ACIP

Malachi Wilkerson Middle School

Birmingham City Schools

Mrs. Davida Hill-Johnson, Principal
116 11th Court West
Birmingham, AL 35204
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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.
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?

Wilkerson Middle School is Birmingham's 98th public school. The school is located at 116 11th Court West in the Smithfield Community in an area also known as Dynamite Hill. During the Civil Rights era, the area around the school saw a series of bombings perpetrated to intimidate African Americans moving into the community and white residents willing to sell to black families. Two of the four little girls killed in the 16th Street Baptist Church Bombing were students at Wilkerson School at the time of their death.

During the summer of 2015, under the direction of our principal, Davida Hill Johnson, and working in cooperation with artist, Kourtney Dunn, a mural was painted in the school's cafeteria in honor of Cynthia Wesley and Carole Robertson. Due to the fact the school is located in an area so heavily involved in the Civil Rights Movement, the school has always been viewed by the community as a positive beacon to all within the area and a source of pride for families and students that have been in attendance throughout the years. The school currently houses grades 6, 7 and 8 with a current school population of approximately 312. This number reflects a slight increase in enrollment since the previous school year. During the prior five years the school has seen a marked increase in the Hispanic student population of students having exited the ELL program.

The faculty at Wilkerson Middle School consists of one principal, one assistant principal, one counselor, one librarian, one family and consumer science teacher, one band teacher, one physical education teacher, one drama teacher, one Reads 180 instructor, 12 core teachers (four at each grade level), two special education teachers, and two instructional assistants.

One of the unique situations the school faces is the fact that the area surrounding the school is generally populated by elderly citizens with the majority of the school's students being transported by bus to the school from outlying areas of the community.
School's Purpose

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

The Mission of Wilkerson Middle School is to guide all students to achieve excellence in a safe, secure and nurturing environment. The Vision of Wilkerson Middle School is to advance the intellectual, social, emotional and physical development of all its students while servicing each individual's immediate needs within an environment that promotes success for all students. Technology, hands-on activities, and interdisciplinary instruction will enhance teaching and learning. Curriculum development will be an ongoing process geared to the needs of the students in accordance with state-mandated standards.

Faculty, students, families and the community will be actively involved in the educational process to create a safe, supportive environment where students are motivated to earn and believe that success is attainable. Everyone will honor and respect the difference and uniqueness of each individual while developing a sense of responsibility toward themselves, their school community, and the community at large. Wilkerson Middle School will be a school where both students and faculty come together as a community of life-long learners. Students will learn how to learn. They will leave middle school with the knowledge and tools necessary to confidently meet the challenges of high school and beyond.

Values:
Our Core Values Are Based on the acronym ROAR
Responsible
On-Time
Accomplish Goals
Respectful

Beliefs of Wilkerson Middle School:
We believe everyone:
- can learn
- has worth and dignity
- deserves to be accepted
- deserves to be treated with respect
- needs a broad educational curriculum
- needs to be challenged
- needs to pursue quality in both behavior and learning

We also believe education is a shared responsibility among all stakeholders. Working together we can accomplish more. Wilkerson Middle School embodies its purpose by placing high expectations on all school stakeholders- administration, faculty, staff, students, parents, and community members. The school atmosphere reflects a sense of support and community.
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.

Wilkerson Middle School has been recognized throughout the years on both the state and national level and awarded many distinguished titles. Most recently the school was awarded the 2015-2016 CLAS Banner Award. The CLAS Banner School Award originated in 2001 with the purpose to identify, recognize, and publicize schools and programs with outstanding educational programs which serve as models for schools across our state. Selection criteria included the following:

- Evidence displayed of school/program success through the 2015-2016 school year
- Activities described that make the school/program(s) a candidate for recognition
- Demonstration of an outstanding, unique, student-centered educational program(s)
- Evaluation information documented to determine success
- Serves as an exceptional model for other schools

As a school, we are striving to continue to show improvement on standardized testing, teacher-made assessments, and computer generated assessments (Scantron/Performance Series) in all subgroups. An effort is being made to better monitor our at-risk students across all grade levels and disciplines including academic, behavior and attendance categories.
Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

We are committed to enhancing our achievement by increased improvement in the way we analyze and use student data to drive instruction. A Data Room was initiated during the 2015-2016 school year, where information is displayed and teachers can track and analyze student information. At the beginning of the 2017-2018 school year, all teachers were issued a data binder in an effort to enhance instruction. Administrators work to make meaningful, measurable changes at Wilkerson Middle School. As a faculty, we are striving to be more data oriented. It is our goal to look at data as more than numbers on a spreadsheet, but as vital information to inform and influence how we teach, what we review, re-adjust and re-teach during the daily class period and twice weekly intervention periods.

Aside from the two mandated Scantron/Performance Series benchmark assessment required by the local board of education, we have elected to assess our students with interim classroom assessments. This data gives us a mid-point score to determine students' progress. It is our goal not just to collect data, but to use it to benefit our students.

Administrators are working to help the teachers feel more confident using data and to provide them with statistical data to drive the educational decisions they make to increase student performance.
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

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.

During Malachi Wilkerson Middle School's Annual Open House, stakeholders, including parents, students, faculty, staff, and community members were provided information related to our current school status, advised of the school and the school system's mission and vision and of the system priority goals. Stakeholders were informed of the Title I Parent Meetings and the Parent Focus Group Meetings. Stakeholders were selected based on their willingness to participate in the planning process.

Meetings were scheduled during varied hours to allow for optimum participation. Since attendance at these meetings has not been representative in the past, the principal made a special point of encouraging all in attendance to watch for meeting announcements and to make every effort to be in attendance. The documented attendance at the annual meeting showed vast improvement over the prior year.

Also, during in-house professional development at the beginning of the 2017-2018 school year, the faculty and staff were made aware of the need to be actively involved in the development of the ACIP. A brief overview was presented by the principal and the designated data entry person. The faculty and staff were advised this would be a joint effort among all stakeholders and their input would not only be welcomed, but required. Committee assignments were sent to faculty members over the summer and committees held their first official meeting in August.

The ACIP will address all required components of the school-wide program and will be used a planning document for the 2017-2018 school year.

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

Local Administration- facilitated the development of the planning team
Teachers- provided student data and identified academic strengths and focus areas
Staff- provided observational data and specific input in regards to their position and role within the school community
Students- shared their interests, concerns, likes and dislikes and provided insight from the perspective of our ultimate customer
Parents- brought to the table issues and concerns, both positive and negative, concerning the day to day operation of the school, the educational opportunities for their children, and goals they would like to see implemented
Community Members- provided observational data and insight from a community level

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 improvement plan is available to all stakeholders upon request. A copy of the plan will be available on the school's website, parent corner, media center and the main office. Parents attending Parent Focus Group meetings will be made aware of the availability of viewing or securing a copy of the plan. The ACIP may also be assessed through the school's website where a link is prominently placed on the homepage.
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.
<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Did you complete the Student Performance Data document offline and upload below?</td>
<td>Yes</td>
<td>Malachi Wilkerson Middle School Subject Proficiency by Grade Level Malachi Wilkerson Middle School Grade 6 Skill Proficiency by Demographic Malachi Wilkerson Middle School Grade 7 Skill Proficiency by Demographic Malachi Wilkerson Middle School Grade 8 Skill Proficiency by Demographic</td>
<td>Malachi Wilkerson School Subject Proficiency by Grade Level Malachi Wilkerson Middle School Grade 6 Skill Proficiency by Demographic Malachi Wilkerson Middle School Grade 7 Skill Proficiency by Demographic Malachi Wilkerson Middle School Grade 8 Skill Proficiency by Demographic</td>
</tr>
</tbody>
</table>
### Evaluative Criteria and Rubrics

**Overall Rating:** 3.5

<table>
<thead>
<tr>
<th>Statement or Question</th>
<th>Response</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Assessment Quality</td>
<td>The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, &quot;must accomplish,&quot; instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.</td>
<td>Level 4</td>
</tr>
<tr>
<td><strong>2.</strong> Test Administration</td>
<td>All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.</td>
<td>Level 4</td>
</tr>
<tr>
<td><strong>3.</strong> Quality of Learning</td>
<td>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.</td>
<td>Level 3</td>
</tr>
<tr>
<td><strong>4.</strong> Equity of Learning</td>
<td>Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.</td>
<td>Level 3</td>
</tr>
</tbody>
</table>
Areas of Notable Achievement

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

6th Grade Math
8th Grade English
8th Grade Reading
8th Grade Science
8th Grade Math
8th Grade Writing

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

6th Grade Science
6th Grade Math
8th Grade English
8th Grade Reading
8th Grade Science
8th Grade Math
8th Grade Writing

Which area(s) indicate the overall highest performance?

8th Grade English indicates the overall highest performance, followed by 8th Grade Reading.

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

6th Grade Male Students show a trend toward increasing performance in production of writing in English
6th Grade Male Students show a trend toward increasing performance in key ideas and details in Reading
6th Grade Male Students show a trend toward increasing performance in evaluation of models, inferences, and experimental results in Science
6th Grade Female Students show a trend toward increasing performance in organization in Writing
7th Grade Female Students show a trend toward increasing performance in production of writing and knowledge of language in English
7th Grade Female Students show a trend toward increasing performance in justification and explanation in Math
7th Grade Hispanic or Latino Students show a trend toward increasing performance in geometry and justification and explanation in Math
7th Grade Hispanic or Latino Students show a trend toward increasing performance in production of writing in English and convention of standard English
8th Grade Male Students show a trend toward increasing performance in production of writing, knowledge of language, and conventions of standard English in English
8th Grade Female Students show a trend toward increasing performance in production of writing, knowledge of language, and conventions of standard English in English
8th Grade Male Students show a trend toward increasing performance in the number system in Math
8th Grade Female Students show a trend toward increasing performance in the number system in Math
8th Grade Male Students show a trend toward increasing performance in key ideas and details in Reading
8th Grade Female Students show a trend toward increasing performance in integration of knowledge and ideas in Reading
8th Grade Female Students show a trend toward increasing performance in language use and conventions in Writing
8th Grade Male Students show a trend toward increasing performance in language use and conventions in Writing

Between which subgroups is the achievement gap closing?

The achievement gap is closing between grade 6 male and female students in Reading
The achievement gap is closing between grade 7 male and female students in Math
The achievement gap is closing between grade 8 male and female students in English

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

Consistent with other data sources (Renaissance/Accelerated Reader/Classroom Assessments), the achievement gap is closing between grade 6 male and female students in English and Reading.
Areas in Need of Improvement

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

6th Grade English
6th Grade Reading
6th Grade Writing
7th Grade English
7th Grade Reading
7th Grade Science
7th Grade Math
7th Grade Writing

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

Negative trends were in the following areas:

6th Grade Reading
6th Grade Writing
7th Grade English
7th Grade Reading
7th Grade Science
7th Grade Math
7th Grade Writing

Which area(s) indicate the overall lowest performance?

The overall lowest area of performance is in English and Reading in sixth and seventh grades.

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

Grade 6 male students show a trend toward decreasing performance in English, Math and Writing
Grade 7 male students show a trend toward decreasing performance in English, Reading and Science
Grade 8 male and female students show a trend toward decreasing performance in Math
Grade 8 female students show a trend toward decreasing performance in Reading
Grade 8 male students show a trend toward decreasing performance in Writing
Between which subgroups is the achievement gap becoming greater?

The achievement gap is becoming greater among 6th grade male and female students in Math with the females having the higher scores.
The achievement gap is becoming greater among 7th grade male and female students in English and Writing with the females having the higher scores.
The achievement gap is becoming greater among 8th grade male and female students in Science with the females having the higher scores.

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

All data sources (Renaissance, Accelerated Reader, Classroom Assessments, Grading Periods) are consistent with the reported findings that female students tend to score higher than the male students on varying assessment methods.
2017-2018 ACIP Assurances
Introduction

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

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>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.</td>
<td>Yes</td>
<td>Instructional Leadership Team Highlighted in Orange</td>
<td>Malachi Wilkerson Middle School Leadership Team Signature Sheet</td>
</tr>
<tr>
<td>2.</td>
<td>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.</td>
<td>Yes</td>
<td></td>
<td>Malachi Wilkerson Middle School Title VI Documentation</td>
</tr>
<tr>
<td>3.</td>
<td>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.</td>
<td>Yes</td>
<td></td>
<td>Malachi Wilkerson Middle School Title IX Designee</td>
</tr>
<tr>
<td>4.</td>
<td>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.</td>
<td>Yes</td>
<td></td>
<td>2017-2018 Malachi Wilkerson Middle School Parent Involvement Plan</td>
</tr>
<tr>
<td>5.</td>
<td>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.</td>
<td>Yes</td>
<td></td>
<td>Malachi Wilkerson School-Parent Compact</td>
</tr>
</tbody>
</table>
Plan for ACIP 2017 - 2018
Overview

Plan Name

Plan for ACIP 2017 - 2018

Plan Description

SMART Goals
# 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.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Improve student achievement and college and career readiness levels in Mathematics</td>
<td>Objectives:1 Strategies:3 Activities:3</td>
<td>Academic</td>
<td>$0</td>
</tr>
<tr>
<td>2</td>
<td>Improve student achievement and college and career readiness levels in Reading</td>
<td>Objectives:1 Strategies:3 Activities:4</td>
<td>Academic</td>
<td>$0</td>
</tr>
<tr>
<td>3</td>
<td>Establish Support Systems to Improve Positive School Climate</td>
<td>Objectives:1 Strategies:3 Activities:5</td>
<td>Organizational</td>
<td>$30000</td>
</tr>
<tr>
<td>4</td>
<td>Increase ELL Proficiency in Reading, Speaking, Listening, and Writing</td>
<td>Objectives:1 Strategies:1 Activities:1</td>
<td>Academic</td>
<td>$0</td>
</tr>
<tr>
<td>5</td>
<td>Student Attendance – reduce by 3% the % of students with 10 or more unexcused absences from 30% to 27%.</td>
<td>Objectives:1 Strategies:1 Activities:3</td>
<td>Organizational</td>
<td>$500</td>
</tr>
</tbody>
</table>
Goal 1: Improve student achievement and college and career readiness levels in Mathematics

Measurable Objective 1:
A 10% decrease of Sixth, Seventh and Eighth grade Black or African-American, White, Gifted and Talented, Hispanic or Latino, Students with Disabilities and English Learners students will achieve college and career readiness from a baseline of 56% to 46% of students scoring below average in Mathematics by 04/30/2018 as measured by Scantron Performance Series Spring Math Assessment.

