



ACIP

Erwin Middle School

Jefferson County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Erwin Middle School is located in Jefferson County, Alabama. It consists of 589 students in grades 6-8. The school is newly reconfigured from the former Erwin High School, which housed grades 7-12, until school year 2011-2012. Additionally, Erwin Intermediate School, which housed grades 3-6, merged its 6th grade. In July, 2011, Erwin Middle School was officially configured to accommodate grades 6-8. The new grade configuration also impacted teacher assignments. Together, these adjustments made for a climate that needed time for adjustments and relationship building.

As these adjustments were being made, a tornado touched down in the community in April, 2012. The tornado destroyed the elementary school in the feeder pattern, which also affected the families of the students who attended all of the schools. Once again, the Center Point school feeder pattern had adjust. The two elementary schools were consequently housed in the newly configured middle school. Three schools were housed in the Erwin Middle School building beginning school year 2012-2013.

When the two elementary school regained their own buildings, the middle school, which had previously jammed into spaces to accommodate visitors, had to readjust once again.

Erwin Middle continued to experience growing pains and growing spaces into school year 2013-2014. In school year 2014-2015, a new principal, 1 new assistant principal, and 9 new teachers joined Erwin Middle School. In school year 2015-2016, Erwin Middle School was appointed a new principal, one assistant principal, 16 new teachers, 1 additional choir teacher, and 0.5 counselor. The present school year, 2016-2017, 1 new assistant principal, 9 new teachers and 2 counselors has joined the Eagle family. Though the past 5 years have been transitional, the school continues to evolve, identify growing spaces, address concerns, and celebrate the gains it experiences

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.

Erwin Middle School is committed to teaching and learning for all through implementing meaningful community and family collaboration to provide consistent instruction focused on student success. The vision of Erwin Middle School is to effectively provide for the diverse needs of all learners through the use of best practices and college/career readiness training. The school embodies its purposes through communicating expectations to students, faculty, staff, and parents. This is done with student agenda planners, faculty handbooks, and family involvement opportunities. Additionally, Erwin Middle School (EMS) has adopted non negotiables for school year 2016-2017, which embodies four major components that are indicative of our mission, vision, values, and core beliefs. Those four components are lesson plan expectations, walk throughs, data collection, and data meetings.

EMS embodies its purpose by implementing the Scantron testing system, which supports its instructional program with data to drive instruction. EMS also offers students several student organizations which further enforce expectations for students. Additional program offerings include honors courses, newly organized Beta Club, 4th year chapter of the National Junior Honor Society, a newly organized male mentoring group, Math Team, Science Olympiad and a parental involvement liaison. EMS anticipates to continue tutoring and intervention for students. EMS communicates its expectations for students in several ways: daily announcements are made morning and afternoon; weekly School Cast messages; website; Honors and Awards Day celebrate student successes, and new outside signage communicates messages to parents and community members.

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.

Erwin High School housed grades 7-12 from 1964 through 2011. In the fall of 2011, Erwin High School was renamed Centerpoint High School and grades 9-12 moved to a new multi-million dollar campus. In 2011, Erwin Middle School was named and students in grades 6-8 remained at the old high school campus. Mr. Jay Gary was appointed as the first principal of Erwin Middle School during the summer of 2011 and in the fall of 2014, Mr. Eaton was appointed as principal. Mrs. Serra H. Peterson was appointed principal July 2015 and remains principal as of present date.

That being said, Erwin Middle School has been in existence for five years. Erwin Middle School continues to strive to establish and maintain an identity through the process of continuous improvement. Areas for improvement have been identified and are being monitored often through monthly walk throughs, weekly data meetings, and weekly faculty meetings with purposefully planned, job embedded professional development. Erwin Middle School strives to improve academically, instructionally, and school culturally.

Academically, EMS has NJHS membership for those students who meet the requirements. Additionally, EMS will induct students in the Beta Club who meet the requirements and EMS recently added Math Team and Science Olympiad to increase student involvement through academics. Instructionally, EMS facilitates improved learning by professionally developing teachers in best practices for student discourse, formative assessment, Literacy Design Collaborative and Math Design Collaborative providing instructional coaching, and conducting weekly data meeting, RTI or staff preparation meetings. Culturally, EMS continues to cultivate the mindset of academic improvements with structures set during hall transitions, dismissal, and building norms.

Additional Information

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

Erwin Middle School is a work in progress. The school was reconfigured and has experienced challenges along that way that has challenged the culture and climate of the school. The tornado devastations were one such challenge. Students and teachers underwent a natural weather pattern that totally changed the landscape of the community and that totally changed the landscape of the schools, classrooms, and stability they once knew. Establishing a sense of normalcy for students, faculty, and staff was the first order of the day. Fortunately, Erwin Middle School has made some advances.

The PTA is in full operation this year and has been for the past four years. They have provided teachers one duty free lunch, while escorting students to the lunchroom. EMS also has an athletic booster club which has been active for the third year. The boosters have provided financial resources to assist with our athletic teams. A neighborhood church has adopted the school and provides breakfasts on occasions, birthday cards, snacks, and cards in teachers' mailboxes. The mayor and event coordinator for the Chamber of Commerce have attended open house and PTA meetings.

In considering the hierarchy of needs; instruction, teaching, and learning are impacted by those circumstances around us. Nonetheless, Erwin Middle School continues to strive for a balance of stability that can support an environment conducive to learning for all students. With the continued support of the stakeholders, EMS anticipates continued progress.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The Continuous Improvement Leadership Team was chosen by the principal. The team consists of a representative from each content area, administrators, a special education teacher, one parents, counselor and one student. Each member was chosen because of their ability to lead and interests in being a leader in the school. Meetings were held twice in the summer and the second Tuesday of each month.

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

A representative from each content area, as well as a special education teachers,counselors and administrators, participated in the development of the plan. The role of each team member consisted of data collection, data analyst, data entry, and time manager.

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 CIP will be communicated to all stakeholders in three ways: the school's website will provide a copy of the plan, the CIP at a glance will be sent home by the students and a copy of the plan will be in the front office.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		EMS Performance Data Document 2016

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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

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

Areas of Notable Achievement

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

ACT Aspire Math

6th grade increase from 20% proficient in 2015 to 28% proficient in 2016

7th grade increased from 7% proficient in 2015 to 11% proficient in 2016

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

ACT Aspire Reading

6th grade increase from 21% proficient in 2015 to 23% proficient in 2016.

ACT Aspire Math

6th grade increase from 20% proficient in 2015 to 28% proficient in 2016

7th grade increased from 7% proficient in 2015 to 11% proficient in 2016

Which area(s) indicate the overall highest performance?

ACT Aspire Math

6th grade increase from 20% proficient in 2015 to 28% proficient in 2016

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

Based upon ACT Aspire,

	All Students	Special Education	Black Non Poverty	Poverty
6th Math 2014	12	0	12	15
6th Math 2015	20	0		
6th Math 2016	28	0	26	16
6th Math 2017				28
6th Math 2018				
6th Read 2014	16	0	15	31
6th Read 2015	21	0		15
6th Read 2016	23	5	22	23
6th Read 2017				24
6th Read 2018				

SY 2016-2017

7th Math 2014	3	0	2	10	3
7th Math 2015	7	0			
7th Math 2016	11	0	10	1	11
7th Math 2017					
7th Math 2018					
7th Read 2014	21	0	21	35	20
7th Read 2015	16	0			
7th Read 2016	15	0	15	20	17
7th Read 2017					
7th Read 2018					
8th Math 2014	2	0	2	1	1
8th Math 2015	11	0			
8th Math 2016	5	0	5	4	5
8th Math 2017					
8th Math 2018					
8th Read 2014	26	0	25	27	24
8th Read 2015	37	0			
8th Read 2016	26	9	25	30	30
8th Read 2017					
8th Read 2018					

Between which subgroups is the achievement gap closing?

Based upon the ACT Aspire

6th Reading 2014 Non-Poverty 31%, Poverty-15% compared to 2016 Non-Poverty-23% to 24%

7th Reading 2014 Non-Poverty 35%, Poverty-20% compared to 2016 Non-Poverty-20% to 17%

8th Reading 2014 Non-Poverty 27% Poverty-24% compared to 2016 Non-Poverty-30% to 30%

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

Based upon all data sources, math is consistently an area of deficit. However, growth is occurring.

Areas in Need of Improvement

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

All data sources indicate below expected performance in the areas of reading and math

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

Based upon the ACT Aspire, 7th grade showed a negative trend in Reading. Reading declined from 21% in 2014 to 16% 2015 to 15% in 2016.

Which area(s) indicate the overall lowest performance?

Based upon ACT Aspire data, the overall lowest performance appears to be 8th grade math. If the math data is traced according to ACT Aspire , this group was 12% proficient in Math 2014, 7% proficient in Math 2015 and 5% proficient in Math 2016.

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

Based upon the ACT Aspire, comparing 2014 data to 2016 data, the subgroup showing a trend of decreasing performance is non-poverty

Between which subgroups is the achievement gap becoming greater?

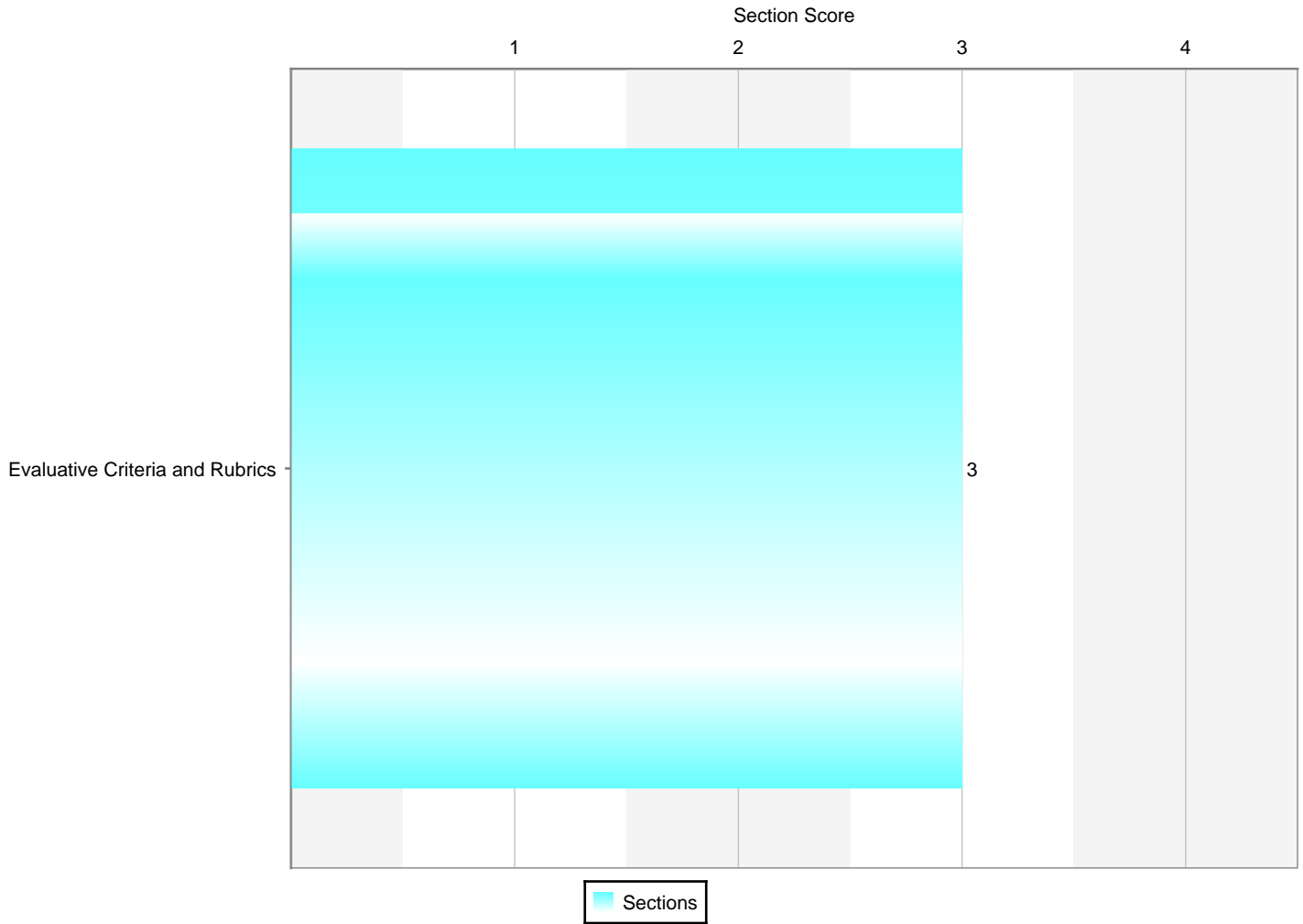
Based upon the ACT Aspire, comparing 2014 data to 2016 data, the subgroup showing a trend of decreasing performance is non-poverty

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

Based on all data sources, reading and math continue to be focus areas at EMS.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Serra H. Peterson-Principal Carlton LeSueur-Assistant Principal Lavaris Thomas-Assistant Principal Miranda Clark-Counselor Emanuel Foster-Counselor Bianca Moore- ELA Ashley Lambert-Math Sohelia McKay-FACS Cherena Dukes-Exceptional Education J'Swander Earl-Science Teacher Juliana Peterson-Parent Tiara Gaines-student Timothy Gann-Chamber of Commerce Blake Frazier-Federal Programs	

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

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Jeff Caufield Acting, Director of Human Resources 2100 18th Street South Birmingham, AL 35209 (205) 379-2000	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		LEA Title I Parent Involvement Plan-English LEA Title I Parent Involvement Plan-Spanish Parent Involvement Policy (Spanish) Parent Involvement Policy (English) EMS Strategies to Increase Parental Involvement

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		EMS Parent Compact 16-17 English EMS Parent Compact 16-17 Spanish

ACIP 2016-17

Overview

Plan Name

ACIP 2016-17

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Reduce the number of discipline referrals by 3% from the 15-16 school year to the 16-17 school year based upon the SIR report.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$9700
2	Preparing all students to be college and career ready upon graduation	Objectives: 3 Strategies: 4 Activities: 7	Organizational	\$414754

Goal 1: Reduce the number of discipline referrals by 3% from the 15-16 school year to the 16-17 school year based upon the SIR report.

Measurable Objective 1:

collaborate to build a positive school culture by 05/19/2017 as measured by 3% decrease in office referrals from 15-16 to 16-17 based on the SIR report.

Strategy 1:

CHAMPS - EMS will begin by establishing the schoolwide expectations (be prepared, be responsible, be focused, and be respectful). Visuals will be posted throughout the school.

Category: Develop/Implement Learning Supports

Research Cited: CHAMPS: A Proactive and Positive Approach to Classroom Management, 2nd Edition Textbook Binding – 2009

by Randy Sprick (Author)

Activity - Book Study - CHAMPS - Conversation, Help, Activity, Movement, Participation, and Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CHAMPS is a proactive and positive approach to classroom management. Teachers will participate in a book study to gain practical information to set up and implement effective classroom management. Teachers will meet monthly to analyze discipline data. Students who don't have any infractions for the month will participate in Eagle celebration. Administrators will recognize students of the month for positive behavior for all grade levels.	Behavioral Support Program	09/02/2016	05/19/2017	\$5000	Title I Part A	Teachers, Administrator s, and Counselors
Activity - CHAMPS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training from a CHAMPS trained presenter regarding strategies and supplemental resources to use in the classroom targeting behavior while encouraging students to be orderly, responsible, engaged and motivated. Training will occur once with CHAMPS personnel on school site. Follow up professional development will be facilitated by trained EMS administrators/counselor monthly along with the book study.	Professional Learning	10/28/2016	05/25/2017	\$4700	Title I Part A	All teachers, counselors and administrators

Goal 2: Preparing all students to be college and career ready upon graduation

Measurable Objective 1:

demonstrate a proficiency in reading and math by 05/25/2017 as measured by increased student performance on state and local assessments-walkthroughs, formal and informal observations will also be utilized as a tool to measure classroom implementation.

