



# ACIP

Green Acres Middle School

Birmingham City Schools

Mr. Anthony Oliver  
1220 67th St W  
Birmingham, AL 35228-1430

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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?**

Green Acres Middle School was originally designed as an elementary school and was converted to a middle school to fulfill the needs of the community it services in 1989. The school is located in a residential area in the southwestern section of Birmingham Alabama and serves three feeder schools and five adjacent communities: Green Acres, Vinesville, Central Park, West End and Belview Heights. These communities range from low socio-economic level to an upper middle socio-economic level.

Green Acres presently serves over 350 students. The racial makeup is 98% African American and 100% of the student population qualifies for free or reduced lunch.

The principal, assistant principal, curriculum specialist, counselor, SIG coordinator, certified teachers and other personnel work closely with parents on a daily basis. Certified teachers are organized into teams.

Each team is assigned a team leader and a common planning time. This is comprised of one sixth grade team, seventh grade team, and eighth grade team. Teams consist of reading language arts, social studies, mathematics and science. The unified arts team is comprised of the band, choir, theatre, and physical education teachers.

In July 2018, the school welcomed a new principal and 8 new teachers.

## 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.**

### CORE VALUES

Diversity

Integrity

Respect

Excellence

Compassion

Teamwork

Green Acres Middle

Mission Statement

The mission of Green Acres Middle School is to guide all students to achieve excellence in a safe, secure and nurturing environment.

Our vision at Green Acres Middle School is for our students to become responsible, competent, and productive citizens. They will leave here with the foundation to achieve this through the utilization of research-based strategies that incorporate inquiry, discovery, and exploration.

This will be accomplished by a supportive staff making Green Acres a recognized leader in public education, meeting the needs of a diverse student population prepared to succeed in a global society.

The staff at Green Acres Middle School beliefs are:

\*Recognizing achievements and progress.

\*Communicating effectively with all stakeholders

\*Utilizing data to support the curriculum and instruction to address individual student's academic needs

\*Exposing all students to a variety of multicultural experiences

\*Equipping students to become responsible, respectful, resourceful and self-confident individuals.

This is illustrated in our constant use of assessment tools both formative and summative to gauge and structure instruction around student needs with the utilization of PLCs as well as classroom observation. Through grants such as the 21st century Birmingham Cultural Alliance Partnership students, Bcap and SIG, students are exposed to a myriad of cultural experiences. Teachers use technology to address student needs as well as develop individual learning paths (ILPs) to help all learners. Student achievement is recognized for academic success as well as behavioral success through Positive Action and PBIS(Conversation,Help,Activities,Movement,Participation,Success) as well as student recognition and honors and awards day. Teachers use character education implementation time to build relationships with students which cultivates academic success.

## Notable Achievements and Areas of Improvement

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

The ultimate mission of Green Acres Middle School is to improve student academic performance and meet the needs of a diverse student population so they are prepared to succeed in a global society. It is the center of the decisions that we make in every aspect of the school facility. The teachers and staff members feel that the development of a strong instructional program is the key to the success of our students. During the past three years, we pride ourselves on the considerable progress that we have made in the elevation of academic expectations. In the past years, we have consistently implemented an instructional program that consisted of both rigorous and relevant standards.

In the past three years we were concerned about the number of students who did not or only partially met standards/demonstrating growth accuracy on state standardized test and therefore, we will continue to strive to decrease those numbers in student academic growth. We are realistic in our approach and implementation of our educational program and pride ourselves in the concise instruction that we give to our students who may be at risk due to social economic status. We realize that this is not an excuse for failure and work hard to build strong relationships that enhances nurturing, exposure, and personalized attention to aide student achievement. We take pride in the fact that we were recognized for an excellent job using the educational program entitled Stride Academy which was one of the district's technology platform that is provided by the school district. We currently use a technological programs such as Read 180, System 44, Acellus and have trained our 7th and 8th grade team to use AVID (advancement via individual determination) that will push our student to become career and college ready.. We also through the use of the GEAR-UP grant have offered summer bridge programs for many students with visitations to local and state colleges providing them with valuable experiences that will take them to the next level in their academic achievement. Green Acres Middle School staff is also proud to offer many extra-curricular activities such as football, basketball, softball, baseball, volleyball, soccer, track, band and cheer leading. Other activities include exploratory, math team, academic bowl, spelling bee, Drama, Juna and music technology.

Currently, special education teachers meet and work collaboratively with core teachers to help address the needs of this student group and we are proud of the gains that we have seen them make. We have implemented innovative scheduling to allow the use of veteran teachers to overcome this obstacle and provide quality instruction to all student. Finally, we are striving to create an active PTA that will garner parental involvement and more community involvement.

## **Additional Information**

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

Green Acres Middle School is most proud of its faculty, staff and parents. We are proud of our students and the many opportunities for them to participate in academic and non-academic programs. The teachers, staff and administration work as a team and through collaboration and team work yield high level results. We have started many new initiatives such as the Acellus and AVID, which allows develops individual learning plans and allos students to think critically, making inferences, use context clues and builds reading stamina through the use of both curricula. The use of the positive action period and mentoring sessions will help to fill some social gaps seen within and at-risk population. We are progressive in addressing the needs of all students and pushing both rigorous and relevant standards in both our Pre-AP classes, as well as, our normal classes.

# **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.**

Stakeholders were chosen from the faculty, parents and community and met in collaborative meetings to discuss the strengths, weaknesses, opportunities and threats that faced the academic program at Green Acres. Members were picked by the administrative team and generally contacted by the principal. The ACIP team is composed of the principal, assistant principal, SIG Coordinator, Curriculum Specialist, Media specialist and two grade level teachers, parents. During our Title 1 parent meeting, parents were invited to serve on the parental involvement committee. Parent/committee meetings are held quarterly to discuss and gain input on current school practices and budget recommendations. Meetings are scheduled various times during the day or in the evening and after school in order to solicit participation of all members. Parents are also encouraged to use emails and the principal uses school messenger phone services to share information with parents.

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

The planning process involves the following people and/or activities:

- \* Teacher representatives per grade level
- \* Administrators
- \* Counselor/Curriculum Specialist
- \* Grade Level Teams
- \* Parent Meeting stating the purpose of the ACIP and Title I, Parent Involvement, and Parent Input
- \* Analyzing student data (Scantron, AAA, STAR Read 180, System 44 Student Attendance, Teacher Attendance, Scantron, Edmodo technology device, etc.)
- \* Teams convened to complete data analysis activities, discuss data, make decisions, and collaborate (Teacher strategies to increase data/behavior Positive Action (SIG), PBIS, character ed CHAMPS, Student Data Goal Sheets, Intervention Skills and List)
- \* All teachers disaggregated test data, developed goals for grade levels, and individual students, and themselves.
- \* Students are also selected based on data for intervention periods or enrichment periods that will differentiate and fulfill their individual academic needs.
- \* Parents collaborated with teachers and administrators to discuss their thoughts and ideas on areas that needed attention to strengthen the overall instructional program and to improve the academic achievement for all students.

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

The final copy was submitted and signed by the administration and presented to parents and other stakeholders in the Title I meetings as well as PTA meetings. The plan is also reviewed and discussed during PLC meetings and monthly collaborative walk through observations which include many of the stakeholders involved. In addition to this, the plan will be uploaded to the school's website and a copy will be provided in our parent corner, located at the school.



# Student Performance Diagnostic

## **Introduction**

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

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**Student Performance Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	This student data source information was based on Scantron from Green Acres Middle School 2018-2019. The Performance Series is based on an individual student growth model. Secondly, the new state accountability test Performance Series (Scantron) will be used for student progress and intervention for all students.	Scantron Benchmark

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the 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 these achievement gaps have noticeably declined.	Level 3

## Areas of Notable Achievement

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

On review of the Scantron assessment, the yearly measurement was targeted at %55 in mathematics and %45 in reading for performance growth. The current Scantron Assessment is an adaptive growth model test. Math and reading annual target growth rates are expected to increase by 4%.

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

The data from Scantron shows a negative trend in student performance in reading for grades 8th Grade. It shows that although students are performing at low quartile per assessment; the overall Mean SS is points shy from being categorized in the average quartile; however, the individual student has a wide range of growth necessary in order to reach the yearly anticipated goal/growth percentage.

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

The overall areas that indicate the overall highest performance is in main idea and theme both 6th and 8th grade students.

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

Our subgroup is the special education population. This group has shown an increase that aligns with the overall school increase for 2 to 5% growth in reading and math. In many instance the special population matched or surpassed other students in the academic progress programs.

