will enable our students to graduate career and/or college ready Pollard-McCall Junior High School's mascot is the wolf. As part of the "wolf pack" students are continually encouraged and reminded to be respectful to themselves, others, and their school, responsible at all times, and aware of their actions. These ideals are stated in the school motto. Another value of the wolf pack is, "once a wolf, always a wolf." Each morning the school motto and pledge are read in unison on the intercom. This is part of the the school Character Education Plan. Additionally, a character trait is featured each week and addressed by selected school helpers each morning on the intercom. Homeroom teachers extend the weekly character trait for a minimum of ten minutes daily in the classroom. Pollard-McCall "wolves" are expected to exercise good character every day during school and throughout the community as representatives of the school. Planned activities continue to stress positive values throughout the school year such as Red Ribbon Week and Awards Day.

The school embodies its purpose for all students to graduate on time while being prepared for college or a career. This is done by the implementation of the academic program of the school by building a strong educational foundation in each student. High expectations are set for the students each year and teachers positively reinforce student achievement.

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.

State testing of students at Pollard-McCall Junior High School has been very successful in the past three years. Achievements include meeting our reading objective of 45% of students in grades third-eighth demonstrated proficiency of College and Career Reading Standards as measured by state assessments.Additionally, PMJHS has met an attendance of 95% each year. School safety has been updated by purchasing security cameras and locked doors in the office area in which visitors are 'buzzed in". Purchases made such as I-pads, Chrome Books, Mobis, Elmos, and smart boards have helped enrich instruction through the integration of technology. Pollard McCall Jr. High School has also been successful in student achievement at the county wide spelling bee. Several students have placed in the top three in the overall competition in the county. The overall Escambia County spelling bee is made up of not only the county schools, but also the city schools, private schools, and home school students. In 2016-2017, a PMJHS student won the county schools spelling bee contest. Students continue to succeed in earning the Superintendent's Reading Award. During the 2015-2016 school year 47.4% of students in grades K-6 received this award. In the past three years, PMJHS has also had a large percent of students receive the Be a Champion and Read Award which is sponsored by the Alabama Education Association. Over 90% of students in grades K-6 have received this award in the past three years. Also,during this time, Pollard McCall Jr. High School received recognition for the kindergarten and first grade classes working with the library media specialist to read books to choose the Camellia Book Award Winner for the K-1 division. The LMS and classes were recognized by the State Superintendent of Education. In the past three years, seventh and eighth grade students that have participated in our feeder high school marching band, have competed in band competition and received superior scores which is a result of the hard work and dedication. Additionally, in the 2014-2015 school year, students were assessed using the ACT Aspire. Several classes met or exceeded the benchmark. Classes that significantly stood out include 8th grade reading where 76% of the students met or exceeded the benchmark . In third grade, 79% of the students met or exceeded the benchmark and 81% of fourth grade students met or exceeded the benchmark. In science, fourth graders stood out with 62% of the students that met or exceeded the benchmark.ACT Aspire results for the 2016-2017 school year results indicated 100% of students in 6th math are proficient.

An area of improvement is technology.This is to be expected with the ever changing technology tools that have become available for educators. Special focus includes professional development for teachers in the area of technology use and implementation of the technology in the classroom. In addition, successful performance of students on state assessments will also be a main focus for improvement .Proper use of technology by students and implementation of software purchased such as IXL. An area of improvement for focus in the coming years is reading proficiency in grades 3-4 and 6. The spring 2017 ACT Aspire indicates our percentage of students in these grades scoring "Ready" or "Exceeds" in reading is the lowest area in our school.

Additional Information

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

Many updates to the school have been made. The teachers lounge has been completely renovated . New carpet has been installed in our second grade room.We are working toward implementing mobile commuter labs. By the end of the 2017-2018 school year our goal is to have seven in place throughout the school.The school lunchroom and kitchen were also renovated in summer 2016 and painted in the summer of 2017. All faculty and staff enjoy a duty free lunch each day.

At Pollard-McCall Junior High School we not only believe in instructing students academically, we challenge them to grow socially, morally and emotionally, so they become successful, well-rounded citizens. Activities are offered that encourage students to encompass their whole selves and address areas that are not measured through the state testing program. Some of these activities are listed below.

Project M.A.D.E. After-School Program

Pre- Kindergarten JumpStart Program

5th-8th Grade Band

Student of the Week in classrooms

Student of the Month reward

Perfect Attendance Pizza Party (per semester)

Pollard-McCall Junior High School Awards Day

Pollard-McCall Junior High School Field Day

Spelling Bee

Read Across America

Superintendent's Reading Award

Boys and Girl's Athletic Teams

Student volunteers to put the flags up and take them down in the afternoon

Student volunteers to keep messages current on the school marque

Counselor's Advisory Committee

Pollard-McCall Junior High School Welcoming Committee

Yearbook

Eighth Grade Play

Eighth Grade Transition Field Trip

Too Good For Drugs/Violence/DARE

Principal's Reading Award

Book-It Program

Accelerated Reader

Super-Fun Day (special education students compete in athletic events)

Active P.T.O.

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.

A school Continuous Improvement Plan team and a Technology Committee/Team was selected by the school administrator. Each member was informed during a faculty meeting that they would be assigned to serve on the team and made aware of the requirements.

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

The stakeholders who have participated in the development of the Continuous Improvement Plan include the school administrator (principal), classroom teachers, counselor, special education teacher, and library media specialist. The team is lead by the principal to ensure that information provided at principal meetings is shared with the team. Classroom teachers provide information regarding students' strengths/weaknesses. The counselor provides information regarding parental involvement. Special education teachers provide input on strategies for special needs populations. The instructional coach helps provide information regarding student achievement and student data. The library media specialist provides insight to technology information. However, all team members work together to create a plan most effective for PMJHS. Below is a list of the Pollard McCall Jr. High School Continuous Improvement Plan Team Members:

Stewart Powell--Principal

Rachael Knowles--Classroom Teacher

Amy Dullard--Classroom Teacher

Jennifer Hall--Counselor

Elizabeth Taylor--Special Education

Melanie Kent - Special Education

Sarah Anne Fountain--Library Media Specialist

Kristie Steele- Parent

Tracey Padgett- Parent

The stakeholders who have participated in the development of the school-wide Technology Plan include the school administrator (principal), classroom teachers, support staff, and library media specialist. The team is lead by the principal to ensure that information provided at principal meetings is shared with the team. Classroom teachers provide information regarding students' strengths/weaknesses. The support staff provide input on ways to provide assistance to students and teachers using the computer lab, mobile lab, iPads, etc. The library media specialist provides insight to technology information. However, all team members work together to create a plan most effective for PMJHS. Below is a list of the Pollard McCall Jr. High School Technology Team Members:

Stewart Powell--Principal

Rachael Knowles--Classroom Teacher

Tammy Findley--Classroom Teacher

Keith Nall--P.E. Teacher

Tammy Waguespack--Secretary/Bookkeeper

Vicki Stamper--Classroom Aide

Sarah Anne Fountain--Library Media Specialist

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 Continuous Improvement Plan will be shared on the school's website. Additionally, the library media center and school front office will have a hard copy for parents, community members, teachers, and visitors to view upon request. The Continuous Improvement Plan team will meet at scheduled times to discuss and work on the progress of the current plan.

The school-wide Technology Plan will be made available in the library media center. The technology team will meet at scheduled times to discuss and work on the progress of the current plan.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Data 2017-2018

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	**Response**	**Rating**
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	**Response**	**Rating**
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

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

	Statement or Question	**Response**	**Rating**
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

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

2014-2015

Students at PMJHS took the ACT Aspire for the first time during the 2013-2014 school year. One area scoring above the expected level of performance was third grade which had 83% of students scoring Ready. When comparing PMJHS students to other students in the nation, PMJHS students scored at least in the 54th percentile rank or higher on both reading and math.

2015-2016 Students at PMJHS took the ACT Aspire for the second time in 2014-2015. An area where students scored above the expected levels of performance include 3rd and 4th grade math. In 3rd grade 81% of students scored at or above the benchmark and in 4th grade math it was 79% that scored at or above the benchmark.

2016-2017

In spring 2016, 6th grade students scored at or above the benchmark in reading , 65.2 % proficient and 60.8% in math.

2016-2017

In spring 2017,100% of 6th grade students scored at or above benchmark in math as indicated on the ACT Aspire assessment.

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

2013-2014

One positive trend in performance across the school in reading is comprehension and Accelerated Reader participation. Another area that shows a positive trend in performance in math and reading is on STAR. On STAR math and reading, a majority of students usually test on or above grade level. The Alabama Science Assessment also showed a positive trend. 100% of seventh graders were proficient and 90% of fifth grades were proficient on the Alabama Science Assessment.

2014-2015

One area that shows a positive trend in performance is on the DIBELS Initial Sound Fluency Test. Students scored 75% at the beginning of the year (2013-2014) and scored 97% at the end of the school year. On the DIBELS Nonsense Word Fluency Test students in first grade increased their scores from 77% to 90%.

2015-2016

An area that shows a positive trend in performance is on the DIBELS.

2016-2017

DIBELS continues to show a positive trend.Sixty-three percent of second grade students scored at benchmark level on the Nonsense Word

Fluency Test.

2016-2017

In spring 2016, 6th grade students scored at or above the benchmark in reading , 65.2 % proficient and 60.8% in math.

2017-2018

In spring 2017, 6th grade students scored "Ready" or "Exceeds" levels, 100% proficient in Math on the ACT Aspire test.

Which area(s) indicate the overall highest performance?

2013-2014

The areas that indicate the overall highest performance in reading include comprehension and in math it is math computation.

2014-2015

On the ACT Aspire, third grade had the highest percentage of students scoring Ready (83%) in math and in reading seventh grade had the highest percentage of students scoring Ready (59%). ON DIBELS, the Letter Naming Fluency test had the largest gain in kindergarten which increased from 46% to 70%.

2015-2016

On the ACT Aspire, eighth grade reading (76%), third grade math (79%), and fourth grade math (81%) had the highest percentages of students that met or exceeded the benchmark. On DIBELS, the Letter Naming Fluency test had the largest gain in kindergarten which increased from 52% to 69%. .