Strategy 1:

Increase Rigor - Increase Rigor - Increase rigor with depth of knowledge/quality questioning, and student discourse, guided by formative assessments through - Professional Learning Communities, Classroom Implementation, Teacher Collaboration and monthly professional development sessions targeting formative assessment and RTI.

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

Research Cited: SREB - Literacy Design Collaborative/Math Design Collaborative

Ronfeldt, M., Farmer, S., McQueen, K., & Grissom, J. (2015). Teacher collaboration in instructional teams and student achievement. American Educational Research Journal, 52(3), 475-514

Activity - Professional Learning Communities-LDC/MDC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>LDC - Teachers in each cohort/group work toward the following objectives annually. Teachers will attend all 4 training sessions, create 4 backward-designed LDC modules over the course of the school year and/or revise existing original LDC modules as they progress through the years of training, and implement LDC modules throughout the year. Teachers will provide evidence of scored student work from all 4 modules using the LDC scoring rubric to assess student growth towards standard mastery, participate in the regular training support cycle classroom visits and debriefings, and adjust instructional practices as a result of actionable collaborative feedback. Teachers in each cohort and group work toward the following objectives annually:</p> <ul style="list-style-type: none"> *Attend all training sessions *Implement 6-8 MDC formative assessment lessons annually *Provide evidence of scored student work from the FALs using the MDC scoring rubric to assess student growth toward standards mastery *Participate in the classroom visits and debriefings and adjust instructional practices as a result of actionable collaborative feedback <p>EMS will participate in Cohort 3: Dates of training for LDC are as follows: Sept. 29th, Nov. 3, Dec. 8, Jan. 19, Feb. 16 and March 16th. Dates of training for MDC are as follows: Sept. 8th, Oct. 13th, Dec. 1st, Jan. 12th, Mar 9th, Apr. 28th</p> <p>LDC site visits with district personnel will be Sept. 26-30, Oct. 31-Nov.4, Dec. 5-9, Jan. 17-20, Feb. 13-17, Mar. 13-17</p> <p>MDC site visits with district personnel will be notified in advance and will be visited in advance. \$7,500.00 is allocated for professional development to enable our students to reach the targeted performance levels and enhance the skill levels of teachers. This will also include registration and reimbursement for the SREB Conference in the summer of 2017 and a professional book study to target classroom management strategies.</p>	Professional Learning	08/02/2016	05/25/2017	\$7500	Title I Part A	Administrators and teachers

Activity - Classroom Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will implement knowledge gained from PLCs into classroom instruction. \$38,500.00 will be used for technology in the classrooms. This will include maintaining instructional software (i.e. All in Learning and additional software to address math deficits) and hardware previously purchased and new hardware to complete technology integration in the classrooms. \$5,000.00 will be utilized for the media center and other instructional magazines to be used in the classroom. This will update books, periodicals, and audio materials in the media center. Additionally, novels and non-fiction will be purchased to maximize the English Language Arts pacing guide and support CCRS standards. \$9,943.05 will be used to purchase instructional materials/supplies for students. This will ensure that students have the appropriate materials and supplies to succeed on a daily basis.	Direct Instruction	10/03/2016	06/30/2017	\$53443	Title I Part A	Teachers
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Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate in grade level meetings, vertical team meetings, data meetings, planning meetings, and PST meetings to analyze student data/progress. Subs may be used to ensure participation of teachers and stipends may be paid to teachers for off contract summer collaboration. \$957.76 is allocated for instructional improvement. This will include meetings to occur in the summer to analyze data and provide strategies to assist with school improvement.	Other - Student Support	10/03/2016	07/28/2017	\$958	Title I Part A	Teachers

Activity - Monthly Professional Development Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional development facilitated by the Instructional Coach, Administrators and/or teacher leaders targeting focus areas of formative assessment and Response to Instruction. Sessions of the identified areas will occur each month.	Professional Learning	08/02/2016	05/25/2017	\$0	No Funding Required	Administrators, Instructional Coach and/or Teacher leaders

Strategy 2:

Hire Additional Certified Personnel - Provide additional resources (certified personnel), based on identified needs, that will supplement the overall educational program in order to raise the academic achievement of all students.

Category: Other - Hire additional personnel to support the school structure/plan

Research Cited: Boatright, B., Gallucci, C., Swanson, J., Van-Lare, M., Yoon, I. (2008). Coaching for Instructional Improvement: Themes in Research and Practice.

Washington State Kappan, 2(1), 3-5.

Mathis, William. (2016). The Effectiveness of Class Size Reduction. Boulder, CO: National Education Policy Center. Retrieved from <http://nepc.colorado.edu>.

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Activity - Additional Certified Personnel	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire an additional 4 teaching units in order to reduce student-teacher ratio and to provide the teaming model to ensure and promote collaboration amongst the core teachers resulting in support to increase student learning. The grade levels are 1 unit for 7th grade (Language Arts), 2 units for 7th/8th (Language Arts and Social Studies) and 1 unit for 8th grade (Science). \$257,980.13. \$500 has be allocated to cover substitute cost for these positions. Hire an additional 0.5 counseling unit in order to provide additional learning supports to decrease opportunities of negative behavior and increase student achievement. \$37,122.63 Hire an additional 0.5 assistant principal in order to provide additional learning supports to decrease opportunities of negative behavior and increase student achievement. \$47,471.43	Direct Instruction, Class Size Reduction	07/01/2016	06/30/2017	\$343074	Title I Part A	Paid title I units according to job descriptions and salary schedule

Measurable Objective 2:

collaborate to create a positive school culture through developing and/or continuing learning supports by 05/25/2017 as measured by evaluating survey results, communication logs, opportunities for family engagement, input from parent committees/focus groups, and discipline reports/data.

Strategy 1:

Learning Supports - Building positive experiences by providing learning supports through - building parental capacity/family engagement and implement a school wide behavior program using CHAMPS

Category: Develop/Implement Learning Supports

Research Cited: Develop/Implement Learning Supports

Research Cited: Starr, L. (2011). A Dozen Activities to Promote Parent Involvement. Education World. Retrieved from http://www.educationworld.com/a_curr/curr200.shtml.

Forhan, C. 13 Keys to Strong Involvement. PTO Today. Retrieved from <http://www.ptotoday.com/pto-today-articles/article/5-13-keys-to-strong-involvement>. Samples, J. (2009). The Parent Connection: An Educator's Guide to Family Engagement. Galax, VA: ENGAGE! Press.

CHAMPS: A Proactive and Positive Approach to Classroom Management, 2nd Edition Textbook Binding – 2009

by Randy Sprick (Author)

Activity - Building Parental Capacity/Family Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent surveys will be analyzed by the continuous improvement leadership team. Parent activities will be developed and resources will be purchased, if needed, based on those results. \$4,778.50 is set aside for parental involvement. These funds will be utilized to maintain the parent resource room. Items purchased will be based upon data received from surveys.	Parent Involvement	10/03/2016	05/25/2017	\$4779	Title I Part A	PI Coordinators, Teachers

Measurable Objective 3:

demonstrate a proficiency in reading and math by 07/28/2017 as measured by increased student performance guided by formative assessments, pre/post assessments and attendance logs - Extended Day/Year..

Strategy 1:

Additional Time/Assistance - Additional time and assistance beyond the school day will be given to those students most at risk of failing state standards or new students transitioning into the school guided by formative assessments, pre/post assessments and/or attendance logs - Extended Day/Year

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

Research Cited: Closing the Gap through Extended Learning Opportunities. (2008). Washington, D.C.: NEA Policy Brief. Retrieved from www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.

Alexander, K., Entwisle, D., & Olson, L. (2014). The Long Shadow: Family Background, Disadvantaged Urban Youth, and the Transition to Adulthood. New York: Russell Sage Foundation.

Activity - Extended Day/Year	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students most at risk of failing state standards will have the opportunity to participate in extended day/year learning with qualified teachers. We will facilitate Extended Day during the 2nd and 4th Nine Weeks to address deficits in core areas. Transportation will also be provided for students participating in the Extended Day Program. It will blended program using Compass Learning/Scantron and other resources. \$5,000.00 will be allocated for the extended day services and bus transportation that will be provided during the school year. Based on our math and reading achievement levels, our students will benefit from extended services beyond the classroom	Academic Support Program	10/03/2016	05/25/2017	\$5000	Title I Part A	Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monthly Professional Development Sessions	Teachers will be provided professional development facilitated by the Instructional Coach, Administrators and/or teacher leaders targeting focus areas of formative assessment and Response to Instruction. Sessions of the identified areas will occur each month.	Professional Learning	08/02/2016	05/25/2017	\$0	Administrator s, Instructional Coach and/or Teacher leaders
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Building Parental Capacity/Family Engagement	Parent surveys will be analyzed by the continuous improvement leadership team. Parent activities will be developed and resources will be purchased, if needed, based on those results. \$4,778.50 is set aside for parental involvement. These funds will be utilized to maintain the parent resource room. Items purchased will be based upon data received from surveys.	Parent Involvement	10/03/2016	05/25/2017	\$4779	PI Coordinators, Teachers

Professional Learning Communities-LDC/MDC	<p>LDC - Teachers in each cohort/group work toward the following objectives annually. Teachers will attend all 4 training sessions, create 4 backward- designed LDC modules over the course of the school year and/or revise existing original LDC modules as they progress through the years of training, and implement LDC modules throughout the year. Teachers will provide evidence of scored student work from all 4 modules using the LDC scoring rubric to assess student growth towards standard mastery, participate in the regular training support cycle classroom visits and debriefings, and adjust instructional practices as a result of actionable collaborative feedback. Teachers in each cohort and group work toward the following objectives annually:</p> <ul style="list-style-type: none"> *Attend all training sessions *Implement 6-8 MDC formative assessment lessons annually *Provide evidence of scored student work from the FALs using the MDC scoring rubric to assess student growth toward standards mastery *Participate in the classroom visits and debriefings and adjust instructional practices as a result of actionable collaborative feedback <p>EMS will participate in Cohort 3: Dates of training for LDC are as follows: Sept. 29th, Nov. 3, Dec. 8, Jan. 19, Feb. 16 and March 16th. Dates of training for MDC are as follows: Sept. 8th, Oct. 13th, Dec. 1st, Jan. 12th, Mar 9th, Apr. 28th LDC site visits with district personnel will be Sept. 26-30, Oct. 31-Nov.4, Dec. 5-9, Jan. 17-20, Feb. 13-17, Mar. 13-17 MDC site visits with district personnel will be notified in advance and will be visited in advance. \$7,500.00 is allocated for professional development to enable our students to reach the targeted performance levels and enhance the skill levels of teachers. This will also include registration and reimbursement for the SREB Conference in the summer of 2017 and a professional book study to target classroom management strategies.</p>	Professional Learning	08/02/2016	05/25/2017	\$7500	Administrators and teachers
CHAMPS Training	<p>Teachers will receive training from a CHAMPS trained presenter regarding strategies and supplemental resources to use in the classroom targeting behavior while encouraging students to be orderly, responsible, engaged and motivated. Training will occur once with CHAMPS personnel on school site. Follow up professional development will be facilitated by trained EMS administrators/counselor monthly along with the book study.</p>	Professional Learning	10/28/2016	05/25/2017	\$4700	All teachers, counselors and administrators

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Classroom Implementation	<p>Teachers will implement knowledge gained from PLCs into classroom instruction.</p> <p>\$38,500.00 will be used for technology in the classrooms. This will include maintaining instructional software (i.e. All in Learning and additional software to address math deficits) and hardware previously purchased and new hardware to complete technology integration in the classrooms.</p> <p>\$5,000.00 will be utilized for the media center and other instructional magazines to be used in the classroom. This will update books, periodicals, and audio materials in the media center. Additionally, novels and non-fiction will be purchased to maximize the English Language Arts pacing guide and support CCRS standards.</p> <p>\$9,943.05 will be used to purchase instructional materials/supplies for students. This will ensure that students have the appropriate materials and supplies to succeed on a daily basis.</p>	Direct Instruction	10/03/2016	06/30/2017	\$53443	Teachers
Extended Day/Year	<p>Students most at risk of failing state standards will have the opportunity to participate in extended day/year learning with qualified teachers. We will facilitate Extended Day during the 2nd and 4th Nine Weeks to address deficits in core areas. Transportation will also be provided for students participating in the Extended Day Program. It will blended program using Compass Learning/Scantron and other resources. \$5,000.00 will be allocated for the extended day services and bus transportation that will be provided during the school year. Based on our math and reading achievement levels, our students will benefit from extended services beyond the classroom</p>	Academic Support Program	10/03/2016	05/25/2017	\$5000	Teachers
Teacher Collaboration	<p>Teachers will collaborate in grade level meetings, vertical team meetings, data meetings, planning meetings, and PST meetings to analyze student data/progress. Subs may be used to ensure participation of teachers and stipends may be paid to teachers for off contract summer collaboration.</p> <p>\$957.76 is allocated for instructional improvement. This will include meetings to occur in the summer to analyze data and provide strategies to assist with school improvement.</p>	Other - Student Support	10/03/2016	07/28/2017	\$958	Teachers

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<p>Additional Certified Personnel</p>	<p>Hire an additional 4 teaching units in order to reduce student-teacher ratio and to provide the teaming model to ensure and promote collaboration amongst the core teachers resulting in support to increase student learning. The grade levels are 1 unit for 7th grade (Language Arts), 2 units for 7th/8th (Language Arts and Social Studies) and 1 unit for 8th grade (Science). \$257,980.13. \$500 has be allocated to cover substitute cost for these positions. Hire an additional 0.5 counseling unit in order to provide additional learning supports to decrease opportunities of negative behavior and increase student achievement. \$37,122.63 Hire an additional 0.5 assistant principal in order to provide additional learning supports to decrease opportunities of negative behavior and increase student achievement. \$47,471.43</p>	<p>Direct Instruction, Class Size Reduction</p>	<p>07/01/2016</p>	<p>06/30/2017</p>	<p>\$343074</p>	<p>Paid title I units according to job descriptions and salary schedule</p>
<p>Book Study - CHAMPS - Conversation, Help, Activity, Movement, Participation, and Success</p>	<p>CHAMPS is a proactive and positive approach to classroom management. Teachers will participate in a book study to gain practical information to set up and implement effective classroom management. Teachers will meet monthly to analyze discipline data. Students who don't have any infractions for the month will participate in Eagle celebration. Administrators will recognize students of the month for positive behavior for all grade levels.</p>	<p>Behavioral Support Program</p>	<p>09/02/2016</p>	<p>05/19/2017</p>	<p>\$5000</p>	<p>Teachers, Administrators, and Counselors</p>
Total					<p>\$424454</p>	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Feedback Data Document 2016 EMS Stakeholder Feedback Worksheet 2017

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

Teacher Surveys:

- Purpose statement clearly defined/focused on student success-4.49
- Our school provides qualified staff members to support student learning-4.42
- Our school's governing body or school board complies with all policies, procedures, laws, and regulations - 4.39
- Our school uses multiple assessment measures to determine student learning and school performance- 4.39

Students:

- In my school, the principal and teachers have high expectations of me - 4.01
- My school gives me multiple assessments to check my understanding of what was taught-3.85
- All of my teachers explain their expectations for learning and behavior so I can be successful-3.91
- My school prepares me for success in the next school year-3.89

Parents:

- Our school's purpose statement is clearly focused on student success-3.94
- Our school's purpose statement is formally reviewed and revised with involvement from parents-3.82
- Our school has high expectations for students in all classes-3.88
- Our school provides qualified staff members to support student learning-3.85

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

Teacher Surveys:

- Purpose statement clearly defined/focused on student success - 4.32-4.49
- CIP based on data, goals, and actions - 3.92-4.32
- School leaders use data related to student achievement -4.32-4.36
- All teachers use a variety of technology as instructional resources -3.79-4.15
- Teachers provide challenging curricula in all areas - 3.79-4.09
- School provides sufficient resources to meet student needs 3.18-3.61
- School maintains facilities that contribute to a safe environment 4.06-4.22

Student surveys:

- I can participate in activities that interest me -3.85-3.86

Parent surveys:

- Our school's purpose statement is clearly focused on student success-3.83-3.94

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

Similar findings are consistent with Title I surveys as well.