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

The achievement gap between our special education subgroup and our regular education group has slightly closed based on the individual scores of the Global Scholar Assessment.

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

The Findings were consistent with the findings from classroom data including common assessment and the Scantron performance test given this Fall.



## Areas in Need of Improvement

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

The areas that were below expected levels of performance was reading: Key ideas and details, and Craft and structure.

Math: Number and Operations, Foundation, and Grade Level Progress.

Overall weakness is vocabulary and complex skills on all grade levels.

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

The areas that shows a negative trend in reading performances are Integration of Knowledge and Ideas and Key Ideas and Details and Craft and Structure.

The areas that shows a negative trend in math performances are Modeling, Grade Level Progress, and Foundation.

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

The area that indicates the overall lowest performance in reading is Integrations of Knowledge and Ideas.

The area that indicates the overall lowest performance in math is modeling.

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

na

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

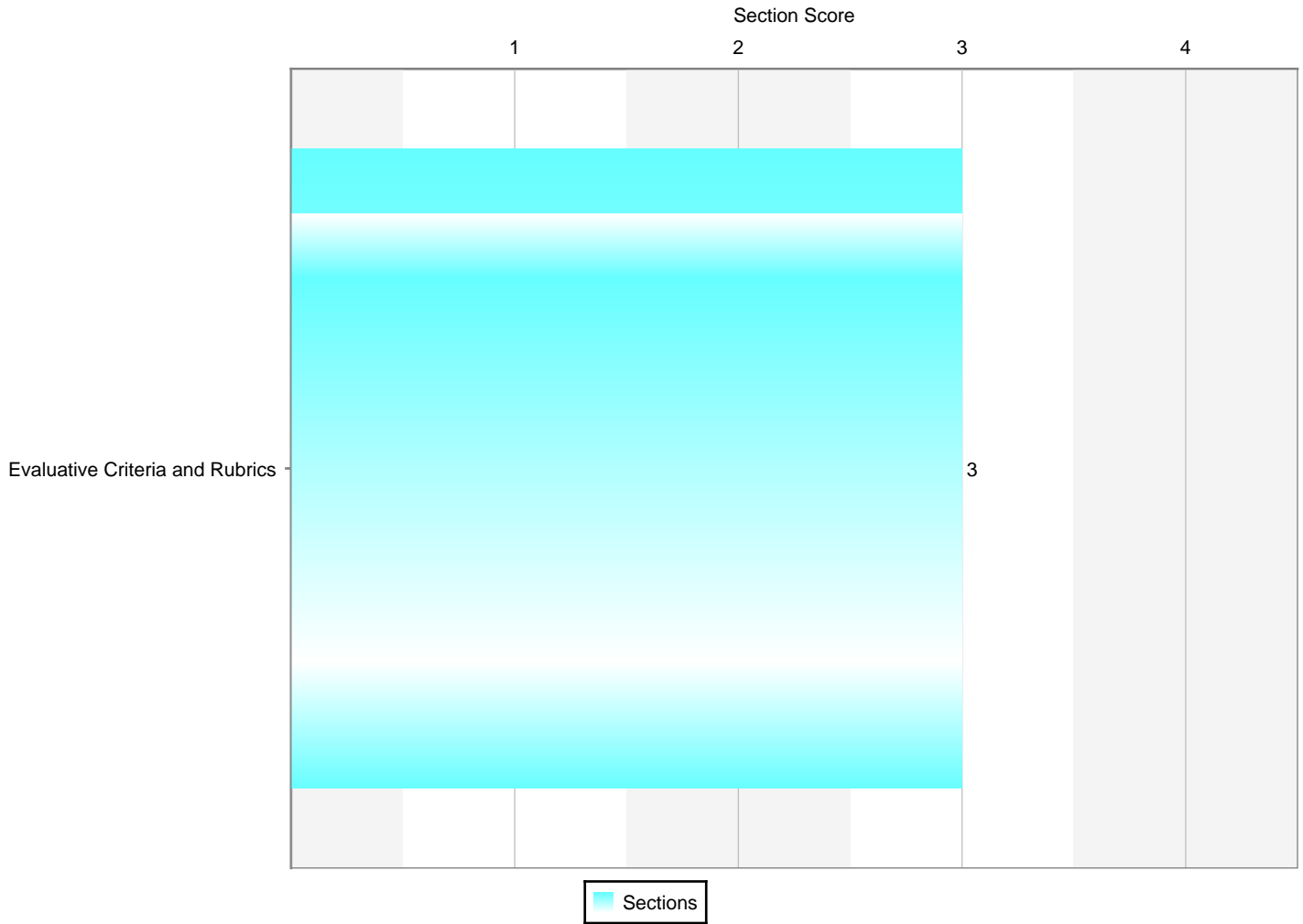
n/a

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

Due to the extra support students receive from their case manager, and the support given to other struggling students, the findings at Green Acres are consistent with other data.

## Report Summary

### Scores By Section





# **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		Acip Team Instructional leadership team

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

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		Title Team/Lead

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	The school will utilize a parental involvement coordinator that will act as liaison between school and community. The coordinator will work to gain trust of the community through communication and collaboration that will help the school gain support in the community. The coordinator will help create educational programs for parents that will enhance their experience and make it more productive in creating parental support. Parents will be invited to participate in training/meeting on how Title I funds are used in their school and to also help decide on programs they would like to have.	Parents Right to Know parentplan

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	The compact will be utilized as a living document and revisited during parent/ teacher conferences and other meetings throughout the school year.	Compact/Registration

# **Goals & Plans 2018-2019**

## Overview

### Plan Name

Goals & Plans 2018-2019

### 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	positive action	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$15000
2	Increase the number of students meeting annual growth targets in literacy by 4%.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$0
3	Increase the number of students meeting annual growth targets in math by 4%.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$50000
4	Increase the number of students attending school with less than 15 excused/unexcused absences	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
5	To create a positive learning environment throughout the school	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$35000

## Goal 1: positive action

### Measurable Objective 1:

85% of All Students will demonstrate a behavior develop thinking skills and increase self motivation in Reading by 08/15/2017 as measured by reduced grade retention.

### Strategy 1:

Reinforce Positive Behaviors - There will be a school wide "Buck" system for students expressing positive behavior on a daily basis. The students will receive Bucks as a reward and be allowed to participated in the game room and/or make a purchase from the toy store. Students will be rewarded with student incentives on a continuous basis.

Category: Develop/Implement Student and School Culture Program

Research Cited: Positivie Action Program

Activity - okens, stickers, and certificates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Verbal-linguistic	Behavioral Support Program, Academic Support Program	08/15/2017	05/31/2018	\$15000	Title I SIG	Teacher leading the class through a lesson. Each lesson includes interactive activities. Verbal interaction includes question-and-answer and open-ended discussions. These discussions begin with the Teacher and move toward student-to-student interaction.

## Goal 2: Increase the number of students meeting annual growth targets in literacy by 4%.



**Measurable Objective 1:**

52% of All Students will demonstrate student proficiency (pass rate) by meeting their annual growth target in Reading by 05/25/2019 as measured by Scantron Performance Series Reading Assessment .

**Strategy 1:**

Strategy 1 - Standard Aligned Instruction

Category: Develop/Implement Learning Supports

Activity - Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize BCS Curriculum Guides for planning and lesson planning	Academic Support Program	08/08/2018	05/25/2019	\$0	District Funding	Green Acres Middle School faculty (Teachers)

Activity - Activity 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use timely standards aligned formative and summative assessments to measure student progress	Academic Support Program	09/13/2018	05/25/2019	\$0	District Funding	Green Acres Middle School teachers

Activity - Activity 3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will prioritize teacher planning in school schedule that allows for collaborative planning, training and data analysis	Direct Instruction, Professional Learning, Academic Support Program	09/10/2018	05/23/2019	\$0	Title I SIG	Principal & Faculty

Activity - Activity 4	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals implement a teacher planning protocol that prioritizes planning and data analysis using student work.	Direct Instruction, Academic Support Program	09/12/2018	05/01/2019	\$0	Title I Part A	Principal & Faculty

**Strategy 2:**

Strategy 2 - Teacher Observation and Feedback

Category: Develop/Implement Teacher Effectiveness Plan

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Activity - Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and school leaders distribute teacher observation, feedback and evaluation caseload and develop schedules for observation, feedback and evaluation.	Direct Instruction, Professional Learning, Academic Support Program	09/18/2018	05/25/2019	\$0	District Funding	Principal and Assistant Principal
Activity - Activity 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ILT members conduct observation and feedback cycles using and calibrating on teacher feedback	Direct Instruction, Professional Learning, Academic Support Program	08/13/2018	05/25/2019	\$0	State Funds	Instructional Leadership Team
Activity - Activity 3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals prioritize time for school based problem solving teams to identify students with academic and/or behavioral needs and create individual intervention plans for identified students	Direct Instruction, Academic Support Program	08/10/2018	05/25/2019	\$0	Other	Principal

**Strategy 3:**

Strategy 3 - Intervention Systems

Category: Develop/Implement Learning Supports

Research Cited: Principal

Activity - Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
: Principals schedule time for intervention in the school schedule	Academic Support Program, Tutoring	09/04/2018	05/25/2019	\$0	District Funding	Principal
Activity - Activity 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
: Principals implement an intervention system targeting student need	Academic Support Program	09/05/2018	05/25/2019	\$0	Title I Part A	Principal and selected faculty members

## Goal 3: Increase the number of students meeting annual growth targets in math by 4%.

### Measurable Objective 1:

49% of All Students will demonstrate student proficiency (pass rate) by meeting their annual growth goal in Mathematics by 05/25/2019 as measured by Scantron Performance Series Mathematics Assessment ..

