



ACIP

Brewbaker Middle School

Montgomery 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?

Brewbaker Middle School, located at 4425 Brewbaker Drive, Montgomery, Alabama 36116, is part of a complex of schools including Brewbaker Primary, Brewbaker Intermediate, and Brewbaker Technology Magnet High School. It is comprised of grades six through eighth with a total student population of 906. Due to district rezoning, Brewbaker Middle School is experiencing a surge in student enrollment.

Demographically, the population consists of 757 African American, 131 Hispanic, 10 Caucasian, 4 Asian, 3 American Indian/Alaskan Native, and 1 Multi-Race students. The sixth grade has 348 students, the seventh grade has 307 students, and the eighth grade has 251 students as of 2018-2019 school year. Following are the elementary feeder schools: Brewbaker Intermediate, Fitzpatrick Elementary, Vaughn Road Elementary, and Dannelly Elementary. Students were rezoned to Brewbaker from Carr, Bellingrath, McKee, Capital Heights, and Goodwyn. All students receive free breakfast and lunch due to Brewbaker Middle School being designated as a full Title 1 school. A total of 130 students are classified as students with special needs including students with Autism, Emotional Disability, Gifted, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Other Health Impairment, Specific Learning Disability, and Speech and Language Impairment. The surrounding community consists of apartments, trailer parks, and single-family homes and many parents are leasing or renting their dwellings.

The staff of Brewbaker is a combination of veteran and novice teacher. The school staff experienced a shift with a new principal and several new teachers to the building. The staff consists of the following:

1 Principal

2 Assistant Principals

1 Accountability Interventionist

2 Guidance Counselors

44 Certified Classroom Teachers (12 sixth grade, 8 seventh grade, 8 eighth grade, 5 special education teachers, 5 physical education teachers, band director, media specialist, a choral teacher, drama teacher, one math intervention teacher, one reading intervention teacher, and two career tech teachers)

1 Registered Nurse

7 Special Education Paraprofessionals

1 In School Intervention Aide

2 Math/Reading Intervention Paraprofessionals

3 Secretaries

1 Parent Liaison

1 Bookkeeper

12 Cafeteria Workers

5 Custodians

Brewbaker Middle School demands excellence in teaching, learning, and preparing students for further academic achievement in the 21st century. In partnership with the community, our students are welcomed to a supportive, multicultural and educational environment.

Brewbaker Middle School has a partnership with True Divine Baptist Church which supports a Backpack Program to provide families with food over the weekend. Auburn University Montgomery Extended Day(AUM) and Alabama State University Aspire Program provides tutoring
SY 2018-2019

services for students on a weekly basis. Over the years, Brewbaker Middle School has experienced various challenges. Some of those challenges have been a transient student population, student attendance, and a high population of students who speak English as a second language.

School's Purpose

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

The mission of Montgomery Public Schools and Brewbaker Middle School is to engage, educate and inspire our students to succeed in college, career and beyond! The collective vision is to be a place where all students develop a love of learning, cultivates intellectual curiosity and dreams of a future of amazing possibilities.

Our Core Values are:

Commitment to Excellence

Passion for Learning

Integrity & Accountability

Respect for Self and Others

Educational Equity

Community Partnerships

Brewbaker Middle School functions on the following beliefs: All children can learn. Everyone deserves to be treated with dignity and respect.

"We believe everyone needs a safe environment."

"We believe failure is not an option."

"We believe family in the fundamental strength of the individual and society."

"We believe that all children should be exposed to technology."

"We believe that education is a shared responsibility. It is a partnership between home, school and community."

"We believe in data driven instruction."

Our school motto is "Failure is NOT an Option." Every aspect of our educational system advances student learning with an emphasis on ensuring every child is given the option of success. We aim for success because the journey begins here and leads to a world that has no boundaries.

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.

Brewbaker Middle School was removed off the ALSDE failing schools' list for the 2016-2017 school year. Brewbaker Middle met all local indicator goals for the 2015-2016 and 2016-2017 school years. All academic ACIP goals were met for the 2017-2018 and 2016-2017 school years.

The faculty is committed to the process of implementing an effective professional learning community using strategies for collaboration. The staff collaborates on an on-going basis during faculty, data, content and grade level meetings. Continuous professional development is offered during the school year related to instructional focus areas identified for the 2018-2019 school year. Brewbaker Middle School teachers work diligently to provide standards based instruction each day to every child.