Areas in Need of Improvement

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

Teacher surveys:

Our school's purpose statement is formally reviewed and revised with involvement from stakeholders-4.07

All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students-4.03

All teachers in our school regularly use instructional strategies that require student collaboration-4.09

In our school, all personnel regularly engage families in their children's learning progress-4.06

Student surveys:

All students are treated with respect - 2.66

Students treat adults with respect - 2.58

Building and grounds are safe - 2.65

Students respect the property of others - 2.36

Parent surveys:

All of my child's teachers keep me informed regularly of how my child is being graded-3.61

My child has administrators and teachers that monitor and inform me of higher learning progress-3.62

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

Student surveys:

All students are treated with respect - 2.86-2.66

Students treat adults with respect - 2.7-2.58

Students respect the property of others -2.36

Parent surveys

The data showed the majority of the indicators remained the same.

What are the implications for these stakeholder perceptions?

Teachers are more satisfied with the school and will hopefully remain for numerous years to help the turnover rate.

Students need to feel respected and should respect the teachers. They also want to feel safe around the school.

Parents are concerned with the financial resources and the condition of the building

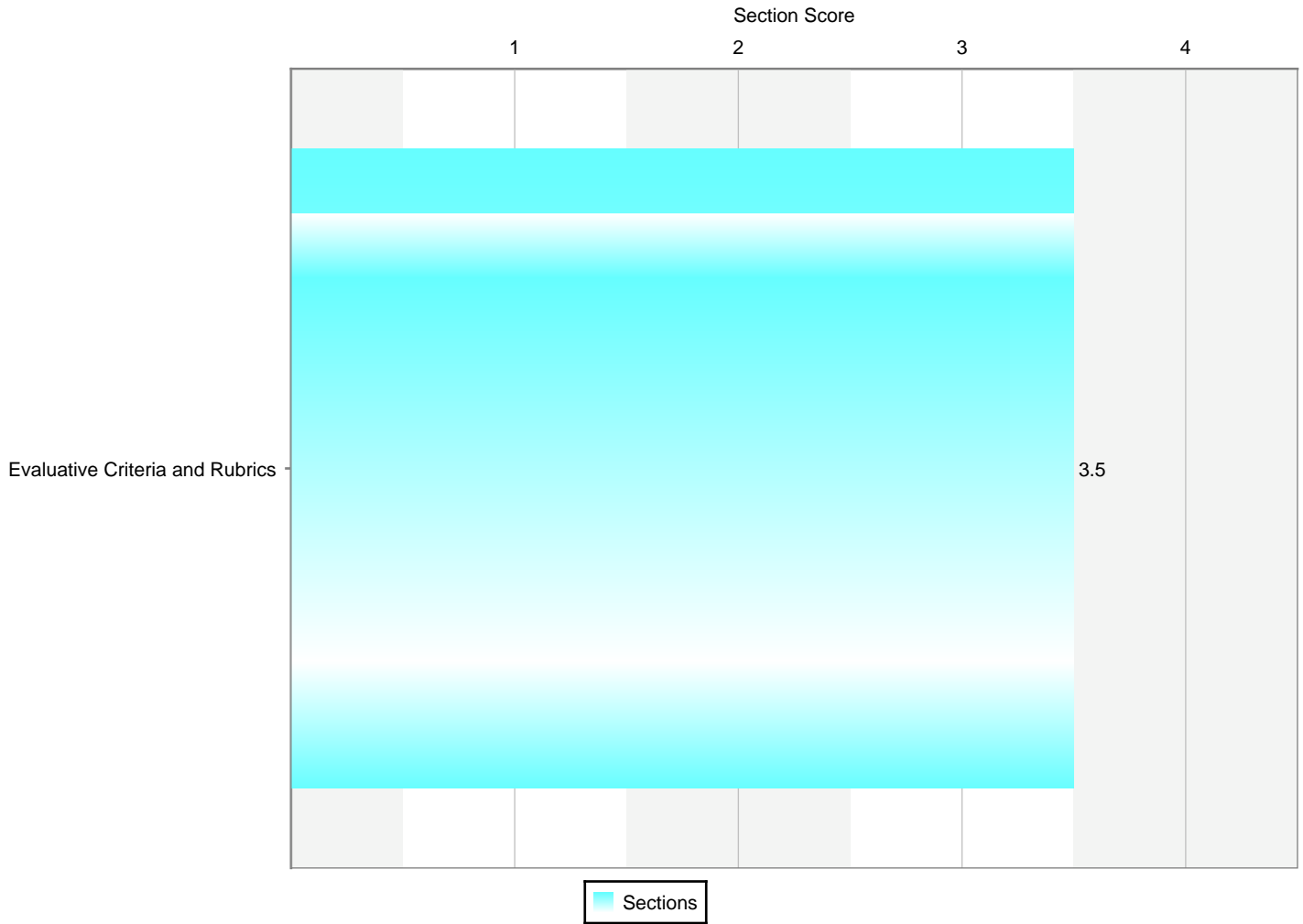
Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The findings below are consistent with findings from other feedback sources:

- Students treating adults with respect
- Making sure there is at least one adult who knows individual students well and shows interest in their education and future
- Teachers changing their teaching to meet student's learning needs

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The information in the Comprehensive Needs Assessment is collected throughout the year from the principal, assistant principals, financial secretary, attendance secretary and counselors. The Continuous Improvement Leadership Team chairperson is responsible for compiling all of the data that is needed for the needs assessment. The data is analyzed by the team and presented to the faculty. The data determines our goals and strategies for school wide decisions

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

Aspire Data

Math from 13% proficient in 2015 to 15% proficient in 2016, Science from 12% in 2015 to 13% in 2016

6th Grade Math increased from 20% proficient in 2015 to 28% in 2016

7th Grade Math increased from 7% proficient in 2015 to 11% in 2016

6th Grade Reading increased from 21% proficient in 2015 to 23% in 2016

Reading decreased 24% in 2015 to 21% in 2016

7th grade Reading decreased from 16% in 2015 to 15% in 2016

8th grade Reading decreased from 37% in 2015 to 26% in 2016

8th grade Math decreased from 11% in 2015 to 5% in 2016

-AAA Data 2015

75% of 6th graders were proficient in math

80% of 7th graders were proficient in science

60% of 7th graders were proficient in both reading and math

AAA Data for 2016 is not yet available.

-Alabama Science Assessment - We increased in the number of students being proficient or benchmarking on ASA from 12% in 2015 to 13% in 2016

-Student Attendance

Excused absences increased from 1783 in 2015 to 2461 in 2016

Unexcused absences decreased from 6062 in 2015 to 5229 in 2016

Tardies decreased from 9746 in 2015 to 8996 in 2016

Withdrawals has decreased from 74 in 2015 to 23 in 2016

Late Enrollment- Decreased from 220 in 2015 to 104 in 2016

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-Teacher Attendance - Teacher absences increased from 202 in 2015 to 455.25 in 2016. 47.89% of teacher absences were sick, 20.87% were personal, 12.58% professional development and 3.08% field trips.

-Educate Alabama - Based upon teacher self assessment in 2016, teachers feel integrating in the following areas: Indicator 2.3 Creates a safe, orderly, and stimulating learning environment that nurtures responsibility and Promotes professional ethics and integrity and indicator 5.4 Promotes professional ethics and integrity as opposed to indicators 1.1 Demonstrates deep knowledge of subject-matter content and an ability to organize related facts, concepts, and skills and 2.2 Creates a positive climate that promotes respect and responsibility in 2015

ACCESS

3 students scored 3.0 or higher in the following areas: Listening, Reading, Comprehension and Oral Language

ACT Explore Data-No Data to report

Global Scholar/Scantron Data in 2016 Overall SIP

Reading

6th Grade-50%

7th Grade-46%

8th Grade-49%

Math

6th Grade-31%

7th Grade-26%

8th Grade-18%

-Transition procedures are in place for students being promoted from elementary school to 6th grade and students being promoted from middle school to 9th grade.

-Student Discipline - Overall student referrals decreased from 939 in 2015 to 502 in 2016

In School Suspension decreased from 340 in 2015 to 1 in 2016

Out of School Suspension increased from 325 in 2015 to 592 in 2016

Class III offenses increased from 42 in 2015 to

3. What conclusions were drawn from the results?

Strengths

-Progress was shown in the following areas:

- Less number of students withdrawing
- High enrollment as compared to 2015 due to online registration
- Decreased number of discipline infractions due to consistency with classroom expectations
- Increased in the number of proficient students in math grades 6th and 7th and overall by 2% as compared to 2015
- Increased in the number of proficient students in science by 1% as compared to 2015
- Number of teachers self-assessed as Integrating in EDUCATEAL as compared in 2015

Weaknesses

- Decreased in the number of students proficient in Science Assessment
- Decreased number of proficient students in Reading, Grades 7th and 8th
- High Volume of teacher absences
- Although there was progress in overall attendance and tardiness, these are still areas of concern.
- Student attendance and discipline continues to be a weakness for our school.

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

Areas of notable achievement

-Academic - 0% growth of students being proficient in Reading, 2% growth of students being proficient in math and 1% growth of students being proficient in science

-Professional - 12.58% of teacher absences were for Professional Development and 3.08% of absences for field trips

-Cultural Discipline Referrals decreased from 939 in 2015 to 502 in 2016, in-school suspension decreased from 340 in 2015 to 1 in 2016

Student tardies decreased from 9746 in 2015 to 8996 in 2016

Teacher turnover rate decreased from 16 new teachers in 2015 to 9 in 2016

Areas of improvement

-Academic

15% of students were proficient in Math

13% of students were proficient in Science

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

Our goals were developed based on the analysis of our academic and cultural data. Our data indicates that the focus of our goals should be increasing proficiency in reading and math, decreasing student and teacher absences and continue to reduce discipline referrals.

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

All components of the reading and math goals are reflective of the data used to meet student growth and proficiency goals. All components of the culture goals are reflective of the data used to assess and improve the existing school culture.

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

Erwin Middle School is a Title I school where over 90% of our student population come from low socio-economical background. Additionally our standardized school data documents that only 15% of our student population is proficient in math and 21% of our student population is proficient in reading. Therefore these low percentages warrants that the majority of our student population is disadvantaged and will benefit from our school goals.

Component 2: Schoolwide Reform Strategies

1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

Goal 1:

Preparing all students to be college and career ready upon graduation

Measurable Objective 1:

collaborate to create a positive school culture through developing and/or continuing learning supports by 05/27/2016 as measured by evaluating survey results, opportunities for parental involvement, input from parent committees/focus groups, discipline data/reports, and teacher usage of programs.

Strategy1:

Building positive experiences by providing learning supports through - building parental capacity and the Learning Earnings program

Category:

Research Cited: Learning Earnings

Activity - Bulding parental capacity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent surveys will be analyzed by the continuous improvement leadership team. Parent activities will be developed and resources will be purchased, if needed, based on those results. Some activities include developing a parent involvement calendar, developing a PI committee, hosting quarterly parent nights/academies, conducting an Annual Title I Meeting, and hosting Open House. Student agenda books will be purchased to increase communication between students, parents, and teachers. Project Focused, Delane Knight speaker to address transition from middle to high school \$1500	Parent Involvement	10/01/2015	05/31/2016	\$1500 - Title I Part A \$4080 - Title I Part A	Parent Involvement Coordinator and teachers

Activity - Professional Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in a book study that addresses needs to students at Erwin Middle School. Teachers will meet in grade level meetings to discuss new learnings from the chosen book.	Professional Learning	10/01/2015	05/27/2016	\$1500 - Title I Part A	Administrators, Faculty/Staff

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Activity - Learning Earnings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning Earnings will reduce behavioral issues, increase student performance and improve our school culture. Teachers will be trained by a representative from Learning Earnings who will assist with analyzing data, including behavior, attendance and academics. Students will earn rewards based up achieving certain expectations outlined in program.	Behavioral Support Program	10/12/2015	05/27/2016	\$1500 - District Funding	Administrators, teachers, and staff

Measurable Objective 2:

demonstrate a proficiency in reading and math by 05/02/2016 as measured by increased student performance on state and local assessments - walkthroughs, formal and informal observations, will also be utilized as a tool to measure classroom implementation..

Strategy1:

Increase rigor with depth of knowledge/quality questioning and student discourse, guided by formative assessments through - PLCs, classroom implementation, teacher collaboration, and extended day/year

Category:

Research Cited: Southern Regional Education Board

Activity - Teacher collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in grade level meetings, vertical team meetings, data meetings, planning meetings, and PST meetings to analyze student data/progress. Subs may may used to ensure participation of teachers. Subs Stipends \$957	Other - Student support	10/01/2015	09/30/2016	\$957 - Title I Part A	Teachers

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and grade level facilitators will participate in district PLC training throughout the school year. School facilitators will deliver turnaround training in our feeder pattern for content areas (i.e. Math and Social Studies facilitators will be from high school and we have provide facilitators for Science and ELA) on the following dates October 9, January 11 and March 18.	Professional Learning	09/01/2015	05/27/2016	\$0 - No Funding Required	Administrators, grade level facilitators, and classroom teachers

Activity - Classroom implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement knowledge gained from PLCs into classroom instruction. Audio/Visual Equipment for classrooms \$10,000 (money will be moved to purchase to PCs) Software Maintenance \$3,500 (All in Learning) Student Classroom Supplies \$4611.32 Books and Periodicals \$2,800 to update library (i.e. non-fiction)	Direct Instruction	09/01/2015	05/27/2016	\$20911 - Title I Part A	Teachers

Activity - Extended day/year	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students most at risk of failing state standards will have the opportunity to participate in extended day/year learning with highly qualified teachers. EMS will offer extended day weekly on Mondays for approximately one hour for students who non-proficient in state standards in the core areas resulting in failure for the nine weeks. We will provide the extended day every Monday beginning 11/15 until 3/2016 which is approximately 18 weeks. For the extended day, the material used would be Compass Learning, All in Learning and teacher instruction.	Academic Support Program	11/02/2015	03/31/2016	\$5982 - Title I Part A	Teachers

Goal 2:

Reduce the number of discipline referrals by 3% from the 15-16 school year to the 16-17 school year based upon the SIR report.

Measurable Objective 1:

collaborate to build a positive school culture by 05/19/2017 as measured by 3% decrease in office referrals from 15-16 to 16-17 based on the SIR report.

Strategy1:

CHAMPS - EMS will begin by establishing the schoolwide expectations (be prepared, be responsible, be focused, and be respectful).

Visuals will be posted throughout the school.

Category: Develop/Implement Learning Supports

Research Cited: CHAMPS: A Proactive and Positive Approach to Classroom Management, 2nd Edition Textbook Binding – 2009

by Randy Sprick (Author)

Activity - CHAMPS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training from a CHAMPS trained presenter regarding strategies and supplemental resources to use in the classroom targeting behavior while encouraging students to be orderly, responsible, engaged and motivated. Training will occur once with CHAMPS personnel on school site. Follow up professional development will be facilitated by trained EMS administrators/counselor monthly along with the book study.	Professional Learning	10/28/2016	05/25/2017	\$4700 - Title I Part A	All teachers, counselors and administrators

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Activity - Book Study - CHAMPS - Conversation, Help, Activity, Movement, Participation, and Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CHAMPS is a proactive and positive approach to classroom management. Teachers will participate in a book study to gain practical information to set up and implement effective classroom management. Teachers will meet monthly to analyze discipline data. Students who don't have any infractions for the month will participate in Eagle celebration. Administrators will recognize students of the month for positive behavior for all grade levels.	Behavioral Support Program	09/02/2016	05/19/2017	\$5000 - Title I Part A	Teachers, Administrators, and Counselors

Goal 3:

Preparing all students to be college and career ready upon graduation

Measurable Objective 1:

collaborate to create a positive school culture through developing and/or continuing learning supports by 05/25/2017 as measured by evaluating survey results, communication logs, opportunities for family engagement, input from parent committees/focus groups, and discipline reports/data.