### Strategy 1:

Strategy 1 - Standards Aligned Instruction

Category: Develop/Implement College and Career Ready Standards

Activity - Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
teachers integrate learning I-level appropriate non-fiction social student and science texts into lessons	Academic Support Program	08/15/2018	09/27/2018	\$0	Title I Part A	Principal, Faculty

### Strategy 2:

Strategy 2 - Teacher Observation and Feedback

Category: Develop/Implement Learning Supports

Activity - Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ILT members conduct observation and feedback cycles using and calibrating on teacher feedback	Professional Learning, Academic Support Program, Policy and Process	08/15/2018	05/25/2019	\$0	Title I Part A	Principal, Leadership Team (ADMIN)

Activity - Strategy 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers utilize BCS Curriculum Guides for planning and lesson planning	Direct Instruction, Academic Support Program	08/16/2018	05/25/2019	\$0	Title I Part A	Principal, faculty

### Strategy 3:

Strategy 3 - Instructional Leadership & Development

Category: Develop/Implement Professional Learning and Support

Activity - Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals prioritize a reoccurring day and time for weekly ILT meetings	Direct Instruction, Professional Learning, Academic Support Program	09/22/2018	05/25/2019	\$0	Title I Part A	Principal

Activity - Strategy 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of Technology -Utilize programs with math components such as Online text book, Global Scholar, Chromebook (Google Classroom)	Other, Academic Support Program	08/25/2018	05/25/2019	\$50000	Title I SIG	Principal & SIG Coordinator Faculty

## Goal 4: Increase the number of students attending school with less than 15 excused/unexcused absences

### Measurable Objective 1:

90% of All Students will demonstrate a behavior of less than 15 total absences in Practical Living by 05/25/2019 as measured by Chalkable attendance records. .

### Strategy 1:

Strategy 1 - School Attendance Protocol

Category: Develop /Implement Leader Effectiveness Plan

Activity - Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals implement an attendance support team and protocol to communicate with parents to identify attendance barriers and solutions.	Other - Attendance Support , Parent Involvement	08/15/2018	05/25/2019	\$0	Title I Part A	Principal; attendance team

### Strategy 2:

Activity 2 - Attendance support team will create and implement rewards for attendance, incentives for students based on resources and identified incentives.

Category: Develop/Implement Student and School Culture Program

Activity - Activity 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Attendance support teams create and implement rewards for attendance incentives for students based on resources and identified incentives	Policy and Process	08/16/2018	05/25/2019	\$0	Title I Part A	Principal, Attendance Team
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## Goal 5: To create a positive learning environment throughout the school

### Measurable Objective 1:

50% of All Students will demonstrate a behavior of a well-rounded student: including intellectually and socially in Practical Living by 05/25/2019 as measured by Positive Action Whole School Reform Model.

### Strategy 1:

Strategy 1 - Positive Action School Wide Program

Category: Develop/Implement Student and School Culture Program

Research Cited: Positive

Action

Activity - Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use positive action guides and lesson plans to teach curriculum and strategies for student academic support and engagement	Behavioral Support Program, Academic Support Program, Career Preparation/Orientation	09/20/2018	05/25/2019	\$25000	Title I SIG	Principal, SIG Coordinator, faculty

Activity - Activity 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Positive Action Incentive System	Behavioral Support Program, Academic Support Program	08/15/2018	05/15/2019	\$10000	Title I SIG	SIG Coordinator, Faculty

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Strategy 2	Teachers utilize BCS Curriculum Guides for planning and lesson planning	Direct Instruction, Academic Support Program	08/16/2018	05/25/2019	\$0	Principal, faculty
Activity 1	teachers integrate learning I-level appropriate non-fiction social student and science texts into lessons	Academic Support Program	08/15/2018	09/27/2018	\$0	Principal, Faculty
Activity 1	ILT members conduct observation and feedback cycles using and calibrating on teacher feedback	Professional Learning, Academic Support Program, Policy and Process	08/15/2018	05/25/2019	\$0	Principal, Leadership Team (ADMIN)
Activity 4	Principals implement a teacher planning protocol that prioritizes planning and data analysis using student work.	Direct Instruction, Academic Support Program	09/12/2018	05/01/2019	\$0	Principal & Faculty
Activity 2	: Principals implement an intervention system targeting student need	Academic Support Program	09/05/2018	05/25/2019	\$0	Principal and selected faculty members
Activity 1	Principals implement an attendance support team and protocol to communicate with parents to identify attendance barriers and solutions.	Other - Attendance Support , Parent Involvement	08/15/2018	05/25/2019	\$0	Principal; attendance team
Activity 1	Principals prioritize a reoccurring day and time for weekly ILT meetings	Direct Instruction, Professional Learning, Academic Support Program	09/22/2018	05/25/2019	\$0	Principal

**ACIP**

Green Acres Middle School

Activity 2	Attendance support teams create and implement rewards for attendance incentives for students based on resources and identified incentives	Policy and Process	08/16/2018	05/25/2019	\$0	Principal, Attendance Team
<b>Total</b>					\$0	

**State Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Activity 2	ILT members conduct observation and feedback cycles using and calibrating on teacher feedback	Direct Instruction, Professional Learning, Academic Support Program	08/13/2018	05/25/2019	\$0	Instructional Leadership Team
<b>Total</b>					\$0	

**Title I SIG**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Activity 3	Principal will prioritize teacher planning in school schedule that allows for collaborative planning, training and data analysis	Direct Instruction, Professional Learning, Academic Support Program	09/10/2018	05/23/2019	\$0	Principal & Faculty
Activity 2	Positive Action Incentive System	Behavioral Support Program, Academic Support Program	08/15/2018	05/15/2019	\$10000	SIG Coordinator, Faculty
Strategy 2	Use of Technology -Utilize programs with math components such as Online text book, Global Scholar, Chromebook (Google Classroom)	Other, Academic Support Program	08/25/2018	05/25/2019	\$50000	Principal & SIG Coordinator Faculty

**ACIP**

Green Acres Middle School

okens, stickers, and certificates	Verbal-linguistic	Behavioral Support Program, Academic Support Program	08/15/2017	05/31/2018	\$15000	Teacher leading the class through a lesson. Each lesson includes interactive activities. Verbal interaction includes question-and-answer and open-ended discussions. These discussions begin with the Teacher and move toward student-to-student interaction.
Activity 1	Teachers will use positive action guides and lesson plans to teach curriculum and strategies for student academic support and engagement	Behavioral Support Program, Academic Support Program, Career Preparation/Orientation	09/20/2018	05/25/2019	\$25000	Principal, SIG Coordinator, faculty
<b>Total</b>					<b>\$100000</b>	

**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Activity 3	Principals prioritize time for school based problem solving teams to identify students with academic and/or behavioral needs and create individual intervention plans for identified students	Direct Instruction, Academic Support Program	08/10/2018	05/25/2019	\$0	Principal
<b>Total</b>					<b>\$0</b>	

**District Funding**

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

Green Acres Middle School

Activity 2	Teachers will use timely standards aligned formative and summative assessments to measure student progress	Academic Support Program	09/13/2018	05/25/2019	\$0	Green Acres Middle School teachers
Activity 1	Teachers will utilize BCS Curriculum Guides for planning and lesson planning	Academic Support Program	08/08/2018	05/25/2019	\$0	Green Acres Middle School faculty (Teachers)
Activity 1	Principals and school leaders distribute teacher observation, feedback and evaluation caseload and develop schedules for observation, feedback and evaluation.	Direct Instruction, Professional Learning, Academic Support Program	09/18/2018	05/25/2019	\$0	Principal and Assistant Principal
Activity 1	: Principals schedule time for intervention in the school schedule	Academic Support Program, Tutoring	09/04/2018	05/25/2019	\$0	Principal
<b>Total</b>					\$0	

# **Goals & Plans 2018-2019**

## Overview

### Plan Name

Goals & Plans 2018-2019

### Plan Description

Goals and plan18-19

## 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	Increase the number of students meeting annual growth targets in literacy by 4%.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$0
2	Increase the number of students meeting annual growth targets in math by 4%.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$50000
3	Increase the number of students attending school with less than 15 excused/unexcused absences	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
4	To create a positive learning environment throughout the school	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$35000

## Goal 1: Increase the number of students meeting annual growth targets in literacy by 4%.

### Measurable Objective 1:

52% of All Students will demonstrate student proficiency (pass rate) by meeting their annual growth target in Reading by 05/25/2019 as measured by Scantron Performance Series Reading Assessment .