Strategy 1:
Student Engagement through Explicit Instruction - All teachers will have job-embedded trainings that focus on purposeful planning, instructional strategies, meaningful student engagement, and essential questions, beginning in August of 2017. Teachers will participate in monthly follow up training with Administration and/or District Support Specialist that are geared towards increasing student achievement.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: Alabama Plan 2020 and Common Core State Standards

<table>
<thead>
<tr>
<th>Activity - Implementation of Strategic Teaching</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will post daily agendas which include student learning targets (I can statements). Teachers will implement strategic lessons using learning activities. Teachers will incorporate evidence based instructional strategies to promote meaningful student engagement. Teachers will use formative assessments to monitor student progress. Students will receive intervention and direct instruction from certified Title I funded tutors.</td>
<td>Direct Instruction</td>
<td>08/10/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All teachers/Certified Title I Tutors</td>
</tr>
</tbody>
</table>

Strategy 2:
Differentiated Instruction - All teachers will provide differentiated instruction on math standards by incorporating a variety of evidence-based instructional practices, such as cooperative grouping, collaborative pairs, and formative assessments.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: RTI and Alabama Plan 2020

<table>
<thead>
<tr>
<th>Activity - Tier Intervention</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will identify at promise students and provide additional support twice a week during intervention to address skill deficits. Resource teachers will increase resource time as needed and make accommodations for all special needs students whose IEP’s place them in the least restrictive environment. Teachers will also incorporate instructional activities and essential questions that address each level of Depth of Knowledge. Certified Title I funded tutors, working in collaboration with classroom teachers, will assist in providing targeted instruction.</td>
<td>Direct Instruction</td>
<td>08/10/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All teachers and Certified Title I funded tutors</td>
</tr>
</tbody>
</table>
Strategy 3:
Collaborative Grade Level Team Meetings - Teachers will have common planning times embedded for instructional collaboration. They will attend weekly collaborative meetings to analyze data, identify at promise students, discuss common core standards, plan and discuss intervention strategies and monitor student progress. Teachers will also discuss and plan lessons following their content and grade specific scope and sequence. Administrative Team will facilitate meetings weekly. Certified Title I funded tutors will collaborate with classroom teachers to provide intervention and direct instruction.
Category: Develop/Implement Professional Learning and Support
Research Cited: Alabama Plan 2020 and Professional Learning Communities

<table>
<thead>
<tr>
<th>Activity - Closing the Achievement Gap</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will attend SREB (Southern Regional Education Board) trainings for full implementation of formative assessment lessons to accelerate student learning. Teachers will constantly analyze data, progress monitor, and collaborate to determine best practices to decrease the number of students who are not proficient.</td>
<td>Direct Instruction</td>
<td>08/10/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Administrative Team, All Teachers, Certified Title I funded tutors</td>
</tr>
</tbody>
</table>

Goal 2: Improve student achievement and college and career readiness levels in Reading

Measurable Objective 1:
A 10% decrease of Sixth, Seventh and Eighth grade Black or African-American, White, Gifted and Talented, Hispanic or Latino, Students with Disabilities and English Learners students will achieve college and career readiness from a baseline of 51% to 41% of students scoring below average in Reading by 04/30/2018 as measured by Scantron Performance Series Spring Reading Assessment.

Strategy 1:
Student Engagement through Strategic Teaching - All teachers will have job-embedded trainings that focus on purposeful planning, instructional strategies, meaningful student engagement, and essential questions, beginning in August of 2017. Teachers will participate in monthly follow up training with Administration and/or District Support Specialist that are geared towards increasing student achievement.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: Alabama Plan 2020 and Common Core State Standards

<table>
<thead>
<tr>
<th>Activity - Implementation of Strategic Teaching</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>
Strategy 2:
Differentiated Instruction - All teachers and Certified Title I funded tutors will provide differentiated instruction on Reading standards by incorporating a variety of evidence-based instructional practices, including cooperative grouping, collaborative pairs, formative assessments, and tiered intervention.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: RTI and Alabama Plan 2020

<table>
<thead>
<tr>
<th>Activity - Differentiated Lessons</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will provide differentiated lessons to address the needs of all learners.</td>
<td>Direct Instruction</td>
<td>08/14/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All teachers and Certified Title I funded tutors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Tier Intervention</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will identify targeted students and provide additional support twice a week during intervention to address skill deficits. Resource teachers will increase resource time as needed and make accommodations for all special needs students whose IEP’s place them in the least restrictive environment. Teachers will also incorporate instructional activities and essential questions that address each level of Depth of Knowledge. Certified Title I tutors will work in collaboration with classroom and resource teachers to provide direct instruction.</td>
<td>Direct Instruction</td>
<td>08/10/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All teachers and Certified Title I funded tutors</td>
</tr>
</tbody>
</table>

Strategy 3:
Collaborative Grade Level Team Meetings - Teachers will have common planning times embedded for instructional collaboration. They will attend weekly collaborative meetings to analyze data, identify at promise students, discuss common core standards, plan and discuss intervention strategies and monitor student progress. Teachers will also discuss and plan lessons following their content and grade specific scope and sequence. Administrative Team will facilitate meetings weekly. Teachers will plan and collaborate with Certified Title I tutors to identify and address academic needs for individual students.

Category: Develop/Implement Professional Learning and Support
Research Cited: Alabama Plan 2020 and Professional Learning Communities

<table>
<thead>
<tr>
<th>Activity - Closing the Achievement Gap</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will constantly analyze data, progress monitor, and collaborate to determine best practices to decrease the number of students who are not proficient.</td>
<td>Direct Instruction</td>
<td>08/10/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Administrative Team, All Teachers, Certified Title I funded tutors</td>
</tr>
</tbody>
</table>

**Goal 3: Establish Support Systems to Improve Positive School Climate**

**Measurable Objective 1:**
collaborate to develop a Professional Learning Community, with a belief that we are accountable for "Teaching and Learning." by 10/12/2017 as measured by progress reports, report cards, summative/formative assessment data, discipline reports, instructional rounds, and observations..

**Strategy 1:**
Driven By Data  A Practical Guide to Improve Instruction - All staff will participate in an action book study facilitated by the Principal. Each grade level and support staff will facilitate assigned chapters during monthly faculty meetings. There will be nine presentations beginning in October, 2017 and ending in May, 2018.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Paul Bambrick-Santoyo's book, Driven By Data, was formed and shaped through work with thousands of schools across the country. The book is divided into two parts: the practical framework for effective data-driven instruction (Part One) followed by the professional development activities needed to build the framework. The framework, when implemented, has seen dramatic increases in performance in student achievement in almost every category and grade level.

Accountability
Informed Choice
Compassion

<table>
<thead>
<tr>
<th>Activity - Building a Collaborative Culture</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will determine the bar for learning at Malachi Wilkerson Middle School and determine strategies to change teaching to enhance learning.</td>
<td>Professional Learning</td>
<td>09/14/2016</td>
<td>05/25/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All Faculty and Staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Celebrating Success</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>
Strategy 2:
Positive Behavior Intervention Support - Students will be provided incentives for meeting or exceeding expectations in academics, attendance, and behavior as it relates to our school-wide expectations: ROAR R- Responsible O- On-Time A- Accomplish Goals R-Respectful
Category: Develop/Implement Student and School Culture Program
Research Cited: PBIS (Positive Behavior Intervention Support Program)

<table>
<thead>
<tr>
<th>Activity - Motivational Rewards</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will use evidence based behavioral strategies outlined by the PBIS Team in our school's plan to motivate, support, and engage students through understanding behavioral expectations, routines, and structures. In return, incorporating these strategies with fidelity will have a high impact on student achievement.</td>
<td>Behavioral Support Program</td>
<td>08/10/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>District Funding</td>
<td>All faculty and staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Monitor Implementation of School-Wide Discipline Plan</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will follow the seven step discipline plan, which includes the support from parents, teachers, counselor, district support personnel, PBIS Team, and referral to PST. Administrators will collaborate with school appointed Intervention Specialist to provide assistance with any identified chronic behavioral concerns. Also, the counselor, who serves as the PBIS Facilitator, will fully implement the PBIS program to curtail discipline concerns.</td>
<td>Behavioral Support Program</td>
<td>08/10/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Faculty and Staff, Intervention Specialist, Counselor, Implementation Team and PST Team</td>
</tr>
</tbody>
</table>

Strategy 3:
Professional Learning - Teachers will attend professional training sessions offered in-house, district-wide, as well as state and national conferences with a focus on improving student achievement. The following conferences will be part of the Professional Learning opportunities afforded to faculty dependent upon financing and scheduling. While not totally inclusive, an effort has been made to include high-quality professional development listings.
Nuts and Bolts Learning Symposium for Middle School
Alabama Mega Conference
Southeastern Conference for PBIS
National Science Conference (NSTA)
ASCAD Conference
CLAS/AAMSP
NASSP (National Association Secondary School Principals)
National Council of Teachers of Mathematics
National Alliance of Black School Educators
National Reading Conference
American Library Association Conference
Association for Middle Level Educators
American School Counselor Association Conference
RTI Conference
PLC at Work Conference
Conference on Educational Leadership
Daily Differentiation for Tier 1 Workshop
ASCA (Alabama School Counseling Association) Conference
Mathematics at Work Conference
Leadership Now Summit
Overcoming the Achievement Gap Conference

Category: Develop/Implement Professional Learning and Support
Research Cited: ESSA, Alabama Plan 2020, Common Core State Standards, RTI, and PLC.

<table>
<thead>
<tr>
<th>Activity - Building a Collaborative Culture</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will attend professional development based on indicators in their PLP, results from Scantron Performance Series, ACT Aspire 2016, data from Instructional Rounds, and Classroom/Peer Observations. These learning opportunities will provide teachers with the necessary tools and resources needed to enhance the learning environment, and depth of knowledge.</td>
<td>Professional Learning</td>
<td>08/10/2017</td>
<td>05/25/2018</td>
<td>$30000</td>
<td>Title I Schoolwide</td>
<td>Administrative Team</td>
</tr>
</tbody>
</table>

Goal 4: Increase ELL Proficiency in Reading, Speaking, Listening, and Writing

Measurable Objective 1:
A 5% increase of Sixth, Seventh and Eighth grade Black or African-American, White, Gifted and Talented, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in Reading, Writing, Listening, and Speaking on grade level in Reading in English 10 by 05/25/2018 as measured by ACCESS.
Strategy 1:
Using English in all Content Areas - Teachers will implement sheltered instruction observation protocol (SIOP) in content classes by writing and defining learning goals, build background knowledge, using of a variety of question types, including those that promote higher level thinking skills, peer interaction, hands-on materials or manipulatives, graphic organizers, and highlight essential vocabulary. Certified Title I funded tutors will provide additional support and instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: WIDA Standards

<table>
<thead>
<tr>
<th>Activity - Teacher Training</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will receive training by the district's ELL Program Specialist on WIDA Standards.</td>
<td>Professional Learning</td>
<td>08/10/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Administrative Team, Teachers, Certified Title I funded tutors, and ELL Teacher.</td>
</tr>
</tbody>
</table>

Goal 5: Student Attendance – reduce by 3% the % of students with 10 or more unexcused absences from 30 % to 27 %.

Measurable Objective 1:
demonstrate a behavior to reduce by 3% the % of students with 10 or more unexcused absences by 05/25/2018 as measured by a baseline of 30%.

Strategy 1:
Implementation of Positive Behavior Support - The PBIS Team Leader will collaborate with PBIS Team Members to develop and implement a school-wide PBIS plan.
School will participate with activities for National Attendance Month in September, 2017.
Category: Develop/Implement Student and School Culture Program
Research Cited: Positive Behavior Intervention Support

<table>
<thead>
<tr>
<th>Activity - Student Monitoring</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will follow the seven step discipline plan, which includes the support from parents, teachers, counselor, district support personnel, PBIS Team, and PST Team. Administrators will collaborate with school appointed Intervention Specialist to provide assistance with any identified chronic behavioral concerns. Also, the PBIS Team Leader will collaborate and facilitate meetings to ensure full implementation of the PBIS program.</td>
<td>Academic Support Program, Behavioral Support Program</td>
<td>08/10/2017</td>
<td>05/25/2018</td>
<td>$500</td>
<td>Other</td>
<td>PBIS Team, Administrators, and Staff</td>
</tr>
</tbody>
</table>
### Activity - Celebrating Success

Teachers will use research based behavioral strategies in our PBIS plan to motivate, support, and engage students through understanding behavioral expectations, routines, and structures. In return, students will be celebrated every nine weeks in recognition for positive behavior. Students will engage in activities during National Attendance month, including morning announcements encouraging attendance and assembly programs.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Support Program, Behavioral Support Program</td>
<td>09/01/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>PBIS Team, Administrators, and Staff</td>
</tr>
</tbody>
</table>

### Activity - Professional Training for Staff

Staff will be trained by the PBIS Team, State Facilitator, and District Coordinator. Each staff member will receive a copy of the school-wide PBIS plan, expectation charts for specified areas, and materials needed for full implementation.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Instruction, Academic Support Program, Behavioral Support Program, Professional Learning</td>
<td>09/01/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>PBIS Team, Administrators, and Staff</td>
</tr>
</tbody>
</table>
# Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

## District Funding

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivational Rewards</td>
<td>Teachers will use evidence based behavioral strategies outlined by the PBIS Team in our school's plan to motivate, support, and engage students through understanding behavioral expectations, routines, and structures. In return, incorporating these strategies with fidelity will have a high impact on student achievement.</td>
<td>Behavioral Support Program</td>
<td>08/10/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>All faculty and staff</td>
</tr>
</tbody>
</table>

**Total** $0

## Other

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Monitoring</td>
<td>Teachers will follow the seven step discipline plan, which includes the support from parents, teachers, counselor, district support personnel, PBIS Team, and PST Team. Administrators will collaborate with school appointed Intervention Specialist to provide assistance with any identified chronic behavioral concerns. Also, the PBIS Team Leader will collaborate and facilitate meetings to ensure full implementation of the PBIS program.</td>
<td>Academic Support Program, Behavioral Support Program</td>
<td>08/10/2017</td>
<td>05/25/2018</td>
<td>$500</td>
<td>PBIS Team, Administrators, and Staff</td>
</tr>
</tbody>
</table>

**Total** $500

## Title I Schoolwide

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>

**Total**
### Building a Collaborative Culture

Teachers will attend professional development based on indicators in their PLP, results from Scantron Performance Series, ACT Aspire 2016, data from Instructional Rounds, and Classroom/Peer Observations. These learning opportunities will provide teachers with the necessary tools and resources needed to enhance the learning environment, and depth of knowledge.