Strategy1:

Learning Supports - Building positive experiences by providing learning supports through - building parental capacity/family engagement and implement a school wide behavior program using CHAMPS

Category: Develop/Implement Learning Supports

Research Cited: Develop/Implement Learning Supports

Research Cited: Starr, L. (2011). A Dozen Activities to Promote Parent Involvement. Education World. Retrieved from http://www.educationworld.com/a_curr/curr200.shtml.

Forhan, C. 13 Keys to Strong Involvement. PTO Today. Retrieved from <http://www.ptotoday.com/pto-today-articles/article/5-13-keys-to-strong-involvement>. Samples, J. (2009). The Parent Connection: An Educator's Guide to Family Engagement. Galax, VA: ENGAGE! Press.

CHAMPS: A Proactive and Positive Approach to Classroom Management, 2nd Edition Textbook Binding – 2009

by Randy Sprick (Author)

Activity - Building Parental Capacity/Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent surveys will be analyzed by the continuous improvement leadership team. Parent activities will be developed and resources will be purchased, if needed, based on those results. \$4,778.50 is set aside for parental involvement. These funds will be utilized to maintain the parent resource room. Items purchased will be based upon data received from surveys.	Parent Involvement	10/03/2016	05/25/2017	\$4779 - Title I Part A	PI Coordinators, Teachers

Measurable Objective 2:

demonstrate a proficiency in reading and math by 07/28/2017 as measured by increased student performance guided by formative assessments, pre/post assessments and attendance logs - Extended Day/Year..

Strategy1:

Additional Time/Assistance - Additional time and assistance beyond the school day will be given to those students most at risk of failing state standards or new students transitioning into the school guided by formative assessments, pre/post assessments and/or attendance logs - Extended Day/Year

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

Research Cited: Closing the Gap through Extended Learning Opportunities. (2008). Washington, D.C.: NEA Policy Brief. Retrieved from www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.

Alexander, K., Entwisle, D., & Olson, L. (2014). The Long Shadow: Family Background, Disadvantaged Urban Youth, and the Transition to Adulthood. New York: Russell Sage Foundation.

Activity - Extended Day/Year	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students most at risk of failing state standards will have the opportunity to participate in extended day/year learning with qualified teachers. We will facilitate Extended Day during the 2nd and 4th Nine Weeks to address deficits in core areas. Transportation will also be provided for students participating in the Extended Day Program. It will blended program using Compass Learning/Scantron and other resources. \$5,000.00 will be allocated for the extended day services and bus transportation that will be provided during the school year. Based on our math and reading achievement levels, our students will benefit from extended services beyond the classroom	Academic Support Program	10/03/2016	05/25/2017	\$5000 - Title I Part A	Teachers

Measurable Objective 3:

demonstrate a proficiency in reading and math by 05/25/2017 as measured by increased student performance on state and local assessments-walkthroughs, formal and informal observations will also be utilized as a tool to measure classroom implementation.

Strategy1:

Hire Additional Certified Personnel - Provide additional resources (certified personnel), based on identified needs, that will supplement the overall educational program in order to raise the academic achievement of all students.

Category: Other - Hire additional personnel to support the school structure/plan

Research Cited: Boatright, B., Gallucci, C., Swanson, J., Van-Lare, M., Yoon, I. (2008). Coaching for Instructional Improvement: Themes in Research and Practice. Washington State Kappan, 2(1), 3-5.

Mathis, William. (2016). The Effectiveness of Class Size Reduction. Boulder, CO: National Education Policy Center. Retrieved from <http://nepc.colorado.edu>.

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Activity - Additional Certified Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Hire an additional 4 teaching units in order to reduce student-teacher ratio and to provide the teaming model to ensure and promote collaboration amongst the core teachers resulting in support to increase student learning. The grade levels are 1 unit for 7th grade (Language Arts), 2 units for 7th/8th (Language Arts and Social Studies) and 1 unit for 8th grade (Science). \$257,980.13. \$500 has been allocated to cover substitute cost for these positions.</p> <p>Hire an additional 0.5 counseling unit in order to provide additional learning supports to decrease opportunities of negative behavior and increase student achievement. \$37,122.63</p> <p>Hire an additional 0.5 assistant principal in order to provide additional learning supports to decrease opportunities of negative behavior and increase student achievement. \$47,471.43</p>	Direct Instruction Class Size Reduction	07/01/2016	06/30/2017	\$343074 - Title I Part A	Paid title I units according to job descriptions and salary schedule

Strategy2:

Increase Rigor - Increase Rigor - Increase rigor with depth of knowledge/quality questioning, and student discourse, guided by formative assessments through - Professional Learning Communities, Classroom Implementation, Teacher Collaboration and monthly professional development sessions targeting formative assessment and RTI.

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

Research Cited: SREB - Literacy Design Collaborative/Math Design Collaborative

Ronfeldt, M., Farmer, S., McQueen, K., & Grissom, J. (2015). Teacher collaboration in instructional teams and student achievement.

American Educational Research Journal, 52(3), 475-514

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will collaborate in grade level meetings, vertical team meetings, data meetings, planning meetings, and PST meetings to analyze student data/progress. Subs may be used to ensure participation of teachers and stipends may be paid to teachers for off contract summer collaboration. \$957.76 is allocated for instructional improvement. This will include meetings to occur in the summer to analyze data and provide strategies to assist with school improvement.</p>	Other - Student Support	10/03/2016	07/28/2017	\$958 - Title I Part A	Teachers

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Erwin Middle School

Activity - Professional Learning Communities-LDC/MDC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>LDC - Teachers in each cohort/group work toward the following objectives annually. Teachers will attend all 4 training sessions, create 4 backward- designed LDC modules over the course of the school year and/or revise existing original LDC modules as they progress through the years of training, and implement LDC modules throughout the year. Teachers will provide evidence of scored student work from all 4 modules using the LDC scoring rubric to assess student growth towards standard mastery, participate in the regular training support cycle classroom visits and debriefings, and adjust instructional practices as a result of actionable collaborative feedback. Teachers in each cohort and group work toward the following objectives annually:</p> <ul style="list-style-type: none"> *Attend all training sessions *Implement 6-8 MDC formative assessment lessons annually *Provide evidence of scored student work from the FALs using the MDC scoring rubric to assess student growth toward standards mastery *Participate in the classroom visits and debriefings and adjust instructional practices as a result of actionable collaborative feedback <p>EMS will participate in Cohort 3: Dates of training for LDC are as follows: Sept. 29th, Nov. 3, Dec. 8, Jan. 19, Feb. 16 and March 16th. Dates of training for MDC are as follows: Sept. 8th, Oct. 13th, Dec. 1st, Jan. 12th, Mar 9th, Apr. 28th</p> <p>LDC site visits with district personnel will be Sept. 26-30, Oct. 31-Nov.4, Dec. 5-9, Jan. 17-20, Feb. 13-17, Mar. 13-17</p> <p>MDC site visits with district personnel will be notified in advance and will be visited in advance. \$7,500.00 is allocated for professional development to enable our students to reach the targeted performance levels and enhance the skill levels of teachers. This will also include registration and reimbursement for the SREB Conference in the summer of 2017 and a professional book study to target classroom management strategies.</p>	Professional Learning	08/02/2016	05/25/2017	\$7500 - Title I Part A	Administrators and teachers

Activity - Monthly Professional Development Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will be provided professional development facilitated by the Instructional Coach, Administrators and/or teacher leaders targeting focus areas of formative assessment and Response to Instruction. Sessions of the identified areas will occur each month.</p>	Professional Learning	08/02/2016	05/25/2017	\$0 - No Funding Required	Administrators, Instructional Coach and/or Teacher leaders

Activity - Classroom Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will implement knowledge gained from PLCs into classroom instruction.</p> <p>\$38,500.00 will be used for technology in the classrooms. This will include maintaining instructional software (i.e. All in Learning and additional software to address math deficits) and hardware previously purchased and new hardware to complete technology integration in the classrooms.</p> <p>\$5,000.00 will be utilized for the media center and other instructional magazines to be used in the classroom. This will update books, periodicals, and audio materials in the media center. Additionally, novels and non-fiction will be purchased to maximize the English Language Arts pacing guide and support CCRS standards.</p> <p>\$9,943.05 will be used to purchase instructional materials/supplies for students. This will ensure that students have the appropriate materials and supplies to succeed on a daily basis.</p>	Direct Instruction	10/03/2016	06/30/2017	\$53443 - Title I Part A	Teachers

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

Goal 1:

Preparing all students to be college and career ready upon graduation

Measurable Objective 1:

demonstrate a proficiency in reading and math by 05/25/2017 as measured by increased student performance on state and local assessments-walkthroughs, formal and informal observations will also be utilized as a tool to measure classroom implementation.

Strategy1:

Hire Additional Certified Personnel - Provide additional resources (certified personnel), based on identified needs, that will supplement the overall educational program in order to raise the academic achievement of all students.

Category: Other - Hire additional personnel to support the school structure/plan

Research Cited: Boatright, B., Gallucci, C., Swanson, J., Van-Lare, M., Yoon, I. (2008). Coaching for Instructional Improvement: Themes in Research and Practice. Washington State Kappan, 2(1), 3-5.

Mathis, William. (2016). The Effectiveness of Class Size Reduction. Boulder, CO: National Education Policy Center. Retrieved from <http://nepc.colorado.edu>.

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Activity - Additional Certified Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire an additional 4 teaching units in order to reduce student-teacher ratio and to provide the teaming model to ensure and promote collaboration amongst the core teachers resulting in support to increase student learning. The grade levels are 1 unit for 7th grade (Language Arts), 2 units for 7th/8th (Language Arts and Social Studies) and 1 unit for 8th grade (Science). \$257,980.13. \$500 has been allocated to cover substitute cost for these positions. Hire an additional 0.5 counseling unit in order to provide additional learning supports to decrease opportunities of negative behavior and increase student achievement. \$37,122.63 Hire an additional 0.5 assistant principal in order to provide additional learning supports to decrease opportunities of negative behavior and increase student achievement. \$47,471.43	Direct Instruction Class Size Reduction	07/01/2016	06/30/2017	\$343074 - Title I Part A	Paid title I units according to job descriptions and salary schedule

Strategy2:

Increase Rigor - Increase Rigor - Increase rigor with depth of knowledge/quality questioning, and student discourse, guided by formative assessments through - Professional Learning Communities, Classroom Implementation, Teacher Collaboration and monthly professional development sessions targeting formative assessment and RTI.

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

Research Cited: SREB - Literacy Design Collaborative/Math Design Collaborative

Ronfeldt, M., Farmer, S., McQueen, K., & Grissom, J. (2015). Teacher collaboration in instructional teams and student achievement.

American Educational Research Journal, 52(3), 475-514

Activity - Monthly Professional Development Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided professional development facilitated by the Instructional Coach, Administrators and/or teacher leaders targeting focus areas of formative assessment and Response to Instruction. Sessions of the identified areas will occur each month.	Professional Learning	08/02/2016	05/25/2017	\$0 - No Funding Required	Administrators, Instructional Coach and/or Teacher leaders

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in grade level meetings, vertical team meetings, data meetings, planning meetings, and PST meetings to analyze student data/progress. Subs may be used to ensure participation of teachers and stipends may be paid to teachers for off contract summer collaboration. \$957.76 is allocated for instructional improvement. This will include meetings to occur in the summer to analyze data and provide strategies to assist with school improvement.	Other - Student Support	10/03/2016	07/28/2017	\$958 - Title I Part A	Teachers

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Erwin Middle School

Activity - Professional Learning Communities-LDC/MDC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>LDC - Teachers in each cohort/group work toward the following objectives annually. Teachers will attend all 4 training sessions, create 4 backward- designed LDC modules over the course of the school year and/or revise existing original LDC modules as they progress through the years of training, and implement LDC modules throughout the year. Teachers will provide evidence of scored student work from all 4 modules using the LDC scoring rubric to assess student growth towards standard mastery, participate in the regular training support cycle classroom visits and debriefings, and adjust instructional practices as a result of actionable collaborative feedback. Teachers in each cohort and group work toward the following objectives annually:</p> <ul style="list-style-type: none"> *Attend all training sessions *Implement 6-8 MDC formative assessment lessons annually *Provide evidence of scored student work from the FALs using the MDC scoring rubric to assess student growth toward standards mastery *Participate in the classroom visits and debriefings and adjust instructional practices as a result of actionable collaborative feedback <p>EMS will participate in Cohort 3: Dates of training for LDC are as follows: Sept. 29th, Nov. 3, Dec. 8, Jan. 19, Feb. 16 and March 16th. Dates of training for MDC are as follows: Sept. 8th, Oct. 13th, Dec. 1st, Jan. 12th, Mar 9th, Apr. 28th</p> <p>LDC site visits with district personnel will be Sept. 26-30, Oct. 31-Nov.4, Dec. 5-9, Jan. 17-20, Feb. 13-17, Mar. 13-17</p> <p>MDC site visits with district personnel will be notified in advance and will be visited in advance. \$7,500.00 is allocated for professional development to enable our students to reach the targeted performance levels and enhance the skill levels of teachers. This will also include registration and reimbursement for the SREB Conference in the summer of 2017 and a professional book study to target classroom management strategies.</p>	Professional Learning	08/02/2016	05/25/2017	\$7500 - Title I Part A	Administrators and teachers

Activity - Classroom Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will implement knowledge gained from PLCs into classroom instruction.</p> <p>\$38,500.00 will be used for technology in the classrooms. This will include maintaining instructional software (i.e. All in Learning and additional software to address math deficits) and hardware previously purchased and new hardware to complete technology integration in the classrooms.</p> <p>\$5,000.00 will be utilized for the media center and other instructional magazines to be used in the classroom. This will update books, periodicals, and audio materials in the media center. Additionally, novels and non-fiction will be purchased to maximize the English Language Arts pacing guide and support CCRS standards.</p> <p>\$9,943.05 will be used to purchase instructional materials/supplies for students. This will ensure that students have the appropriate materials and supplies to succeed on a daily basis.</p>	Direct Instruction	10/03/2016	06/30/2017	\$53443 - Title I Part A	Teachers

Measurable Objective 2:

demonstrate a proficiency in reading and math by 07/28/2017 as measured by increased student performance guided by formative assessments, pre/post assessments and attendance logs - Extended Day/Year..

Strategy1:

Additional Time/Assistance - Additional time and assistance beyond the school day will be given to those students most at risk of failing state standards or new students transitioning into the school guided by formative assessments, pre/post assessments and/or attendance logs - Extended Day/Year

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

Research Cited: Closing the Gap through Extended Learning Opportunities. (2008). Washington, D.C.: NEA Policy Brief. Retrieved from www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.

Alexander, K., Entwisle, D., & Olson, L. (2014). The Long Shadow: Family Background, Disadvantaged Urban Youth, and the Transition to Adulthood. New York: Russell Sage Foundation.

Activity - Extended Day/Year	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Students most at risk of failing state standards will have the opportunity to participate in extended day/year learning with qualified teachers. We will facilitate Extended Day during the 2nd and 4th Nine Weeks to address deficits in core areas. Transportation will also be provided for students participating in the Extended Day Program. It will blended program using Compass Learning/Scantron and other resources. \$5,000.00 will be allocated for the extended day services and bus transportation that will be provided during the school year. Based on our math and reading achievement levels, our students will benefit from extended services beyond the classroom</p>	Academic Support Program	10/03/2016	05/25/2017	\$5000 - Title I Part A	Teachers

Measurable Objective 3:

collaborate to create a positive school culture through developing and/or continuing learning supports by 05/25/2017 as measured by evaluating survey results, communication logs, opportunities for family engagement, input from parent committees/focus groups, and discipline reports/data.

Strategy1:

Learning Supports - Building positive experiences by providing learning supports through - building parental capacity/family engagement and implement a school wide behavior program using CHAMPS

Category: Develop/Implement Learning Supports

Research Cited: Develop/Implement Learning Supports

Research Cited: Starr, L. (2011). A Dozen Activities to Promote Parent Involvement. Education World. Retrieved from http://www.educationworld.com/a_curr/curr200.shtml.

Forhan, C. 13 Keys to Strong Involvement. PTO Today. Retrieved from <http://www.ptotoday.com/pto-today-articles/article/5-13-keys-to-strong-involvement>. Samples, J. (2009). The Parent Connection: An Educator's Guide to Family Engagement. Galax, VA: ENGAGE! Press.