### Strategy 1:

Strategy 1 - Standard Aligned Instruction

Category: Develop/Implement Learning Supports

Activity - Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize BCS Curriculum Guides for planning and lesson planning	Academic Support Program	08/08/2018	05/25/2019	\$0	District Funding	Green Acres Middle School faculty (Teachers)
Activity - Activity 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use timely standards aligned formative and summative assessments to measure student progress	Academic Support Program	09/13/2018	05/25/2019	\$0	District Funding	Green Acres Middle School teachers
Activity - Activity 3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will prioritize teacher planning in school schedule that allows for collaborative planning, training and data analysis	Direct Instruction, Professional Learning, Academic Support Program	09/10/2018	05/23/2019	\$0	Title I SIG	Principal & Faculty
Activity - Activity 4	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals implement a teacher planning protocol that prioritizes planning and data analysis using student work.	Direct Instruction, Academic Support Program	09/12/2018	05/01/2019	\$0	Title I Part A	Principal & Faculty

### Strategy 2:

Strategy 2 - Teacher Observation and Feedback

## Category: Develop/Implement Teacher Effectiveness Plan

Activity - Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and school leaders distribute teacher observation, feedback and evaluation caseload and develop schedules for observation, feedback and evaluation.	Direct Instruction, Professional Learning, Academic Support Program	09/18/2018	05/25/2019	\$0	District Funding	Principal and Assistant Principal
Activity - Activity 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ILT members conduct observation and feedback cycles using and calibrating on teacher feedback	Direct Instruction, Professional Learning, Academic Support Program	08/13/2018	05/25/2019	\$0	State Funds	Instructional Leadership Team
Activity - Activity 3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals prioritize time for school based problem solving teams to identify students with academic and/or behavioral needs and create individual intervention plans for identified students	Direct Instruction, Academic Support Program	08/10/2018	05/25/2019	\$0	Other	Principal

**Strategy 3:**

## Strategy 3 - Intervention Systems

## Category: Develop/Implement Learning Supports

Research Cited: Principal

Activity - Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
: Principals schedule time for intervention in the school schedule	Academic Support Program, Tutoring	09/04/2018	05/25/2019	\$0	District Funding	Principal
Activity - Activity 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

: Principals implement an intervention system targeting student need	Academic Support Program	09/05/2018	05/25/2019	\$0	Title I Part A	Principal and selected faculty members
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## Goal 2: Increase the number of students meeting annual growth targets in math by 4%.

### Measurable Objective 1:

49% of All Students will demonstrate student proficiency (pass rate) by meeting their annual growth goal in Mathematics by 05/25/2019 as measured by Scantron Performance Series Mathematics Assessment ..

### Strategy 1:

Strategy 1 - Standards Aligned Instruction

Category: Develop/Implement College and Career Ready Standards

Activity - Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
teachers integrate learning I-level appropriate non-fiction social student and science texts into lessons	Academic Support Program	08/15/2018	09/27/2018	\$0	Title I Part A	Principal, Faculty

### Strategy 2:

Strategy 2 - Teacher Observation and Feedback

Category: Develop/Implement Learning Supports

Activity - Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ILT members conduct observation and feedback cycles using and calibrating on teacher feedback	Professional Learning, Academic Support Program, Policy and Process	08/15/2018	05/25/2019	\$0	Title I Part A	Principal, Leadership Team (ADMIN)

Activity - Strategy 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers utilize BCS Curriculum Guides for planning and lesson planning	Direct Instruction, Academic Support Program	08/16/2018	05/25/2019	\$0	Title I Part A	Principal, faculty

**Strategy 3:**

Strategy 3 - Instructional Leadership &amp; Development

Category: Develop/Implement Professional Learning and Support

Activity - Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals prioritize a reoccurring day and time for weekly ILT meetings	Direct Instruction, Professional Learning, Academic Support Program	09/22/2018	05/25/2019	\$0	Title I Part A	Principal

Activity - Strategy 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of Technology -Utilize programs with math components such as Online text book, Global Scholar, Chromebook (Google Classroom)	Other, Academic Support Program	08/25/2018	05/25/2019	\$50000	Title I SIG	Principal & SIG Coordinator Faculty

## Goal 3: Increase the number of students attending school with less than 15 excused/unexcused absences

**Measurable Objective 1:**

90% of All Students will demonstrate a behavior of less than 15 total absences in Practical Living by 05/25/2019 as measured by Chalkable attendance records. .

**Strategy 1:**

Strategy 1 - School Attendance Protocol

Category: Develop /Implement Leader Effectiveness Plan

Activity - Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals implement an attendance support team and protocol to communicate with parents to identify attendance barriers and solutions.	Other - Attendance Support , Parent Involvement	08/15/2018	05/25/2019	\$0	Title I Part A	Principal; attendance team



**Strategy 2:**

Activity 2 - Attendance support team will create and implement rewards for attendance, incentives for students based on resources and identified incentives.

Category: Develop/Implement Student and School Culture Program

Activity - Activity 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance support teams create and implement rewards for attendance incentives for students based on resources and identified incentives	Policy and Process	08/16/2018	05/25/2019	\$0	Title I Part A	Principal, Attendance Team

**Goal 4: To create a positive learning environment throughout the school****Measurable Objective 1:**

50% of All Students will demonstrate a behavior of a well-rounded student: including intellectually and socially in Practical Living by 05/25/2019 as measured by Positive Action Whole School Reform Model.

**Strategy 1:**

Strategy 1 - Positive Action School Wide Program

Category: Develop/Implement Student and School Culture Program

Research Cited: Positive

Action

Activity - Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use positive action guides and lesson plans to teach curriculum and strategies for student academic support and engagement	Behavioral Support Program, Academic Support Program, Career Preparation/Orientation	09/20/2018	05/25/2019	\$25000	Title I SIG	Principal, SIG Coordinator, faculty

Activity - Activity 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Positive Action Incentive System	Behavioral Support Program, Academic Support Program	08/15/2018	05/15/2019	\$10000	Title I SIG	SIG Coordinator, Faculty

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Activity 1	teachers integrate learning I-level appropriate non-fiction social student and science texts into lessons	Academic Support Program	08/15/2018	09/27/2018	\$0	Principal, Faculty
Strategy 2	Teachers utilize BCS Curriculum Guides for planning and lesson planning	Direct Instruction, Academic Support Program	08/16/2018	05/25/2019	\$0	Principal, faculty
Activity 4	Principals implement a teacher planning protocol that prioritizes planning and data analysis using student work.	Direct Instruction, Academic Support Program	09/12/2018	05/01/2019	\$0	Principal & Faculty
Activity 1	ILT members conduct observation and feedback cycles using and calibrating on teacher feedback	Professional Learning, Academic Support Program, Policy and Process	08/15/2018	05/25/2019	\$0	Principal, Leadership Team (ADMIN)
Activity 1	Principals implement an attendance support team and protocol to communicate with parents to identify attendance barriers and solutions.	Other - Attendance Support , Parent Involvement	08/15/2018	05/25/2019	\$0	Principal; attendance team
Activity 1	Principals prioritize a reoccurring day and time for weekly ILT meetings	Direct Instruction, Professional Learning, Academic Support Program	09/22/2018	05/25/2019	\$0	Principal
Activity 2	Attendance support teams create and implement rewards for attendance incentives for students based on resources and identified incentives	Policy and Process	08/16/2018	05/25/2019	\$0	Principal, Attendance Team

**ACIP**

Green Acres Middle School

Activity 2	: Principals implement an intervention system targeting student need	Academic Support Program	09/05/2018	05/25/2019	\$0	Principal and selected faculty members
<b>Total</b>					\$0	