**Professional Learning**

<table>
<thead>
<tr>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/10/2017</td>
<td>05/25/2018</td>
<td>$30000</td>
<td>Administrative Team</td>
</tr>
</tbody>
</table>

**Total** $30000

---

### No Funding Required

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Training</td>
<td>Teachers will receive training by the district’s ELL Program Specialist on WIDA Standards.</td>
<td>Professional Learning</td>
<td>08/10/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>Administrative Team, Teachers, Certified Title I funded tutors, and ELL Teacher.</td>
</tr>
<tr>
<td>Implementation of Strategic Teaching</td>
<td>Teachers will post daily agendas which include student learning targets (I can statements). Teachers will implement strategic lessons using learning activities. Teachers will incorporate evidence based instructional strategies to promote meaningful student engagement. Teachers will use formative assessments to monitor student progress. Students will receive intervention and direct instruction from certified Title I funded tutors.</td>
<td>Direct Instruction</td>
<td>08/10/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>All teachers/Certified Title I Tutors</td>
</tr>
<tr>
<td>Celebrating Success</td>
<td>Teachers will use research based behavioral strategies in our PBIS plan to motivate, support, and engage students through understanding behavioral expectations, routines, and structures. In return, students will be celebrated every nine weeks in recognition for positive behavior. Students will engage in activities during National Attendance month, including morning announcements encouraging attendance and assembly programs.</td>
<td>Academic Support Program, Behavioral Support Program</td>
<td>09/01/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>PBIS Team, Administrators, and Staff</td>
</tr>
<tr>
<td>Building a Collaborative Culture</td>
<td>Teachers will determine the bar for learning at Malachi Wilkerson Middle School and determine strategies to change teaching to enhance learning.</td>
<td>Professional Learning</td>
<td>09/14/2016</td>
<td>05/25/2018</td>
<td>$0</td>
<td>All Faculty and Staff</td>
</tr>
<tr>
<td>Implementation of Strategic Teaching</td>
<td>Teachers will post daily agendas which include student learning targets (I can statements). Teachers will implement strategic lessons using the explicit instructional model (I do, we do, you do). Teachers will incorporate evidence based instructional strategies to promote meaningful student engagement. Teachers will use formative assessments to monitor student progress. Certified Title I funded tutors will assist in collaboration with classroom teachers to provide direct instruction.</td>
<td>Direct Instruction</td>
<td>08/10/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>All teachers and Certified Title I funded tutors</td>
</tr>
<tr>
<td>Differentiated Lessons</td>
<td>Teachers will provide differentiated lessons to address the needs of all learners.</td>
<td>Direct Instruction</td>
<td>08/14/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>All teachers and Certified Title I funded tutors</td>
</tr>
<tr>
<td>Monitor Implementation of School-Wide Discipline Plan</td>
<td>Teachers will follow the seven step discipline plan, which includes the support from parents, teachers, counselor, district support personnel, PBIS Team, and referral to PST. Administrators will collaborate with school appointed Intervention Specialist to provide assistance with any identified chronic behavioral concerns. Also, the counselor, who serves as the PBIS Facilitator, will fully implement the PBIS program to curtail discipline concerns.</td>
<td>Behavioral Support Program</td>
<td>08/10/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>Faculty and Staff, Intervention Specialist, Counselor, Implementation Team and PST Team</td>
</tr>
<tr>
<td>Celebrating Success</td>
<td>Each month we will showcase teachers based on evidence from Instructional Rounds who exhibit effective instructional practices that are explicit, engaging, purposeful, and relevant in addressing all learners. Teachers will be featured on the Teacher Shout Out bulletin board. These teachers will also receive incentives provided by our Partners in Education. In another effort to celebrate success, the faculty and staff are going to engage in a monthly activity held outside of the building. These activities will focus on team building, creating trust among all staff members, and building teacher capacity across all grade levels and disciplines.</td>
<td>Other</td>
<td>09/28/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>Administrative Team</td>
</tr>
<tr>
<td>Closing the Achievement Gap</td>
<td>Teachers will constantly analyze data, progress monitor, and collaborate to determine best practices to decrease the number of students who are not proficient.</td>
<td>Direct Instruction</td>
<td>08/10/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>Administrative Team, All Teachers, Certified Title I funded tutors</td>
</tr>
<tr>
<td>Tier Intervention</td>
<td>Teachers will identify at promise students and provide additional support twice a week during intervention to address skill deficits. Resource teachers will increase resource time as needed and make accommodations for all special needs students whose IEPs place them in the least restrictive environment. Teachers will also incorporate instructional activities and essential questions that address each level of Depth of Knowledge. Certified Title I funded tutors, working in collaboration with classroom teachers, will assist in providing targeted instruction.</td>
<td>Direct Instruction</td>
<td>08/10/2017</td>
<td>05/25/2018</td>
<td>$0</td>
<td>All teachers and Certified Title I funded tutors</td>
</tr>
</tbody>
</table>
## Closing the Achievement Gap

Teachers will attend SREB (Southern Regional Education Board) trainings for full implementation of formative assessment lessons to accelerate student learning. Teachers will constantly analyze data, progress monitor, and collaborate to determine best practices to decrease the number of students who are not proficient.

<table>
<thead>
<tr>
<th>Direct Instruction</th>
<th>08/10/2017</th>
<th>05/25/2018</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Team, All Teachers, Certified Title I funded tutors</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Tier Intervention

Teachers will identify targeted students and provide additional support twice a week during intervention to address skill deficits. Resource teachers will increase resource time as needed and make accommodations for all special needs students whose IEP’s place them in the least restrictive environment. Teachers will also incorporate instructional activities and essential questions that address each level of Depth of Knowledge. Certified Title I tutors will work in collaboration with classroom and resource teachers to provide direct instruction.

<table>
<thead>
<tr>
<th>Direct Instruction</th>
<th>08/10/2017</th>
<th>05/25/2018</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers and Certified Title I funded tutors</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Professional Training for Staff

Staff will be trained by the PBIS Team, State Facilitator, and District Coordinator. Each staff member will receive a copy of the school-wide PBIS plan, expectation charts for specified areas, and materials needed for full implementation.

<table>
<thead>
<tr>
<th>Direct Instruction, Academic Support Program, Behavioral Support Program, Professional Learning</th>
<th>09/01/2017</th>
<th>05/25/2018</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBIS Team, Administrators, and Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Total

| Total | $0 |
Stakeholder Feedback Diagnostic
Introduction

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

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Did you complete the Stakeholder Feedback Data document offline and upload below?</td>
<td>No</td>
<td>Stakeholder Feedback Data document completed online. Attached are feedback worksheets.</td>
<td>Survey_Response_Count_Summary_9 82017 Malachi Wilkerson Teacher Survey Survey Response Count Summary Malachi Wilkerson Student Survey Survey_Response_Count_Summary_9 182017 Parent Survey</td>
</tr>
</tbody>
</table>
## Evaluative Criteria and Rubrics

**Overall Rating:** 4.0

<table>
<thead>
<tr>
<th>Statement or Question</th>
<th>Response</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Questionnaire Administration</td>
<td>All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.</td>
<td>Level 4</td>
</tr>
<tr>
<td>2. Stakeholder Feedback Results and Analysis</td>
<td>Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.</td>
<td>Level 4</td>
</tr>
</tbody>
</table>
Areas of Notable Achievement

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

Areas indicating the overall highest level of satisfaction or approval on the School Climate Teacher Survey were as follows:

100% of teachers agree or strongly agree they recognize when their students are doing a good job.
100% of teachers agree or strongly agree they listen to their students when they speak in class.
100% of teachers agree or strongly agree they believe their students are safe in their school.
100% of teachers agree or strongly agree they care about their students.
100% of teachers agree or strongly agree they get along well with the faculty and staff.
100% of teachers agree or strongly agree faculty and staff are friendly toward each other.
100% of teachers agree or strongly agree they recognize and celebrate student successes.
100% of teachers agree or strongly agree they feel supported by their colleagues.
100% of teachers agree or strongly agree faculty and staff treat each other with respect.
100% of teachers agree or strongly agree teachers feel they are supported by the school's stakeholders.
100% of teachers agree or strongly agree information related to the district is effectively communicated to faculty and staff.
100% of teachers agree or strongly agree information related to state education policy is effectively communicated to faculty and staff.
100% of teachers agree or strongly agree faculty and staff look forward to coming to school each day.
100% of teachers agree or strongly agree the work environment at their school is professional.
100% of teachers agree or strongly agree they feel safe at work.
100% of teachers agree or strongly agree school leaders at their school set and professional and positive example.
100% of teachers agree or strongly agree school leaders at their school are fair to faculty and staff.
100% of teachers agree or strongly agree faculty and staff feel comfortable sharing ideas and opinions.
100% of teachers agree or strongly agree they believe students can succeed if they do their job.
100% of teachers agree or strongly agree teachers take a lot of pride in the quality of their work.
100% of teachers agree or strongly agree school leaders listen to concerns voiced by the school's stakeholders.
100% of teachers agree or strongly agree student achievement is the highest priority at their school.
100% of teachers agree or strongly agree school leaders provide and support an environment for refining instruction.
100% of teachers agree or strongly agree professional practices at their school supports student achievement.
100% of teachers agree or strongly agree they are convinced school leadership will make appropriate adjustments to manage future educational challenges.
100% of teachers agree or strongly agree professional development opportunities at their school are a good use of time.
100% of teachers agree or strongly agree student achievement data specific to their students are easily accessible.
100% of teachers agree or strongly agree regular use of student achievement data in collaboration with peers is common.
100% of teachers agree or strongly agree teachers use student achievement data with colleagues to differentiate instruction.
100% of teachers agree or strongly agree teachers in my school are committed to helping students learn.
100% of teachers agree or strongly agree my school's leaders have a good understanding of issues related to curriculum and instruction.
100% of teachers agree or strongly agree teachers at their school have good relationships with parents.
100% of teachers agree or strongly agree parents are knowledgeable about the instructional process.
100% of teachers agree or strongly agree the courses that students need are available at the school.
100% of teachers agree or strongly agree teachers effectively teach their subjects.
Areas indicating the overall highest level of satisfaction or approval on the School Climate Student Survey were as follows:

90% of students agree or strongly agree on the following:
In my school, programs and services are available to help me succeed.
In my school, the principal and teachers have high expectations for me.

86% of students agree or strongly agree on the following:
All of my teachers explain their expectations for learning and behavior so I can be successful.

85% of students agree or strongly agree on the following:
My school prepares me for success in the next school year.

81% of students agree or strongly agree with all questions dealing with purpose and direction.

Areas indicating the overall highest level of satisfaction or approval on the School Climate Parent Survey were as follows:

Our school has high expectations for students in all classes.
Our school's purpose statement is clearly focused on student success.
Our school has established goals and a plan for improving student learning.
Our school communicates effectively about the school's goals and activities.
My child knows the expectations for learning in all classes.
Our school provides qualified staff members to support student learning.
Our school provides students with access to a variety of information resources to support their learning.

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

In an effort to determine the area(s) showing a trend toward increasing stakeholder satisfaction or approval the committee analyzed the data from the 2017-2018 School Climate Teacher Survey and compared with the 2016-2017 Survey. Based on comparison data, teacher stakeholder satisfaction or approval tends to maintain at the average range of 95% or above as indicated in areas of highest level of satisfaction as listed in areas of notable achievement. The data did not indicate any one area that showed a marked trend toward increasing stakeholder satisfaction or approval since this year's data and prior year's data ranges were basically identical in percentages at 95% and above on all areas of response. Student and parent survey responses continued to be positive with many areas at 4.0 or above. There is a trend toward increasing student approval concerning the purpose and direction of the institution. The ACIP Committee attributes this positive trend to the daily recitation of schoolwide expectations during morning announcements.

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

Faculty findings were overall very positive. All questions on all sections showed the majority of teachers agreed or strongly agreed in all areas. The area concerning parents assisting as volunteers at the school received the lowest overall average score and the committee agreed this is a problem each school year and has always been an area of weakness.

Student and parent responses were overall positive. The parent survey was consistent with findings from the Fall 2016 and Spring 2017 Title I Parent Survey indicating parents feel the school has high expectations for students in all classes. The committee did note that as with prior surveys, students do not think students treat adults with respect. One component of our schoolwide expectations is respect and faculty and staff are working to instill this attribute in the student body.
Areas in Need of Improvement

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

Teachers:
The areas indicating the overall lowest level of satisfaction or approval is as follows:
Lack of parental involvement is a problem.
The faculty at my school is stable with very little turnover.

Students:
The areas indicating the overall lowest level of satisfaction or approval is as follows:
In my school, students treat adults with respect.
My school makes sure there is at least one adult who knows me well and shows interest in my education and future.
In my school, students help each other even if they are not friends.