CHAMPS: A Proactive and Positive Approach to Classroom Management, 2nd Edition Textbook Binding – 2009

by Randy Sprick (Author)

Activity - Building Parental Capacity/Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent surveys will be analyzed by the continuous improvement leadership team. Parent activities will be developed and resources will be purchased, if needed, based on those results. \$4,778.50 is set aside for parental involvement. These funds will be utilized to maintain the parent resource room. Items purchased will be based upon data received from surveys.	Parent Involvement	10/03/2016	05/25/2017	\$4779 - Title I Part A	PI Coordinators, Teachers

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

Goal 1:

Preparing all students to be college and career ready upon graduation

Measurable Objective 1:

demonstrate a proficiency in reading and math by 05/02/2016 as measured by increased student performance on state and local assessments - walkthroughs, formal and informal observations, will also be utilized as a tool to measure classroom implementation..

Strategy1:

Increase rigor with depth of knowledge/quality questioning and student discourse, guided by formative assessments through - PLCs, classroom implementation, teacher collaboration, and extended day/year

ACIP

Erwin Middle School

Category:

Research Cited: Southern Regional Education Board

Activity - Classroom implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement knowledge gained from PLCs into classroom instruction. Audio/Visual Equipment for classrooms \$10,000 (money will be moved to purchase to PCs) Software Maintenance \$3,500 (All in Learning) Student Classroom Supplies \$4611.32 Books and Periodicals \$2,800 to update library (i.e. non-fiction)	Direct Instruction	09/01/2015	05/27/2016	\$20911 - Title I Part A	Teachers

Activity - Teacher collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in grade level meetings, vertical team meetings, data meetings, planning meetings, and PST meetings to analyze student data/progress. Subs may may used to ensure participation of teachers. Subs Stipends \$957	Other - Student support	10/01/2015	09/30/2016	\$957 - Title I Part A	Teachers

Activity - Extended day/year	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students most at risk of failing state standards will have the opportunity to participate in extended day/year learning with highly qualified teachers. EMS will offer extended day weekly on Mondays for approximately one hour for students who non-proficient in state standards in the core areas resulting in failure for the nine weeks. We will provide the extended day every Monday beginning 11/15 until 3/2016 which is approximately 18 weeks. For the extended day, the material used would be Compass Learning, All in Learning and teacher instruction.	Academic Support Program	11/02/2015	03/31/2016	\$5982 - Title I Part A	Teachers

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and grade level facilitators will participate in district PLC training throughout the school year. School facilitators will deliver turnaround training in our feeder pattern for content areas (i.e. Math and Social Studies facilitators will be from high school and we have provide facilitators for Science and ELA) on the following dates October 9, January 11 and March 18.	Professional Learning	09/01/2015	05/27/2016	\$0 - No Funding Required	Administrators, grade level facilitators, and classroom teachers

Measurable Objective 2:

collaborate to create a positigve school culture through developing and/or continuing learning supports by 05/27/2016 as measured by evaluating survey results, opportunities for parental involvement, input from parent committees/focus groups, discipline data/reports, and teacher usage of programs.

Strategy1:

Building positive esperiences by providing learning supports through - building parental capacity and the Learning Earnings program

Category:

Research Cited: Learning Earnings

Activity - Professional Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in a book study that addresses needs to students at Erwin Middle School. Teachers will meet in grade level meetings to discuss new learnings from the chosen book.	Professional Learning	10/01/2015	05/27/2016	\$1500 - Title I Part A	Administrators, Faculty/Staff

Activity - Bulding parental capacity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent surveys will be analyzed by the continuous improvement leadership team. Parent activities will be developed and resources will be purchased, if needed, based on those results. Some activities include developing a parent involvement calendar, developing a PI committee, hosting quarterly parent nights/academies, conducting an Annual Title I Meeting, and hosting Open House. Student agenda books will be purchased to increase communication between students, parents, and teachers. Project Focused, Delane Knight speaker to address transition from middle to high school \$1500	Parent Involvement	10/01/2015	05/31/2016	\$4080 - Title I Part A \$1500 - Title I Part A	Parent Involvement Coordinator and teachers

Activity - Learning Earnings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning Earnings will reduce behavioral issues, increase student performance and improve our school culture. Teachers will be trained by a representative from Learning Earnings who will assist with analyzing data, including behavior, attendance and academics. Students will earn rewards based up achieving certain expectations outlined in program.	Behavioral Support Program	10/12/2015	05/27/2016	\$1500 - District Funding	Administrators, teachers, and staff

Goal 2:

Reduce the number of discipline referrals by 3% from the 15-16 school year to the 16-17 school year based upon the SIR report.

Measurable Objective 1:

collaborate to build a positive school culture by 05/19/2017 as measured by 3% decrease in office referrals from 15-16 to 16-17 based on the SIR report.

Strategy1:

CHAMPS - EMS will begin by establishing the schoolwide expectations (be prepared, be responsible, be focused, and be respectful).

Visuals will be posted throughout the school.

Category: Develop/Implement Learning Supports

Research Cited: CHAMPS: A Proactive and Positive Approach to Classroom Management, 2nd Edition Textbook Binding – 2009

by Randy Sprick (Author)

Activity - Book Study - CHAMPS - Conversation, Help, Activity, Movement, Participation, and Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CHAMPS is a proactive and positive approach to classroom management. Teachers will participate in a book study to gain practical information to set up and implement effective classroom management. Teachers will meet monthly to analyze discipline data. Students who don't have any infractions for the month will participate in Eagle celebration. Administrators will recognize students of the month for positive behavior for all grade levels.	Behavioral Support Program	09/02/2016	05/19/2017	\$5000 - Title I Part A	Teachers, Administrators, and Counselors

Activity - CHAMPS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training from a CHAMPS trained presenter regarding strategies and supplemental resources to use in the classroom targeting behavior while encouraging students to be orderly, responsible, engaged and motivated. Training will occur once with CHAMPS personnel on school site. Follow up professional development will be facilitated by trained EMS administrators/counselor monthly along with the book study.	Professional Learning	10/28/2016	05/25/2017	\$4700 - Title I Part A	All teachers, counselors and administrators

Goal 3:

Preparing all students to be college and career ready upon graduation

Measurable Objective 1:

collaborate to create a positive school culture through developing and/or continuing learning supports by 05/25/2017 as measured by evaluating survey results, communication logs, opportunities for family engagement, input from parent committees/focus groups, and discipline reports/data.

Strategy1:

Learning Supports - Building positive experiences by providing learning supports through - building parental capacity/family engagement and implement a school wide behavior program using CHAMPS

Category: Develop/Implement Learning Supports

Research Cited: Develop/Implement Learning Supports

Research Cited: Starr, L. (2011). A Dozen Activities to Promote Parent Involvement. Education World. Retrieved from

http://www.educationworld.com/a_curr/curr200.shtml.

Forhan, C. 13 Keys to Strong Involvement. PTO Today. Retrieved from <http://www.ptotoday.com/pto-today-articles/article/5-13-keys-to->

strong-involvement. Samples, J. (2009). *The Parent Connection: An Educator's Guide to Family Engagement*. Galax, VA: ENGAGE! Press.
 CHAMPS: A Proactive and Positive Approach to Classroom Management, 2nd Edition Textbook Binding – 2009
 by Randy Sprick (Author)

Activity - Building Parental Capacity/Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent surveys will be analyzed by the continuous improvement leadership team. Parent activities will be developed and resources will be purchased, if needed, based on those results. \$4,778.50 is set aside for parental involvement. These funds will be utilized to maintain the parent resource room. Items purchased will be based upon data received from surveys.	Parent Involvement	10/03/2016	05/25/2017	\$4779 - Title I Part A	PI Coordinators, Teachers

Measurable Objective 2:

demonstrate a proficiency in reading and math by 05/25/2017 as measured by increased student performance on state and local assessments-walkthroughs, formal and informal observations will also be utilized as a tool to measure classroom implementation.

Strategy1:

Increase Rigor - Increase Rigor - Increase rigor with depth of knowledge/quality questioning, and student discourse, guided by formative assessments through - Professional Learning Communities, Classroom Implementation, Teacher Collaboration and monthly professional development sessions targeting formative assessment and RTI.

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

Research Cited: SREB - Literacy Design Collaborative/Math Design Collaborative

Ronfeldt, M., Farmer, S., McQueen, K., & Grissom, J. (2015). Teacher collaboration in instructional teams and student achievement.

American Educational Research Journal, 52(3), 475-514

Activity - Monthly Professional Development Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided professional development facilitated by the Instructional Coach, Administrators and/or teacher leaders targeting focus areas of formative assessment and Response to Instruction. Sessions of the identified areas will occur each month.	Professional Learning	08/02/2016	05/25/2017	\$0 - No Funding Required	Administrators, Instructional Coach and/or Teacher leaders

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Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will collaborate in grade level meetings, vertical team meetings, data meetings, planning meetings, and PST meetings to analyze student data/progress. Subs may be used to ensure participation of teachers and stipends may be paid to teachers for off contract summer collaboration. \$957.76 is allocated for instructional improvement. This will include meetings to occur in the summer to analyze data and provide strategies to assist with school improvement.</p>	Other - Student Support	10/03/2016	07/28/2017	\$958 - Title I Part A	Teachers

Activity - Classroom Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will implement knowledge gained from PLCs into classroom instruction.</p> <p>\$38,500.00 will be used for technology in the classrooms. This will include maintaining instructional software (i.e. All in Learning and additional software to address math deficits) and hardware previously purchased and new hardware to complete technology integration in the classrooms.</p> <p>\$5,000.00 will be utilized for the media center and other instructional magazines to be used in the classroom. This will update books, periodicals, and audio materials in the media center. Additionally, novels and non-fiction will be purchased to maximize the English Language Arts pacing guide and support CCRS standards.</p> <p>\$9,943.05 will be used to purchase instructional materials/supplies for students. This will ensure that students have the appropriate materials and supplies to succeed on a daily basis.</p>	Direct Instruction	10/03/2016	06/30/2017	\$53443 - Title I Part A	Teachers

Activity - Professional Learning Communities-LDC/MDC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>LDC - Teachers in each cohort/group work toward the following objectives annually. Teachers will attend all 4 training sessions, create 4 backward- designed LDC modules over the course of the school year and/or revise existing original LDC modules as they progress through the years of training, and implement LDC modules throughout the year. Teachers will provide evidence of scored student work from all 4 modules using the LDC scoring rubric to assess student growth towards standard mastery, participate in the regular training support cycle classroom visits and debriefings, and adjust instructional practices as a result of actionable collaborative feedback. Teachers in each cohort and group work toward the following objectives annually:</p> <ul style="list-style-type: none"> *Attend all training sessions *Implement 6-8 MDC formative assessment lessons annually *Provide evidence of scored student work from the FALs using the MDC scoring rubric to assess student growth toward standards mastery *Participate in the classroom visits and debriefings and adjust instructional practices as a result of actionable collaborative feedback <p>EMS will participate in Cohort 3: Dates of training for LDC are as follows: Sept. 29th, Nov. 3, Dec. 8, Jan. 19, Feb. 16 and March 16th. Dates of training for MDC are as follows: Sept. 8th, Oct. 13th, Dec. 1st, Jan. 12th, Mar 9th, Apr. 28th</p> <p>LDC site visits with district personnel will be Sept. 26-30, Oct. 31-Nov.4, Dec. 5-9, Jan. 17-20, Feb. 13-17, Mar. 13-17</p> <p>MDC site visits with district personnel will be notified in advance and will be visited in advance. \$7,500.00 is allocated for professional development to enable our students to reach the targeted performance levels and enhance the skill levels of teachers. This will also include registration and reimbursement for the SREB Conference in the summer of 2017 and a professional book study to target classroom management strategies.</p>	Professional Learning	08/02/2016	05/25/2017	\$7500 - Title I Part A	Administrators and teachers

Strategy2:

Hire Additional Certified Personnel - Provide additional resources (certified personnel), based on identified needs, that will supplement the overall educational program in order to raise the academic achievement of all students.

Category: Other - Hire additional personnel to support the school structure/plan

Research Cited: Boatright, B., Gallucci, C., Swanson, J., Van-Lare, M., Yoon, I. (2008). Coaching for Instructional Improvement: Themes in Research and Practice. Washington State Kappan, 2(1), 3-5.

Mathis, William. (2016). The Effectiveness of Class Size Reduction. Boulder, CO: National Education Policy Center. Retrieved from <http://nepc.colorado.edu>.

Activity - Additional Certified Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire an additional 4 teaching units in order to reduce student-teacher ratio and to provide the teaming model to ensure and promote collaboration amongst the core teachers resulting in support to increase student learning. The grade levels are 1 unit for 7th grade (Language Arts), 2 units for 7th/8th (Language Arts and Social Studies) and 1 unit for 8th grade (Science). \$257,980.13. \$500 has been allocated to cover substitute cost for these positions. Hire an additional 0.5 counseling unit in order to provide additional learning supports to decrease opportunities of negative behavior and increase student achievement. \$37,122.63 Hire an additional 0.5 assistant principal in order to provide additional learning supports to decrease opportunities of negative behavior and increase student achievement. \$47,471.43	Class Size Reduction Direct Instruction	07/01/2016	06/30/2017	\$343074 - Title I Part A	Paid title I units according to job descriptions and salary schedule

Measurable Objective 3:

demonstrate a proficiency in reading and math by 07/28/2017 as measured by increased student performance guided by formative assessments, pre/post assessments and attendance logs - Extended Day/Year..

Strategy1:

Additional Time/Assistance - Additional time and assistance beyond the school day will be given to those students most at risk of failing state standards or new students transitioning into the school guided by formative assessments, pre/post assessments and/or attendance logs - Extended Day/Year

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

Research Cited: Closing the Gap through Extended Learning Opportunities. (2008). Washington, D.C.: NEA Policy Brief. Retrieved from www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.

Alexander, K., Entwisle, D., & Olson, L. (2014). The Long Shadow: Family Background, Disadvantaged Urban Youth, and the Transition to Adulthood. New York: Russell Sage Foundation.

Activity - Extended Day/Year	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students most at risk of failing state standards will have the opportunity to participate in extended day/year learning with qualified teachers. We will facilitate Extended Day during the 2nd and 4th Nine Weeks to address deficits in core areas. Transportation will also be provided for students participating in the Extended Day Program. It will blended program using Compass Learning/Scantron and other resources. \$5,000.00 will be allocated for the extended day services and bus transportation that will be provided during the school year. Based on our math and reading achievement levels, our students will benefit from extended services beyond the classroom	Academic Support Program	10/03/2016	05/25/2017	\$5000 - Title I Part A	Teachers

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

Goal 1:

Reduce the number of discipline referrals by 3% from the 15-16 school year to the 16-17 school year based upon the SIR report.

Measurable Objective 1:

collaborate to build a positive school culture by 05/19/2017 as measured by 3% decrease in office referrals from 15-16 to 16-17 based on the SIR report.

Strategy1:

CHAMPS - EMS will begin by establishing the schoolwide expectations (be prepared, be responsible, be focused, and be respectful).

Visuals will be posted throughout the school.

Category: Develop/Implement Learning Supports

Research Cited: CHAMPS: A Proactive and Positive Approach to Classroom Management, 2nd Edition Textbook Binding – 2009

by Randy Sprick (Author)

Activity - CHAMPS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training from a CHAMPS trained presenter regarding strategies and supplemental resources to use in the classroom targeting behavior while encouraging students to be orderly, responsible, engaged and motivated. Training will occur once with CHAMPS personnel on school site. Follow up professional development will be facilitated by trained EMS administrators/counselor monthly along with the book study.	Professional Learning	10/28/2016	05/25/2017	\$4700 - Title I Part A	All teachers, counselors and administrators

Activity - Book Study - CHAMPS - Conversation, Help, Activity, Movement, Participation, and Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CHAMPS is a proactive and positive approach to classroom management. Teachers will participate in a book study to gain practical information to set up and implement effective classroom management. Teachers will meet monthly to analyze discipline data. Students who don't have any infractions for the month will participate in Eagle celebration. Administrators will recognize students of the month for positive behavior for all grade levels.	Behavioral Support Program	09/02/2016	05/19/2017	\$5000 - Title I Part A	Teachers, Administrators, and Counselors

Goal 2:

Preparing all students to be college and career ready upon graduation

Measurable Objective 1:

demonstrate a proficiency in reading and math by 05/25/2017 as measured by increased student performance on state and local assessments-walkthroughs, formal and informal observations will also be utilized as a tool to measure classroom implementation.