2016-2017

On the spring 2016 ACT Aspire, students in grade 6 scored 60.8% proficient (Ready or Exceeds) on ACT Aspire in the area of math and 65.2% proficient (Ready or Exceeds) in the area of reading. Likewise students in grade 5 scored 51.6% proficient (Ready or Exceeds) in the area of math and 54.8% proficient (Ready or Exceeds) in the area of reading

2017-2018

In spring 2017, 6th grade students scored "Ready" or "Exceeds" levels, 100% proficient in math on the ACT Aspire test.

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

2014-2015

There are no subgroups within Pollard McCall Jr. High School.

2015-2016

There are no subgroups within Pollard McCall Jr. High School.

2016-2017

There are no subgroups within Pollard McCall Jr. High School.

2017-2018

There are no subgroups within Pollard McCall Jr. High School.

Between which subgroups is the achievement gap closing?

2013-2014

There are no subgroups within Pollard McCall Jr. High School.

2014-2015

There are no subgroups within Pollard McCall Jr. High School.

2015-2016

There are no subgroups within Pollard McCall Jr. High School.

2016-2017

There are no subgroups within Pollard McCall Jr. High School.

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

2014-2015

Other data sources are reviewed such as STAR reading and math,Global Scholar Achievement (9 week assessments), and the Explore Test. Students Oral Reading Fluency test in DIBELS is generally consistent with the estimated Oral Reading Fluency in the STAR assessment.

2015-2016

Other data sources are reviewed such as STAR reading and math and they are generally consistent with the findings from the ACT Aspire. Students Oral Reading Fluency test in DIBELS is generally consistent with the estimated Oral Reading Fluency in the STAR assessment.

2016-2017

Other data sources are reviewed such as STAR reading and math and they are generally consistent with the findings from the ACT Aspire.

Students Oral Reading Fluency test in DIBELS is generally consistent with the estimated Oral Reading Fluency in the STAR assessment. Teachers also progress monitor all students within each nine week grading period.

2017-2018

Other data sources are reviewed such as the Scantron Performance Series tests given three times per school year to students in grades 3-8. Subtests are reading and math. The science sub test is given to grades 5 and 7. Students in grades K-2 are progress monitored within each nine week grading period.This is consistent with the DIBELS Oral Reading Fluency Test and yields similar results.

Areas in Need of Improvement

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

2014-2015

Since 2013-2014 was the first year of the ACT Aspire state standardized test, the results are a benchmark for future administrations. Therefore, the expectations of the results were unsure.

2015-2016

Areas that performed below the expected level include seventh grade in reading, math and science on the ACT Aspire.

2016-2017

In spring 2016, eighth grade students scored 43.8% proficient in the area of math and 46.9% proficient in the area of reading on the ACT Aspire.

2017-2018

In spring 2017, students in grades 3-8 were administered the ACT Aspire assessment.Students were administered three sub tests math, reading, and science.The following areas were below the expected levels of performance.Third grade students scored 22% proficient in the area of reading, 25% in the area of math, and 32% in science.Fourth grade students scored 29% proficient in math. Fifth grade students scored 39% proficient in math.Sixth grade students scored 37% proficient in reading .

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

2013-2014

One negative trend in performance across the school in reading is making inferences and drawing conclusions, and writing in response to literature in multi-step response form. Another area that shows a negative trend in performance in math is multi-step problem solving in the middle grade and number sense in the lower elementary grades.

Since 2013-2014 was the first year of the ACT Aspire state standardized test, the results are a benchmark for future administrations. Therefore, we do not have a trend in the performance on this assessment. However, DIBELS data indicates that there has been a negative trend in second grade on the Oral Reading Fluency by having some students (although it is a low percentage), continue to score intensive level at the end of the year.

2015-2016

On the ACT Aspire fifth and seventh grades both scored less than 50% in all three areas: reading, math, and science. However, they were close. Scores are listed as follows: 5th Grade-reading (48%), math (39%), science (48%) and 7th grade-reading (47%), math (33%) and science (47%).
DIBELS data indicates that there has been a negative trend in second grade on the Oral Reading Fluency by having some students (although it is a low percentage), continue to score intensive level at the end of the year.

2016-2017

In spring 2016, third grade students continue to score 30% proficient in the area of reading and 37% in math on the ACT Aspire.

2017-2018

In spring 2017, third grade students continue to score low in the areas of reading and math.Results from the ACT Aspire test yielded a reading proficiency score of 22% and 25% in math.Fourth grade students scored 29% proficient in math.

Which area(s) indicate the overall lowest performance?

2013-2014

The areas that indicate the overall lowest performance in reading include writing and written response and in math it is multi-step problem solving questions.

2014-2015

On the ACT Aspire, fourth grade had the lowest percentage of students scoring Ready (15%) in math and in reading sixth grade had the lowest percentage of students scoring Ready (33%). On DIBELS, the Oral Reading Fluency test had students in second grade that remained on the intensive level at the end of the year.

2015-2016

On the ACT Aspire, fifth and seventh grade math scored the lowest percentage for students meeting the benchmark. On DIBELS, the Oral Reading Fluency test had students in second grade that remained on the intensive level at the end of the year.

2016-2017

In spring 2016, the lowest indicted area on ACT Aspire was 3rd - 5th grade reading.

2017-2018

The lowest performance on the ACT Aspire in spring 2017, was the 3rd grade with a proficiency score of 22% in reading, 25% in math, and 32% in science.

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

2013-2014

There are no subgroups within Pollard McCall Jr. High School.

2014-2015

There are no subgroups within Pollard McCall Jr. High School.

2015-2016

There are no subgroups within Pollard McCall Jr. High School.

2015-2016

There are no subgroups within Pollard McCall Jr. High School

2016-2017

There are no subgroups within Pollard McCall Jr. High School

2017-2018

There are no subgroups within Pollard-McCall Jr. High School

Between which subgroups is the achievement gap becoming greater?

2013-2014

There are no subgroups within Pollard McCall Jr. High School.

2014-2015

There are no subgroups within Pollard McCall Jr. High School.

2015-2016

There are no subgroups within Pollard McCall Jr. High School.

2016-2017

There are no subgroups within Pollard McCall Jr. High School.

2017-2018

There are no subgroups within Pollard-McCall Jr. High School

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

2013-2014

The areas of improvement in written responses and multi-step math problems are consistent with the student data found in STAR testing and Global Scholar testing.

2014-2015

Other data sources are reviewed such as STAR reading and math, Global Scholar Achievement (9 week assessments), and the Explore

Test. The Oral Reading Fluency test in DIBELS is generally consistent with the estimated Oral Reading Fluency in the STAR assessment.

2015-2016

Other data sources are reviewed such as STAR reading and math and the ACT Aspire Periodic Tests.The Oral Reading Fluency test in DIBELS is generally consistent with the estimated Oral Reading Fluency in the STAR assessment.

2016-2017

Other data sources are reviewed such as STAR reading and math and the ACT Aspire Periodic Tests. The Oral Reading Fluency Test in DIBELS is generally consistent with the estimated Oral Reading Fluency in the STAR assessment.

2017-2018

Other data sources are reviewed such as the Scantron Performance Series and the ACT Aspire (ending spring 2017). Students in grades K-2 are progress monitored during each nine week grading period and yield similar results to the DIBELS Oral Reading Fluency Test given three times during the school year.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics

2.5
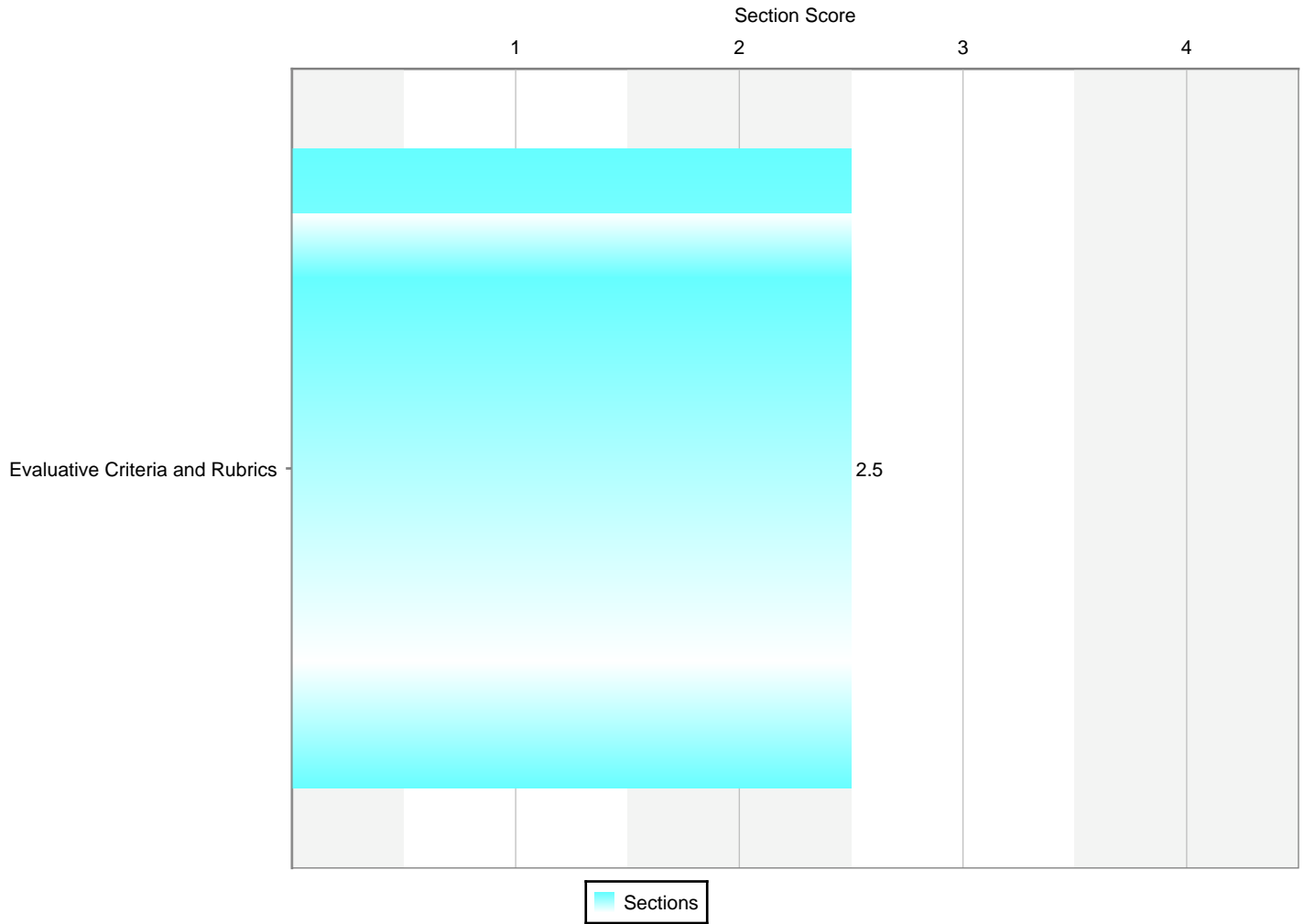
Sections

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		Assurance #1

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		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		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		Assurance #4