Parents:
Our school provides opportunities for stakeholders to be involved in the school.
All of my child's teachers keep me informed regularly of how my child is being graded.
All of my child's teachers meet his/her learning needs by individualizing instruction.

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

School Climate Teacher Survey
The area showing a trend toward decreasing stakeholder satisfaction or approval is in the area of parental involvement.

Student Survey
The area showing a trend toward decreasing stakeholder satisfaction or approval is in the area of respect toward adults.

Parent Survey
The area showing a trend toward decreasing stakeholder satisfaction or approval is in the area of teacher communication with parents.

What are the implications for these stakeholder perceptions?

The implications of these stakeholder perceptions indicates Malachi Wilkerson Middle School needs to increase stakeholder satisfaction and approval in areas related to parental involvement, respect toward adults from students, and improvement in teacher communication with parents.

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

Faculty results were very positive in all areas of the School Climate Teacher Survey. Student feedback, while at times more negative, seems
to be overall very positive in all areas. As a committee, the survey brought to our attention the need to make certain every student has an adult who knows them well and shows an interest in their education and future. Parent surveys are always a challenge and many parents struggle with the technology and find it difficult to enter the correct Web address, etc. Consistent findings among parent surveys indicate parents think the school is focused on student success. As with most surveys, it seems there are always some disgruntled employees, students, or parents. It is evident that as with all schools we have challenges, but the majority of teachers really care about their students and will go above and beyond to overcome challenges. As a school, we strive to take stakeholder feedback as a positive offering and use it to enhance student learning, teaching, and to improve the school culture. In addition to survey results, some areas of concern are obvious from observation, such as the lack of respect for adults by students, parental involvement, and the need for increased communication between home and school.
Report Summary

Scores By Section

Section Score

1 2 3 4

Evaluative Criteria and Rubrics - 4
2017-2018 Title I Schoolwide Diagnostic
Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). The comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).
Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

During an in-house in-service at the beginning of the 2017-2018 school year, the administrators presented to the faculty a challenge to increase our daily attendance. Data used to address this need included the end of year SIR report. This has been a prior needs focus and will continue in the 2017-2018 school year to be emphasized. September has been designated as National School Attendance Month and there will be a push for students to be present every day and on time every day. Administration also emphasized the faculty would continue to work to improve writing across all grade levels and disciplines. A Creative Writing Club will be organized to help promote improved writing skills. Drop Everything and Write, implemented on a daily basis during the 2016-2017 school year, will continue to be part of the curriculum during the 2017-2018 school year. A recent review of the 2017 ACT Aspire scores also indicated an increased need to focus on Reading and Math at all grade levels and across all demographics.

What were the results of the comprehensive needs assessment?

End of year SIR report indicated Malachi Wilkerson Middle School did not meet the attendance percentage as indicated in the 2016-2017 Local School Indicator. In light of the fact the indicator was not met, administrators will monitor student attendance and grades at least twice a month. Students with issues related to attendance and grades will meet with an administrator. The administration, attendance clerk, and counselor will work jointly to provide support when attendance or grades have been flagged as an issue. Attendance monitoring is also included in our local school indicator.

The committee also determined that whatever materials and supplies necessary to provide improved instruction in the areas of Writing, Reading and Math be included in the current year plan and budget.

What conclusions were drawn from the results?

Having an adult to hold students accountable for attendance and grades will result in an improvement in average daily attendance and in the students' academic success. Also, having the necessary materials and supplies to provide instruction will help to improve student learning outcomes. The school will provide opportunities for the most academically challenged students to receive support and reinforcement in the disciplines of Writing, Math and Reading by scheduling enrichment, remediation, tutoring, hands on manipulatives, intervention, and other services to increase student achievement. Faculty will have opportunities to develop new techniques and strategies through professional development opportunities that will help students improve academically.

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

Increased attendance will factor into improved academic grades and promote student success, leading students to be college and/or career ready at graduation. The counselor will work with students to develop and promote the need of daily attendance. An increased focus on Writing, Reading and Math will improve student learning outcomes. The PBIS Team will be responsible for addressing needs and concerns related to student success. The 2016-2017 Local School Indicator will be revisited at mid-year to determine if attendance percentages are
improving or if new strategies need to be implemented.

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

We established our goals for this school year based on data provided in our needs assessment, with a special emphasis on Reading, Math, and writing across all grade levels. Our local school indicator was developed to assist in the area of attendance in the previous school year and will continue to be a point of emphasis.

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

Given the goals aimed at increasing student achievement, Malachi Wilkerson Middle School's goals portray a clear and detailed analysis of multiple types of data by constantly reviewing achievement data, demographic data, program data, and perception data. Wilkerson Middle School has many avenues to gather data, including the following:

- Teacher observation
- Walk-throughs
- Portfolios
- Teacher-made assessments
- Standardized testing
- Discipline reports
- Report cards
- Retellings
- Think-Pair-Share
- Choral Reading
- Hand Signals
- 3-2-1
- Quickwrites

All of these are all avenues we use to assess student data. After review of all types of data, we develop our vision and create our needs and goals for the current academic year. We will continue to use multiple data resources to guide instruction and enhance student achievement as indicated in the strategies and activities addressed in the 2017-2018 Goals and Plans section of the ACIP.

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

Our selected goals are based upon the needs of the entire school population based on current data and our willingness to educate the whole child. These goals relate to our students who are economically disadvantaged and to address targeted learners. The goals are developed to address the needs of all of our students. Any Title I expenditures will meet school-wide needs and goals. Resource teachers will provide additional support for all students working with an Individualized Education Plan (IEP). An EL learner goal is also addressed within the Goals and Plans section of the ACIP. Malachi Wilkerson Middle School's goals are inclusive of the entire student body. Certified Title I funded tutors will provide support and instruction in collaboration with the classroom teachers.
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:
Improve student achievement and college and career readiness levels in Mathematics

Measurable Objective 1:
A 5% increase of Sixth, Seventh and Eighth grade Black or African-American, White, Gifted and Talented, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency on common core standards in grades 6th and 7th on Number and Operations, and both Number and Operations and Expression and Equations in 8th grade in Mathematics by 05/25/2018 as measured by Performance Series Scantron Assessments per administration, ACT Exemplar Assessments, SREB Problem Solving Formative Assessment Lessons, ACT Aspire Assessment, teacher made assessments, open-ended responses, and content benchmark assessments.

Strategy1:
Differentiated Instruction - All teachers will provide differentiated instruction on math standards by incorporating a variety of research-based instructional practices, such as cooperative grouping, collaborative pairs, and formative assessments.
Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: RTI and Alabama Plan 2020

<table>
<thead>
<tr>
<th>Activity - Tier Intervention</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will identify targeted students and provide additional support twice a week during intervention to address skill deficits. Resource teachers will increase resource time as needed and make accommodations for all special needs students whose IEP's place them in the least restrictive environment. Teachers will also incorporate instructional activities and essential questions that address each level of the Depth of Knowledge. Certified Title I funded tutors, working in collaboration with classroom teachers, will assist in providing targeted instruction.</td>
<td>Direct Instruction</td>
<td>08/14/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>All teachers and Certified Title I funded tutors</td>
</tr>
</tbody>
</table>

Strategy2:
Student Engagement through Explicit Instruction - All teachers will have training on the Learning Focus Framework (purposeful planning, instructional strategies, and essential questions), beginning in August of 2016, through in-house and district-wide professional development. Teachers will participate in monthly follow up training with Administration and /or District Support Specialist. The training will be geared towards increasing student achievement.
Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Strategy 3:
Collaborative Grade Level Team Meetings - Teachers will have common planning times embedded for instructional collaboration. They will attend weekly collaborative meetings to analyze data, identify at targeted students, discuss common core standards, plan and discuss intervention strategies and monitor student progress. Teachers will also discuss and plan lessons following their content and grade specific scope and sequence. Administrative Team will facilitate meetings weekly. Certified Title I funded tutors will collaborate with classroom teachers to provide intervention and instruction.

Category: Develop/Implement Professional Learning and Support

Goal 2:
Improve student achievement and college and career readiness levels in Reading

Measurable Objective 1:
A 5% increase of Sixth, Seventh and Eighth grade Black or African-American, White, Gifted and Talented, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency on common core standards in 6th through 8th grade on Key Ideas and Details, Integration of Knowledge and Ideas, and Craft and Structure in Reading by 05/25/2018 as measured by Performance Series Scantron Assessments per administration, ACT Exemplar Assessments, teacher made assessments, ACT Aspire Assesssment, open-ended responses, and content benchmark assessments.

Strategy 1:
Student Engagement through Strategic Teaching - All teachers will have training on the Learning Focus Framework (purposeful planning, instructional strategies, and essential questions), beginning in August of 2017, through in-house and district-wide professional development. Teachers will participate in monthly follow up training with Administration and/or District Support Specialist that are geared towards increasing student achievement.
Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Alabama Plan 2020 and Common Core State Standards

Strategy 2:
Collaborative Grade Level Team Meetings - Teachers will have common planning times embedded for instructional collaboration. They will attend weekly collaborative meetings to analyze data, identify targeted students, discuss common core standards, plan and discuss intervention strategies and monitor student progress. Certified Title I funded tutors will assist in collaboration with classroom teachers to provide direct instruction.

Category: Develop/Implement Professional Learning and Support
Research Cited: Alabama Plan 2020 and Professional Learning Communities

Strategy 3:
Differentiated Instruction - All teachers and Certified Title I funded tutors will provide differentiated instruction on math standards by incorporating a variety of research-based instructional practices, including cooperative grouping, collaborative pairs, and formative assessments.
Goal 3:
Establish Support Systems to Improve Positive School Climate

Measurable Objective 1:
collaborate to develop a Professional Learning Community, with a belief that we are accountable for "Teaching and Learning," by 10/27/2017
as measured by progress reports, report cards, summative/formative assessment data, discipline reports, instructional rounds, and observations.

Strategy 1:
Driven By Data A Practical Guide to Improve Instruction - All staff will participate in an action book study facilitated by the Principal. Each
grade level and support staff will facilitate assigned chapters during monthly faculty meetings. There will be nine presentations beginning in
October, 2017 and ending in May, 2018.
Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: Paul Bambrick-Santoyo's book, Driven By Data, was formed and shaped through work with thousands of schools across the
country. The book is divided into two parts: the practical framework for effective data-driven instruction (Part One) followed by the
professional development activities needed to build the framework. The framework, when implemented, has seen dramatic increases in
performance in student achievement in almost every category and grade level.
Accountability
Informed Choice
Compassion
Strategy2:

Professional Learning - Teachers will attend professional training sessions offered in-house, district-wide, as well as state and national conferences with a focus on improving student achievement. The following conferences will be part of the Professional Learning opportunities afforded to faculty dependent upon financing and scheduling. While not totally inclusive, an effort has been made to include high-quality professional development listings.

- Nuts and Bolts Learning Symposium for Middle School
- Alabama Mega Conference
- Southeastern Conference for PBIS
- National Science Conference (NSTA)
- ASCD Conference
- NASSP (National Association Secondary School Principals)
- National Council of Teachers of Mathematics
- National Reading Conference
- American Library Association Conference
- American School Counselor Association Conference
- RTI Conference
- PLC at Work Conference
- Conference on Educational Leadership
- Daily Differentiation for Tier 1 Workshop
- ASCA (Alabama School Counseling Association) Conference
- Mathematics at Work Conference
- Leadership Now Summit
- Overcoming the Achievement Gap Conference

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Plan 2020, Common Core State Standards, RTI, and PLC.
Strategy 3:
Positive Behavior Intervention Support - Students will be provided incentives for meeting or exceeding expectations in academics, attendance, and behavior as it relates to our school-wide expectations: ROAR R- Responsible O- On-Time A- Accomplish Goals R- Respectful
Category: Develop/Implement Student and School Culture Program
Research Cited: PBIS (Positive Behavior Intervention Support Program)

Goal 4:
Increase ELL Proficiency in Reading, Speaking, Listening, and Writing

Measurable Objective 1:
A 5% increase of Sixth, Seventh and Eighth grade Black or African-American, White, Gifted and Talented, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in Reading, Writing, Listening, and Speaking on grade level in Reading in English 10 by 05/25/2018 as measured by ACCESS.
Strategy 1:
Using English in all Content Areas - Teachers will implement sheltered instruction observation protocol (SIOP) in content classes by writing and defining learning goals, build background knowledge, using a variety of question types, including those that promote higher level thinking skills, peer interaction, hands-on materials or manipulatives, graphic organizers, and highlight essential vocabulary. Certified Title I funded tutors will provide additional support and instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: WIDA Standards

Goal 5:
Student Attendance – reduce by 3% the % of students with 10 or more unexcused absences from 30% to 27%.

Measurable Objective 1:
demonstrate a behavior to reduce by 3% the % of students with 10 or more unexcused absences by 05/25/2018 as measured by a baseline of 30%.

Strategy 1:
Implementation of Positive Behavior Support - The PBIS Team Leader will collaborate with PBIS Team Members to develop and implement a school-wide PBIS plan. School will participate with activities for National Attendance Month in September, 2017.

Category: Develop/Implement Student and School Culture Program
Research Cited: Positive Behavior Intervention Support

<table>
<thead>
<tr>
<th>Activity - Teacher Training</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will receive training by the district's ELL Program Specialist on WIDA Standards.</td>
<td>Professional Learning</td>
<td>09/11/2017</td>
<td>05/25/2018</td>
<td>$18095 - Title I Schoolwide</td>
<td>Administrative Team, Teachers, Certified Title I funded tutors, and ELL Teacher.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Celebrating Success</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will use research based behavioral strategies in our PBIS plan to motivate, support, and engage students through understanding behavioral expectations, routines, and structures. In return, students will be celebrated every nine weeks in recognition for positive behavior. Students will engage in activities during National Attendance month, including morning announcements encouraging attendance and assembly programs.</td>
<td>Behavioral Support Program Academic Support Program</td>
<td>09/01/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>PBIS Team, Administrators, and Staff</td>
</tr>
</tbody>
</table>
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:**

Improve student achievement and college and career readiness levels in Mathematics

**Measurable Objective 1:**

A 5% increase of Sixth, Seventh and Eighth grade Black or African-American, White, Gifted and Talented, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency on common core standards in grades 6th and 7th on Number and Operations, and both Number and Operations and Expression and Equations in 8th grade in Mathematics by 05/25/2018 as measured by Performance Series Scantron Assessments per administration, ACT Exemplar Assessments, SREB Problem Solving Formative Assessment Lessons, ACT Aspire Assessment, teacher made assessments, open-ended responses, and content benchmark assessments.