Strategy1:

Increase Rigor - Increase Rigor - Increase rigor with depth of knowledge/quality questioning, and student discourse, guided by formative assessments through - Professional Learning Communities, Classroom Implementation, Teacher Collaboration and monthly professional development sessions targeting formative assessment and RTI.

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

Research Cited: SREB - Literacy Design Collaborative/Math Design Collaborative

Ronfeldt, M., Farmer, S., McQueen, K., & Grissom, J. (2015). Teacher collaboration in instructional teams and student achievement. American Educational Research Journal, 52(3), 475-514

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in grade level meetings, vertical team meetings, data meetings, planning meetings, and PST meetings to analyze student data/progress. Subs may be used to ensure participation of teachers and stipends may be paid to teachers for off contract summer collaboration. \$957.76 is allocated for instructional improvement. This will include meetings to occur in the summer to analyze data and provide strategies to assist with school improvement.	Other - Student Support	10/03/2016	07/28/2017	\$958 - Title I Part A	Teachers

Activity - Monthly Professional Development Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided professional development facilitated by the Instructional Coach, Administrators and/or teacher leaders targeting focus areas of formative assessment and Response to Instruction. Sessions of the identified areas will occur each month.	Professional Learning	08/02/2016	05/25/2017	\$0 - No Funding Required	Administrators, Instructional Coach and/or Teacher leaders

ACIP

Erwin Middle School

Activity - Professional Learning Communities-LDC/MDC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>LDC - Teachers in each cohort/group work toward the following objectives annually. Teachers will attend all 4 training sessions, create 4 backward- designed LDC modules over the course of the school year and/or revise existing original LDC modules as they progress through the years of training, and implement LDC modules throughout the year. Teachers will provide evidence of scored student work from all 4 modules using the LDC scoring rubric to assess student growth towards standard mastery, participate in the regular training support cycle classroom visits and debriefings, and adjust instructional practices as a result of actionable collaborative feedback. Teachers in each cohort and group work toward the following objectives annually:</p> <ul style="list-style-type: none"> *Attend all training sessions *Implement 6-8 MDC formative assessment lessons annually *Provide evidence of scored student work from the FALs using the MDC scoring rubric to assess student growth toward standards mastery *Participate in the classroom visits and debriefings and adjust instructional practices as a result of actionable collaborative feedback <p>EMS will participate in Cohort 3: Dates of training for LDC are as follows: Sept. 29th, Nov. 3, Dec. 8, Jan. 19, Feb. 16 and March 16th. Dates of training for MDC are as follows: Sept. 8th, Oct. 13th, Dec. 1st, Jan. 12th, Mar 9th, Apr. 28th</p> <p>LDC site visits with district personnel will be Sept. 26-30, Oct. 31-Nov.4, Dec. 5-9, Jan. 17-20, Feb. 13-17, Mar. 13-17</p> <p>MDC site visits with district personnel will be notified in advance and will be visited in advance. \$7,500.00 is allocated for professional development to enable our students to reach the targeted performance levels and enhance the skill levels of teachers. This will also include registration and reimbursement for the SREB Conference in the summer of 2017 and a professional book study to target classroom management strategies.</p>	Professional Learning	08/02/2016	05/25/2017	\$7500 - Title I Part A	Administrators and teachers

ACIP

Erwin Middle School

Activity - Classroom Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will implement knowledge gained from PLCs into classroom instruction.</p> <p>\$38,500.00 will be used for technology in the classrooms. This will include maintaining instructional software (i.e. All in Learning and additional software to address math deficits) and hardware previously purchased and new hardware to complete technology integration in the classrooms.</p> <p>\$5,000.00 will be utilized for the media center and other instructional magazines to be used in the classroom. This will update books, periodicals, and audio materials in the media center. Additionally, novels and non-fiction will be purchased to maximize the English Language Arts pacing guide and support CCRS standards.</p> <p>\$9,943.05 will be used to purchase instructional materials/supplies for students. This will ensure that students have the appropriate materials and supplies to succeed on a daily basis.</p>	Direct Instruction	10/03/2016	06/30/2017	\$53443 - Title I Part A	Teachers

Strategy2:

Hire Additional Certified Personnel - Provide additional resources (certified personnel), based on identified needs, that will supplement the overall educational program in order to raise the academic achievement of all students.

Category: Other - Hire additional personnel to support the school structure/plan

Research Cited: Boatright, B., Gallucci, C., Swanson, J., Van-Lare, M., Yoon, I. (2008). Coaching for Instructional Improvement: Themes in Research and Practice. Washington State Kappan, 2(1), 3-5.

Mathis, William. (2016). The Effectiveness of Class Size Reduction. Boulder, CO: National Education Policy Center. Retrieved from <http://nepc.colorado.edu>.

Activity - Additional Certified Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Hire an additional 4 teaching units in order to reduce student-teacher ratio and to provide the teaming model to ensure and promote collaboration amongst the core teachers resulting in support to increase student learning. The grade levels are 1 unit for 7th grade (Language Arts), 2 units for 7th/8th (Language Arts and Social Studies) and 1 unit for 8th grade (Science). \$257,980.13. \$500 has been allocated to cover substitute cost for these positions.</p> <p>Hire an additional 0.5 counseling unit in order to provide additional learning supports to decrease opportunities of negative behavior and increase student achievement. \$37,122.63</p> <p>Hire an additional 0.5 assistant principal in order to provide additional learning supports to decrease opportunities of negative behavior and increase student achievement. \$47,471.43</p>	Direct Instruction Class Size Reduction	07/01/2016	06/30/2017	\$343074 - Title I Part A	Paid title I units according to job descriptions and salary schedule

Measurable Objective 2:

demonstrate a proficiency in reading and math by 07/28/2017 as measured by increased student performance guided by formative assessments, pre/post assessments and attendance logs - Extended Day/Year..

Strategy1:

Additional Time/Assistance - Additional time and assistance beyond the school day will be given to those students most at risk of failing state standards or new students transitioning into the school guided by formative assessments, pre/post assessments and/or attendance logs - Extended Day/Year

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

Research Cited: Closing the Gap through Extended Learning Opportunities. (2008). Washington, D.C.: NEA Policy Brief. Retrieved from www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.

Alexander, K., Entwisle, D., & Olson, L. (2014). The Long Shadow: Family Background, Disadvantaged Urban Youth, and the Transition to Adulthood. New York: Russell Sage Foundation.

Activity - Extended Day/Year	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students most at risk of failing state standards will have the opportunity to participate in extended day/year learning with qualified teachers. We will facilitate Extended Day during the 2nd and 4th Nine Weeks to address deficits in core areas. Transportation will also be provided for students participating in the Extended Day Program. It will blended program using Compass Learning/Scantron and other resources. \$5,000.00 will be allocated for the extended day services and bus transportation that will be provided during the school year. Based on our math and reading achievement levels, our students will benefit from extended services beyond the classroom	Academic Support Program	10/03/2016	05/25/2017	\$5000 - Title I Part A	Teachers

Measurable Objective 3:

collaborate to create a positive school culture through developing and/or continuing learning supports by 05/25/2017 as measured by evaluating survey results, communication logs, opportunities for family engagement, input from parent committees/focus groups, and discipline reports/data.

Strategy1:

Learning Supports - Building positive experiences by providing learning supports through - building parental capacity/family engagement and implement a school wide behavior program using CHAMPS

Category: Develop/Implement Learning Supports

Research Cited: Develop/Implement Learning Supports

Research Cited: Starr, L. (2011). A Dozen Activities to Promote Parent Involvement. Education World. Retrieved from http://www.educationworld.com/a_curr/curr200.shtml.

Forhan, C. 13 Keys to Strong Involvement. PTO Today. Retrieved from <http://www.ptotoday.com/pto-today-articles/article/5-13-keys-to-strong-involvement>. Samples, J. (2009). The Parent Connection: An Educator's Guide to Family Engagement. Galax, VA: ENGAGE! Press.

CHAMPS: A Proactive and Positive Approach to Classroom Management, 2nd Edition Textbook Binding – 2009 by Randy Sprick (Author)

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Erwin Middle School

Activity - Building Parental Capacity/Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent surveys will be analyzed by the continuous improvement leadership team. Parent activities will be developed and resources will be purchased, if needed, based on those results. \$4,778.50 is set aside for parental involvement. These funds will be utilized to maintain the parent resource room. Items purchased will be based upon data received from surveys.	Parent Involvement	10/03/2016	05/25/2017	\$4779 - Title I Part A	PI Coordinators, Teachers

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

Goal 1:

Preparing all students to be college and career ready upon graduation

Measurable Objective 1:

demonstrate a proficiency in reading and math by 05/02/2016 as measured by increased student performance on state and local assessments - walkthroughs, formal and informal observations, will also be utilized as a tool to measure classroom implementation..

Strategy1:

Increase rigor with depth of knowledge/quality questioning and student discourse, guided by formative assessments through - PLCs, classroom implementation, teacher collaboration, and extended day/year

Category:

Research Cited: Southern Regional Education Board

Activity - Extended day/year	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students most at risk of failing state standards will have the opportunity to participate in extended day/year learning with highly qualified teachers. EMS will offer extended day weekly on Mondays for approximately one hour for students who non-proficient in state standards in the core areas resulting in failure for the nine weeks. We will provide the extended day every Monday beginning 11/15 until 3/2016 which is approximately 18 weeks. For the extended day, the material used would be Compass Learning, All in Learning and teacher instruction.	Academic Support Program	11/02/2015	03/31/2016	\$5982 - Title I Part A	Teachers

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

Goal 1:

Preparing all students to be college and career ready upon graduation

Measurable Objective 1:

demonstrate a proficiency in reading and math by 07/28/2017 as measured by increased student performance guided by formative assessments, pre/post assessments and attendance logs - Extended Day/Year..

Strategy1:

Additional Time/Assistance - Additional time and assistance beyond the school day will be given to those students most at risk of failing state standards or new students transitioning into the school guided by formative assessments, pre/post assessments and/or attendance logs - Extended Day/Year

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

Research Cited: Closing the Gap through Extended Learning Opportunities. (2008). Washington, D.C.: NEA Policy Brief. Retrieved from www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.

Alexander, K., Entwisle, D., & Olson, L. (2014). The Long Shadow: Family Background, Disadvantaged Urban Youth, and the Transition to Adulthood. New York: Russell Sage Foundation.

Activity - Extended Day/Year	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students most at risk of failing state standards will have the opportunity to participate in extended day/year learning with qualified teachers. We will facilitate Extended Day during the 2nd and 4th Nine Weeks to address deficits in core areas. Transportation will also be provided for students participating in the Extended Day Program. It will blended program using Compass Learning/Scantron and other resources. \$5,000.00 will be allocated for the extended day services and bus transportation that will be provided during the school year. Based on our math and reading achievement levels, our students will benefit from extended services beyond the classroom	Academic Support Program	10/03/2016	05/25/2017	\$5000 - Title I Part A	Teachers

Measurable Objective 2:

collaborate to create a positive school culture through developing and/or continuing learning supports by 05/25/2017 as measured by evaluating survey results, communication logs, opportunities for family engagement, input from parent committees/focus groups, and discipline reports/data.

Strategy1:

Learning Supports - Building positive experiences by providing learning supports through - building parental capacity/family engagement and implement a school wide behavior program using CHAMPS

Category: Develop/Implement Learning Supports

Research Cited: Develop/Implement Learning Supports

Research Cited: Starr, L. (2011). A Dozen Activities to Promote Parent Involvement. Education World. Retrieved from http://www.educationworld.com/a_curr/curr200.shtml.

Forhan, C. 13 Keys to Strong Involvement. PTO Today. Retrieved from <http://www.ptotoday.com/pto-today-articles/article/5-13-keys-to-strong-involvement>. Samples, J. (2009). The Parent Connection: An Educator's Guide to Family Engagement. Galax, VA: ENGAGE! Press. CHAMPS: A Proactive and Positive Approach to Classroom Management, 2nd Edition Textbook Binding – 2009 by Randy Sprick (Author)

Activity - Building Parental Capacity/Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent surveys will be analyzed by the continuous improvement leadership team. Parent activities will be developed and resources will be purchased, if needed, based on those results. \$4,778.50 is set aside for parental involvement. These funds will be utilized to maintain the parent resource room. Items purchased will be based upon data received from surveys.	Parent Involvement	10/03/2016	05/25/2017	\$4779 - Title I Part A	PI Coordinators, Teachers

Measurable Objective 3:

demonstrate a proficiency in reading and math by 05/25/2017 as measured by increased student performance on state and local assessments-walkthroughs, formal and informal observations will also be utilized as a tool to measure classroom implementation.

Strategy1:

Hire Additional Certified Personnel - Provide additional resources (certified personnel), based on identified needs, that will supplement the overall educational program in order to raise the academic achievement of all students.

Category: Other - Hire additional personnel to support the school structure/plan

Research Cited: Boatright, B., Gallucci, C., Swanson, J., Van-Lare, M., Yoon, I. (2008). Coaching for Instructional Improvement: Themes in Research and Practice. Washington State Kappan, 2(1), 3-5.

Mathis, William. (2016). The Effectiveness of Class Size Reduction. Boulder, CO: National Education Policy Center. Retrieved from <http://nepc.colorado.edu>.

Activity - Additional Certified Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire an additional 4 teaching units in order to reduce student-teacher ratio and to provide the teaming model to ensure and promote collaboration amongst the core teachers resulting in support to increase student learning. The grade levels are 1 unit for 7th grade (Language Arts), 2 units for 7th/8th (Language Arts and Social Studies) and 1 unit for 8th grade (Science). \$257,980.13. \$500 has been allocated to cover substitute cost for these positions. Hire an additional 0.5 counseling unit in order to provide additional learning supports to decrease opportunities of negative behavior and increase student achievement. \$37,122.63 Hire an additional 0.5 assistant principal in order to provide additional learning supports to decrease opportunities of negative behavior and increase student achievement. \$47,471.43	Direct Instruction Class Size Reduction	07/01/2016	06/30/2017	\$343074 - Title I Part A	Paid title I units according to job descriptions and salary schedule

Strategy2:

Increase Rigor - Increase Rigor - Increase rigor with depth of knowledge/quality questioning, and student discourse, guided by formative assessments through - Professional Learning Communities, Classroom Implementation, Teacher Collaboration and monthly professional development sessions targeting formative assessment and RTI.