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		Assurance #5

2017-2018 ACIP

Overview

Plan Name

2017-2018 ACIP

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	Maintain a Positive and Safe Learning Evnironment	Objectives: 1 Strategies: 4 Activities: 8	Organizational	$19630
2	Achieving English Language Proficiency	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
3	Improve Students Proficiency in Math	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$17432
4	Improve student proficiency in Reading	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$18918

Goal 1: Maintain a Positive and Safe Learning Evnironment

Measurable Objective 1:

collaborate to maintain a positive and safe learning environment by 05/25/2018 as measured by discipline reports, PBS reports, parents' surveys, needs assessments, and safety inspections..

Strategy 1:

Transition - Assist students in transitioning from previous school to Pollard McCall Jr. High School and/or from Pollard McCall Jr. High School to the next school. This

will include preparing preschool children for entry into kindergarten and eighth grade students for entry into high school.

Research Cited: Easing the Transition from Pre-K to Kindergarten: What School and Families Can Do to Address Child Readiness. 2005. Southwest Educational

Development Library. Austin, TX.

Activity - Tour of the High School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
8th grade students will be provided a guided tour of Flomaton High School	Field Trip	08/09/2017	05/25/2018	$0	No Funding Required	Teachers, Counselor

Activity - Jumpstart Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Prospective students for kindergarten may attend a county Jumpstart Program at Pollard-McCall Junior High School.The guidance counselor will assist Jumpstart personnel with students transitioning to the school.	Academic Support Program	06/04/2018	06/28/2018	$3600	District Funding, Title I Part A	Principal, Jumpstart teachers, guidance counselor

Activity - Monthly Newsletters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Home and School Connection and Middle/Early Years newsletters will be sent home with students monthly to provide parenting skills and tips to promote working together for success..	Parent Involvement	08/09/2017	05/25/2018	$530	Title I Part A	Principal, staff and teachers

Activity - Classroom Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The copy machine will be provided for teachers to copy parent newsletters, classroom assignments, student homework, and any other needed materials for instruction and/or Parent and Family Engagement Activities.	Other - Copy machine	08/09/2017	05/25/2018	$3500	Title I Part A	Principal and all faculty and staff

Strategy 2:

Manage Student Behavior - Continue to use and implement Positive Behavior Strategies to manage students' behavior.

Research Cited: National PBIS Center. 2000. Alabama Positive Behavior Supports.

Activity - Character Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Character Education lessons are taught in the mornings by the counselor over the intercom system. These lessons relate to the character trait of the week. Teachers then follow up with classroom discussions. Also, the counselor goes into each classroom at least once a month and does additional character education lessons.	Behavioral Support Program	08/09/2017	05/25/2018	$0	No Funding Required	Principal, Counselor, Classroom Teachers

Activity - Insights to Behavior	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implements Insights to Behavior.Insights to Behavior will be used to create behavior intervention plans for students who are demonstrating adverse behavior that is affecting their learning.	Behavioral Support Program	08/09/2017	05/25/2018	$12000	District Funding	All Teachers, Guidance Counselor, Principal

Strategy 3:

School Safety - Students will be kept safe during the school day by securing the doors and other entrances to the school.

Research Cited: Handbook of School Violence and School Safety. Edited by Jimerson, Shane, Amanda Nickerson, Matthew Mayer, Michael Furlong. 2nd ed. 2012.

Activity - Secure Building and Classrooms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom doors will be secure by being locked during the school day. Doors that must remain unlocked for use of student traffic in and out of buildings will have the panic handle locked for easy lockdown and specific teachers will be assigned and given a key to engage the lock in case of an emergency. Additionally, doors to the front of the school and office will stay locked during the school day. Visitors must be buzzed in by office staff to enter the school.	Other	08/09/2017	05/25/2018	$0	No Funding Required	Principal, Teachers. Office Staff

Strategy 4:

Teacher Mentoring - Beginner teachers will be given support from an assigned master teacher.

Research Cited: Escambia County Mentoring Program Manual

Activity - Mentoring for Beginner Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginner teachers will be assigned a master teacher. The beginner teacher will schedule conferences with the master teacher. the master teacher will provide support as needed to the beginner teacher.	Other	08/09/2017	05/25/2018	$0	No Funding Required	Principal Mentoring Teachers, Beginner Teachers

Goal 2: 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 student progress.

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	All Teachers

Activity - Providing 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 in a language they can understand.	Academic Support Program	08/09/2017	05/25/2018	$0	No Funding Required	All Teachers and school administration

Goal 3: Improve Students Proficiency in Math

Measurable Objective 1:

collaborate to Improve students proficiency by 4% in math on Scantron Performance Series Assessment scores by 05/25/2018 as measured by spring 2018 Scantron results.

Strategy 1:

Student Engagement - Students will practice math skills using the IXL program on a weekly basis.

Research Cited: IXL is a research based online program proven to increase student proficiency in math.

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

Students will practice math skills using the IXL online program on Chromebooks during class. This program is also available for use at home. This is a researched based program that will identify students areas of strengths and weaknesses and prescribes an individualized program for improvement. The program is 100% correlated to Alabama math standards and provides a checklist to make sure all standards are covered. The principal and classroom teachers will monitor usage and performance to insure success.	Academic Support Program	08/09/2017	05/25/2018	$1532	Title I Part A	All Teachers, Guidance Counselor, Librarian, and Principal

Activity - After School Tutorial Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are invited to attend an after school tutorial to improve basic skills and help with homework completion. They are selected based on academic need.	Extra Curricular	11/06/2017	05/25/2018	$2483	Title I Part A	Principal and all staff

Activity - Technology Use	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Chrome books and Epson Bright link projectors will be purchased to increase student knowledge of technology and student engagement in the lesson.	Academic Support Program	08/09/2017	05/25/2018	$13417	Title I Part A, Title I Part A	Principal and all faculty and staff

Goal 4: Improve student proficiency in Reading

Measurable Objective 1:

collaborate to Improve student proficiency by 4% in Reading by 05/25/2018 as measured by spring 2018 Scantron Performance Series results.

Strategy 1:

Professional Development - Professional Development will be provided for all teachers.

Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional development on IXL. Teachers will use IXL daily to provide remediation and enrichment.	Academic Support Program	08/09/2017	05/25/2018	$1533	Title I Part A	Principal and all faculty and staff

Activity - Reading Motivation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Accelerated Reader program will be used to promote independent reading in grades K-6.	Academic Support Program	08/09/2017	05/25/2018	$1967	Title I Part A	Principal and all teachers

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

Chrome books and Epson Bright Link projectors will be purchased for use in the classroom to enhance student learning and increase student engagement in lessons.	Academic Support Program	08/09/2017	05/25/2018	$13418	Title I Part A, Title I Part A	Principal and all faculty and staff.

Activity - Professional Development and Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in data meetings and other professional development opportunities to increase our professional learning. Substitutes, travel, and registration will be paid as needed.	Professional Learning	08/09/2017	08/03/2018	$2000	Title I Part A	Principal,teachers and staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Jumpstart Program	Prospective students for kindergarten may attend a county Jumpstart Program at Pollard-McCall Junior High School.The guidance counselor will assist Jumpstart personnel with students transitioning to the school.	Academic Support Program	06/04/2018	06/28/2018	$0	Principal, Jumpstart teachers, guidance counselor
Insights to Behavior	Implements Insights to Behavior.Insights to Behavior will be used to create behavior intervention plans for students who are demonstrating adverse behavior that is affecting their learning.	Behavioral Support Program	08/09/2017	05/25/2018	$12000	All Teachers, Guidance Counselor, Principal
				Total	$12000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Use	Chrome books and Epson Bright link projectors will be purchased to increase student knowledge of technology and student engagement in the lesson.	Academic Support Program	08/09/2017	05/25/2018	$7147	Principal and all faculty and staff
Technology Use	Chrome books and Epson Bright Link projectors will be purchased for use in the classroom to enhance student learning and increase student engagement in lessons.	Academic Support Program	08/09/2017	05/25/2018	$7148	Principal and all faculty and staff.
Technology Use	Chrome books and Epson Bright Link projectors will be purchased for use in the classroom to enhance student learning and increase student engagement in lessons.	Academic Support Program	08/09/2017	05/25/2018	$6270	Principal and all faculty and staff.
IXL	Teachers will be provided professional development on IXL. Teachers will use IXL daily to provide remediation and enrichment.	Academic Support Program	08/09/2017	05/25/2018	$1533	Principal and all faculty and staff
After School Tutorial Program	Students are invited to attend an after school tutorial to improve basic skills and help with homework completion. They are selected based on academic need.	Extra Curricular	11/06/2017	05/25/2018	$2483	Principal and all staff
Professional Development and Data Meetings	Teachers will participate in data meetings and other professional development opportunities to increase our professional learning. Substitutes, travel, and registration will be paid as needed.	Professional Learning	08/09/2017	08/03/2018	$2000	Principal,teachers and staff