**Strategy 1:**

Collaborative Grade Level Team Meetings - Teachers will have common planning times embedded for instructional collaboration. They will attend weekly collaborative meetings to analyze data, identify at targeted students, discuss common core standards, plan and discuss intervention strategies and monitor student progress. Teachers will also discuss and plan lessons following their content and grade specific scope and sequence. Administrative Team will facilitate meetings weekly. Certified Title I funded tutors will collaborate with classroom teachers to provide intervention and instruction.

Category: Develop/Implement Professional Learning and Support
Research Cited: Alabama Plan 2020 and Professional Learning Communities

### Strategy 2:
Student Engagement through Explicit Instruction - All teachers will have training on the Learning Focus Framework (purposeful planning, instructional strategies, and essential questions), beginning in August of 2016, through in-house and district-wide professional development. Teachers will participate in monthly follow up training with Administration and/or District Support Specialist. The training will be geared towards increasing student achievement.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Alabama Plan 2020 and Common Core State Standards

<table>
<thead>
<tr>
<th>Activity - Closing the Achievement Gap</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will constantly analyze data, progress monitor, and collaborate to determine best practices to decrease the number of students who are not proficient.</td>
<td>Direct Instruction</td>
<td>08/14/2017</td>
<td>05/25/2018</td>
<td>$18095 - Title I Schoolwide</td>
<td>Administrative Team, All Teachers, Certified Title I funded tutors</td>
</tr>
</tbody>
</table>

### Strategy 3:
Differentiated Instruction - All teachers will provide differentiated instruction on math standards by incorporating a variety of research-based instructional practices, such as cooperative grouping, collaborative pairs, and formative assessments.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: RTI and Alabama Plan 2020

<table>
<thead>
<tr>
<th>Activity - Implementation of Strategic Teaching</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will post daily agendas which include student learning targets (I can statements). Teacher will implement strategic lessons using learning activities. Teachers will incorporate research based instructional strategies to promote meaningful student engagement. Teachers will use formative assessments to monitor student progress. Students will receive intervention and tutoring from certified Title I funded tutors.</td>
<td>Direct Instruction</td>
<td>08/14/2017</td>
<td>05/25/2018</td>
<td>$2500 - Title I Schoolwide</td>
<td>All teachers/Certified Title I Tutors</td>
</tr>
</tbody>
</table>

### Goal 2:

Improve student achievement and college and career readiness levels in Reading

**Measurable Objective 1:**
A 5% increase of Sixth, Seventh and Eighth grade Black or African-American, White, Gifted and Talented, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency on common core standards in 6th through 8th grade on Key Ideas and Details, Integration of Knowledge and Ideas, and Craft and Structure in Reading by 05/25/2018 as measured by Performance Series Scantron Assessments per administration, ACT Exemplar Assessments, teacher made assessments, ACT Aspire Assessment, open-ended responses, and content benchmark assessments.

**Strategy1:**
Differentiated Instruction - All teachers and Certified Title I funded tutors will provide differentiated instruction on math standards by incorporating a variety of research-based instructional practices, including cooperative grouping, collaborative pairs, and formative assessments.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: RTI and Alabama Plan 2020

<table>
<thead>
<tr>
<th>Activity - Tier Intervention</th>
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<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
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<tbody>
<tr>
<td>Teachers will identify targeted students and provide additional support twice a week during intervention to address skill deficits. Resource teachers will increase resource time as needed and make accommodations for all special needs students whose IEP's place them in the least restrictive environment. Teachers will also incorporate instructional activities and essential questions that address each level of the Depth of Knowledge. Certified Title I tutors will work in collaboration with classroom and resource teachers to provide direct instruction.</td>
<td>Direct Instruction</td>
<td>08/14/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>All teachers and Certified Title I funded tutors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Differentiated Instruction</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will provide differentiated lessons to address the needs of all learners.</td>
<td>Direct Instruction</td>
<td>08/08/2016</td>
<td>05/26/2017</td>
<td>$0 - No Funding Required</td>
<td>All teachers</td>
</tr>
</tbody>
</table>

**Strategy2:**
Student Engagement through Strategic Teaching - All teachers will have training on the Learning Focus Framework (purposeful planning, instructional strategies, and essential questions), beginning in August of 2017, through in-house and district-wide professional development. Teachers will participate in monthly follow up training with Administration and /or District Support Specialist that are geared towards increasing student achievement.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Strategy 3:
Collaborative Grade Level Team Meetings - Teachers will have common planning times embedded for instructional collaboration. They will attend weekly collaborative meetings to analyze data, identify targeted students, discuss common core standards, plan and discuss intervention strategies and monitor student progress. Teachers will also discuss and plan lessons following their content and grade specific scope and sequence. Administrative Team will facilitate meetings weekly. Teachers will plan and collaborate with Certified Title I tutors to identify and address academic needs for individual students.

Category: Develop/Implement Professional Learning and Support
Research Cited: Alabama Plan 2020 and Professional Learning Communities

Goal 3:
Establish Support Systems to Improve Positive School Climate

Measurable Objective 1:
collaborate to develop a Professional Learning Community, with a belief that we are accountable for "Teaching and Learning," by 10/27/2017 as measured by progress reports, report cards, summative/formative assessment data, discipline reports, instructional rounds, and observations.

Strategy 1:
Driven By Data A Practical Guide to Improve Instruction - All staff will participate in an action book study facilitated by the Principal. Each grade level and support staff will facilitate assigned chapters during monthly faculty meetings. There will be nine presentations beginning in October, 2017 and ending in May, 2018.
Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: Paul Bambrick-Santoyo's book, Driven By Data, was formed and shaped through work with thousands of schools across the country. The book is divided into two parts: the practical framework for effective data-driven instruction (Part One) followed by the professional development activities needed to build the framework. The framework, when implemented, has seen dramatic increases in performance in student achievement in almost every category and grade level.

Accountability
Informed Choice
Compassion

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<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
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<tr>
<td>Teachers will determine the bar for learning at Malachi Wilkerson Middle School and determine strategies to change teaching to enhance learning.</td>
<td>Professional Learning</td>
<td>09/14/2016</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>All Faculty and Staff</td>
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<th>Activity - Celebrating Success</th>
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<td>Each month we will showcase teachers based on evidence from Instructional Rounds who exhibit effective instructional practices that are explicit, engaging, purposeful, and relevant in addressing all learners. Teachers will be featured on the Teacher Shout Out bulletin board. These teachers will also receive incentives provided by our Partners in Education. In another effort to celebrate success, the faculty and staff are going to engage in a monthly activity held outside of the building. Some of these activities will focus on team building, some on enjoyable activities, and others on building stronger teams across all grade levels and disciplines.</td>
<td>Other</td>
<td>09/28/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Administrative Team</td>
</tr>
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</table>

Strategy2:
Positive Behavior Intervention Support - Students will be provided incentives for meeting or exceeding expectations in academics, attendance, and behavior as it relates to our school-wide expectations: ROAR R- Responsible O- On-Time A- Accomplish Goals R- Respectful
Category: Develop/Implement Student and School Culture Program
Research Cited: PBIS (Positive Behavior Intervention Support Program)

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<th>Activity - Monitor Implementation of School-Wide Discipline Plan</th>
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<td>Teachers will follow the seven step discipline plan, which includes the support from parents, teachers, counselor, district support personnel, PBIS Team, and referral to PST. Administrators will collaborate with school appointed Intervention Specialist to provide assistance with any identified chronic behavioral concerns. Also, the counselor, who serves as the PBIS Facilitator, will full implement the PBIS program to curtail discipline concerns.</td>
<td>Behavioral Support Program</td>
<td>08/10/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Faculty and Staff, Intervention Specialist, Counselor, Implementation Team and PST Team</td>
</tr>
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</table>
Strategy 3:
Professional Learning - Teachers will attend professional training sessions offered in-house, district-wide, as well as state and national conferences with a focus on improving student achievement. The following conferences will be part of the Professional Learning opportunities afforded to faculty dependent upon financing and scheduling. While not totally inclusive, an effort has been made to include high-quality professional development listings.

- Nuts and Bolts Learning Symposium for Middle School
- Alabama Mega Conference
- Southeastern Conference for PBIS
- National Science Conference (NSTA)
- ASCD Conference
- NASSP (National Association Secondary School Principals)
- National Council of Teachers of Mathematics
- National Reading Conference
- American Library Association Conference
- American School Counselor Association Conference
- RTI Conference
- PLC at Work Conference
- Conference on Educational Leadership
- Daily Differentiation for Tier 1 Workshop
- ASCA (Alabama School Counseling Association) Conference
- Mathematics at Work Conference
- Leadership Now Summit
- Overcoming the Achievement Gap Conference

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Plan 2020, Common Core State Standards, RTI, and PLC.

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<tr>
<th>Activity - Motivational Rewards</th>
<th>Activity Type</th>
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<td>Teachers will use research based behavioral strategies outlined by the PBIS Team in our school's plan to motivate, support, and engage students through understanding behavioral expectations, routines, and structures. In return, incorporating these strategies with fidelity will have a high impact on student achievement.</td>
<td>Behavioral Support Program</td>
<td>09/05/2016</td>
<td>05/25/2018</td>
<td>$0 - District Funding</td>
<td>All faculty and staff</td>
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<th>Activity - Building a Collaborative Culture</th>
<th>Activity Type</th>
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<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
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<tbody>
<tr>
<td>Teachers will attend professional development based on indicators in their PLP, results from ACT Aspire, data from Instructional Rounds, and Classroom Observations. These learning opportunities will provide teachers with the necessary tools and resources needed to increase student achievement.</td>
<td>Professional Learning</td>
<td>09/01/2017</td>
<td>05/25/2018</td>
<td>$12000 - Title I Schoolwide</td>
<td>Administrative Team</td>
</tr>
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</table>
Goal 4:
Increase ELL Proficiency in Reading, Speaking, Listening, and Writing

Measurable Objective 1:
A 5% increase of Sixth, Seventh and Eighth grade Black or African-American, White, Gifted and Talented, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in Reading, Writing, Listening, and Speaking on grade level in Reading in English 10 by 05/25/2018 as measured by ACCESS.

Strategy 1:
Using English in all Content Areas - Teachers will implement sheltered instruction observation protocol (SIOP) in content classes by writing and defining learning goals, build background knowledge, using of a variety of question types, including those that promote higher level thinking skills, peer interaction, hands-on materials or manipulatives, graphic organizers, and highlight essential vocabulary. Certified Title I funded tutors will provide additional support and instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: WIDA Standards

<table>
<thead>
<tr>
<th>Activity - Teacher Training</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will receive training by the district's ELL Program Specialist on WIDA Standards.</td>
<td>Professional Learning</td>
<td>09/11/2017</td>
<td>05/25/2018</td>
<td>$18095 - Title I Schoolwide</td>
<td>Administrative Team, Teachers, Certified Title I funded tutors, and ELL Teacher.</td>
</tr>
</tbody>
</table>

Goal 5:
Student Attendance – reduce by 3% the % of students with 10 or more unexcused absences from 30% to 27%.

Measurable Objective 1:
demonstrate a behavior to reduce by 3% the % of students with 10 or more unexcused absences by 05/25/2018 as measured by a baseline of 30%.

Strategy 1:
Implementation of Positive Behavior Support - The PBIS Team Leader will collaborate with PBIS Team Members to develop and implement a school-wide PBIS plan. School will participate with activities for National Attendance Month in September, 2017.

Category: Develop/Implement Student and School Culture Program
Research Cited: Positive Behavior Intervention Support
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
Goal 1:
Improve student achievement and college and career readiness levels in Mathematics

Measurable Objective 1:
A 5% increase of Sixth, Seventh and Eighth grade Black or African-American, White, Gifted and Talented, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency on common core standards in grades 6th and 7th on Number and Operations, and both Number and Operations and Expression and Equations in 8th grade in Mathematics by 05/25/2018 as measured by Performance Series Scantron Assessments per administration, ACT Exemplar Assessments, SREB Problem Solving Formative Assessment Lessons, ACT Aspire Assessment, teacher made assessments, open-ended responses, and content benchmark assessments.

Strategy 1:
Student Engagement through Explicit Instruction - All teachers will have training on the Learning Focus Framework (purposeful planning, instructional strategies, and essential questions), beginning in August of 2016, through in-house and district-wide professional development. Teachers will participate in monthly follow up training with Administration and/or District Support Specialist. The training will be geared towards increasing student achievement.
Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: Alabama Plan 2020 and Common Core State Standards

<table>
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<tr>
<th>Activity - Implementation of Strategic Teaching</th>
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<th>End Date</th>
<th>Funding Amount &amp; Source</th>
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</tr>
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<tbody>
<tr>
<td>Teachers will post daily agendas which include student learning targets (I can statements). Teacher will implement strategic lessons using learning activities. Teachers will incorporate research based instructional strategies to promote meaningful student engagement. Teachers will use formative assessments to monitor student progress. Students will receive intervention and tutoring from certified Title I funded tutors.</td>
<td>Direct Instruction</td>
<td>08/14/2017</td>
<td>05/25/2018</td>
<td>$2500 - Title I Schoolwide</td>
<td>All teachers/Certified Title I Tutors</td>
</tr>
</tbody>
</table>

Strategy 2:
Differentiated Instruction - All teachers will provide differentiated instruction on math standards by incorporating a variety of research-based instructional practices, such as cooperative grouping, collaborative pairs, and formative assessments.
Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: RTI and Alabama Plan 2020
Strategy 3:
Collaborative Grade Level Team Meetings - Teachers will have common planning times embedded for instructional collaboration. They will attend weekly collaborative meetings to analyze data, identify targeted students, discuss common core standards, plan and discuss intervention strategies and monitor student progress. Teachers will also discuss and plan lessons following their content and grade specific scope and sequence. Administrative Team will facilitate meetings weekly. Certified Title I funded tutors will collaborate with classroom teachers, will assist in providing targeted instruction.