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

Research Cited: SREB - Literacy Design Collaborative/Math Design Collaborative

Ronfeldt, M., Farmer, S., McQueen, K., & Grissom, J. (2015). Teacher collaboration in instructional teams and student achievement. American Educational Research Journal, 52(3), 475-514

Activity - Professional Learning Communities-LDC/MDC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>LDC - Teachers in each cohort/group work toward the following objectives annually. Teachers will attend all 4 training sessions, create 4 backward- designed LDC modules over the course of the school year and/or revise existing original LDC modules as they progress through the years of training, and implement LDC modules throughout the year. Teachers will provide evidence of scored student work from all 4 modules using the LDC scoring rubric to assess student growth towards standard mastery, participate in the regular training support cycle classroom visits and debriefings, and adjust instructional practices as a result of actionable collaborative feedback. Teachers in each cohort and group work toward the following objectives annually: *Attend all training sessions *Implement 6-8 MDC formative assessment lessons annually *Provide evidence of scored student work from the FALs using the MDC scoring rubric to assess student growth toward standards mastery *Participate in the classroom visits and debriefings and adjust instructional practices as a result of actionable collaborative feedback EMS will participate in Cohort 3: Dates of training for LDC are as follows: Sept. 29th, Nov. 3, Dec. 8, Jan. 19, Feb. 16 and March 16th. Dates of training for MDC are as follows: Sept. 8th, Oct. 13th, Dec. 1st, Jan. 12th, Mar 9th, Apr. 28th LDC site visits with district personnel will be Sept. 26-30, Oct. 31-Nov.4, Dec. 5-9, Jan. 17-20, Feb. 13-17, Mar. 13-17 MDC site visits with district personnel will be notified in advance and will be visited in advance. \$7,500.00 is allocated for professional development to enable our students to reach the targeted performance levels and enhance the skill levels of teachers. This will also include registration and reimbursement for the SREB Conference in the summer of 2017 and a professional book study to target classroom management strategies.</p>	Professional Learning	08/02/2016	05/25/2017	\$7500 - Title I Part A	Administrators and teachers

ACIP

Erwin Middle School

Activity - Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate in grade level meetings, vertical team meetings, data meetings, planning meetings, and PST meetings to analyze student data/progress. Subs may be used to ensure participation of teachers and stipends may be paid to teachers for off contract summer collaboration. \$957.76 is allocated for instructional improvement. This will include meetings to occur in the summer to analyze data and provide strategies to assist with school improvement.	Other - Student Support	10/03/2016	07/28/2017	\$958 - Title I Part A	Teachers

Activity - Classroom Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement knowledge gained from PLCs into classroom instruction. \$38,500.00 will be used for technology in the classrooms. This will include maintaining instructional software (i.e. All in Learning and additional software to address math deficits) and hardware previously purchased and new hardware to complete technology integration in the classrooms. \$5,000.00 will be utilized for the media center and other instructional magazines to be used in the classroom. This will update books, periodicals, and audio materials in the media center. Additionally, novels and non-fiction will be purchased to maximize the English Language Arts pacing guide and support CCRS standards. \$9,943.05 will be used to purchase instructional materials/supplies for students. This will ensure that students have the appropriate materials and supplies to succeed on a daily basis.	Direct Instruction	10/03/2016	06/30/2017	\$53443 - Title I Part A	Teachers

Activity - Monthly Professional Development Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided professional development facilitated by the Instructional Coach, Administrators and/or teacher leaders targeting focus areas of formative assessment and Response to Instruction. Sessions of the identified areas will occur each month.	Professional Learning	08/02/2016	05/25/2017	\$0 - No Funding Required	Administrators, Instructional Coach and/or Teacher leaders

7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.

Goal 1:

Preparing all students to be college and career ready upon graduation

Measurable Objective 1:

SY 2016-2017

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demonstrate a proficiency in reading and math by 07/28/2017 as measured by increased student performance guided by formative assessments, pre/post assessments and attendance logs - Extended Day/Year..

Strategy1:

Additional Time/Assistance - Additional time and assistance beyond the school day will be given to those students most at risk of failing state standards or new students transitioning into the school guided by formative assessments, pre/post assessments and/or attendance logs - Extended Day/Year

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

Research Cited: Closing the Gap through Extended Learning Opportunities. (2008). Washington, D.C.: NEA Policy Brief. Retrieved from www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.

Alexander, K., Entwisle, D., & Olson, L. (2014). The Long Shadow: Family Background, Disadvantaged Urban Youth, and the Transition to Adulthood. New York: Russell Sage Foundation.

Activity - Extended Day/Year	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Measurable Objective 2:

demonstrate a proficiency in reading and math by 05/25/2017 as measured by increased student performance on state and local assessments-walkthroughs, formal and informal observations will also be utilized as a tool to measure classroom implementation.

Strategy1:

Increase Rigor - Increase Rigor - Increase rigor with depth of knowledge/quality questioning, and student discourse, guided by formative assessments through - Professional Learning Communities, Classroom Implementation, Teacher Collaboration and monthly professional development sessions targeting formative assessment and RTI.

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

Research Cited: SREB - Literacy Design Collaborative/Math Design Collaborative

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Erwin Middle School

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Strategy2:

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Measurable Objective 3:

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Strategy1:

Learning Supports - Building positive experiences by providing learning supports through - building parental capacity/family engagement and implement a school wide behavior program using CHAMPS

Category: Develop/Implement Learning Supports

Research Cited: Develop/Implement Learning Supports

Research Cited: Starr, L. (2011). A Dozen Activities to Promote Parent Involvement. Education World. Retrieved from http://www.educationworld.com/a_curr/curr200.shtml.

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Activity - Building Parental Capacity/Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Component 3: Instruction by Qualified Staff

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

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

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

Staffing decisions at Erwin Middle School are made to ensure that well-trained teachers provide effective instruction. Teachers are strategically placed according to their qualifications and strengths in order to address identified academic needs of students. In compliance with the Alabama Department of Education hiring policies, the Human Resource Department of Jefferson County Board of Education determines which teacher applicants meet state certification and licensure requirements of Public law 107-110 - ESSA , Section 1112.

Component 4: Strategies to Attract Qualified Teachers

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

The teacher turnover rate for Erwin Middle School decreased from 16 new teachers in 2015 to 9 new teachers and 2 counselors in 2016. There were 7 non-renewals, 1 transfers, and 1 resignation and 2 retirements.

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

The breakdown of the experience level of teaching and learning personnel is as follows:

1st Year Non-Tenured-0

Non Tenured-12

Bachelor-11

Master's-21

Ed. Specialist-4

Doctorate-1

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

- Lead/Teacher mentors are assigned to new teachers. Mentors help build a culture of collaboration and belonging to the school.
- Quality, on-going professional development is provided to develop teacher leaders, as well as build a positive school culture.
- Peer observations allow teachers opportunities for professional growth.
- Teachers are provided a common planning time which promotes productive, professional conversations to hone their practice.
- Loan forgiveness opportunities may be available to teachers working in the school for an extended period of time.

Component 5: High Quality and Ongoing Professional Development

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

- District representatives attend job fairs sponsored by colleges and universities to recruit for the purpose of attracting highly qualified teachers to Jefferson County.
- The Human Resource Department evaluates prospective teachers and recommends them to principals. JefCoEd hosts interview days each spring.
- Classroom supply funds are distributed to all JefCoEd teachers.
- Teachers are given the opportunity to participate in the Stellar Program for attaining National Board status.
- New Teacher Orientation is provided prior to the beginning of each school year.
- New teachers are provided a mentor and on-going professional development opportunities.
- New teachers are offered a 13 check option in order to ease the financial burden of starting a new profession.
- New teachers have the opportunity to receive \$500 from the McDollars for Teachers program.
- The JefCoEd website is a resource full of information for teachers to access and use.

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

District is currently looking at options to provide incentives for teachers at Erwin Middle School.

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

The Jefferson County School District has established a teacher mentoring program. Through this program the lead mentor receives on-going training provided by the district and returns to Erwin Middle to train the school level mentors. First year teachers are assigned a mentor. Non-tenured and teachers new to Erwin Middle receive guidance and support from the school's lead mentor. Lead mentors meet with teachers monthly to target needs based on teacher surveys. The lead mentor and mentees communicate via Google classroom. In addition, non-tenured teachers are provided the opportunity to visit other classrooms to enhance their teaching practices. Mentors observe new teachers to provide feedback. New teachers are also offered many professional development opportunities including Classroom Organization and Management Program (COMP) training.

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

Follow up and monitoring of professional development at Erwin Middle occurs in the following ways:

- Walkthroughs
- Grade level/Content area meetings
- CIP reviews and reflections
- Ongoing regional, district, and local support
- Peer visits

Teacher professional learning plans ensure that professional development is ongoing and focused to the needs of the teachers and students at Erwin Middle.

PD is sustained and ongoing via monthly meetings with lead mentors and mentees. The lead mentor follows the district plan for mentors and also helps address professional development needs in the building based on teacher surveys. Communication will occur in a variety of formats and Google Classroom will be utilized as an interactive platform for the mentor/mentees.

Component 6: Transition Strategies

1. Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school.

Grade to Grade

- Course selection meetings are held to provide students knowledge of the upcoming course offerings to prepare for grade advancement.
- Orientation is held to enable students to meet their teacher prior to the opening of school.
- Open house is hosted in the first month of school where parenting materials are shared and expectations are discussed.

New Students - In an effort to support the transition to a new school the following strategies are implemented:

- New student orientation services are provided through small group counseling sessions with our school's counselors
- Students' records are requested from the previous school.
- Students are escorted to their new room and introduced to the teacher.
- Materials needed for the day are provided.
- They are assigned a "peer helper" to help familiarize them with their surroundings.

To feeder pattern school

In order for the fifth grade students to make a smooth transition to middle school, the following strategies are implemented:

- The sixth grade counselor from Erwin Middle School visits the fifth grade classes to discuss registration and schedules.
- Erwin Middle School hosts a locker night for students to tour the campus and be made aware of middle school opportunities and responsibilities.
- Erwin Middle School conducts a "Sixth Grade Orientation" where incoming 6th graders tour the school campus, become familiar with their schedules, etc.
- Eagle VIP (Very Important Papers)-8th graders will document successes, 4 year plans and checklist to prepare transition to high school.

Component 7: Teacher Participation in Making Assessment Decisions

1. What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

Teachers at Erwin Middle School make instructional decisions based on the analysis of academic assessments. This is a vital part of the academic planning process. This process includes:

- Reviewing summative assessments to determine areas in need of improvement such as the following: ASPIRE, ACCESS, and AAA.
- Analyzing current data in grade level/content meetings in order to adjust instruction such as: Scantron Performance/Achievement Series.
- Designing and sharing strategies to meet individual needs based on academic achievement.
- Collaboration between general education, resource, special education, and the instructional coach to share data to coordinate services.
- Rtl along with the Problem Solving Team (PST) provides support to teachers in regard to specific strategies to employ when addressing the academic and behavioral needs of at-risk students.

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

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

Throughout the school year, a variety of collaborative meetings focused on student academic performance are held. Teams analyze and evaluate student academic data from common assessments and State assessments to identify those who are not achieving at an advanced or proficient level.

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

Student progress is monitored every 4.5 weeks. PST chairperson will create an eligibility report targeting students who are failing or at risk of failing multiple courses, including reading and math, and meet with PST to determine interventions. PST will analyze academic and behavior data(i.e. discipline). Interventions will be determined for students and sent out to teachers. Teachers will monitor progress using Tier II Interventions for a period of 8 weeks and provide feedback via Google Form. PST will reconvene to determine the effectiveness or ineffectiveness of interventions. Tier III is designed to help those students who are most at risk and need additional assistance. Programs may be used to help track progress.

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

We have embarked upon PLC for student discourse, which will aid teachers in differentiated instruction and the use of immediate feedback through formative assessments.

4. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

Students who experience difficulty mastering the proficient or advanced achievement standards will be provided timely, effective, and additional instructional assistance. Erwin Middle School will conduct an extended day program for those students most at risk of failing state standards. Students will be afforded the opportunity to meet weekly with a teacher who will provide extended support. This program will occur in the 2nd and 4th nine weeks of the school year. EMS will have a blended approach to learning utilizing both contact with an instructor, COMPASS learning, and Scantron Achievement Series. A pre-assessment will be given in order to assist with the instruction that will be given to students.

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

Following federal, state, and local regulations, along with JefCoEd policies/ procedures, equitable access is given to all populations in all programs in the school system. The SW program will provide services to all students including Migrant, English Learners (ELs), Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless. All populations of students at Erwin Middle School have equal access to educational support and services.

All homeless, migratory, and limited English proficient (LEP) students must have equal access to the same free appropriate public education, including public preschool education provided to other children to other children and youth. All homeless, migratory, and LEP students are provided with the opportunity to meet the same challenging state content and performance standards to which all students are held without being stigmatized or isolated.

Migrant students are identified through the school registration process based on the migrant survey and the parent's employment. If identified, migrant students are served through the EL program, Title I programs, and/or any applicable support provided by the LEA, as per Board policy. There are presently no migrant students at Erwin Middle School.

EL students are identified using the Home Language Survey and the IPT proficiency test. The LEP committee coordinates needed services and works in conjunction with the PST when necessary as per Board policy. The FPAC coordinates with the EL Advisory Sub Committee. LEP students are served through the regular classroom. Parent correspondence is sent home in a language the parents can understand and translators are available to translate at parent-teacher conferences, etc. if necessary. Erwin Middle School has 6 EL students at this time. Economically Disadvantaged students are identified through participation in the free/reduced lunch program. Students are served academically through SW program initiatives that include reading and math intervention. Reading and math materials are available to reinforce skills taught in the classroom. In addition, materials for parents to improve their capacity to help their child achieve academically are available for check out in a parent resource room. Non-academic needs are identified by classroom teachers and referrals are made to the school counselor for needs such as school supplies, holiday meals, gifts, clothes, shoes, jackets, etc. These items are often sponsored through local and church donations.

Erwin Middle School provides special education services and uses appropriate procedures in accordance with federal and state laws and regulations. The referral coordinator tracks referrals and notices to parents concerning eligibility meetings. The evaluation is conducted to determine if the students is eligible for special education services. The IEP team develops the plan based on the results of the evaluations, the concerns of the parents, and the academic, developmental, and functional needs of the child. To the maximum extent appropriate, special education students are educated in the regular classroom. Pull out programs will occur only when the nature of severity of the disability is such that education in the general education classroom cannot be successfully achieved. Erwin Middle School ensures that children with disabilities have access to a variety of educational programs and services such as art, music, EL, and physical education. In addition, special education students are provided with an equal opportunity to participate in all extracurricular activities offered to students in the regular education program.

Neglected/Delinquent students are identified through annual surveys and referrals. Students are presently served through an agreement with Birmingham City Schools. Students receive comparable services as per Board policy. NCLB programs are coordinated with the programs serving these at-risk populations through the Federal Programs Advisory Committee, ongoing dissemination of information, and in-service training of administrators and teachers regarding available district and community at-risk services.

Homeless students are identified and served as directed by the Stewart B. McKinney-Vento Homeless Education Assistance Act through the services of our local homeless liaison. The Student Services Department works cooperatively with the liaison for homeless students to ensure appropriate identification and coordination of services. NCLB programs are coordinated with the programs serving this at-risk population through the Federal Programs Advisory Committee. District personnel are provided professional development opportunities to promote the awareness of homelessness. It is the goal of the JefCoEd School System to ensure the educational rights of students experiencing homelessness. Erwin Middle School provides information regarding the availability of assistance, connection to the JefCoEd

social worker, school supplies and other materials deemed as necessary.

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

Career and Technical Education (CTE) works diligently to recruit and engage students in special populations. Individuals with disabilities are part of CTE programs throughout the system and no discrimination based on disability is practiced. Students with IEPs are accommodated as necessary in all CTE classes with a CTIP plan. However, some students with IEPs perform in CTE programs without accommodations due to project-based and hands-on instruction. CTE teachers actively recruit students from all populations for their program and the aim is to have students become completers - having successfully completed three courses in a CTE program - by the time they graduate. Clay-Chalkville High School, Gardendale High School, Minor High School, and Shades Valley Technical Academies offer numerous technical programs and open these to feeder schools so students have more opportunities to prepare for careers. Alabama Success materials that focus on the 16 career clusters are printed in English and Spanish and distributed to students in 8th and 10th grade to help all students with their career planning. Buses are provided for students to visit the Career Expo during the SkillsUSA events and also to post-secondary institutions. CTE provides equal access to members of special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

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

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

Funds are coordinated and integrated at Erwin Middle to implement programs in order to meet the schoolwide goals. The school successfully coordinates programs and initiatives from federal, state, and local resources.

2. List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

There are several monetary sources that are integrated and coordinated into the financial management and instructional planning of Erwin Middle School. The following is a comprehensive list of fund sources, with an explanation of their usage:

- The SDE Foundation Program: The State of Alabama funds teacher units based on student enrollment. For the 2016/17 school year the state funding includes the following units plus fringe benefits: 2 administrator(s), 1.5 counselor, 1 librarian, 28.98 teachers. In addition to salaries and benefits the foundation program provides \$13,575 for teacher materials/supplies, \$5,670 for technology, \$712 for library enhancement, \$2,136 for professional development, and \$31,868 for textbooks for a grand total of \$2,377,929.