Instructional Focus Areas:

1. Effective Questioning
2. Increased Student Engagement
3. Effective/Differentiated Formative Assessments
4. Effective Classroom Management w/ Routines and Procedures

Brewbaker Middle School will implement blended learning classrooms in at least 7 academic classes for the 2018-2019 school year. Blended learning will give students an opportunity to "own" their learning through various standards based learning activities, including technology. Blended learning will improve student engagement and teacher facilitation of learning. In addition to this soft roll out, the ELA and Math Intervention classes will become full blended learning environments where Edgenuity will be used daily to target students academic needs and allow teachers to pull data daily to help drive the teacher-led small group instruction.

The students at Brewbaker Middle School participate in an intervention period each day. This period will be overhauled this year and will incorporate technology (Edgenuity), novel studies, and social emotional curriculum (Overcoming Obstacles). The goal for this period will be to improve reading and math scores, foster a love of reading with high interest novels, and develop strong teacher/student relationships.

Brewbaker Middle School has a very strong athletic program where several former students have had successful high school, college and professional sports careers. The 2016-17 and 2017-2018 football and wrestling teams earned city regular season championships.

Additional Information

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

Brewbaker Middle School is an amazing campus with wonderful educators, students, parents and community partners. Our goal is to be a premier school within Montgomery Public Schools. We want to be a place of learning where teachers and students work in an collaborative learning environment that fosters academic independence through inquiry based learning environment.

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.

School improvement and planning is a continuous process as we make every effort to meet the needs of our students. Grade levels meet to review student data. Student weaknesses are identified and plans developed to provide opportunities for mastery of the academic standards and a high level of cognition. Teams of teachers and support staff continue to analyze school and classroom data to further identify specific needs of our students.

During Brewbaker Middle School's annual meeting for parents (Open House and/or Title I Parent meeting) held September 17, 2018 information was presented about our Title I program, the curriculum, and forms of academic assessment used. Parents also learned about the different subjects taught, how to schedule parent-teacher conferences, and how they can participate in decisions related to the education of their children. During our meeting we openly recruit parents to participate in or continuous improvement planning and solicit the support in evaluating our improvement towards our goals. Parents are always given a copy of the parent/student handbook on the first day of school which provides detailed information on the topics mentioned. Upon the conclusion of the general meeting during open house, parents were invited to visit their child's classroom and meet their teachers. At this time, teachers provided additional information on subjects they teach and how students are individually assessed.

Parents are always allowed to contact the secretary in the front office and schedule a meeting with the principal, assistant principals, and/or teachers to formulate suggestions and participate in the decisions related to the education of their children. We make an effort to translate communications to assist non-English speaking parents

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

Parent seminars will be held throughout the school year to explain data collection, procedures and strategies that are used to meet student needs. Parents were notified of the Continuous Improvement Plan (CIP) meeting by way of title and orientation meetings.

Topics that were discussed at this year's meeting:

Continuous Improvement Plan (CIP)

Title I Program and participation, its services, and parents' rights to know

The Parent Center

An explanation of the school's curriculum and the state's content standards

Positive Behavior and Intervention Support

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

Brewbaker Middle School provides regular communication with parents through school and classroom communications via homework folders, School Messenger, INOW Parent Portal, the school's web site, school's newsletters, progress reports and through the parent resource center. Each team utilizes a variety of resources to provide immediate communication with parents and students (Class Dojo; Google Classroom; Remind; Band).

All communications are written in a practicable language that parents can read and understand. Communications are translated when deemed necessary by Brewbaker Middle School's parent liaison and the district EL personnel specialist and/or teachers.

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		Brewbaker Middle ACIP 2018-2019 Data

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is below what would otherwise be expected.	Level 2

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

Areas of Notable Achievement

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

Even though we did not meet the proficiency outlined by ALSDE, we did experience small gains in Math school-wide.

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

Currently the data appears to be flat and has not moved for most of our student population. However, our Hispanic student academic data is showing the academic gap closing. With intentional focus on the needs of this population, we will be able to completely close this gap.

Which area(s) indicate the overall highest performance?

Although small, math has shown the overall highest performance for the school.

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

Hispanic students and all girls are showing the best trend to increased performance.

Between which subgroups is the achievement gap closing?

Hispanic Population
Girls

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

The 2017-2018 Scantron summative assessment showed gains in all grades levels in math. Looking at SY 2016-2017 and 2015-2016 data this data is sufficient to support the findings reported in this report.

This is consistent with the beginning of the year 2018-2019 Scantron data that was gathered as a baseline benchmark.

Areas in Need of Improvement

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

Both reading and math are below the expected levels of performance.

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

African American students and all boys are showing very little, if any movement to proficiency.

Which area(s) indicate the overall lowest performance?

African American Boys

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

African American Boys

Between which subgroups is the achievement gap becoming greater?