Reading Motivation	The Accelerated Reader program will be used to promote independent reading in grades K-6.	Academic Support Program	08/09/2017	05/25/2018	$1967	Principal and all teachers
Monthly Newsletters	Home and School Connection and Middle/Early Years newsletters will be sent home with students monthly to provide parenting skills and tips to promote working together for success..	Parent Involvement	08/09/2017	05/25/2018	$530	Principal, staff and teachers
Classroom Support	The copy machine will be provided for teachers to copy parent newsletters, classroom assignments, student homework, and any other needed materials for instruction and/or Parent and Family Engagement Activities.	Other - Copy machine	08/09/2017	05/25/2018	$3500	Principal and all faculty and staff
Jumpstart Program	Prospective students for kindergarten may attend a county Jumpstart Program at Pollard-McCall Junior High School.The guidance counselor will assist Jumpstart personnel with students transitioning to the school.	Academic Support Program	06/04/2018	06/28/2018	$3600	Principal, Jumpstart teachers, guidance counselor
IXL	Students will practice math skills using the IXL online program on Chromebooks during class. This program is also available for use at home. This is a researched based program that will identify students areas of strengths and weaknesses and prescribes an individualized program for improvement. The program is 100% correlated to Alabama math standards and provides a checklist to make sure all standards are covered. The principal and classroom teachers will monitor usage and performance to insure success.	Academic Support Program	08/09/2017	05/25/2018	$1532	All Teachers, Guidance Counselor, Librarian, and Principal
Technology Use	Chrome books and Epson Bright link projectors will be purchased to increase student knowledge of technology and student engagement in the lesson.	Academic Support Program	08/09/2017	05/25/2018	$6270	Principal and all faculty and staff
				Total	$43980	

No Funding Required

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

Secure Building and Classrooms	Classroom doors will be secure by being locked during the school day. Doors that must remain unlocked for use of student traffic in and out of buildings will have the panic handle locked for easy lockdown and specific teachers will be assigned and given a key to engage the lock in case of an emergency. Additionally, doors to the front of the school and office will stay locked during the school day. Visitors must be buzzed in by office staff to enter the school.	Other	08/09/2017	05/25/2018	$0	Principal, Teachers. Office Staff
Character Education	Character Education lessons are taught in the mornings by the counselor over the intercom system. These lessons relate to the character trait of the week. Teachers then follow up with classroom discussions. Also, the counselor goes into each classroom at least once a month and does additional character education lessons.	Behavioral Support Program	08/09/2017	05/25/2018	$0	Principal, Counselor, Classroom Teachers
Mentoring for Beginner Teachers	Beginner teachers will be assigned a master teacher. The beginner teacher will schedule conferences with the master teacher. the master teacher will provide support as needed to the beginner teacher.	Other	08/09/2017	05/25/2018	$0	Principal Mentoring Teachers, Beginner Teachers
Tour of the High School	8th grade students will be provided a guided tour of Flomaton High School	Field Trip	08/09/2017	05/25/2018	$0	Teachers, Counselor
Providing Information to Parents	The school will provide individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.	Academic Support Program	08/09/2017	05/25/2018	$0	All Teachers and school administration
				Total	$0	

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	Since Advance-ed Questionnaires were not distributed this year, the Stakeholder feedback data is derived from the Title I Parent Survey 2016-2017 which was opened on April 19, 2017 and closed on October 9, 2017. There were 23 respondents.	Title I Parent Surveyl 2017-2018

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Some required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.	Level 2

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

Areas of Notable Achievement

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

On the Title I Parent Survey 2016-2017, the respondents answered 100% yes in response to two questions indicating the highest level of approval or satisfaction among parents in these areas. One question asked if parents could reach their child's teacher to meet with them. All parents responded, "yes". The other question asked parents if they were encouraged by the school to be involved in their child's education.All parents responded, "yes". Additionally, the respondents scored a 95.65% when asked if they, (the parents) felt welcome in their child's school.

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

On the Title I Parent Survey 2014-2015,all but one parent responded, "yes" when asked if they feel welcome at school. This is very important to the Pollard-McCall Junior High School principal, faculty and staff as we always want parents to feel welcome at their child's school and work hard planning activities throughout the school year to invite parents to attend.

On the Title I Parent Survey activated on April 25, 2016 and closed September 19, 2016 the respondents answered 100% "yes" when asked if they feel welcome at their child's school .

On the Title I Parent Survey activated on April 19, 2017 and closed October 9, 2017 the respondents answered 95.65% "Yes" when asked if they feel welcome at their child's school.

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

The results of the Title I Parent Survey 2015-2016 and 2016-2017 are consistent with the findings of other stakeholder feedback sources including the Parent Visitation Day evaluation form.Additionally, parents and other visitors to Pollard-McCall Junior High School often verbally comment that they enjoy coming to events at the school and feel welcomed by faculty and staff.

Areas in Need of Improvement

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

On the Title I Parent Survey activated on April 25, 2016 and closed September 19, 2016 the lowest level of satisfaction or approval was in response to questions in which respondents answered 68.42% "yes" when asked if they have internet access at home and 57.89% responded "yes" when asked if they received the district's Parental Involvement Plan.

The overall lowest level of satisfaction or approval derived from the results of the Title I Parent Survey activated on April 19, 2017 and closed on October 9,2017 was in response to a question which asked, if the parent was aware of volunteer work they could do at the school.This question yielded a score of 60.87% .The next lowest score was 69.57% . This question asked the parent if they knew they could be involved in school planning/review committees.

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

The responses on the Title I Parent Survey activated on April 25, 2016 and closed on September 19, 2016 were overall very positive. However, a trend toward decreasing satisfaction seemed apparent when asked questions to parents about their knowledge of community services available to them outside of school or how to volunteer at the school.

The responses on the Title I Parent Survey activated on April 19, 2017 and closed on October 9, 2017 were overall positive. The same questions yielded similar responses from parents as did the Title I Parent Survey activated on April 25, 2016.

What are the implications for these stakeholder perceptions?

Pollard-McCall Junior High School faculty and staff are dedicated to communicating with our parents many ways about a variety of topics. We will continue to strive to make all our parents aware of volunteer opportunities especially new students and parents of younger students. Also, every effort is made to make our school parental involvement plan available at parent meetings, on the school web-site, and sent home every year. Additionally, every parent is invited to an Annual Meeting of the Title I parents at the beginning of the school year and during Parent Visitation Day.Finally, all parents are invited to become a member of the Pollard-McCall Instructional Leadership /Parental Involvement Committee each year to update the ACIP , School-Parent Compact, Parent Survey, among other documents.A welcome letter is sent home to each student the first day of school inviting parents to review all Title I documents for approval and to become a member of the school Leadership/Parental Involvement Committee.The same letter is also on the school website.

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

We did not have any other Stakeholder Feedback sources to compare such as surveys.However, we do receive parent feedback from the evaluation forms from Parent Visitation Day and verbal feedback from parents and the community.We make every effort to make parents aware of volunteer opportunities.Also, the school parental involvement plan is readily available at school, before parent meetings, and on the

web-site.

Report Summary

Scores By Section

Section Score
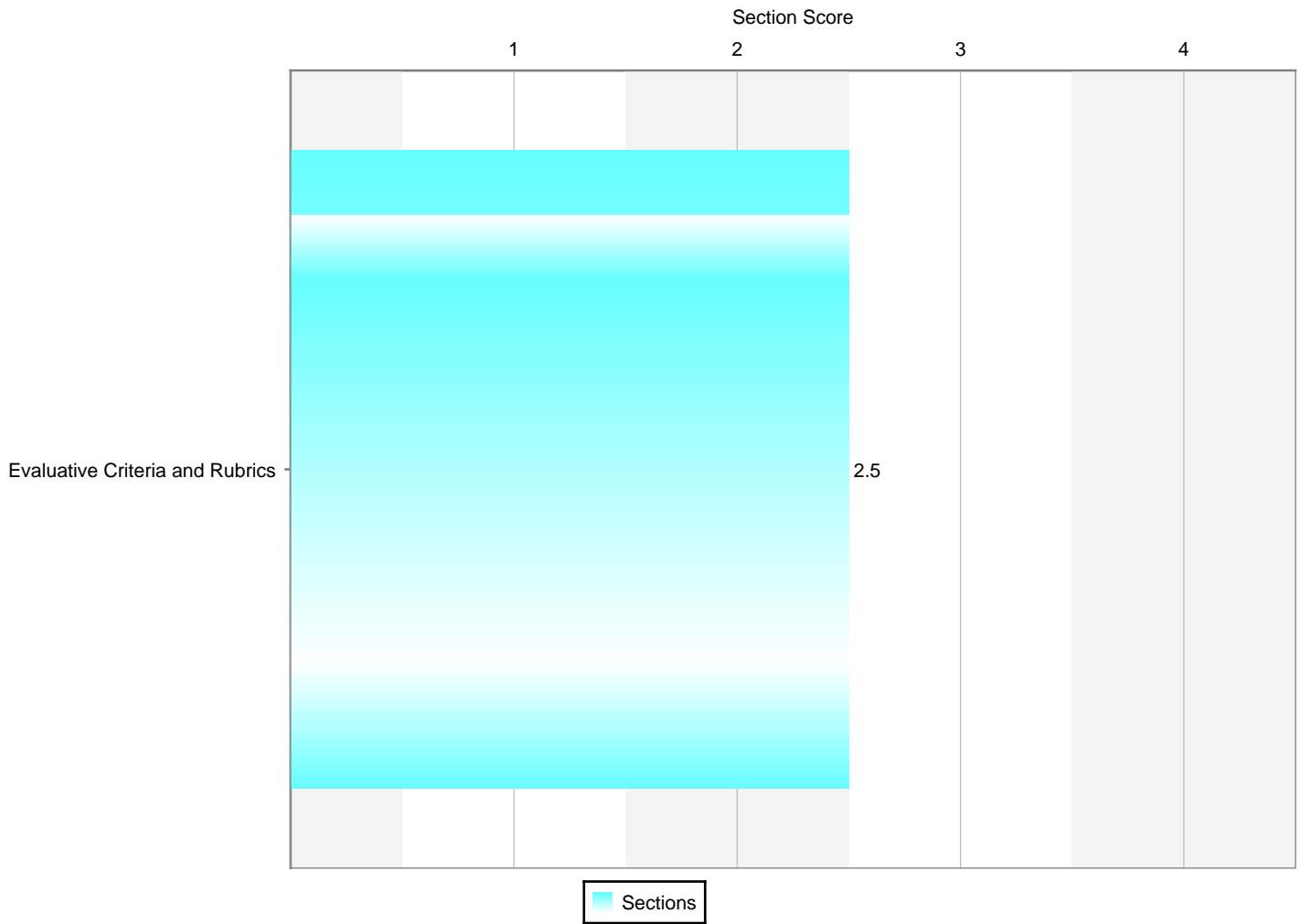
2017-2018 Title I Schoolwide Diagnostic

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?