**State Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Activity 2	ILT members conduct observation and feedback cycles using and calibrating on teacher feedback	Direct Instruction, Professional Learning, Academic Support Program	08/13/2018	05/25/2019	\$0	Instructional Leadership Team
<b>Total</b>					\$0	

**Title I SIG**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Activity 3	Principal will prioritize teacher planning in school schedule that allows for collaborative planning, training and data analysis	Direct Instruction, Professional Learning, Academic Support Program	09/10/2018	05/23/2019	\$0	Principal & Faculty
Strategy 2	Use of Technology -Utilize programs with math components such as Online text book, Global Scholar, Chromebook (Google Classroom)	Other, Academic Support Program	08/25/2018	05/25/2019	\$50000	Principal & SIG Coordinator Faculty
Activity 2	Positive Action Incentive System	Behavioral Support Program, Academic Support Program	08/15/2018	05/15/2019	\$10000	SIG Coordinator, Faculty

**ACIP**

Green Acres Middle School

Activity 1	Teachers will use positive action guides and lesson plans to teach curriculum and strategies for student academic support and engagement	Behavioral Support Program, Academic Support Program, Career Preparation/Orientation	09/20/2018	05/25/2019	\$25000	Principal, SIG Coordinator, faculty
<b>Total</b>					\$85000	

**Other**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Activity 3	Principals prioritize time for school based problem solving teams to identify students with academic and/or behavioral needs and create individual intervention plans for identified students	Direct Instruction, Academic Support Program	08/10/2018	05/25/2019	\$0	Principal
<b>Total</b>					\$0	

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Activity 1	Principals and school leaders distribute teacher observation, feedback and evaluation caseload and develop schedules for observation, feedback and evaluation.	Direct Instruction, Professional Learning, Academic Support Program	09/18/2018	05/25/2019	\$0	Principal and Assistant Principal
Activity 1	: Principals schedule time for intervention in the school schedule	Academic Support Program, Tutoring	09/04/2018	05/25/2019	\$0	Principal
Activity 2	Teachers will use timely standards aligned formative and summative assessments to measure student progress	Academic Support Program	09/13/2018	05/25/2019	\$0	Green Acres Middle School teachers
Activity 1	Teachers will utilize BCS Curriculum Guides for planning and lesson planning	Academic Support Program	08/08/2018	05/25/2019	\$0	Green Acres Middle School faculty (Teachers)
<b>Total</b>					\$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?			

## Evaluative Criteria and Rubrics

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
1.	Questionnaire Administration		N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.	Stakeholder Feedback Results and Analysis		N/A



## **Areas of Notable Achievement**

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

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

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

## **Areas in Need of Improvement**

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

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

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

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

## Report Summary

### Scores By Section

		Section Score					
1		2		3		4	

# **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?

The planning process involved the following people and/or activities:

- \* Teacher representatives from each grade level
- \* Administrators
- \* Counselor/Curriculum Specialist/SIG Coordinator
- \* Grade Level Teams
- \* Parent Meeting

The purpose of the ACIP and Title I, Parent Involvement, and Parent Input was to complete the following:

- \* Analyzing and disaggregation student data (Scantron, AAA, Science Assessment, Student Attendance, and Teacher Attendance)
- \* Teams convened to complete data analysis activities, discuss data, make decisions, and collaborate (Teacher strategies to increase data/behavior PBIS, Student Data Goal Sheets, and Intervention Skills)
- \* All teachers disaggregated test data, and developed goals for grade levels, individual students, and for themselves)
- \* Parents collaborated with teachers and administrators to discuss their thoughts and ideas on areas that needed attention to strengthen the overall instructional program and to improve the academic achievement for all students.

Stakeholders were organized and met and discussed information that was included in the Scantron Assessment and other information based on student report cards and strengths weaknesses, opportunities and threats were identified.

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

We have identified the following areas of need according to Scantron Data

Academic Needs: 1. Math ( Number and Operations in Base 10, Operations and Algebraic Thinking, Grade Level Progress.  
2. Reading(Text Complexity).

Community Parental Involvement Needs:

3.More parental and community involvement must be created at school level.

### What conclusions were drawn from the results?

Need for use of a variety of instructional strategies and creation of viable programs that will increase community and parental involvement

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

We concluded that a large amount of growth is necessary for students to be identified on grade level. The intervention programs must be planned and utilized to meet the needs of the individual student. Parental support and involvement highly impacts student engagement.

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

The school goals are a direct result of the priority needs identified in the comprehensive needs assessment.

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

The goals identified portray a clear and detailed analysis of multiple types of data. The perception data offers a picture from the parents, students, teachers and community. The achievement data provides specific analysis, including sub-group performance, which allows teachers to target instructional needs.

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

The goals, objectives, strategies and activities address the achievement of all students and identified sub-groups.

## 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:

Increase the number of students meeting annual growth targets in literacy by 4%.

### Measurable Objective 1:

52% of All Students will demonstrate student proficiency (pass rate) by meeting their annual growth target in Reading by 05/25/2019 as measured by Scantron Performance Series Reading Assessment .

### Strategy1:

Strategy 2 - Teacher Observation and Feedback

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited:

Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ILT members conduct observation and feedback cycles using and calibrating on teacher feedback	Professional Learning Direct Instruction Academic Support Program	08/13/2018	05/25/2019	\$0 - State Funds	Instructional Leadership Team

Activity - Activity 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals prioritize time for school based problem solving teams to identify students with academic and/or behavioral needs and create individual intervention plans for identified students	Direct Instruction Academic Support Program	08/10/2018	05/25/2019	\$0 - Other	Principal

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and school leaders distribute teacher observation, feedback and evaluation caseload and develop schedules for observation, feedback and evaluation.	Academic Support Program Professional Learning Direct Instruction	09/18/2018	05/25/2019	\$0 - District Funding	Principal and Assistant Principal



**Strategy2:**

Strategy 3 - Intervention Systems

Category: Develop/Implement Learning Supports

Research Cited: Principal

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
: Principals schedule time for intervention in the school schedule	Tutoring Academic Support Program	09/04/2018	05/25/2019	\$0 - District Funding	Principal

Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
: Principals implement an intervention system targeting student need	Academic Support Program	09/05/2018	05/25/2019	\$0 - Title I Part A	Principal and selected faculty members

**Strategy3:**

Strategy 1 - Standard Aligned Instruction

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Activity 4	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals implement a teacher planning protocol that prioritizes planning and data analysis using student work.	Direct Instruction Academic Support Program	09/12/2018	05/01/2019	\$0 - Title I Part A	Principal & Faculty

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize BCS Curriculum Guides for planning and lesson planning	Academic Support Program	08/08/2018	05/25/2019	\$0 - District Funding	Green Acres Middle School faculty (Teachers)

Activity - Activity 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will prioritize teacher planning in school schedule that allows for collaborative planning, training and data analysis	Academic Support Program Professional Learning Direct Instruction	09/10/2018	05/23/2019	\$0 - Title I SIG	Principal & Faculty

**ACIP**

Green Acres Middle School

Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use timely standards aligned formative and summative assessments to measure student progress	Academic Support Program	09/13/2018	05/25/2019	\$0 - District Funding	Green Acres Middle School teachers

**Goal 2:**

Increase the number of students meeting annual growth targets in math by 4%.

**Measurable Objective 1:**

49% of All Students will demonstrate student proficiency (pass rate) by meeting their annual growth goal in Mathematics by 05/25/2019 as measured by Scantron Performance Series Mathematics Assessment ..

**Strategy1:**

Strategy 3 - Instructional Leadership & Development

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Strategy 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of Technology -Utilize programs with math components such as Online text book, Global Scholar, Chromebook (Google Classroom)	Academic Support Program Other	08/25/2018	05/25/2019	\$50000 - Title I SIG	Principal & SIG Coordinator Faculty

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals prioritize a reoccurring day and time for weekly ILT meetings	Academic Support Program Direct Instruction Professional Learning	09/22/2018	05/25/2019	\$0 - Title I Part A	Principal

**Strategy2:**

Strategy 2 - Teacher Observation and Feedback

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Strategy 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers utilize BCS Curriculum Guides for planning and lesson planning	Direct Instruction Academic Support Program	08/16/2018	05/25/2019	\$0 - Title I Part A	Principal, faculty

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ILT members conduct observation and feedback cycles using and calibrating on teacher feedback	Academic Support Program Professional Learning Policy and Process	08/15/2018	05/25/2019	\$0 - Title I Part A	Principal, Leadership Team (ADMIN)

**Strategy3:**

Strategy 1 - Standards Aligned Instruction

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teachers integrate learning I-level appropriate non-fiction social student and science texts into lessons	Academic Support Program	08/15/2018	09/27/2018	\$0 - Title I Part A	Principal, Faculty

**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:**

Increase the number of students meeting annual growth targets in math by 4%.