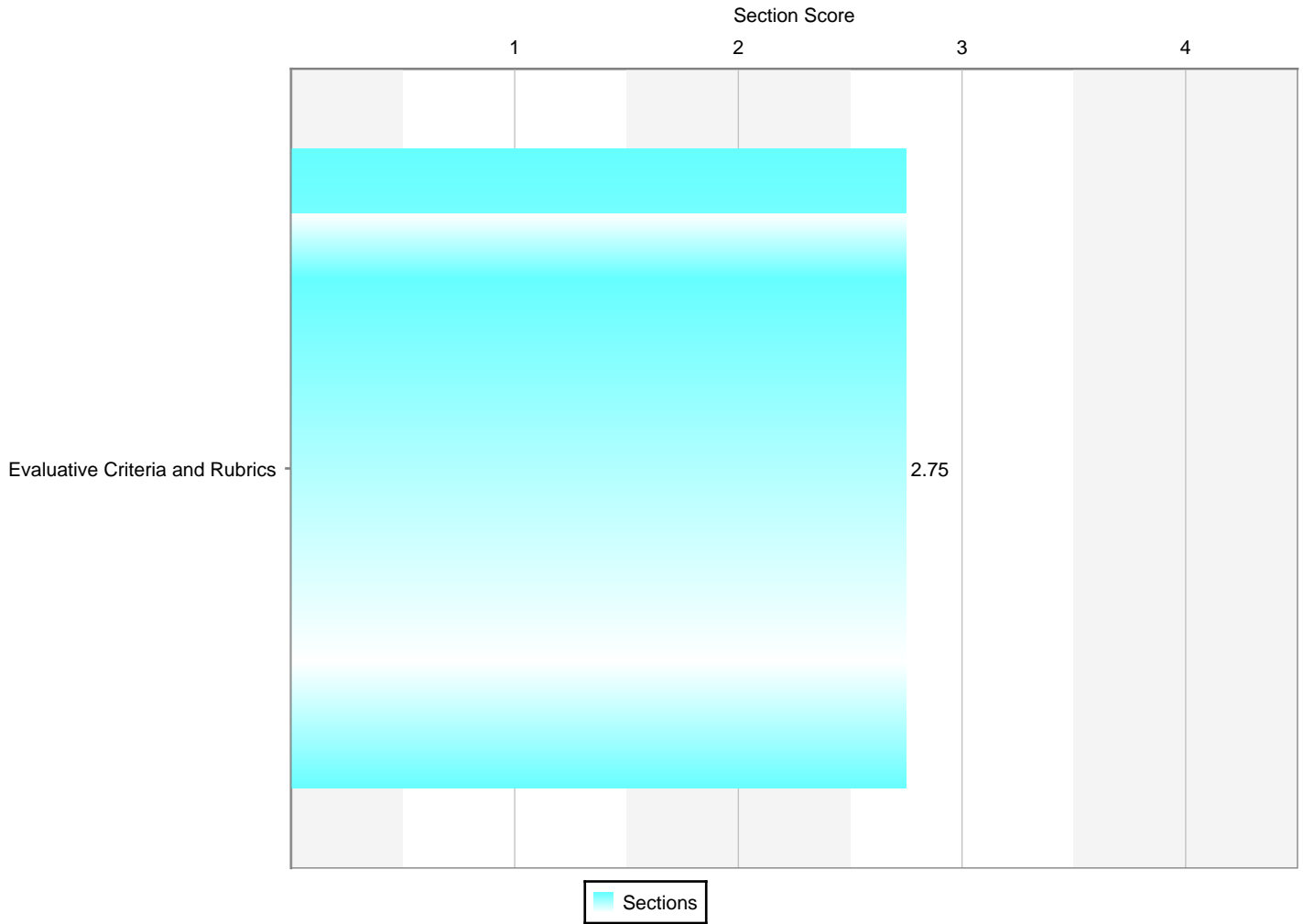
Boys versus Girls

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

The 2017-2018 Scantron summative assessment showed that student growth has had little if any growth over the period of one school year. Looking at SY 2016-2017 and 2015-2016 data this data is sufficient to support the findings reported in this report. This is consistent with the beginning of the year 2018-2019 Scantron data that was gathered as a baseline benchmark.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		

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		

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		

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

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

2018-2019 Plan for ACIP

Overview

Plan Name

2018-2019 Plan for ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	2018-2019 All students who attend Brewbaker Middle School will demonstrate appropriate behaviors.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$500
2	2018-2019 Ready for College and Career. We will ensure our students graduate college and career-ready by inspiring all students to successfully pursue multiple college and career paths.	Objectives: 2 Strategies: 4 Activities: 8	Organizational	\$10000
3	2018-2019 Support The Whole Child. We will identify barriers that effect teaching and learning with the alignment of support systems to address barriers to create a positive learning environment that is conducive to learning.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
4	2018-2019 A High Reliable Organization (HRO) and High Performance Organization (HPO). We will significantly improve internal and external stakeholders satisfaction and perception by focusing on the delivery of high quality service.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$0

Goal 1: 2018-2019 All students who attend Brewbaker Middle School will demonstrate appropriate behaviors.