An Instructional Leadership Team is established each year. Each year the school principal, counselor, and teachers will review the results from the standardized tests (ACT Aspire) as well as other data such as the DIBELS, Alabama Alternate Assessment, STAR Reading and Math and presently the Scantron Performance Series Reading,Science & Math. The information is used to evaluate the instructional program and amend it to accommodate students' needs. Information will be offered in an effort to assist parents in understanding how these performance/assessment standards impact their child's education. Other data reviewed include parent surveys, local needs assessments, attendance data, and discipline data. Results are compared to those of the previous years to determine the effectiveness of previous strategies and to assist with the planning for the current school year. Pollard McCall Jr. High School's Instructional Leadership Team is responsible for developing the ACIP. This team is composed of teachers from various grade levels, the principal, the counselor, students' parents, and the school library media specialist.The team meets to review and discuss the Continuous Improvement Plan and various issues.These members are responsible for providing information to other teachers. The committee works to gather and assess the previous school year's data to produce current revisions. Input is received from parents who serve on the Instructional Leadership Team, as well as from parents at the annual meeting, the Parent Advisory Committee Meetings, parent/teacher conferences, and individual conferences.

What were the results of the comprehensive needs assessment?

STAR Results
Data reviewed from the STAR Assessment Proficiency Report comparing target grade levels 3-5 in the area of Reading yielded a proficiency growth of 49% (baseline) given Reporting period 08/10/16- 10/07/16 to 57%   (Post Test) given Reporting period 12/05/16- 05/26/17. (+8%). Although this is a significant increase, we fell short of our goal of 10.6%. The IXL program was purchased to help all students increase proficiency scores.

The IXL usage report with date range August 10, 2016- June6, 2017 yielded the following results for targeted grades:
Total time spent on Math was 381 hr. 25 min. , Total problems attempted: 53,585, Total skills mastered 767
Total time spent on Lang. Arts was 321 hr. 34 min., Total problems attempted: 64,416, Total skills mastered 641

ACT Aspire Results
The ACT Aspire spring 2017 results revealed a range of 22% -47% proficiency rates in reading in grades 3rd, 4th, and 6th.Students in grades 5th, 7th, and 8th scored in a range of 52% -91% proficient in reading. Math proficiency scores ranged was from 25% - 52% for grades 3, 4, 5, 7, and 8. Students in 6th grade scored 100% proficient in math. Students in 3rd -5th grades scored a proficiency range in science of 32%-47%. Students in grades 6th - 8th scored a proficiency range of 52% -89% on the science sub test.

DIBELS Results
The DIBELS is administered to students in grades K-2 three times per year. In Kindergarten, Nonsense Word Fluency yielded a positive trend for school year 2017-2018. The percentage of students in Kindergarten scoring at the benchmark level improved from 32% (middle of the year) to 63% at the end of the year. First grade students improved on the Oral Reading Fluency test at benchmark level from 38% (middle of the year) to 56% at the end of the year .Finally, second grade students also improved on the Oral Reading Fluency test from 30% (

beginning of the year) to 52% at the end of the year.

What conclusions were drawn from the results?

Data results show our students are working hard and improvement is seen in the area of Reading, Science and Math especially in the upper grades. We believe our improvement plan is a good one and we will continue to make improvements However, reading and math proficiency for students in grades 3-5 still remains a concern.IXL usage remains a top priority in all classes.

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

Pollard-McCall Junior High School's annual parent survey results show that parents have an overall positive outlook on their children's education. Parents of students in kindergarten through eighth grade were asked twenty-six questions about Pollard-McCall Junior High School.The first question asked parents if they feel welcome at school. Respondents answered "yes" with a score of 95.65% .The second question inquired if the school encourages parents to be involved in their child's education. All of the responders ,100%, answered "yes" to this question. Other questions yielding a perfect score included questions about interpreting their child's test scores and their child's teacher reach ability.Many forms of communication including flyers and call cast informing parents of ways they can stay involved in their child's education. Three additional questions yielded a high score of 95.65% in the "yes" column when parents were asked if they recieved a copy of the School-Parent Compact and if they felt the teachers in the school were interested and cooperative when their child's academic progress is discussed. The lowest percentage of "yes" responses came when parents were asked if they knew about volunteer work available at school,60.87%, and how they can be involved in school planning/review committees, 69.57%. Overall, this was a very positive survey. The school houses technology tools such as IPads, chrome books. laptops,etc that have programs for Reading and Math, such as Accelerated Reader, Math Facts-In-A-Flash, A Plus, IXL , and Big Universe. Scantron Performance Series assessments are used to help determine instructional levels for Reading and Math and are given at a minimum of three times per year.Pollard-McCall Junior High School has a very low teacher turnover rate. During the 2016-2017 school year, one teacher left at the end of the school year.Student attendance data was evaluated and the results conclude that during the 2016-2017 school year the student absenteeism was relatively low.

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

Pollard McCall Jr. High School's goals are tied directly to the priority needs that are revealed and evident by our school's needs assessment.There are four main goals. They are tied to specifically to our needs academically,reading/math, English language proficiency and maintaining a positive and safe learning environment..

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

The ACIP goals portray a clear and detailed analysis of multiple types of data by including state assessments, local assessments, parent

surveys, discipline data, attendance data, and school needs. All of these were used by the Instructional Leadership Team in the development of the goals for the 2017-2018 school year.

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

Students from special populations (English Learners, immigrant, migratory, homeless, and or neglected delinquent) are to be enrolled in school even if they do not have the necessary paper work in place. It will be the responsibility of the enrolling school to help the parents/guardians of these students to acquire all pertinent documentation, ex. records of immunizations, social security number, etc. If a student does not have a social security number, the Business Operations Officer at the Brewton Office will be contacted and will assign the student a number for registration purposes. These students cannot be denied enrollment in a system because of the inability to establish residential status. The Escambia County School System has an EL plan that may be referred to concerning any issues pertaining to students classified as those with English as a second language. Migrant, immigrant, neglected/delinquent, and homeless students will have access to the education and other services that all students have in the school in which 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 as outlined in the Escambia County Board of Education Policy. Escambia County Schools Liaison for these special student populations is through the office of Federal Programs.

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:

Maintain a Positive and Safe Learning Evnironment

Measurable Objective 1:

collaborate to maintain a positive and safe learning environment by 05/25/2018 as measured by discipline reports, PBS reports, parents' surveys, needs assessments, and safety inspections..

Strategy1:

Transition - Assist students in transitioning from previous school to Pollard McCall Jr. High School and/or from Pollard McCall Jr. High School to the next school. This will include preparing preschool children for entry into kindergarten and eighth grade students for entry into high school.

Research Cited: Easing the Transition from Pre-K to Kindergarten: What School and Families Can Do to Address Child Readiness. 2005. Southwest Educational Development Library. Austin, TX.

Activity - Monthly Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Home and School Connection and Middle/Early Years newsletters will be sent home with students monthly to provide parenting skills and tips to promote working together for success..	Parent Involvement	08/09/2017	05/25/2018	$530 - Title I Part A	Principal, staff and teachers

Activity - Jumpstart Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prospective students for kindergarten may attend a county Jumpstart Program at Pollard-McCall Junior High School.The guidance counselor will assist Jumpstart personnel with students transitioning to the school.	Academic Support Program	06/04/2018	06/28/2018	$3600 - Title I Part A $0 - District Funding	Principal, Jumpstart teachers, guidance counselor

Activity - Tour of the High School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade students will be provided a guided tour of Flomaton High School	Field Trip	08/09/2017	05/25/2018	$0 - No Funding Required	Teachers, Counselor

Activity - Classroom Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The copy machine will be provided for teachers to copy parent newsletters, classroom assignments, student homework, and any other needed materials for instruction and/or Parent and Family Engagement Activities.	Other - Copy machine	08/09/2017	05/25/2018	$3500 - Title I Part A	Principal and all faculty and staff

Strategy2:

Teacher Mentoring - Beginner teachers will be given support from an assigned master teacher.

Research Cited: Escambia County Mentoring Program Manual

Activity - Mentoring for Beginner Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Beginner teachers will be assigned a master teacher. The beginner teacher will schedule conferences with the master teacher. the master teacher will provide support as needed to the beginner teacher.	Other	08/09/2017	05/25/2018	$0 - No Funding Required	Principal Mentoring Teachers, Beginner Teachers

Strategy3:

Manage Student Behavior - Continue to use and implement Positive Behavior Strategies to manage students' behavior.

Research Cited: National PBIS Center. 2000. Alabama Positive Behavior Supports.

Activity - Character Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Character Education lessons are taught in the mornings by the counselor over the intercom system. These lessons relate to the character trait of the week. Teachers then follow up with classroom discussions. Also, the counselor goes into each classroom at least once a month and does additional character education lessons.	Behavioral Support Program	08/09/2017	05/25/2018	$0 - No Funding Required	Principal, Counselor, Classroom Teachers

Activity - Insights to Behavior	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implements Insights to Behavior.Insights to Behavior will be used to create behavior intervention plans for students who are demonstrating adverse behavior that is affecting their learning.	Behavioral Support Program	08/09/2017	05/25/2018	$12000 - District Funding	All Teachers, Guidance Counselor, Principal

Strategy4:

School Safety - Students will be kept safe during the school day by securing the doors and other entrances to the school.

Research Cited: Handbook of School Violence and School Safety. Edited by Jimerson, Shane, Amanda Nickerson, Matthew Mayer, Michael

Furlong. 2nd ed. 2012.