**Measurable Objective 1:**

49% of All Students will demonstrate student proficiency (pass rate) by meeting their annual growth goal in Mathematics by 05/25/2019 as measured by Scantron Performance Series Mathematics Assessment ..

**Strategy1:**

Strategy 3 - Instructional Leadership & Development

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Strategy 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of Technology -Utilize programs with math components such as Online text book, Global Scholar, Chromebook (Google Classroom)	Other Academic Support Program	08/25/2018	05/25/2019	\$50000 - Title I SIG	Principal & SIG Coordinator Faculty

**Goal 2:**

Increase the number of students attending school with less than 15 excused/unexcused absences

**Measurable Objective 1:**

90% of All Students will demonstrate a behavior of less than 15 total absences in Practical Living by 05/25/2019 as measured by Chalkable attendance records. .

**Strategy1:**

Strategy 1 - School Attendance Protocol

Category: Develop /Implement Leader Effectiveness Plan

Research Cited:

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals implement an attendance support team and protocol to communicate with parents to identify attendance barriers and solutions.	Other - Attendance Support Parent Involvement	08/15/2018	05/25/2019	\$0 - Title I Part A	Principal; attendance team

**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:**

To create a positive learning environment throughout the school

**Measurable Objective 1:**

**ACIP**

Green Acres Middle School

50% of All Students will demonstrate a behavior of a well-rounded student: including intellectually and socially in Practical Living by 05/25/2019 as measured by Positive Action Whole School Reform Model.

**Strategy1:**

Strategy 1 - Positive Action School Wide Program

Category: Develop/Implement Student and School Culture Program

Research Cited: Positive

Action

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use positive action guides and lesson plans to teach curriculum and strategies for student academic support and engagement	Behavioral Support Program Academic Support Program Career Preparation/Orientation	09/20/2018	05/25/2019	\$25000 - Title I SIG	Principal, SIG Coordinator, faculty

Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Positive Action Incentive System	Academic Support Program Behavioral Support Program	08/15/2018	05/15/2019	\$10000 - Title I SIG	SIG Coordinator, Faculty

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

Teacher Recruitment and Retention

**Measurable Objective 1:**

collaborate to recruit teachers who are interested and show potential for becoming a learning leader and member of the ACIP team by 01/15/2014 as measured by The school will develop a critical mass of teachers committed to the increased use of research based strategies in classrooms with 100% faculty participation..

**Strategy1:**

PLC Meetings - The school will place in schedule common planning period that will allow teachers to form professional learning communities that will allow them to increase professional development, and have data chats. This will allow them to increase student learning through data analysis and developing common goals and strategies.

**ACIP**

Green Acres Middle School

Category:

Research Cited: Dufour, R. &amp; Eaker, R. (1998). Professional Learning Communities at Work (Bloomington, IN: National Educational Service.

Activity - Teacher Training on PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be introduced by use of guides, teacher handbook and other resources on being learning leader and developing PLCs that work.	Professional Learning	08/05/2015	05/20/2016	\$0 - Title I Part A	Principal/ Curriculum Coach

**Goal 2:**

Increase proficiency in math for all students at Green Acres Middle school.

**Measurable Objective 1:**

10% of All Students will increase student growth in math from the original baseline on the Scantron Performane benchmark. in Mathematics by 05/01/2018 as measured by student proficiency in common assessments by making gain in areas of math..

**Strategy1:**

Direct instruction of mathematical concepts - Teachers will provide effective, explicit, targeted instruction of the objectives in the ACIP.

Targeted objectives will be taken from Global Scholar Scantron targeted objectives.

Category: Develop/Implement Turnaround Principles

Research Cited: Research shows that statistically students 64% of the time increase their knowledge with the use of direct instruction.

Prychdzin, A., Marchand, N. Martella, R. & Azim, D. "Direct Instruction Mathematics Programs: Journal of Direct Instruction, Vol .4, No. 1, pp. 53-84

Activity - AVID Elective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use AVID strategies in classes to help improve student engagement and achievement. Students will volunteer to part of the AVID elective in 6th thru 8th grade. The AVID class will promote college and career awareness along with helping students with academic progress.	Academic Support Program	09/04/2017	05/30/2018	\$5000 - Title I Part A \$25000 - Title I SIG	Principal, AVID coordinator Teachers

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

In some cases, the school utilizes a bilingual interpreter that is provided by the district., whom translates for parent-teacher conferences, back-to-school nights, PTA meetings, and regular communication.

The school also provides Translation for the written communications documents that we send home, such as report cards, school events, and homework.The school utilizes a translator app to gain a better communication connection. We also provide the ELL parents with information about their rights regarding access to interpreters and translated materials from your school, free lunch programs, your school's

ELL curriculum, supplementary school services that are available to their children, and anything else that parents at your school have a right to know.

### 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?	No	The teacher is provided with a traditional route and the alternative route (pathway) to gain a teaching certification	

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

The faculty collaborate to identify areas of weaknesses and strengths of the individual students from various data sources. The Global Scholar Assessment, Formative Assessing, Read 180, Acellus are a few of the formal assessments used. Pre and Post tests are also administered to help direct instruction. Informal assessments and classroom observations are used as well. The teachers meet once a week by grade (PLC) level to look at the various data. Teachers use intervention time to give extra attention to struggling students. The Response to Instruction Team model is used to address students' performance according to Tiers.



## 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?**

No turnover rate due to retirements or transfers this year and we have added units.

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

6th Grade Reading Over 20 years

7th Grade Reading Over 10 years

8th Grade Reading 1 years

7th math over 20 years

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

Jobs are posted on the state department site, The district periodically conducts job fairs (opened to the public), teachers are supported by mentoring program and there are established PLCs and Professional development

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## 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.**

Formal and informal assessments provide significant insight into students' progress, curriculum effectiveness and teaching strategies and give teachers feedback on classroom instruction. Individual assessments such as global scholar give educators information on student performance in individual classes. The assessments not only help the individual teacher, but it also helps administrators address curricular or teaching insufficiency and create opportunity for target development needs and delivery appropriateness for growth and teacher improvement.

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

Some of our professional development activities include teacher training in CCRS, Marzano Methods, Avid strategies, strategic teaching strategies, technology integration, and framework implementation per subject/standard.

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

Learning Focus Schools (lesson planning) (Marzano)  
 AVID (Advancement via Individual Determination)  
 Backwards Planning Model (Essential Question Training)  
 SREB

Mentor Teacher  
 Curriculum Coach  
 Program Specialist in assigned area  
 Curriculum Coordinator  
 Administrator

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

With the weekly PLC schedule implementation, we are allowed to have embedded professional development throughout the year. In addition to this, The district has developed early dismissal days in which teachers have an opportunity to do PDs.

Also all teachers work on Educate Alabama and develop PLPs for professional development.

**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:**

Parental Involvement will increase a Green Acres Middle School

**Measurable Objective 1:**

collaborate to work on increasing parental involvement of students at Green Acres Middle School. by 05/20/2016 as measured by the increase of parental involvement by 5% this school year..

**Strategy1:**

Use of Community Partners - Through use of SIG grant and Positive Action. The SIG coordinator will find maintain community partners that will help to increase parental involvement as well as gain services that will facilitate a positive school culture at Green Acres Middle school.

Category: Develop/Implement Turnaround Principles

Research Cited: ASCD.org

Activity - SIG Coordination	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will maintain SIG coordinator to handle SIG funds and reach goals and objectives set in SIG plan.	Community Engagement Academic Support Program Parent Involvement Behavioral Support Program	08/10/2017	05/30/2018	\$78080 - Title I SIG	Principal

**Goal 2:**

To create a positive learning environment throughout the school

**Measurable Objective 1:**

50% of All Students will demonstrate a behavior of a well-rounded student: including intellectually and socially in Practical Living by 05/25/2019 as measured by Positive Action Whole School Reform Model.