Category: Develop/Implement Professional Learning and Support
Research Cited: Alabama Plan 2020 and Professional Learning Communities

Goal 2:
Improve student achievement and college and career readiness levels in Reading

Measurable Objective 1:
A 5% increase of Sixth, Seventh and Eighth grade Black or African-American, White, Gifted and Talented, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency on common core standards in 6th through 8th grade on Key Ideas and Details, Integration of Knowledge and Ideas, and Craft and Structure in Reading by 05/25/2018 as measured by Performance Series Scantron Assessments per administration, ACT Exemplar Assessments, teacher made assessments, ACT Aspire Assessment, open-ended responses, and content benchmark assessments.

Strategy 1:
Differentiated Instruction - All teachers and Certified Title I funded tutors will provide differentiated instruction on math standards by incorporating a variety of research-based instructional practices, including cooperative grouping, collaborative pairs, and formative assessments.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

ACIP
Malachi Wilkerson Middle School

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Strategy 2:
Collaborative Grade Level Team Meetings - Teachers will have common planning times embedded for instructional collaboration. They will attend weekly collaborative meetings to analyze data, identify targeted students, discuss common core standards, plan and discuss intervention strategies and monitor student progress. Teachers will also discuss and plan lessons following their content and grade specific scope and sequence. Administrative Team will facilitate meetings weekly. Teachers will plan and collaborate with Certified Title I tutors to identify and address academic needs for individual students.

Category: Develop/Implement Professional Learning and Support
Research Cited: Alabama Plan 2020 and Professional Learning Communities

Strategy 3:
Student Engagement through Strategic Teaching - All teachers will have training on the Learning Focus Framework (purposeful planning, instructional strategies, and essential questions), beginning in August of 2017, through in-house and district-wide professional development. Teachers will participate in monthly follow up training with Administration and/or District Support Specialist that are geared towards increasing student achievement.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: Alabama Plan 2020 and Common Core State Standards

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<th>Activity - Differentiated Instruction</th>
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<tr>
<td>Teachers will provide differentiated lessons to address the needs of all learners.</td>
<td>Direct Instruction</td>
<td>08/08/2016</td>
<td>05/26/2017</td>
<td>$0 - No Funding Required</td>
<td>All teachers</td>
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<th>Activity - Tier Intervention</th>
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<tr>
<td>Teachers will identify targeted students and provide additional support twice a week during intervention to address skill deficits. Resource teachers will increase resource time as needed and make accommodations for all special needs students whose IEP’s place them in the least restrictive environment. Teachers will also incorporate instructional activities and essential questions that address each level of the Depth of Knowledge. Certified Title I tutors will work in collaboration with classroom and resource teachers to provide direct instruction.</td>
<td>Direct Instruction</td>
<td>08/14/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>All teachers and Certified Title I funded tutors</td>
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<td>Teachers will constantly analyze data, progress monitor, and collaborate to determine best practices to decrease the number of students who are not proficient.</td>
<td>Direct Instruction</td>
<td>08/14/2017</td>
<td>05/25/2018</td>
<td>$18095 - Title I Schoolwide</td>
<td>Administrative Team, All Teachers, Certified Title I funded tutors</td>
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Goal 3:
Establish Support Systems to Improve Positive School Climate

Measurable Objective 1:
collaborate to develop a Professional Learning Community, with a belief that we are accountable for "Teaching and Learning." by 10/27/2017 as measured by progress reports, report cards, summative/formative assessment data, discipline reports, instructional rounds, and observations.

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<td>Teachers will post daily agendas which include student learning targets (I can statements). Teachers will implement strategic lessons using the explicit instructional model (I do, we/y'all do, you do). Teachers will incorporate research based instructional strategies to promote meaningful student engagement. Teachers will use formative assessments to monitor student progress. Certified Title I funded tutors will assist in collaboration with classroom teachers to provide direct instruction.</td>
<td>Direct Instruction</td>
<td>08/14/2017</td>
<td>05/25/2018</td>
<td>$8000 - Title I Schoolwide</td>
<td>All teachers and Certified Title I funded tutors</td>
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Category: Develop/Implement Professional Learning and Support  
Research Cited: Alabama Plan 2020, Common Core State Standards, RTI, and PLC.

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<td>Professional Learning</td>
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<td>$12000 - Title I Schoolwide</td>
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**Strategy2:**  
Driven By Data A Practical Guide to Improve Instruction - All staff will participate in an action book study facilitated by the Principal. Each grade level and support staff will facilitate assigned chapters during monthly faculty meetings. There will be nine presentations beginning in October, 2017 and ending in May, 2018.

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Research Cited: Paul Bambrick-Santoyo's book, Driven By Data, was formed and shaped through work with thousands of schools across the country. The book is divided into two parts: the practical framework for effective data-driven instruction (Part One) followed by the professional development activities needed to build the framework. The framework, when implemented, has seen dramatic increases in performance in student achievement in almost every category and grade level.

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<td>Other</td>
<td>09/28/2017</td>
<td>05/25/2018</td>
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<td>Professional Learning</td>
<td>09/14/2016</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>All Faculty and Staff</td>
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Strategy 3:
Positive Behavior Intervention Support - Students will be provided incentives for meeting or exceeding expectations in academics, attendance, and behavior as it relates to our school-wide expectations: ROAR R- Responsible O- On-Time A- Accomplish Goals R- Respectful
Category: Develop/Implement Student and School Culture Program
Research Cited: PBIS (Positive Behavior Intervention Support Program)

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<td>Teachers will follow the seven step discipline plan, which includes the support from parents, teachers, counselor, district support personnel, PBIS Team, and referral to PST. Administrators will collaborate with school appointed Intervention Specialist to provide assistance with any identified chronic behavioral concerns. Also, the counselor, who serves as the PBIS Facilitator, will full implement the PBIS program to curtail discipline concerns.</td>
<td>Behavioral Support Program</td>
<td>08/10/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Faculty and Staff, Intervention Specialist, Counselor, Implementation Team and PST Team</td>
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<td>Teachers will use research based behavioral strategies outlined by the PBIS Team in our school's plan to motivate, support, and engage students through understanding behavioral expectations, routines, and structures. In return, incorporating these strategies with fidelity will have a high impact on student achievement.</td>
<td>Behavioral Support Program</td>
<td>09/05/2016</td>
<td>05/25/2018</td>
<td>$0 - District Funding</td>
<td>All faculty and staff</td>
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Goal 4:
Increase ELL Proficiency in Reading, Speaking, Listening, and Writing

Measurable Objective 1:
A 5% increase of Sixth, Seventh and Eighth grade Black or African-American, White, Gifted and Talented, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in Reading, Writing, Listening, and Speaking on grade level in Reading in English 10 by 05/25/2018 as measured by ACCESS.

Strategy 1:
Using English in all Content Areas - Teachers will implement sheltered instruction observation protocol (SIOP) in content classes by writing and defining learning goals, build background knowledge, using of a variety of question types, including those that promote higher level thinking skills, peer interaction, hands-on materials or manipulatives, graphic organizers, and highlight essential vocabulary. Certified Title I funded tutors will provide additional support and instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: WIDA Standards
Goal 5:
Student Attendance – reduce by 3% the % of students with 10 or more unexcused absences from 30% to 27%.

Measurable Objective 1:
demonstrate a behavior to reduce by 3% the % of students with 10 or more unexcused absences by 05/25/2018 as measured by a baseline of 30%.

Strategy 1:
Implementation of Positive Behavior Support - The PBIS Team Leader will collaborate with PBIS Team Members to develop and implement a school-wide PBIS plan. School will participate with activities for National Attendance Month in September, 2017.
Category: Develop/Implement Student and School Culture Program
Research Cited: Positive Behavior Intervention Support

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<th>Activity - Teacher Training</th>
<th>Activity Type</th>
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<th>End Date</th>
<th>Funding Amount &amp; Source</th>
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<tr>
<td>Teachers will receive training by the district's ELL Program Specialist on WIDA Standards.</td>
<td>Professional Learning</td>
<td>09/11/2017</td>
<td>05/25/2018</td>
<td>$18095 - Title I Schoolwide</td>
<td>Administrative Team, Teachers, Certified Title I funded tutors, and ELL Teacher.</td>
</tr>
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<tr>
<th>Activity - Celebrating Success</th>
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</thead>
<tbody>
<tr>
<td>Teachers will use research based behavioral strategies in our PBIS plan to motivate, support, and engage students through understanding behavioral expectations, routines, and structures. In return, students will be celebrated every nine weeks in recognition for positive behavior. Students will engage in activities during National Attendance month, including morning announcements encouraging attendance and assembly programs.</td>
<td>Behavioral Support Program Academic Support Program</td>
<td>09/01/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>PBIS Team, Administrators, and Staff</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Activity - Professional Training for Staff</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
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</thead>
<tbody>
<tr>
<td>Staff will be trained by the PBIS Team, State Facilitator, and District Coordinator. Each staff member will receive a copy of the school-wide PBIS plan, expectation charts for specified areas, and materials needed for full implementation.</td>
<td>Academic Support Program Direct Instruction Professional Learning Behavioral Support Program</td>
<td>09/01/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>PBIS Team, Administrators, and Staff</td>
</tr>
</tbody>
</table>
English Language Proficiency Goal (Should address identified weaknesses and gaps):

Goal 1:
Increase ELL Proficiency in Reading, Speaking, Listening, and Writing

Measurable Objective 1:
A 5% increase of Sixth, Seventh and Eighth grade Black or African-American, White, Gifted and Talented, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in Reading, Writing, Listening, and Speaking on grade level in Reading in English 10 by 05/25/2018 as measured by ACCESS.

Strategy:
Using English in all Content Areas - Teachers will implement sheltered instruction observation protocol (SIOP) in content classes by writing and defining learning goals, build background knowledge, using of a variety of question types, including those that promote higher level thinking skills, peer interaction, hands-on materials or manipulatives, graphic organizers, and highlight essential vocabulary. Certified Title I funded tutors will provide additional support and instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: WIDA Standards

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.
Malachi Wilkerson Middle School makes every effort to accommodate the needs of all parents. In conjunction with the LEA (school district), Malachi Wilkerson Middle School provides opportunities for full participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students. The school provides basic information and school reports in a format and, to the extent practical, in a language that parents can understand. To the extent practical, results are sent home in the language of the parent. Efforts are made to provide an interpreter during Parent Data Meetings.
## Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>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?</td>
<td>Yes</td>
<td>There are currently no instructional paraprofessionals at Malachi Wilkerson Middle School.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>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?</td>
<td>Yes</td>
<td>All teachers meet state qualification and licensing criteria for the grade levels and subject areas in which they provide instruction.</td>
</tr>
</tbody>
</table>

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

Wilkerson Middle School seeks to hire teachers who are state qualified and licensed for the grade levels and subject areas in which they provide instruction. The school has experienced problems recruiting HQ teachers in the past, especially in the area of mathematics and science, but at present all teachers have met state qualification and licensing criteria. All vacancies are posted on the Birmingham City Schools website. Those interested in applying for a vacancy must apply online. With the help of the LEA, teachers are provided professional development and support to aid in the retention of state qualified and certified educators. Teachers are also provided a teacher mentor and given opportunities to participate in the school-wide learning community.
What is the school's teacher turnover rate for this school year?

Out of twelve core academic teachers, this year there are eight new teachers. These units became open due to retirement, non-renewal, and state certification issues.

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

There are 22 certified faculty members with a combined 348 years of experience, for an average of 16 years of experience. The range is from 2 years of experience to 39 years of experience.

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

The turnover rate through the years at Wilkerson Middle School has come primarily through retirements, non-renewals or transfers to higher positions. There has been very little turnover based on employee dissatisfaction.
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, professional development needs and teaching strategies. Data and formative assessments should drive decision making concerning the needs of a faculty, grade level, or an individual teacher. Data meetings are held on a weekly basis and strengths and weaknesses are analyzed and action steps are activated, including topics for professional development at both the grade level and faculty level.

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

The school will offer job-embedded professional training on the Learning Focus Framework and participate in an action book study entitled Driven by Data. The Local Educational Agency offers high-quality, on-going professional development, with a major focus on providing support and mentoring for new teachers.

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

Faculty and staff will have opportunities to attend local, district, state and national professional development opportunities. The opportunities will be offered at the local, district, state, and national level. Conferences attended will be offered by CLAS, ASCD, NABSE, AAMSP, ALSDE (Mega), Nuts and Bolts, Solution Tree or any other organization that addresses our needs. If funding is available, parents could be afforded the opportunity to attend selected parent conferences.

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

Professional development opportunities are provided throughout the year at Wilkerson Middle School, as well as during the summer. During the summer of 2017, the majority of the teachers attended professional development activities to improve their knowledge of their discipline. Some professional development activities are held at the local school, while other opportunities are provided at the district's professional learning center. Additional professional development opportunities are offered at the state and national level as well. Other professional development opportunities are afforded through Webinars or online courses. Furthermore, teachers engage in more informal professional growth by conducting independent reading and research, using blogs, faculty book studies, and by communicating with other professionals. Monthly faculty meetings and weekly team meetings provide additional opportunities for development as the ACIP is discussed and goals are evaluated and implemented.
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:
Improve student achievement and college and career readiness levels in Mathematics

Measurable Objective 1:
A 10% decrease of Sixth, Seventh and Eighth grade Black or African-American, White, Gifted and Talented, Hispanic or Latino, Students with Disabilities and English Learners students will achieve college and career readiness from a baseline of 56% to 46% of students scoring below average in Mathematics by 04/30/2018 as measured by Scantron Performance Series Spring Math Assessment.