Activity - Secure Building and Classrooms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom doors will be secure by being locked during the school day. Doors that must remain unlocked for use of student traffic in and out of buildings will have the panic handle locked for easy lockdown and specific teachers will be assigned and given a key to engage the lock in case of an emergency. Additionally, doors to the front of the school and office will stay locked during the school day. Visitors must be buzzed in by office staff to enter the school.	Other	08/09/2017	05/25/2018	$0 - No Funding Required	Principal, Teachers. Office Staff

Goal 2:

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 student progress.

Research Cited:

Activity - Providing 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 in a language they can understand.	Academic Support Program	08/09/2017	05/25/2018	$0 - No Funding Required	All Teachers and school administration

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	All Teachers

Goal 3:

Improve Students Proficiency in Math

Measurable Objective 1:

collaborate to Improve students proficiency by 4% in math on Scantron Performance Series Assessment scores by 05/25/2018 as measured by spring 2018 Scantron results.

Strategy1:

Student Engagement - Students will practice math skills using the IXL program on a weekly basis.

Research Cited: IXL is a research based online program proven to increase student proficiency in math.

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice math skills using the IXL online program on Chromebooks during class. This program is also available for use at home. This is a researched based program that will identify students areas of strengths and weaknesses and prescribes an individualized program for improvement. The program is 100% correlated to Alabama math standards and provides a checklist to make sure all standards are covered. The principal and classroom teachers will monitor usage and performance to insure success.	Academic Support Program	08/09/2017	05/25/2018	$1532 - Title I Part A	All Teachers, Guidance Counselor, Librarian, and Principal

Activity - After School Tutorial Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are invited to attend an after school tutorial to improve basic skills and help with homework completion. They are selected based on academic need.	Extra Curricular	11/06/2017	05/25/2018	$2483 - Title I Part A	Principal and all staff

Activity - Technology Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Chrome books and Epson Bright link projectors will be purchased to increase student knowledge of technology and student engagement in the lesson.	Academic Support Program	08/09/2017	05/25/2018	$6270 - Title I Part A $7147 - Title I Part A	Principal and all faculty and staff

Goal 4:

Improve student proficiency in Reading

Measurable Objective 1:

collaborate to Improve student proficiency by 4% in Reading by 05/25/2018 as measured by spring 2018 Scantron Performance Series results.

Strategy1:

Professional Development - Professional Development will be provided for all teachers.

Research Cited:

Activity - Professional Development and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in data meetings and other professional development opportunities to increase our professional learning. Substitutes, travel, and registration will be paid as needed.	Professional Learning	08/09/2017	08/03/2018	$2000 - Title I Part A	Principal,teachers and staff

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided professional development on IXL. Teachers will use IXL daily to provide remediation and enrichment.	Academic Support Program	08/09/2017	05/25/2018	$1533 - Title I Part A	Principal and all faculty and staff

Activity - Reading Motivation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Accelerated Reader program will be used to promote independent reading in grades K-6.	Academic Support Program	08/09/2017	05/25/2018	$1967 - Title I Part A	Principal and all teachers

Activity - Technology Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Chrome books and Epson Bright Link projectors will be purchased for use in the classroom to enhance student learning and increase student engagement in lessons.	Academic Support Program	08/09/2017	05/25/2018	$6270 - Title I Part A $7148 - Title I Part A	Principal and all faculty and staff.

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:

Maintain a Positive and Safe Learning Evnironment

Measurable Objective 1:

collaborate to maintain a positive and safe learning environment by 05/25/2018 as measured by discipline reports, PBS reports, parents' surveys, needs assessments, and safety inspections..

Strategy1:

School Safety - Students will be kept safe during the school day by securing the doors and other entrances to the school.

Research Cited: Handbook of School Violence and School Safety. Edited by Jimerson, Shane, Amanda Nickerson, Matthew Mayer, Michael Furlong. 2nd ed. 2012.

Activity - Secure Building and Classrooms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom doors will be secure by being locked during the school day. Doors that must remain unlocked for use of student traffic in and out of buildings will have the panic handle locked for easy lockdown and specific teachers will be assigned and given a key to engage the lock in case of an emergency. Additionally, doors to the front of the school and office will stay locked during the school day. Visitors must be buzzed in by office staff to enter the school.	Other	08/09/2017	05/25/2018	$0 - No Funding Required	Principal, Teachers. Office Staff

Strategy2:

Manage Student Behavior - Continue to use and implement Positive Behavior Strategies to manage students' behavior.

Research Cited: National PBIS Center. 2000. Alabama Positive Behavior Supports.

Activity - Character Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Character Education lessons are taught in the mornings by the counselor over the intercom system. These lessons relate to the character trait of the week. Teachers then follow up with classroom discussions. Also, the counselor goes into each classroom at least once a month and does additional character education lessons.	Behavioral Support Program	08/09/2017	05/25/2018	$0 - No Funding Required	Principal, Counselor, Classroom Teachers

Activity - Insights to Behavior	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implements Insights to Behavior.Insights to Behavior will be used to create behavior intervention plans for students who are demonstrating adverse behavior that is affecting their learning.	Behavioral Support Program	08/09/2017	05/25/2018	$12000 - District Funding	All Teachers, Guidance Counselor, Principal

Strategy3:

Transition - Assist students in transitioning from previous school to Pollard McCall Jr. High School and/or from Pollard McCall Jr. High School to the next school. This will include preparing preschool children for entry into kindergarten and eighth grade students for entry into high school.

Research Cited: Easing the Transition from Pre-K to Kindergarten: What School and Families Can Do to Address Child Readiness. 2005. Southwest Educational Development Library. Austin, TX.

Activity - Jumpstart Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prospective students for kindergarten may attend a county Jumpstart Program at Pollard-McCall Junior High School.The guidance counselor will assist Jumpstart personnel with students transitioning to the school.	Academic Support Program	06/04/2018	06/28/2018	$0 - District Funding $3600 - Title I Part A	Principal, Jumpstart teachers, guidance counselor

Activity - Tour of the High School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade students will be provided a guided tour of Flomaton High School	Field Trip	08/09/2017	05/25/2018	$0 - No Funding Required	Teachers, Counselor

Activity - Classroom Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The copy machine will be provided for teachers to copy parent newsletters, classroom assignments, student homework, and any other needed materials for instruction and/or Parent and Family Engagement Activities.	Other - Copy machine	08/09/2017	05/25/2018	$3500 - Title I Part A	Principal and all faculty and staff

Activity - Monthly Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Home and School Connection and Middle/Early Years newsletters will be sent home with students monthly to provide parenting skills and tips to promote working together for success..	Parent Involvement	08/09/2017	05/25/2018	$530 - Title I Part A	Principal, staff and teachers

Strategy4:

Teacher Mentoring - Beginner teachers will be given support from an assigned master teacher.

Research Cited: Escambia County Mentoring Program Manual

Activity - Mentoring for Beginner Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Beginner teachers will be assigned a master teacher. The beginner teacher will schedule conferences with the master teacher. the master teacher will provide support as needed to the beginner teacher.	Other	08/09/2017	05/25/2018	$0 - No Funding Required	Principal Mentoring Teachers, Beginner Teachers

Goal 2:

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 student progress.

Research Cited:

Activity - Providing 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 in a language they can understand.	Academic Support Program	08/09/2017	05/25/2018	$0 - No Funding Required	All Teachers and school administration

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	All Teachers

Goal 3:

Improve Students Proficiency in Math

Measurable Objective 1:

collaborate to Improve students proficiency by 4% in math on Scantron Performance Series Assessment scores by 05/25/2018 as measured by spring 2018 Scantron results.

Strategy1:

Student Engagement - Students will practice math skills using the IXL program on a weekly basis.

Research Cited: IXL is a research based online program proven to increase student proficiency in math.

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice math skills using the IXL online program on Chromebooks during class. This program is also available for use at home. This is a researched based program that will identify students areas of strengths and weaknesses and prescribes an individualized program for improvement. The program is 100% correlated to Alabama math standards and provides a checklist to make sure all standards are covered. The principal and classroom teachers will monitor usage and performance to insure success.	Academic Support Program	08/09/2017	05/25/2018	$1532 - Title I Part A	All Teachers, Guidance Counselor, Librarian, and Principal

Activity - After School Tutorial Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are invited to attend an after school tutorial to improve basic skills and help with homework completion. They are selected based on academic need.	Extra Curricular	11/06/2017	05/25/2018	$2483 - Title I Part A	Principal and all staff

Activity - Technology Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Chrome books and Epson Bright link projectors will be purchased to increase student knowledge of technology and student engagement in the lesson.	Academic Support Program	08/09/2017	05/25/2018	$6270 - Title I Part A $7147 - Title I Part A	Principal and all faculty and staff

Goal 4:

Improve student proficiency in Reading

Measurable Objective 1:

collaborate to Improve student proficiency by 4% in Reading by 05/25/2018 as measured by spring 2018 Scantron Performance Series results.

Strategy1:

Professional Development - Professional Development will be provided for all teachers.

Research Cited:

Activity - Professional Development and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in data meetings and other professional development opportunities to increase our professional learning. Substitutes, travel, and registration will be paid as needed.	Professional Learning	08/09/2017	08/03/2018	$2000 - Title I Part A	Principal,teachers and staff

Activity - Reading Motivation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Accelerated Reader program will be used to promote independent reading in grades K-6.	Academic Support Program	08/09/2017	05/25/2018	$1967 - Title I Part A	Principal and all teachers

Activity - Technology Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Chrome books and Epson Bright Link projectors will be purchased for use in the classroom to enhance student learning and increase student engagement in lessons.	Academic Support Program	08/09/2017	05/25/2018	$7148 - Title I Part A $6270 - Title I Part A	Principal and all faculty and staff.

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided professional development on IXL. Teachers will use IXL daily to provide remediation and enrichment.	Academic Support Program	08/09/2017	05/25/2018	$1533 - Title I Part A	Principal and all faculty and staff

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:

Maintain a Positive and Safe Learning Evninroment

Measurable Objective 1:

collaborate to maintain a positive and safe learning environment by 05/25/2018 as measured by discipline reports, PBS reports, parents' surveys, needs assessments, and safety inspections..