**Strategy1:**

**ACIP**

Green Acres Middle School

Strategy 1 - Positive Action School Wide Program

Category: Develop/Implement Student and School Culture Program

Research Cited: Positive

Action

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use positive action guides and lesson plans to teach curriculum and strategies for student academic support and engagement	Career Preparation/ Orientation Academic Support Program Behavioral Support Program	09/20/2018	05/25/2019	\$25000 - Title I SIG	Principal, SIG Coordinator, faculty

## 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?

PLCs

Faculty Meetings

Google Classroom

Teachers help make decisions regarding intervention plans for students, according to data results

## **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?**

RTI is used to identify students who have difficulty mastering the state standards

**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?**

After RTI has been implemented for a student, steps are taken to alleviate any and all problems hindering that particular child from achieving their full potential. Tutoring and face to face time with teachers, Read 180 and System 44, are the first steps taken to help those students having difficulty.

**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.**

Student's individual needs are being addressed by using multiple instructional strategies, ability-based grouping and a spiraled curriculum and Tutoring is offered as needed to those students after the regular school day ends at no cost.

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

All students that attend our school are taken care of with the utmost importance and we meet all of their needs to the best of our ability. EL students are given materials in their native language when available. Parents are invited to attend IEP meetings and are asked to give their input. Students in need of assistance/guidance are identified through registration gateway and help from the district level and from our community partners is provided.

**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.**

Students are addressed according to:

1. RTI plan
2. PBIS plan

3. Tutorial services
4. AVID
5. Gear -Up
6. ILP

**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.**

Title I funds are utilized and spend based on needs assessment in school wide improvement plans

Salaries, Benefits for Academic Specialist

Consumable supplies for teachers and students

Technology (I Pads, Smartboards, Computers, Software)

Schoolwide Professional Development

Parent Involvement

Leadership Development

Title IIA:

Teacher and Principal Training

Professional Development supplies and materials

**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)?**

RTI plan

PBIS plan

Tutorial services

AVID

Free Lunch and free breakfast for all students

Summer Feeding Programs

Mentoring Organizations

Summer Enrichment

After School Programs



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

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

Process monitoring  
Classroom Walkthrough  
Evidence Audits  
Student Achievements  
Surveys

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

The school improvement team utilizes a variety of sources, on a quarterly basis, to disaggregate data by sub-groups. The information is then used to determine the impact school improvement activities had on student achievement. The results are then used to revise the school-wide plan and shared with all stakeholders

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

The school determines effectiveness through monthly data meetings and RTI meetings and PLC meetings

**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 ACIP team revises the plan based on achievement, growth and perception data.

# **Title I Targeted Assistance Diagnostic**

## Introduction

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

## Component 1: Comprehensive Needs Assessment

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

School leadership team gathered data and reviewed data that included Scantron Global Scholar information.

The planning process involved the following people and /or activities:

1. Teacher representatives from each grade level
2. Administrators
3. Grade Level Teams
4. Parent Meetings stating the purpose of the ACIP and Title I, Parent Involvement, SIG and Parent Input.
5. Analyzing an disaggregation of student data (Global Scholar Student and teacher attendance)
6. Teams convened to complete data analysis activities, discuss data, make decisions, and collaborate.

### 2. Describe the process used to determine which students will be served. Eligible students should be those who are failing or most at risk of failing to meet the challenging State academic standards.

We have identified the following areas of need according to Scantron Global Scholar.

Academic Needs

1. Math (Number and Operations in Base 10, Operations and Algebraic thinking, Grade Level Progress and Foundations.
2. Reading (Craft and Structure) (Text complexity) Non- Fiction (Reading Comprehension)

Community and Parental Involvement Needs: More parental and community involvement is needed

### 3. For schools with Preschool through Grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state's challenging content and student performance standards?

na

## Component 2: Services to Eligible Students

**1. Describe what methods and instructional strategies will be used to ensure eligible children receive supplemental assistance that strengthen the academic program of the school. Such activities may include expanded learning time, before-and after school programs, summer programs, tiered behavioral models that address behavior problems, 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.) (Sec. 1115(b)(B)(i)(ii)).**

Special education teachers and grade-level lead teachers will attend monthly professional development sessions to assist general education teachers with reading with instructional needs and provide professional development.

- Special Education teachers will confer weekly with general education teachers pertaining to weekly standards
  - Special Education teachers will provide teachers with a list of reading accommodations to be used for each individual student
  - Special education teachers will write weekly lesson plans based on grade- level objectives for use in resource
  - Special education teachers will monitor student progress by utilizing Acellus, weekly/unit tests and embedded assignments - Identified special education students will participate in the Read 180 Program, System 44 Lexia Program, Corrective Reading, small group instruction
- 1.4 Progress Monitoring in Reading Description:

All teachers will progress monitor to determine students strengths and weaknesses for the purpose of grouping

Action Steps:

Analyze Data to Drive Instruction

Title I Schoolwide Diagnostic

Green Acres Middle School

- Analyze test results to drive instruction, such as Acellus, Chalkable (inow), Scantron benchmark , and other assessments and document in data binder

- Create lesson plans according to student instructional needs and Alabama Courses of Study Standards

Title I Schoolwide Diagnosis

**2. What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas? (Sec. 1115(b)(2))**

na

**3. Describe the process for determining student eligibility, indicating the ranking of students and cut-off scores. (Sec. 1115(C)(B))**

na

**4. How are students with the greatest needs receiving services?**

Students schedule will include intervention period that will allow them to receive intensive academic help. This will be blended into the

everyday schedule and ran with fidelity by tutors and teachers. Student will be given targets that must be met for proficiency of standards.

**5. What are the multiple criteria by which students may exit the program?**

Mastering Standards

Summative Assessments

Global Scholar Benchmark

**6. Describe program resources used to help participating children meet the State's challenging academic standards. Resources may include programs, activities, and academic courses necessary to provide a well-rounded education. (Sec. 1115 (b)(A))**

na

### Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing School Improvement planning process?

na

## Component 4: Instructional Strategies

1. What evidence indicates effective methods and instructional strategies are in place at the school that help provide an accelerated, high-quality curriculum? (Sec. 1115)(b)(2)(G)(i))

na

2. What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?

na

3. What evidence is available to show how the school minimizes the removal of children from the regular classroom during regular school hours for instruction provided under this part (e.g. extended learning opportunities)? (Sec. 1115(2)(b)(2)(G)(ii))

PBIS

PST

Intervention

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

**Goal 1:**

Increase the number of students meeting annual growth targets in math by 4%.

**Measurable Objective 1:**

49% of All Students will demonstrate student proficiency (pass rate) by meeting their annual growth goal in Mathematics by 05/25/2019 as measured by Scantron Performance Series Mathematics Assessment ..

**Strategy1:**

Strategy 2 - Teacher Observation and Feedback

Category: Develop/Implement Learning Supports

Research Cited:



**ACIP**

Green Acres Middle School

Activity - Strategy 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers utilize BCS Curriculum Guides for planning and lesson planning	Direct Instruction Academic Support Program	08/16/2018	05/25/2019	\$0 - Title I Part A	Principal, faculty

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ILT members conduct observation and feedback cycles using and calibrating on teacher feedback	Professional Learning Academic Support Program Policy and Process	08/15/2018	05/25/2019	\$0 - Title I Part A	Principal, Leadership Team (ADMIN)

**Strategy2:**

Strategy 3 - Instructional Leadership &amp; Development

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals prioritize a reoccurring day and time for weekly ILT meetings	Direct Instruction Professional Learning Academic Support Program	09/22/2018	05/25/2019	\$0 - Title I Part A	Principal

Activity - Strategy 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of Technology -Utilize programs with math components such as Online text book, Global Scholar, Chromebook (Google Classroom)	Academic Support Program Other	08/25/2018	05/25/2019	\$50000 - Title I SIG	Principal & SIG Coordinator Faculty

**Strategy3:**

Strategy 1 - Standards Aligned Instruction

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teachers integrate learning I-level appropriate non-fiction social student and science texts into lessons	Academic Support Program	08/15/2018	09/27/2018	\$0 - Title I Part A	Principal, Faculty

**Goal 2:**

SY 2018-2019

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Increase the number of students attending school with less than 15 excused/unexcused absences

**Measurable Objective 1:**

90% of All Students will demonstrate a behavior of less than 15 total absences in Practical Living by 05/25/2019 as measured by Chalkable attendance records. .

**Strategy1:**

Activity 2 - Attendance support team will create and implement rewards for attendance, incentives for students based on resources and identified incentives.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance support teams create and implement rewards for attendance incentives for students based on resources and identified incentives	Policy and Process	08/16/2018	05/25/2019	\$0 - Title I Part A	Principal, Attendance Team

**Strategy2:**

Strategy 1 - School Attendance Protocol

Category: Develop /Implement Leader Effectiveness Plan

Research Cited:

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals implement an attendance support team and protocol to communicate with parents to identify attendance barriers and solutions.	Other - Attendance Support Parent Involvement	08/15/2018	05/25/2019	\$0 - Title I Part A	Principal; attendance team

**Goal 3:**

To create a positive learning environment throughout the school

**Measurable Objective 1:**

50% of All Students will demonstrate a behavior of a well-rounded student: including intellectually and socially in Practical Living by 05/25/2019 as measured by Positive Action Whole School Reform Model.