Strategy1:
Collaborative Grade Level Team Meetings - Teachers will have common planning times embedded for instructional collaboration. They will attend weekly collaborative meetings to analyze data, identify at promise students, discuss common core standards, plan and discuss intervention strategies and monitor student progress. Teachers will also discuss and plan lessons following their content and grade specific scope and sequence. Administrative Team will facilitate meetings weekly. Certified Title I funded tutors will collaborate with classroom teachers to provide intervention and direct instruction.

Category: Develop/Implement Professional Learning and Support
Research Cited: Alabama Plan 2020 and Professional Learning Communities

<table>
<thead>
<tr>
<th>Activity - Closing the Achievement Gap</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will attend SREB (Southern Regional Education Board) trainings for full implementation of formative assessment lessons to accelerate student learning. Teachers will constantly analyze data, progress monitor, and collaborate to determine best practices to decrease the number of students who are not proficient. All grade level teachers will meet each Wednesday during their assigned planning time to participate in an organized data meeting.</td>
<td>Direct Instruction</td>
<td>08/10/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Administrative Team, All Teachers, Certified Title I funded tutors</td>
</tr>
</tbody>
</table>

Strategy2:
Differentiated Instruction - All teachers will provide differentiated instruction on math standards by incorporating a variety of evidence-based instructional practices, such as cooperative grouping, collaborative pairs, and formative assessments.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: RTI and Alabama Plan 2020
Strategy 3:
Student Engagement through Explicit Instruction - All teachers will have job-embedded professional development activities that focus on purposeful planning, instructional strategies, meaningful student engagement, and essential questions, beginning in August of 2017. Teachers will participate in monthly follow up training with Administration and/or District Support Specialist that are geared towards increasing student achievement.
Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: Alabama Plan 2020 and Common Core State Standards

<table>
<thead>
<tr>
<th>Activity - Tier Intervention</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will identify at promise students and provide additional support twice a week during intervention to address skill deficits. Resource teachers will increase resource time as needed and make accommodations for all special needs students whose IEP's place them in the least restrictive environment. Teachers will also incorporate instructional activities and essential questions that address each level of Depth of Knowledge. Certified Title I funded tutors, working in collaboration with classroom teachers, will assist in providing targeted instruction.</td>
<td>Direct Instruction</td>
<td>08/10/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>All teachers and Certified Title I funded tutors</td>
</tr>
</tbody>
</table>

Goal 2:
Improve student achievement and college and career readiness levels in Reading

Measurable Objective 1:
A 10% decrease of Sixth, Seventh and Eighth grade Black or African-American, White, Gifted and Talented, Hispanic or Latino, Students with Disabilities and English Learners students will achieve college and career readiness from a baseline of 51% to 41% of students scoring below average in Reading by 04/30/2018 as measured by Scantron Performance Series Spring Reading Assessment.

<table>
<thead>
<tr>
<th>Activity - Implementation of Strategic Teaching</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will post daily agendas which include student learning targets (I can statements). Teachers will implement strategic lessons using learning activities. Teachers will incorporate evidence based instructional strategies to promote meaningful student engagement. Teachers will use formative assessments to monitor student progress. Students will receive intervention and direct instruction from certified Title I funded tutors.</td>
<td>Technology Tutoring Academic Support Program Direct Instruction Professional Learning</td>
<td>08/10/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>All teachers/Certified Title I Tutors</td>
</tr>
</tbody>
</table>

Strategy 1:
Collaborative Grade Level Team Meetings - Teachers will have common planning times embedded for instructional collaboration. They will attend weekly collaborative meetings to analyze data, identify at promise students, discuss common core standards, plan and discuss intervention strategies and monitor student progress. Teachers will also discuss and plan lessons following their content and grade specific scope and sequence. Administrative Team will facilitate meetings weekly. Teachers will plan and collaborate with Certified Title I tutors to identify and address academic needs for individual students.
Category: Develop/Implement Professional Learning and Support
Research Cited: Alabama Plan 2020 and Professional Learning Communities

**Strategy2:**
Differentiated Instruction - All teachers and Certified Title I funded tutors will provide differentiated instruction on Reading standards by incorporating a variety of evidence-based instructional practices, including cooperative grouping, collaborative pairs, formative assessments, and tiered intervention.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: RTI and Alabama Plan 2020

<table>
<thead>
<tr>
<th>Activity - Closing the Achievement Gap</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will constantly analyze data, progress monitor, and collaborate to determine best practices to decrease the number of students who are not proficient.</td>
<td>Direct Instruction</td>
<td>08/10/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Administrative Team, All Teachers, Certified Title I funded tutors</td>
</tr>
</tbody>
</table>

**Strategy3:**
Student Engagement through Strategic Teaching - All teachers will have job-embedded professional development opportunities that focus on purposeful planning, instructional strategies, meaningful student engagement, and essential questions, beginning in August of 2017. Teachers will participate in monthly follow up training with Administration and/or District Support Specialist that are geared towards increasing student achievement.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Goal 3:
Establish Support Systems to Improve Positive School Climate

Measurable Objective 1:
collaborate to develop a Professional Learning Community, with a belief that we are accountable for "Teaching and Learning." by 10/12/2017 as measured by progress reports, report cards, summative/formative assessment data, discipline reports, instructional rounds, and observations.

Strategy 1:
Professional Learning - Teachers will attend professional training sessions offered in-house, district-wide, as well as state and national conferences with a focus on improving student achievement. The following conferences will be part of the Professional Learning opportunities afforded to faculty dependent upon financing and scheduling. While not totally inclusive, an effort has been made to include high-quality professional development listings.

<table>
<thead>
<tr>
<th>Activity - Implementation of Strategic Teaching</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will post daily agendas which include student learning targets (I can statements). Teachers will implement strategic lessons using the explicit instructional model (I do, we do, you do). Teachers will incorporate evidence based instructional strategies to promote meaningful student engagement. Teachers will use formative assessments, tiered intervention, technology assisted programs and benchmark assessments to monitor student progress. Certified Title I funded tutors will assist in collaboration with classroom teachers to provide direct instruction.</td>
<td>Tutoring Technology Direct Instruction</td>
<td>08/10/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>All teachers and Certified Title I funded tutors</td>
</tr>
</tbody>
</table>

ACIP
Malachi Wilkerson Middle School

Research Cited: Alabama Plan 2020 and Common Core State Standards
Daily Differentiation for Tier 1 Workshop
ASCA (Alabama School Counseling Association) Conference
Mathematics at Work Conference
Leadership Now Summit
Overcoming the Achievement Gap Conference

Category: Develop/Implement Professional Learning and Support
Research Cited: ESSA, Alabama Plan 2020, Common Core State Standards, RTI, and PLC.

<table>
<thead>
<tr>
<th>Activity - Building a Collaborative Culture</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will attend professional development based on indicators in their PLP, results from Scantron Performance Series, ACT Aspire 2016, data from Instructional Rounds, and Classroom/Peer Observations. These learning opportunities will provide teachers with the necessary tools and resources needed to enhance the learning environment, and depth of knowledge.</td>
<td>Professional Learning</td>
<td>08/10/2017</td>
<td>05/25/2018</td>
<td>$30000 - Title I Schoolwide</td>
<td>Administrative Team</td>
</tr>
</tbody>
</table>

Strategy 2:
Positive Behavior Intervention Support - Students will be provided incentives for meeting or exceeding expectations in academics, attendance, and behavior as it relates to our school-wide expectations: ROAR R- Responsible O- On-Time A- Accomplish Goals R- Respectful
Category: Develop/Implement Student and School Culture Program
Research Cited: PBIS (Positive Behavior Intervention Support Program)

<table>
<thead>
<tr>
<th>Activity - Monitor Implementation of School-Wide Discipline Plan</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will follow the seven step discipline plan, which includes the support from parents, teachers, counselor, district support personnel, PBIS Team, and referral to PST. Administrators will collaborate with school appointed Intervention Specialist to provide assistance with any identified chronic behavioral concerns. Also, the counselor, who serves as the PBIS Facilitator, will fully implement the PBIS program to curtail discipline concerns.</td>
<td>Behavioral Support Program</td>
<td>08/10/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Faculty and Staff, Intervention Specialist, Counselor, Implementation Team and PST Team</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Motivational Rewards</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will use evidence based behavioral strategies outlined by the PBIS Team in our school's plan to motivate, support, and engage students through understanding behavioral expectations, routines, and structures. In return, incorporating these strategies with fidelity will have a high impact on student achievement.</td>
<td>Behavioral Support Program</td>
<td>08/10/2017</td>
<td>05/25/2018</td>
<td>$0 - District Funding</td>
<td>All faculty and staff</td>
</tr>
</tbody>
</table>
Strategy 3:
Implementation of strategies from Driven By Data, A Practical Guide to Improve Instruction by Paul Banbrick-Santoyo - All staff will actively implement strategies and suggestions from the book, Driven by Data. Each grade level and support staff will facilitate assigned chapters during monthly faculty meetings. All faculty and staff will receive hand-outs and materials to facilitate incorporating data driven strategies within the middle school classroom. There will be nine presentations beginning in October, 2017 and ending in May, 2018.
Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: Paul Bambrick-Santoyo's book, Driven By Data, was formed and shaped through work with thousands of schools across the country. The book is divided into two parts: the practical framework for effective data-driven instruction (Part One) followed by the professional development activities needed to build the framework. The framework, when implemented, has seen dramatic increases in performance in student achievement in almost every category and grade level.
Accountability
Informed Choice
Compassion

<table>
<thead>
<tr>
<th>Activity - Celebrating Success</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each month we will showcase teachers based on evidence from Instructional Rounds who exhibit effective instructional practices that are explicit, engaging, purposeful, and relevant in addressing all learners. Teachers will be featured on the Teacher Shout Out bulletin board. These teachers will also receive incentives provided by our Partners in Education. In another effort to celebrate success, the faculty and staff are going to engage in a monthly activity held outside of the building. These activities will focus on team building, creating trust among all staff members, and building teacher capacity across all grade levels and disciplines.</td>
<td>Other</td>
<td>09/28/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Administrative Team</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Building a Collaborative Culture</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will determine the bar for learning at Malachi Wilkerson Middle School and determine strategies to change teaching to enhance learning.</td>
<td>Professional Learning</td>
<td>09/14/2016</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>All Faculty and Staff</td>
</tr>
</tbody>
</table>

Goal 4:
Increase ELL Proficiency in Reading, Speaking, Listening, and Writing

Measurable Objective 1:
A 5% increase of Sixth, Seventh and Eighth grade Black or African-American, White, Gifted and Talented, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in Reading, Writing, Listening, and Speaking on grade level in Reading in English 10 by 05/25/2018 as measured by ACCESS.
Using English in all Content Areas - Teachers will implement sheltered instruction observation protocol (SIOP) in content classes by writing and defining learning goals, build background knowledge, using of a variety of question types, including those that promote higher level thinking skills, peer interaction, hands-on materials or manipulatives, graphic organizers, and highlight essential vocabulary. Certified Title I funded tutors will provide additional support and instruction.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: WIDA Standards

<table>
<thead>
<tr>
<th>Activity - Teacher Training</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Funding Amount &amp; Source</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will receive training by the district's ELL Program Specialist on WIDA Standards.</td>
<td>Professional Learning</td>
<td>08/10/2017</td>
<td>05/25/2018</td>
<td>$0 - No Funding Required</td>
<td>Administrative Team, Teachers, Certified Title I funded tutors, and ELL Teacher.</td>
</tr>
</tbody>
</table>
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?

A data room is in place where student data is analyzed and strategies are identified to provide assistance. All teachers work in cooperative and collaborative groups to analyze data and become familiar with students' strengths and focus areas. Time is set aside for team planning and collaboration. Weekly data meetings are held each Wednesday to analyze data, discuss test preparations, create action plans for targeted students, discuss/implement interventions to address skill deficits, and participate in demonstration lessons.
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?

Targeted students are identified through data analysis, teacher observation, pre-test and post-test results, standardized test results and classroom observation. A variety of assessments are used to identify student needs, such as checking for understanding, oral reports, projects and written assessments. Teachers have common planning time for instructional collaboration. During this time, they analyze data, identify targeted students, discuss common core standards, plan/discuss intervention strategies and monitor student progress. Teachers provide differentiated instruction, tiered intervention, and incorporate various instructional strategies to address the needs of all learners. Resource teachers increase resource time as needed and make accommodations for all special needs students whose IEP’s place them in the least restrictive environment.

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

Students who experience difficulty mastering the proficient or advanced achievement standards are provided additional instruction assistance, such as:
- Teacher review of student performance which helps the teacher to determine student strengths and focus areas
- Targeted students are referred to PST
- Small group instruction
- One-on-one instruction
- Coaching
- Encourage parental involvement in student education through school conferences, parent days, telephone conversations and notes, web sites
- Provide summer enrichment programs
- Counseling services

Weekly collaborative team meetings will be held to analyze data to show improvement and/or identify focus areas from formative assessments to guide instruction. Teachers will also analyze multiple measures of data to discover barriers to learning and provide intervention to targeted students.

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.

The school’s website offer students links that are content specific that provide assistance with homework or concepts the students have not grasped during the regular school day. Teachers may be contacted by e-mail/text if a child has a specific question after hours.
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.

Teachers have common planning times embedded each week to analyze multiple measures of data to discover barriers in learning and provide intervention to targeted students. Teachers incorporate differentiated lessons and tiered intervention into their daily instruction to meet the needs of all learners. Resource teachers provide additional resource time as needed and make accommodations for all special needs students whose IEP's place them in the least restrictive environment. The Employment Survey, completed at the time of registration, aids in identifying migrant students. The Home Language Survey, completed with the registration packet at the time of enrollment, serves as a tool to identify students who are English Language Learners. The required Residency Form addresses the issue of homelessness and any form returned with information indicating an issue with housing is addressed and forwarded to the central office for additional response.

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.