Strategy1:

Manage Student Behavior - Continue to use and implement Positive Behavior Strategies to manage students' behavior.

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Character Education lessons are taught in the mornings by the counselor over the intercom system. These lessons relate to the character trait of the week. Teachers then follow up with classroom discussions. Also, the counselor goes into each classroom at least once a month and does additional character education lessons.	Behavioral Support Program	08/09/2017	05/25/2018	$0 - No Funding Required	Principal, Counselor, Classroom Teachers

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Implements Insights to Behavior.Insights to Behavior will be used to create behavior intervention plans for students who are demonstrating adverse behavior that is affecting their learning.	Behavioral Support Program	08/09/2017	05/25/2018	$12000 - District Funding	All Teachers, Guidance Counselor, Principal

Strategy2:

School Safety - Students will be kept safe during the school day by securing the doors and other entrances to the school.

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Strategy3:

Teacher Mentoring - Beginner teachers will be given support from an assigned master teacher.

Research Cited: Escambia County Mentoring Program Manual

Activity - Mentoring for Beginner Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Beginner teachers will be assigned a master teacher. The beginner teacher will schedule conferences with the master teacher. the master teacher will provide support as needed to the beginner teacher.	Other	08/09/2017	05/25/2018	$0 - No Funding Required	Principal Mentoring Teachers, Beginner Teachers

Strategy4:

Transition - Assist students in transitioning from previous school to Pollard McCall Jr. High School and/or from Pollard McCall Jr. High School

to the next school. This will include preparing preschool children for entry into kindergarten and eighth grade students for entry into high

school.

Research Cited: Easing the Transition from Pre-K to Kindergarten: What School and Families Can Do to Address Child Readiness. 2005.

Southwest Educational Development Library. Austin, TX.

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The copy machine will be provided for teachers to copy parent newsletters, classroom assignments, student homework, and any other needed materials for instruction and/or Parent and Family Engagement Activities.	Other - Copy machine	08/09/2017	05/25/2018	$3500 - Title I Part A	Principal and all faculty and staff

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Prospective students for kindergarten may attend a county Jumpstart Program at Pollard-McCall Junior High School.The guidance counselor will assist Jumpstart personnel with students transitioning to the school.	Academic Support Program	06/04/2018	06/28/2018	$0 - District Funding $3600 - Title I Part A	Principal, Jumpstart teachers, guidance counselor

Activity - Monthly Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Home and School Connection and Middle/Early Years newsletters will be sent home with students monthly to provide parenting skills and tips to promote working together for success..	Parent Involvement	08/09/2017	05/25/2018	$530 - Title I Part A	Principal, staff and teachers

Activity - Tour of the High School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade students will be provided a guided tour of Flomaton High School	Field Trip	08/09/2017	05/25/2018	$0 - No Funding Required	Teachers, Counselor

Goal 2:

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 student progress.

Research Cited:

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	All Teachers

Activity - Providing 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 in a language they can understand.	Academic Support Program	08/09/2017	05/25/2018	$0 - No Funding Required	All Teachers and school administration

Goal 3:

Improve Students Proficiency in Math

Measurable Objective 1:

collaborate to Improve students proficiency by 4% in math on Scantron Performance Series Assessment scores by 05/25/2018 as measured by spring 2018 Scantron results.

Strategy1:

Student Engagement - Students will practice math skills using the IXL program on a weekly basis.

Research Cited: IXL is a research based online program proven to increase student proficiency in math.

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will practice math skills using the IXL online program on Chromebooks during class. This program is also available for use at home. This is a researched based program that will identify students areas of strengths and weaknesses and prescribes an individualized program for improvement. The program is 100% correlated to Alabama math standards and provides a checklist to make sure all standards are covered. The principal and classroom teachers will monitor usage and performance to insure success.	Academic Support Program	08/09/2017	05/25/2018	$1532 - Title I Part A	All Teachers, Guidance Counselor, Librarian, and Principal

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Students are invited to attend an after school tutorial to improve basic skills and help with homework completion. They are selected based on academic need.	Extra Curricular	11/06/2017	05/25/2018	$2483 - Title I Part A	Principal and all staff

Activity - Technology Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Chrome books and Epson Bright link projectors will be purchased to increase student knowledge of technology and student engagement in the lesson.	Academic Support Program	08/09/2017	05/25/2018	$6270 - Title I Part A $7147 - Title I Part A	Principal and all faculty and staff

Goal 4:

Improve student proficiency in Reading

Measurable Objective 1:

collaborate to Improve student proficiency by 4% in Reading by 05/25/2018 as measured by spring 2018 Scantron Performance Series results.

Strategy1:

Professional Development - Professional Development will be provided for all teachers.

Research Cited:

Activity - Reading Motivation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Accelerated Reader program will be used to promote independent reading in grades K-6.	Academic Support Program	08/09/2017	05/25/2018	$1967 - Title I Part A	Principal and all teachers

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided professional development on IXL. Teachers will use IXL daily to provide remediation and enrichment.	Academic Support Program	08/09/2017	05/25/2018	$1533 - Title I Part A	Principal and all faculty and staff

Activity - Technology Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Chrome books and Epson Bright Link projectors will be purchased for use in the classroom to enhance student learning and increase student engagement in lessons.	Academic Support Program	08/09/2017	05/25/2018	$6270 - Title I Part A $7148 - Title I Part A	Principal and all faculty and staff.

Activity - Professional Development and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in data meetings and other professional development opportunities to increase our professional learning. Substitutes, travel, and registration will be paid as needed.	Professional Learning	08/09/2017	08/03/2018	$2000 - Title I Part A	Principal,teachers and staff

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 student progress.

Research Cited:

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	All Teachers

Activity - Providing 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 in a language they can understand.	Academic Support Program	08/09/2017	05/25/2018	$0 - No Funding Required	All Teachers and school administration

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.

The school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand by translating flyers, letters, report cards, information to parent meetings, state standard results , etc. by using the TRANSACT program.The counselor has a login and capability to take care of this for parents.In addition to this program, Escambia county has contracted with a program called "Language Line" in which a translator is scheduled to join a meeting such as an IEP or ELL meeting on speaker phone to translate what is discussed.

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		

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?	Yes		

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

Of the teachers and paraprofessional staff, all are currently qualified and certified in the state of Alabama. Class schedules are designed in order to maximize instructional time and to provide time for intervention services as needed for
students that are struggling. Teachers participate in data meetings to share student data and discuss various teaching strategies that may work to better meet the students' needs. Teachers also prepare lessons that address state standards, analyze those standards, and prepare intervention lessons as well in order to meet the needs of struggling students.

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?

One teacher was released at the conclusion of the 2016-2017 school year.

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

One hundred percent of our staff have five or more years of classroom experience.

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).

Of the teachers and paraprofessional staff, all are qualified and certified in the state of Alabama. Applications as well as resumes' are obtained from the central office staff. Interviews are conducted in order to fill available positions with the best highly qualified personnel. As for specific initiatives the school has implemented to attract and retain high quality teachers, our school has a Positive Promotions Committee that provides various incentives to increase teacher morale. One example is that the committee works with the PTO to provide teachers with an annual dinner.

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.

1. Teachers in grades K-8 will receive professional development on how to effectively use technology within their classrooms and the technology available at the school. 2. Teachers will participate in professional development activities which include the analysis of test scores and the development of goals and strategies to track progress. 3. Teachers will participate in an annual Special Education and 504 update training to gain information on how to better serve at-risk students. Finally, teachers will receive updated information on federal El regulations and criteria connected to that student population.

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

1. Teachers in grades K-8 will receive professional development on how to effectively use technology within their classrooms and the technology available at the school. 2.Teachers will participate in professional development activities which include the analysis of test scores and the development of goals and strategies to track progress. 3. Teachers will participate in an annual Special Education and 504 update training to gain information on how to better serve at-risk students. 4. The Instructional Coach will provide teachers continuous ARI classroom embedded professional development specific to the learners' needs and up-to-date training to teachers and staff on an on-going basis. Teachers will receive updates on federal guidelines concerning the EL student population. Administrators, seventh grade teachers, and the school affiliate trainer continue to receive eMINTS training. Paraprofessionals participate in training concerning child sexual abuse and neglect, "Erin's Law" and enrollment procedures. Parents receive training on Parent Visitation Day in October on various issues such as state assessments (Scantron Performance Series/ DIBELS), after school, parent center materials, state required 4-yr. plans (8th), and the latest academic software (IXL, BIG Universe, KUDER).

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

Beginner teachers will be assigned a master teacher. The beginner teacher will schedule conferences with the master teacher. the master teacher will provide support as needed to the beginner teacher.

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

Professional Development will be sustained and on-going by the principal, teachers, counselor, instructional coach, and support staff participating throughout the year during faculty meetings, Data meetings, and professional development days. At times, lead teachers, principal, instructional coach, and counselor will provide turn around training to the faculty and staff to ensure that professional development is sustained.

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:

Maintain a Positive and Safe Learning Evnironment

Measurable Objective 1:

collaborate to maintain a positive and safe learning environment by 05/25/2018 as measured by discipline reports, PBS reports, parents' surveys, needs assessments, and safety inspections..

Strategy1:

Transition - Assist students in transitioning from previous school to Pollard McCall Jr. High School and/or from Pollard McCall Jr. High School to the next school. This will include preparing preschool children for entry into kindergarten and eighth grade students for entry into high school.

Research Cited: Easing the Transition from Pre-K to Kindergarten: What School and Families Can Do to Address Child Readiness. 2005. Southwest Educational Development Library. Austin, TX.