**Strategy1:**

Strategy 1 - Positive Action School Wide Program

Category: Develop/Implement Student and School Culture Program

Research Cited: Positive

Action

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use positive action guides and lesson plans to teach curriculum and strategies for student academic support and engagement	Career Preparation/ Orientation Behavioral Support Program Academic Support Program	09/20/2018	05/25/2019	\$25000 - Title I SIG	Principal, SIG Coordinator, faculty

Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Positive Action Incentive System	Behavioral Support Program Academic Support Program	08/15/2018	05/15/2019	\$10000 - Title I SIG	SIG Coordinator, Faculty

**Goal 4:**

55% of students taking ACCESS for ELs will make the progress target

**Measurable Objective 1:**

55% of English Learners students will demonstrate a proficiency by meeting their progress cumulative growth target in English Language Arts by 05/31/2019 as measured by ACCESS .

**Strategy1:**

Strategy 1 - Implement intervention reading program

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Imagine Learning, a computer based reading program, will be utilized for 30 minutes daily	Academic Support Program	08/13/2018	05/31/2019	\$3000 - Title I Part A	EI Teacher

Activity - Activity 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading A-Z - reading program	Academic Support Program Direct Instruction	08/10/2018	05/31/2019	\$1500 - Title I Part A	EL Teacher

Activity - Activity 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ReadWorks for writing and reading	Direct Instruction Academic Support Program	08/10/2018	05/31/2019	\$150 - Title I Part A	EI Teacher

## Component 5: Title I and Regular Education Coordination

1. How does coordination with the regular classroom program occur, including transition strategies, which may include services to assist preschool children in the transition from early childhood programs to elementary school programs? (Sec. 1115(C)(b)(2)(C))

na

## Component 6: Instruction by Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements? What action is being taken to meet this requirement?	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?	No	na	

## Component 7: High Quality and Ongoing Professional Development

1. How does the school provide professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program? (Sec. 1115)(b)(2)(D))

na

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

**1. 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.**

na

**2. Describe procedures used to address challenges for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students. (Sec. 1115(c)(2)(A-E))**

na

**3. 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 for Elementary Schools)**

na

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

na



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

**1. How does the Targeted Assistance program coordinate and integrate federal, state, and local services and programs to ensure that participating students achieve proficient or above on statewide assessments?**

na

**2. List the State, Federal and local programs that are consolidated/coordinated in the Targeted Assistance program and describe how all programs and resources are coordinated and integrated toward the achievement of the Targeted Assistance goals. (Sec. 1115(b)(3))**

na

**3. If appropriate and applicable, how does the school coordinate and integrate Federal, State, and local services and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d). (Sec. 1115(b)(2)(F))**

na

## Component 10: Evaluation

1. How does the school evaluate the implementation of the Targeted Assistance program?

na

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

na

3. How does the school determine whether the Targeted Assistance program has been effective in increasing the achievement of students who are furthest from achieving the standards?

na

4. What process is followed by the school to revise the plan on an ongoing basis, review the progress of eligible children, and revise the targeted assistance program if necessary, based on the evaluation, to ensure continuous improvement of students in the Targeted Assistance program? (Sec. 1115(b)(2)(G)(iii))

na

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

na

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

na

# 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.	18.31

Provide the number of classroom teachers.

18.45

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1294922.0

Total

1,294,922.00

### 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.	111591.0

Total

111,591.00

### Assistant Principal

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

Provide the number of Assistant Principals.

.50

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	46330.0

Total

46,330.00

### Counselor

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

Provide the number of Counselors.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	86610.0

Total

86,610.00



## Librarian

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

Provide the number of Librarians.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	84576.0

Total

84,576.00

### Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

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.	6543.0

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

0

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

Total

0.00

### Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	1963.0

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.	0.0

Total

0.00

### 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.	11692.0

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.	0.0

Total

0.00

### Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	2097.0

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.	0.0

Total

0.00



**Title I**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	1.774845E7

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

Salaries Benefits - 55,597.00  
Parental Coordinator - 16,000  
Parent Involvement-3500  
Materials and Supplies - 15,021  
Professional Development - 15,000  
After School Program-17,800  
Instructional Software-3700  
Audio/Visual Supplies-4000  
Media/Library-3000  
Audio Equipment Upgrade-4066.50  
Student Incentives-7500  
Workshops/Planning-6000  
Tutors-17800  
Staff Education Services-2500  
Educational Field trips-6000

**Title II**

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

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

na

**Title III**

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

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

na

**Title IV**

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

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

na

**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.**

na

### 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.

na

### 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.

na

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

Provide a brief explanation and breakdown of expenses.

na

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**Other**

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	500000.0

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

Project Coordinator-75000

Dean of Students-75000

Extended Day Learning-50000

Tutors -50000

AVID-20000

Consultants-76000

Instate Professional Development-20000

Out state Professional Development-15000

Educational Material &amp; Supplies/Software-80000

Student Incentives-5000

Teacher Incentives-3000

Educational Field Trips-5000

Transportation-3000

Intervention/Enrichment Resources-46000



## Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

na

# 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))**

The school will have an annual Title I meeting that will allow parents to understand the 1% set aside.

**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))**

Parents will have two opportunities to attend meetings. The meeting will be held twice in a day. Once in the morning and in the evening. This will give parents who work and opportunity to attend.

**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))**

A parent corner s provided at the school with information dealing with Title I programs as well as other useful information. The corner contains items in both Spanish and English.

The school will provide relevant information via school website and school's facebook account.

The school will provide information ongoing/throughout the year at meetings and school events.

**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))**

All school stakeholders participated in the development of the school compact

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

The school has a complaint procedure for all areas of the school systems and processes. Parents are exposed to the 30/60/90 day plan at Title I and parent meetings.

**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 school will ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement. Our school will 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 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)**

See parent involvement plan

**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)**

Parent workshops are offered at various times throughout the school year. These are planned and presented by organizations and/or staff members.

- Statewide Parenting Week is held in October to promote parental involvement. Workshops are scheduled throughout the week for parents to attend on topics of interest based on the parent survey conducted in the spring of the previous year. Parents are encouraged visit their child's classroom and communicate with teacher
- General Session/Meet the Teacher Night is held early each school year so that parents can meet their child's teacher and see the classroom.
- Annual Title I Parent Meeting held in August to address state academic achievement standards and state and local academic standards.
- Summer Camp is provided for students for 8 days during the summer to support and enhance learning in order to provide a bridge from the previous school year to the upcoming school year.
- GAMS Web Page is kept current and is available to parents 24 hours per day for full information about upcoming school activities.
- Parent Conferences are held throughout the school year. A minimum of two per student is expected. Each teacher documents the conferences.
- Weekly/Daily Communication Folders and/or agendas are sent home with a summary student progress in academics and behavior, as well as notice of upcoming school activities.

**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)**

Parent involvement is a continuous area of focus for Green Acres Middle School

- Administration will share with the faculty and staff the Culture Survey and importance of Title I.- Through focus groups, we are able to analyze data from parent surveys and develop plans to increase parental involvement.
- Teachers, office personnel and other school staff are trained at the beginning of the school year meeting.
- We have a Parent Advisory Committee made up of volunteer parents who help administrators plan purposeful activities for parents to meet their needs.
  - There is a LEA District Parent Advisory Committee that gives input to the District Parent Involvement Plan and assist in planning parenting activities for the district and local school.

**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)**

Throughout the year, parents may request support or make recommendations regarding parental involvement.

- These requests and recommendations are considered by our Parent Advisory Committee and School Faculty.

- At the end of the school year, a parent survey is given to every parent to give suggestions and input into the next school year regarding parental involvement activities: specific activities, specific topics for workshops; convenient times; communication effectiveness. These surveys are analyzed and evaluated ideas from these surveys are implemented in the next school years Continuous Improvement Plan.

- The committee and faculty make decisions regarding requests and recommendations. Every effort is made to work with parents in meeting their requests as related to their involvement in their child's education.

**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))**

All notices and information will be, to the extent practicable, provided in a language that parents can understand.

We also have a ELL teachers and a bilingual aide (within the district) who can help orally communicate information to Hispanic parents when needed.

- Our school building is handicapped accessible for parents with disabilities. There is handicapped parking in the front and side of our building for easy access.