All students at Wilkerson Middle School are given equal opportunity to participate in career/technical classes. Individual needs are handled on an individual basis. The school adheres to all policies and procedures mandated by local, state and federal agencies in regards to 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.
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.

Our Title I and CNP programs are directly related to achievement. The child nutrition program ensures that all students receive proper nutrition, which allows them to function at a higher level academically. All students receive free breakfast and lunch, regardless of economic standing. The school's Title I funds are used for technology, programs, supplies, books and professional development, all of which will increase student achievement. All teachers are required to embed common core readiness standards, literacy standards, course of study standards, and research-based strategies to enhance student achievement and promote meaningful student engagement. Title I monies are utilized to address all aspects of students’ needs.

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)?

All students receive free breakfast and lunch through the new nutrition program. Students are encouraged to take advantage of this opportunity. The school’s counselor provides intervention to implement the comprehensive guidance and counseling model for public schools. Small group counseling is provided to address bullying, self-esteem, classroom behaviors, and character development. The school also provides free uniform vouchers to assist families that are in need. The other funding sources are not applicable to Wilkerson Middle School. Housing issues are addressed through receipt of Residency Forms.
Component 10: Evaluation (Sec.1114(b)(3)):

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

The School Leadership Team and the Title I Team convene in May of each year to evaluate the school-wide program. At that time, data is analyzed, strengths and focus areas are identified, and recommendations are made based on formative/summative assessment data, content benchmark assessments, progress/report cards, attendance reports and discipline reports.

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?

Assessments are analyzed from the state mandated test, ACT Aspire and district benchmark assessments. These data analyses determine academic strengths and focus areas. Effectiveness and shortcomings of implemented goals, plans, programs, activities, and strategies are reviewed during data meetings and faculty meetings.

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

Our data team and teachers review each student’s academic progression or regression as measured by state assessments and district benchmark assessments. These data analyses determines academic strengths and focus areas. Determination of whether the schoolwide program has been effective in increasing achievement is based on the desired outcomes set forth as our schoolwide goals. If the goal was not met, we assess the reasons why and our next action steps and strategies.

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?

A comprehensive needs assessment is conducted to include information on the achievement of all students in relation to the College and Career Readiness Standards. Strengths, focus areas, and recommendations are reviewed for all parts of the comprehensive plan. If the plan needs revision, the Building Leadership Team will meet to make the necessary revisions and share the revisions with all staff members.
2017-2018 Coordination of Resources - Comprehensive Budget
Introduction

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

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provide the number of Teachers assigned units.</td>
<td>15.41</td>
</tr>
<tr>
<td>3.</td>
<td>Provide the total of all salaries for the FTE Teacher Units.</td>
<td>1,129,252.00</td>
</tr>
</tbody>
</table>

Provide the number of classroom teachers.

11.91

Total 1,129,252.00
Administrator Units

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provide the number of Administrator assigned units.</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Provide the number of administrators.

2.00

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Provide the total of all salaries for the FTE administrator units.</td>
<td>115554.0</td>
</tr>
</tbody>
</table>

Total

115,554.00
## Assistant Principal

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provide the number of Assistant Principal assigned units.</td>
<td>0.5</td>
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</tbody>
</table>

Provide the number of Assistant Principals.

1.0

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Provide the total of all salaries for the Assistant Principal.</td>
<td>43151.0</td>
</tr>
</tbody>
</table>

Total 43,151.00
Provide the number of Counselors.

1.00

Provide the total of all salaries for the Counselor.

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provide the number of Counselor assigned units.</td>
<td>1.0</td>
</tr>
<tr>
<td>3.</td>
<td>Provide the total of all salaries for the Counselor.</td>
<td>99542.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>99,542.0</td>
</tr>
</tbody>
</table>
Librarian

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provide the number of Librarian assigned units.</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Provide the number of Librarians.

1.00

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Provide the total of all salaries for the Librarian.</td>
<td>78585.0</td>
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</table>

Total                                           78,585.00
Career and Technical Education Administrator

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provide the number of Career and Technical Education Administrator assigned units.</td>
<td>0.0</td>
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</table>

Provide the number of Career and Technical Education Administrators.

0

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Provide the total of all salaries for the Career and Technical Education Administrator.</td>
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</table>

Total 0.00
## Career and Technical Education Counselor

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provide the number of Career and Technical Education Counselor assigned units.</td>
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</table>

Provide the number of Career and Technical Education Counselors.

0

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Provide the total of all salaries for the Career and Technical Education Counselor.</td>
<td>0.0</td>
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</table>

Total 0.00
## Technology

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Not applicable, please place a value of 0 in the box.</td>
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</table>

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

0

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Provide the total of all funding for Technology.</td>
<td>4000.0</td>
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</tbody>
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Total                      4,000.00
Professional Development

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Not applicable, please place a value of 0 in the box.</td>
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</tbody>
</table>

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

0

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Provide the total of all funding for Professional Development.</td>
<td>1467.0</td>
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</tbody>
</table>

Total 1,467.00
## EL Teachers

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provide the number of EL Teachers in FTEs.</td>
<td>0.0</td>
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</table>

Provide the number of EL Teachers.

0

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Provide the total of all funding for EL Teachers.</td>
<td>0.0</td>
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</tbody>
</table>

Total 0.00
### Instructional Supplies

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Not applicable, please place a value of 0 in the box.</td>
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</table>

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

0

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Provide the total of all funding for Instructional Supplies.</td>
<td>7971.0</td>
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</tbody>
</table>

Total 7,971.00
Library Enhancement

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Not applicable, please place a value of 0 in the box.</td>
<td>0.0</td>
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</table>

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

0

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Provide the total of all funding for Library Enhancement.</td>
<td>576.0</td>
</tr>
</tbody>
</table>

Total 576.00
Provide a brief explanation and breakdown of expenses.

Salaries and Benefits: $105,722.00
Parenting: $1,996.49
Student Classroom Materials and Supplies: $6,451.00
Audio Visual Equipment: $500.00
Professional Development:
Out of State Travel: $9,000.00
Registration Fees: $1,000.00
Tutors (With Benefits): $18,618.00

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Improving the Academic Achievement of the Disadvantaged Provide the total.</td>
<td>143287.07</td>
</tr>
</tbody>
</table>

Provide a brief explanation and breakdown of expenses.
Title II

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Professional Development Activities. Provide the total.</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Provide a brief explanation and a breakdown of expenses.

N/A
Title III

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>For English Learners. Provide the total.</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Provide a brief explanation and a breakdown of expenses.

N/A
Title IV

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>21st Century Schools. Provide the total.</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Provide a brief explanation and a breakdown of expenses.

N/A
Title V

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>For Rural and Low-income Schools Provide the total.</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Provide a brief explanation and a breakdown of expenses.

N/A
Career and Technical Education-Perkins IV

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Basic Grant (Title I)</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>Provide total.</td>
<td></td>
</tr>
</tbody>
</table>

Provide a brief explanation and breakdown of expenses.

N/A
Provide a brief explanation and breakdown of expenses.

N/A

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Basic Grant (Title I) Provide total.</td>
<td>0.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Tech Prep (Title II) Provide the total.</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Provide a brief explanation and breakdown of expenses.

N/A
## Other

<table>
<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Provide a brief explanation and a breakdown of expenses.

N/A
Provide a brief explanation and breakdown of expenses.

N/A
2017-2018 Parent and Family Engagement
Introduction

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

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

During the month of September, Wilkerson Middle School holds its Annual Title I meeting for all parents of participating students. Parents will be notified of these activities through: (1) notices sent home by students, (2) Phone-master announcements, delivered for several consecutive days prior to the event, (3) school website. Topics discussed at the meeting include: (1) current instructional programs which are scientifically based and how they are implemented at Wilkerson Middle School; (2) Title I school-wide requirements and offerings; (3) state mandated testing requirements and results; (4) district and school assessments and how this information is utilized; (5) school's curriculum; (6) student achievement expectations; (7) school's honors and achievements and (8) parental expectations and compact. Parents will view the Title I PowerPoint and are afforded the opportunity to ask questions and make comments. Parents will be afforded the opportunity to submit suggestions for the expenditure of the 1% set-aside. These suggestions will be presented to the Title I Budget Committee.

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))

Meetings are held at varied times in an effort to accommodate the majority of parents and to secure optimum attendance (a.m. and p.m. meeting). During our Annual Title I meeting, parents were given specific information regarding the Title I Schoolwide Program. They were also given information regarding how to participate in the Title I parent programs and activities. Parent funds are used to resupply the parent literature on an annual basis and to update the parent resources available in the school media center.

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))

Wilkerson Middle School Faculty and Staff provide parents timely information through Parent Focused Workshops sponsored by the Parent Engagement Department, PTA meetings, Parent/Teacher Conferences, Open House, Report Cards and Title I Meetings. Parents are also invited to participate on the Parent Advisory Board through the district. A translator for non-English speaking parents will be provided during this annual meeting to the best of the school administration's ability. Every effort will be made to communicate clearly to parents and encourage their questions and concerns. Parents receive both written and verbal communication concerning meetings, as well as the information being posted on the school Web site. The school has access to system personnel with the ability to utilize the Transact program that will translate messages to parents who speak little or no English.
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))

Wilkerson Middle School revised its school-parent compact for the 2017-2018 school year. All parents were given a copy of the new compact. Parents were asked to sign the compacts signifying their commitment to working in partnership with the school and their child in ensuring that their child is successful in school. Each teacher is required to explain the compact to their homeroom students and obtain students' signatures. Compacts are kept in the homeroom teacher's class in a designated folder. The teachers also sign the compact and use them in their classrooms for use during parent-teacher and/or student teacher conferences. In May of each year, Wilkerson Middle School will convene its ACIP committee to review, evaluate, and revise its Continuous Improvement Plan. Parents included on the ACIP committee will represent our school's parents and community. During the review process, all parents will be notified of this review through notices sent home. These notices will make parents aware that the plan is under review, that a copy of the plan is available for review in the office and that they have the right to offer input regarding the revision of this plan. The notice will also state that after the plan is finalized and approved they have the right to object to any component of the plan that they find unsatisfactory or incorrect. These expressed concerns and suggestions will be brought before the ACIP committee and a response for each concern will be offered in a timely and professional manner.

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

Comments of dissatisfaction may be left in the school office with school administration.

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)

Wilkerson Middle School will accomplish much of this through its Annual Open House Meeting and through the Annual Title I Parent Meeting and Data Nights to be held at the beginning of the school year. At that time, parents receives an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation is given regarding Title I, what services will be offered, and how parents can be involved in their child's education. Parents will also be provided codes to access their children's grades through I-Parent online services. We also encourage parents to use the resources at the Parent Resource Center located at the Lincoln Center in the Family Involvement Department. This resource center is available to parents and staff to provide informational material and resources that can be used as the resource center or can be checked out for home use. There is also a Parent Resource Corner at the school for parents to obtain additional resources.

Wilkerson Middle School identifies how our school will accomplish these specifications through the following:
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)

Parental Engagement Funds will be used to purchase resources from The Parent Institute, such as brochures and videos that offer parenting enrichment skills and training in a variety of areas based upon parent needs. The media center has a Parent Resource Area, and there is a display rack of parent resources at the entrance to the building and a parent table with multiple resources. The media center is also open to parents needing to use the Internet, a copier, FAX, or scanner. The counselor also provides workshops for parents and guardians, as well as system-sponsored Parent Engagement events and meetings. Teachers, office personnel, and other school staff will participate in job-embedded professional development activities at the local, system, state and national level that focus on the relationship of the school and home in the education of all students.

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)
Wilkerson Middle School will invite and encourage parents to become active in their child's learning by visiting their classrooms, participating in PTA, volunteering, and attending all social and academic programs. The school extends opportunities for parents to work as volunteers in needed areas before and after school, once the parent has undergone the mandated system background check and been approved. Our school has a Parental Engagement Resource Corner with pamphlets and other resources that provide tips and suggestions for improving student learning. Wilkerson Middle School will continue to work with its teachers and staff through research-based, high quality, on-going professional development activities, in-service programs, faculty meetings, team meetings, and departmental meetings in an effort to ensure that there is a correct understanding of the importance of parental engagement in the success of the schoolwide program. All parents are welcomed and encouraged to be a part of their child's educational process. We will also have quarterly sessions with parents and training will be made available of parents on how to help their children be successful in the classroom. In addition to the aforementioned methods of building capacity for parental involvement, the following methods are also used to increase engagement between home and school:

- Parenting Night
- Teacher conferences
- iNow (Chalkable) - Parents
- Progress reports
- Report Cards
- Parental Communication Logs
- Website
- School Messenger
- Remind 101 App

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)

Wilkerson Middle School coordinates its parent engagement activities among our programs and all funding sources within our school. Every effort will be made to ensure this coordination of resources provides the best opportunities for all members of our parent community to fully participate and engage in the education of their children. When possible, a translator for parents who do not speak English will be provided. Several of our teachers speak some conversational English and are able to provide non-English speaking parents with information related to school and parent programs. Materials provided in the parent center are provided in English and Spanish.

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)

Wilkerson Middle School and the Birmingham City School System provides information, parent notices and other required documents in both English and Spanish. Extraordinary efforts will be made to ensure that barriers related to language are eliminated to ensure full participation of parents whose primary language is not English. Registration forms, Right-to-Know forms, Residency Forms, Home Language Survey, Advanc-ed Survey, Title I Surveys, Teacher Qualification Forms and Parent Corner resources are also provided in Spanish. If parents request a translator for conferences and meetings, the school makes every effort to accommodate if feasible.

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))

Wilkerson Middle School and the Birmingham City School System provides information, parent notices and other required documents in both English and Spanish. Extraordinary efforts will be made to ensure that barriers related to language are eliminated to ensure full participation of parents whose primary language is not English. Parents of students with disabilities are asked to attend IEP meetings, reevaluation meetings, and other meetings related to their child's education. Face to face conferences and phone contacts may be made with the teacher, as well if circumstances warrant a parent not being able to be in physical attendance.