Activity - Tour of the High School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade students will be provided a guided tour of Flomaton High School	Field Trip	08/09/2017	05/25/2018	$0 - No Funding Required	Teachers, Counselor

Activity - Jumpstart Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prospective students for kindergarten may attend a county Jumpstart Program at Pollard-McCall Junior High School.The guidance counselor will assist Jumpstart personnel with students transitioning to the school.	Academic Support Program	06/04/2018	06/28/2018	$0 - District Funding $3600 - Title I Part A	Principal, Jumpstart teachers, guidance counselor

Activity - Monthly Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Home and School Connection and Middle/Early Years newsletters will be sent home with students monthly to provide parenting skills and tips to promote working together for success..	Parent Involvement	08/09/2017	05/25/2018	$530 - Title I Part A	Principal, staff and teachers

Activity - Classroom Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The copy machine will be provided for teachers to copy parent newsletters, classroom assignments, student homework, and any other needed materials for instruction and/or Parent and Family Engagement Activities.	Other - Copy machine	08/09/2017	05/25/2018	$3500 - Title I Part A	Principal and all faculty and staff

Narrative:

Prospective students for kindergarten may attend a county Jumpstart Program or a readiness program held at Pollard-McCall Junior High School which will be held provided funds are available. During second semester, students in the eighth grade will formulate a 4-year plan outlining a course path that may be taken in high school years. Following the formulation of the 4-year plan, eighth grade students will attend a field trip in which they are provided a guided tour of Flomaton High School and the Escambia County Career Readiness enter.Shortly after the field trip, a parent registration night will be held at Pollard-McCall Junior High School led by the counselors from FHS and PMJHS to answer any questions about scheduling, the school or any other transition questions.

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 from various grade levels as well as the reading specialist serve as part of the Instructional Leadership Team. Part of their responsibility is to develop the Continuous Improvement Plan. This team also makes recommendations to be presented to the faculty concerning the goals, action steps, academic assessments, and funding.The principal, teachers, instructional coach and counselor meet at the beginning of each school year to review state testing data and discuss student results. A data meeting is held for the various grade levels to review longitudinal testing data and results are looked at across time to determine progress. Data meetings are held on a monthly basis to allow teachers to make decisions based on the assessment results to determine the students' needs.

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?

The Principal, teachers, and counselor meet to discuss and collaborate regarding the academic assessments of students in order to provide information on and improve achievement of individual students and the instructional program. Students are screened at least three times per year with a universal screener. After the universal screener is administered, the scores will be reviewed and students will be placed on either watch or may be referred to the RtI Problem Solving Team to review for intervention. The problem solving team will review all data available on students which may include the following: DIBELS, Scranton Performance Series, math and reading unit tests, nine week formative assessments, report card grades, progress report grades, attendance, and discipline referrals. After analyzing the data, decisions will be made as to whether to monitor the student or develop an intervention plan. Students will be matched with appropriate interventions based on needs and areas of deficiency.

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

Students experiencing difficulty mastering the state's academic achievement assessment standards at an advanced or proficient level receive intervention in the classroom. Instructional interventions are matched to the student's needs and progress is monitored. Intervention plans are developed, implemented, and monitored by the problem solving team. If students do not make adequate progress, more intensive interventions (e.g. small group settings) are provided in addition to the instruction in the general curriculum. For students who do not adequately respond to the targeted instruction and intervention, a referral to special education will be considered.

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.

Students that require academic assistance and support of academic skills beyond the regular school day are provided opportunities to attend an after school program in which assistance is given to complete assignments and/or homework. In addition, some teachers arrive at school early in order to assist those students that are academically needy. Finally, an intensive reading and math tutorial program is offered free of charge through Title I to students experiencing academic challenges in the classroom two days a week with a certified teacher after school.

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.

At the time of student enrollment, parents must fill out paperwork identifying unique student needs. After which, if possible, all efforts will be exhausted in gathering school records on students identified as special education, English Language Learners, etc. County procedures and assistance is available through the Escambia County Board of Education to assist disadvantaged, migrant, neglected and/or delinquent and homeless students.The school will contact the LEA concerning these situations

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

N/A

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

State programs include AMSTI, (Alabama Reading and Math Initiative), and KUDER Navigator. AMSTI is used to supplement and enhance the math,science and technology curriculum. ARI is used to increase student achievement in reading. The Scantron Performance Series is used to assess mastery of standards and is used as a universal screener. It is given a minimum of three times per year (grades 3-8). Additionally, the DIBELS is used to progress monitor students. KUDER Navigator is a career program used as a career interest inventory for students and guides them toward possible future careers.The normal school day programs are funded basically from state, local (county and school) and Title I funds. Donations are solicited from businesses and individuals to help fund special projects and activities. Donations from local foundations are also used to fund materials and supplies. Title II funds are used to assist in the costs of professional development activities as well as state and local monies. Title I monies are basically used to fund the professional development activities, the purchase of classroom materials and supplies, and parenting activities. The money spent for materials and supplies goes toward the purchase of materials to support our researched based reading and mathematics programs. The after-school and summer programs, are funded through Dependent Care funds ,sustainability funds, and federal funds. The Dependent Care funds, Title I/federal funds, and sustainability monies, help to employee one lead teacher, teachers (based on student enrollment), community educators, college mentors, student workers during the summer months and a lead teacher, teachers (based on student enrollment), and community educators during the school year. Title I and Title VI funds will
be used for our after-school and summer 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)?

Pollard-McCall Junior High School coordinates and integrates the following services in order to help achieve and support the school wide Title I school wide Diagnostic goals: The No Bullying curriculum, Too Good For Violence, Too Good For Drugs, KUDER Navigator. (State purchased career program), and Alabama Extension Agents come to the schools for nutrition education.

Component 10: Evaluation (Sec.1114(b)(3)):

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

Each year the school principal, counselor, LMS, and teachers evaluate the results from the state standardized assessment, as well as the other data such as local teacher formative assessments. The information will be used to evaluate the instructional programs and amend them to accommodate students' needs. Information will be offered in an effort to assist parents in understanding how these performance/assessment standards impact their child's education. This information will be offered through practical suggestions and activities for utilization in the home. Input is received from parents at annual meetings, PTO meetings, parent/teacher conferences, and individualized conferences between teachers and parents. Suggestions and ideas from parents will be used to help the Instructional Leadership Team develop a final plan. The revised plan with parent comments and suggestions are made available at Pollard-McCall Junior School, on the school website, and in the parent center. The Instructional Leadership Team will review plans at the end of each year.

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?

Results from state standardized assessments are reviewed school wide by principal, faculty, and instructional coach in order to determine academic student needs. These needs are then implemented into the Continuous Improvement Plan (CIP) in the form of academic achievement goals, strategies, objectives, and activities.

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?

Student achievement results are evaluated by faculty and staff in order to determine if our lowest achieving students have met the proficiency levels in each academic standard. Special education students who have already been identified as non-proficient students are then targeted for more intensive instruction in the coming school year in his or her specific area(s) of need. At-Risk students who have been identified as students that are at-risk for failure and/or lack of proficiency are flagged to be closely monitored, so they may be referred to the Problem Solving Team (PST) for Response to Instruction (RtI).

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

The Continuous Improvement Plan Committee meets as needed in order to evaluate goals, strategies, objectives, and activities. The committee makes regular adjustments to the plan to ensure students are continuously improving school wide.

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.	14.43

Provide the number of classroom teachers.

14.43

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	711503.0

Total 711,503.00

Administrator Units

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

Provide the number of administrators.

1.00

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.	0.0

Provide the number of Assistant Principals.

0.00

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	0.0

Total   0.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	0.5

Provide the number of Counselors.

.50

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	27703.0

Total   27,703.00

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	0.5

Provide the number of Librarians.

.50

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	26714.0

Total   26,714.00

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 Adminstrators.

0.00

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.

0.00

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

Label	Question	Value
3.	Provide the total of all funding for Technology.	3483.0

Total   3,483.00

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.	1282.0

Total   1,282.00

EL Teachers

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

Provide the number of EL Teachers.

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.	6933.0

Total 6,933.00

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.	509.0

Total   509.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	43980.0

Provide a brief explanation and breakdown of expenses.

Instructional Software $5302

Instructional Equipment $14925

Instructional Hardware $12540

Equipment Maintenance $3500

Staff Development $2000

Parenting $530

Counseling $3600

Extended Day $2483

Title II

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

Provide a brief explanation and a breakdown of expenses.

District funding

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 released

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.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	5432.0

Provide a brief explanation and breakdown of expenses.

.09 - Locally-Funded Units: $5,432.00

   Teachers - .09 - $4,933.00

   Instructional Supplies - $499.

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))

Pollard-McCall Junior High School will hold an Annual Meeting of Title I. Parents.Parents will be notified of the meeting through a flier sent home,school marquis, school website, and phone calls through the SchoolCast system. In October, during Parent Visitation Day, an additional Annual Meeting will be held to reach the parents unable to attend the previous meeting.Additionally, parents may obtain information in the PMJHS Parent Resource Center located in the school counselor's 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 Pollard-McCall Junior High 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 web site, and/or the use of the SchoolCast system.The PMJHS Parent Resource Center is also open daily from 8:00 am. to 3:30 pm. to allow parents access to all important school documentation, including Title I information.
2. PMJHS will involve parents in the revision and evaluation of the School Parental Involvement Plan, the Title I Program, the ACIP and the School-Parent Compacts. In addition to invitation letters sent to all parents to participate and 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 Parental Involvement 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 comment / suggestion / dissatisfaction forms. Any forms turned in will be responded to in a timely manner.
3. Funds allocated for parental involvement are used to provide materials for the PMJHS Resource Center.The remaining funds are spent on various items including but are not limited to maintaining a computer/printer for parents,resources to be sent home for parents,and Parent Communication folders.

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 the school's website and in the PMJHS Parent Resource Center.
2. Each child's parent will have access to information on curriculum and assessments, through the Pollard-McCall Junior High School website

as well as the Escambia County Schools district web-site, 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 Pollard-McCall Junior High 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 CIP and Parental Involvement 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 during 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 PMJHS has a digital copy of the Compact for every student in grades 4-8. 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 web site will make parents aware the plan is available for review. Parents have access to all school documents through the school's web site 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 the Parent Resource Center, on the web site, in writing through their child or via e-mail. 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 8am to 3:30pm. 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 issues, from literacy to parenting issues such as discipline and homework.

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 Cast system, Facebook and notices sent home. The Parent Resource Center (PRC), which provides important parent information regarding the education of their children, also provides information regarding all other programs offered at PMJHS. 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 all 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 parents can understand.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 cast system), notices sent home, Facebook and the school's website. Opportunities for students to perform in a variety of ways 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))

Pollard-McCall Junior High School will use any and all available resources to ensure that information and school reports are sent home 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 possible,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.