- Title I, Part A: Funds are used to SUPPLEMENT regular funded programming to provide additional staff to assist struggling students, instructional materials, technology, professional development, books/periodicals, parenting materials, extended day/year programs, etc. For FY17 these monies will be used as follows:

Erwin Middle School \$419, 753.50

Erwin Middle School is committed to teaching and learning for all through implementing meaningful community and family collaboration to provide consistent instruction focused on student success. The Continuous Improvement Team as well as the faculty of Erwin Middle School has analyzed the data from stakeholder surveys, Global Scholar, ACCESS, AAA, classroom grades, and ASPIRE results. After deliberation from CILT, the Budget Committee determined the following recommendations based on the total allotment of Title I funds in the amount of \$419, 753.50 as follows:

\$258,480.13 is allocated to funding 4 teacher units to reduce student-teacher ratio and to provide the teaming model to ensure and promote collaboration amongst the core teachers resulting in support to increase student learning. This amount also includes benefits and substitute allocations for these positions.

\$84,594.06 is allocated to fund ½ counselor and ½ assistant principal to provide additional learning supports to decrease opportunities of negative behavior and increase student achievement. This amount also includes benefits for these positions.

\$38,500.00 will be used for technology in the classrooms. This will include maintaining instructional software (i.e. All in Learning and additional software to address math deficits) and hardware previously purchased and new hardware to complete technology integration in the classrooms.

\$5,000.00 will be utilized for the media center and other instructional magazines to be used in the classroom. This will update books, periodicals, and audio materials in the media center. Additionally, novels and non-fiction will be purchased to maximize the English Language Arts pacing guide and support CCRS standards.

\$4,778.50 is set aside for parental involvement. These funds will be utilized to maintain the parent resource room. Items purchased will be based upon data received from surveys.

\$5,000.00 will be allocated for the extended day services and bus transportation that will be provided during the school year. Based on our math and reading achievement levels, our students will benefit from extended services beyond the classroom.

\$12,500.00 is allocated for professional development to enable our students to reach the targeted performance levels and enhance the skill levels of teachers. This will also include registration and reimbursement for the SREB Conference in the summer of 2017 and a professional book study to target classroom management strategies.

\$9,943.05 will be used to purchase instructional materials/supplies for students. This will ensure that students have the appropriate materials and supplies to succeed on a daily basis.

\$957.76 is allocated for instructional improvement. This will include meetings to occur in the summer to analyze data and provide strategies to assist with school improvement.

- Title II, Part A: Funds are used for PD at the district level, which is in addition to state and local PD activities. The PD activities are based on district weaknesses shown through data analysis. Funds are allocated at the district level and are not included in the local school budget.

- Title III: Funds are used to provide professional development opportunities, purchase supplemental materials/supplies, and fund summer programs for EL students. The funds are allocated at the district level and are not included in the local budget.

- Title X: Funds provide assistance for children who are deemed homeless. The funds are allocated at the district level and are not included in the local school budget.

- Local District Funds: Teacher materials and supplies/combined purchases are \$5,100.00

- Local School Funds: The total local budget for 2016-2017 is \$68,174.58 (public) and \$8,428.26 (non-public).

3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

All funds/programs/services available to the district are coordinated and integrated to support the goals of the instructional program through collaboration between teachers, parents, administrators, and community representative stakeholders.

Component 10: Evaluation

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

The information in the Comprehensive Needs Assessment is collected throughout the year from the principal, assistant principals, financial secretary, attendance secretary and counselors. The Continuous Improvement Leadership Team chairperson is responsible for compiling all of the data that is needed for the needs assessment. The data is analyzed by the team and presented to the faculty. The data determines our goals and strategies for school wide decisions.

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

Evaluation of the CIP is completed in three stages: the development of the CIP, a mid-year review and an end-of-year review. Each stage consists of assessing the strategies that were developed, determining whether to keep, revise or bank the strategy, measuring and providing evidence of the effectiveness of the strategies, making adjustments and giving next steps.

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

- Global Scholar Data - Achievement Series and Performance Series
- Formative Assessments
- Common Assessments
- Weekly assessments

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

Evaluation of the CIP is completed in three stages: the development of the CIP, a mid-year review and an end-of-year review. Each stage consists of assessing the strategies that were developed, determining whether to keep, revise or bank the strategy, measuring and providing evidence of the effectiveness of the strategies, making adjustments and giving next steps.

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

Yes. We are going to maintain the academic goal of increase in the number of students in reading and math. We will the following measures to aid in meeting these goals: PLCs, classroom Implementation, teacher collaboration and extended school year.

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

All the goals from last year have been carried over this school year. We have adjusted the strategies and action steps to ensure progression occurs at EMS and also taking into consideration the uniqueness of the culture of our school.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	28.98	28.98	1,779,652.40
Administrator Units	1.00	1	100,886.00
Assistant Principal	1.00	1	102,462.00
Counselor	1.50	1.5	88,007.50
Librarian	1.00	1	56,905.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	5,670.00
Professional Development	0.00	0	2,136.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	13,575.00
Library Enhancement	0.00	0	712.00
Totals			2,150,005.90

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	419753.5

Provide a brief explanation and breakdown of expenses.

Erwin Middle School \$419, 753.50

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\$4,778.50 is set aside for parental involvement. These funds will be utilized to maintain the parent resource room. Items purchased will be based upon data received from surveys.

\$5,000.00 will be allocated for the extended day services and bus transportation that will be provided during the school year. Based on our math and reading achievement levels, our students will benefit from extended services beyond the classroom.

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\$9,943.05 will be used to purchase instructional materials/supplies for students. This will ensure that students have the appropriate materials and supplies to succeed on a daily basis.

\$957.76 is allocated for instructional improvement. This will include meetings to occur in the summer to analyze data and provide strategies to assist with school improvement.

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

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

Provide a brief explanation and a breakdown of expenses.

The money is used for district professional development activities which are in addition to professional development activities purchased with state/local funds. The professional development activities are based on district weaknesses shown through data analysis. Funds are allocated at the district level and are not included in the local budget.

Title III

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

Provide a brief explanation and a breakdown of expenses.

The money is used to provide professional development opportunities, purchase supplemental materials/supplies, and fund summer programs for EL students. The funds are allocated at the district level and are not included in the local budget.

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title VI

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

Career and Technical Education-Perkins IV: Basic Grant: Strengthening the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs. Initiating, improving, expanding and modernizing quality CTE programs, including relevant technology. The funds are allocated at the district level and not included in the local budget.

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	81702.84

Provide a brief explanation and breakdown of expenses

SCHOOL: Public \$68,174.58 and Non-Public \$8,428.26

The funds are used to provide instructional materials, professional development, technology, copier maintenance, grounds maintenance, janitorial supplies, etc.

DISTRICT: \$5,100.00

The funds are used for teacher materials/supplies and common purchases.

SCHOOL TOTAL + DISTRICT TOTAL = \$81,702.84

* Local Funds provide .82 teacher unit and .5 assistant principal unit.

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

During the first grading period of the school year, Erwin Middle School holds an Annual Title I Parent Meeting to inform parents of the school's participation in Title I and present a PowerPoint explaining Title I requirements and parental rights. Parents are notified of the meeting in numerous ways. Notices are sent home in an appropriate language, the meeting is advertised on the school's marquee, website and SchoolCast is used to inform the parents of the meeting. Incentives may be used to foster parent attendance. The Title I presentation may be held in conjunction with the school's PTA meeting/open house in order to boost attendance (the meeting is clearly advertised as the Annual Title I Meeting so that parents understand they are going to learn about federal requirements). Childcare and supper are available when possible. Topics discussed include but aren't limited to: Title I Program services and parent's rights, accountability results, school curriculum and state content standards, school parent compacts, parent resource centers (including the 1% set aside for parenting), parent surveys, the district parental involvement plan, the local school parental involvement plan (Strategies to Increase Parental Involvement) and the district parental involvement policy. Erwin Middle School will comply with the Parents' Right-to-Know provision of the No Child Left Behind Act of 2001. The Parents' Right-to-Know notice is distributed annually in the student's agenda, Title One board location by the main office and is also located on the school website. JefCoEd has a procedure in place to disseminate the requested information to parents.

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

1. The staff at Erwin Middle School has a strong belief in the importance of parental involvement and therefore measures are in place to offer parent meetings on a flexible schedule. The parent survey(s) given at the Spring of the 2015-16 school year indicates most parents prefer meeting after school in the early evening between 5 p.m and 6 p.m. (survey data gives you this information). Meetings will be held in a variety of formats including whole group, breakout sessions, focus groups, performances, etc. Supper will be offered at a discounted rate when possible to assist parents. The schools in the feeder pattern will communicate to ensure that meetings are not scheduled on the same night so parents with multiple children may attend all school meetings. If the need arises, morning and lunch meetings may be held to accommodate the needs of Erwin Middle School parents.

The parent resource center will be open from 7: 30 to 3:15 for parents to pick up materials and information. The resource center will also be open 30 minutes before and after each parent meeting for parents to check out materials. Parenting materials may be showcased at each parent meeting and highlighted in teacher/school newsletters.

NOTE: Resource materials may be sent home with students - parents are not required to come to the school to receive materials.

2. Erwin Middle School believes in involving parents in all aspects of the Title I program. The school has one parental representative on the CIP planning/review committee who are active participants in the development and review of the plan. In addition, all parents are given the opportunity to review the plan and offer input before the plan is approved each year. Parents are informed of their right to offer input at the annual meeting and this information is also included in school/teacher newsletters. All parents are given surveys to help determine parental perceptions and needs and the results of the surveys are reviewed by the CIP planning committee to determine activities, training, and purchases for the school year. The CIP is reviewed and evaluated continuously throughout the school year with assistance from parents. In addition, parents have the opportunity each spring to evaluate the parental involvement plan/program of Erwin Middle School. The results

are used to guide both the school and the district with decisions regarding parental involvement.

3. Erwin Middle School houses a parent resource center for parents and students to check out materials. The center is open during the school day as well as before and after parent meetings and houses a variety of resources in English and Spanish. Parents have the opportunity to participate in surveys at the end of each school year to determine their needs. The resources provided assist parents in helping their child be more successful in mastering the state academic content standards. Materials include learning activities that parents and children can do together to strengthen the home-school connection. Throughout the year, Erwin Middle School holds parenting sessions on various topics including, but not limited to, creating an academic home environment, how to interpret test data, communication skills, study skills and preparing students for standardized tests. Parents also provide input in both formal and informal meetings throughout the school year to assist in determining the appropriate materials to be purchased for the parent resource room. The surveys and focus groups aid in determining topics for parenting sessions/workshops. Based on the survey findings and conversations with parents, Erwin Middle School will use their allotment of the 1% parental involvement set-aside to purchase academic resources to assist students in all content areas.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.

During the first grading period of each school year, Erwin Middle School will hold a meeting where information will be presented about the following: the Title I program, the curriculum used in the school, forms of academic assessments, and achievement expectations. In addition, parents are informed about procedures for scheduling a parent teacher conference and how they can participate in decisions related to the education of their child. Parents receive a copy of the parenting section of the CIP (Strategies to Increase Parental Involvement), as well as the LEA Title I Parental Involvement Plan/Policy. Parents are invited to visit their child's classroom(s) and meet the teacher(s). Teachers provide information about the subjects taught, how students are individually assessed, procedures, etc.

Erwin Middle School makes every effort to inform parents of assessment results in a language that is easy to understand. Educational terms are kept to a minimum and key information is provided. To the extent practicable, results are sent home in the language of the parent. An interpreter is available to explain results at Erwin Middle School. Assessment results are distributed in a variety of methods: parent reports from state mandated standardized tests, report cards, progress reports, weekly tests, and parent meetings to explain the reports.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).

It is the goal of Erwin Middle School to develop a strong partnership with our students' families. This relationship will be enhanced through our School-Parent Compacts. A School-Parent Compact is distributed annually to every student at Erwin Middle School. The compact contains three sections: student, parent and teacher. The compact describes how students, parents, and teachers share responsibility for improved student academic achievement.

The compacts are updated each year, customized for Erwin Middle School, and are specific to grades or grade spans. Parents assist with writing/revising the compacts annually. The compacts are sent home to all students during the first month of school and are used by teachers when meeting with parents and students. The compacts are retained in each teacher's classroom.

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

Each year, Erwin Middle School meets with the CIP planning committee to review and evaluate the CIP. There is one parent representative on the committee. Parents are informed that the plan is available for review by a sign posted in the lobby or main office of the school. The sign states that the plan may be reviewed upon request to the principal. If a parent has a problem or concern with the CIP, they may contact the Federal Programs Department at the Jefferson County Board of Education to set up a meeting to discuss such concerns.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

Erwin Middle School will accomplish much of this through its Annual Title I Meeting held at the beginning of the school year. During the meeting a PowerPoint explaining Title I requirements will be presented. In addition, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. Also, an explanation regarding the services offered and information describing how parents have the right to be involved in their children's education will be provided. Erwin Middle School will hold an Open House/Meet the Teacher where parents will be given the opportunity to meet their child's teachers and receive information about individual class assessments and what their role will be in helping their child to succeed. Erwin Middle School has a Parental Involvement (PI) Coordinator that receives training three times a year from district personnel. The PI Coordinator heads a PI Committee at the school and plans parental involvement activities and opportunities as well as training for faculty and staff in order to build capacity among all stakeholders.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

Erwin Middle School's CILT team works diligently to ensure that all parent materials and training are closely aligned with our school's identified goals. Erwin Middle School has a parent resource center. This center is open for parents during the school day from 7:30 to 3:15 as well as 30 minutes before a parent meeting. This center houses a variety of resources in English and Spanish for parents to check out. The resources are designed to assist parents in helping their child meet the academic content standards set by the State. Other materials include learning activities that parents and children can do together that strengthen the home-school connection. Throughout the year, Erwin Middle School provides parenting sessions on topics determined by review of the parent survey results. Topics include, but not limited to, transition to middle school, creating an academic environment, and working as a partner with your child's teacher how to interpret test data, communication skills, study skills and preparing students for standardized tests.. In addition, Erwin Middle School will host various parent nights including a focus on literacy and mathematics.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

Erwin Middle School will continue to provide professional development in parental involvement with its staff through in-service, faculty, and grade level meetings in understanding the importance of parental involvement and working as a partner with parents. This year the CILT team placed special emphasis on the need to ensure a closer connection between the school and the parent involvement activities. All staff members are expected to welcome parents to the school and work with them in meeting the needs of each child. Discussions include using a variety of methods to reach parents such as newsletters, telephone calls, agenda books, email, SchoolCast, websites, etc. The parental involvement coordinator will participate in professional development with national consultants and district staff to build their capacity in working with parents. In return, they will train the school staff.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal

programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

Erwin Middle School coordinates its parent involvement programs for all parents. Both English and Spanish speaking parents are involved in parenting activities. An interpreter is available to assist Spanish speaking families with meeting their needs. The Parent Resource Center has literature and activities that parents can use at home to support the achievement of their children. Erwin Middle School currently has 6 ELL students. Title I works in conjunction with Title III and Title X to build parental capacity in order to foster student success.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

Erwin Middle School makes every effort to inform all parents of meetings held at the school. Information about school meetings, activities, etc. is sent to parents in a language that they can understand. In addition, Erwin Middle School utilizes the services of the LEA translator who assists with written and verbal communications.

6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

Erwin Middle School makes every effort to honor parent requests as related to their involvement in their child's education. For example, parents at Erwin Middle School feel strongly that the school is a safe environment and the teachers/school have strong communication with the home. Erwin Middle School maintains open communication with parents and encourages input through meetings, conferences, newsletters, surveys, etc. A conscious effort is made to accommodate all reasonable requests for support by faculty members.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

Erwin Middle School makes every effort to accommodate the needs of all parents. In conjunction with the LEA, Erwin 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 practicable in a language that parents can understand. Erwin Middle School presently has 6 ELL students; therefore, most notices are sent to parents of these children in Spanish. In addition, the LEA has a translator/interpreter available to assist with parental communication. Erwin Middle School is a handicapped accessible building. No migrant students are enrolled at this time.