Measurable Objective 1:

collaborate to implement a comprehensive learning supports system providing behavior programs, services and interventions for all students by 05/23/2019 as measured by a 10% decrease in behaviors of defiance, disrespectful, disobedience and fighting as measured by a decrease from the baseline of 85% in the total number of behavior infractions from the 2018-2019 school year.

Strategy 1:

Behavior Interventions - Administrators, Counselors and Teachers will implement systemic tiered interventions as to provide prevention for all students, early intervention for some and intensive support for a few students to reduce related barriers to learning and teaching to re-engage students. The content areas of the interventions will be students interventions, classroom-based enrichment, school transitions and crisis prevention.

The continuum of interventions and resources will include: PBIS, Instructional Aide for Behavior Support, School Resource Officer, School Counselors and additional district supports.

Category: Develop/Implement Learning Supports

Research Cited: District supported goals for learning supports.

Activity - Restorative Justice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement system of learning supports by focus areas to include student interventions, classroom enrichment, school transitions and crisis prevention to provide prevention for all, intervention for some and intensive support for a few.	Behavioral Support Program	08/13/2018	05/23/2019	\$500	General Fund	Principal, Assistant Principal, Counselors, Teachers, and Instructional Aide for Behavior

Goal 2: 2018-2019 Ready for College and Career. We will ensure our students graduate college and career-ready by inspiring all students to successfully pursue multiple college and carrer paths.

Measurable Objective 1:

increase student growth in grades 6-8th. We will increase proficiency by 10% by the mid-year assessment and by 20% by the end of the year to show growth in Math. The annual target proficiency will increase in Math from 23% to 43% by 05/23/2019 as measured by the Spring 2018-2019 Scantron Performance Series..

Strategy 1:

Increase Math Proficiency - Teachers will provide tier 2 and tier 3 intervention to identified students based on teacher observations during instruction and the results of informal and formal assessments.

Category: Develop/Implement College and Career Ready Standards

Activity - Intervention and Small Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a Math Intervention Class to support school based RTI Tier II and Tier III students identified per Scantron Performance Series data. We will use the blended learning model as well as Edgenuity.	Academic Support Program	10/01/2018	05/23/2019	\$0	No Funding Required	All math teachers and intervention teachers

Activity - Effective Questioning Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers are required to ask and prompt students to ask DOK 3 and DOK 4 level questions throughout the daily lesson. Scaffold questions for students who need additional assistance. Teachers should be scripting all questions during lesson planning. The admin team will provide continuous training to all math teachers on effective questioning.	Academic Support Program	10/01/2018	05/23/2019	\$0	No Funding Required	Admin Team, Accountability Partner, and math teachers

Strategy 2:

Increase Math Proficiency SREB - Mathematics teachers will leave workshops with developed lessons around the 5 E Mathematics Lesson Design. Formative Assessment Lessons are developed around complex conceptual and applied mathematic assignments that will require students to see if they can apply multiple Mathematics concepts and skills previously learned and what they just learned to solve complex problems. The teachers will leave with a plan for the Fall Semester having selected at least four FALs most connected to what is being taught and begin to frame mathematical engagement lessons for students that's different from the traditional process.

Teachers will plan multi-day Mathematics units using the five-E-step lesson planning process that SREB has developed for shifting instruction between FALs to achieve a student-centered approach using powerful Mathematics practices. The initial mathematics unit assignment teachers will develop using several rich mathematical tasks that deepen students' reasoning and problem-solving skills and better prepare students for the FALs.

Category: Develop/Implement Learning Supports

Activity - Powerful Mathematical Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Brewbaker Middle School

Selected math teachers will implement Powerful Mathematics Practices in their daily lessons. These practices include: <ul style="list-style-type: none"> • Ensure a balanced approach to teaching math • Engage students in assignments that matter • Utilize questioning and feedback for deeper understanding • Use formative assessment data • Foster a classroom environment that supports student ownership <p>SREB math coach will provide 6 days of job-embedded coaching throughout the school year to support teachers in implementing these practices.</p>	Academic Support Program	10/01/2018	05/23/2019	\$5000	Title I Schoolwide	Administrative Staff and Lead Teachers
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Activity - Mathematical Summer Institutes SREB	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
: Mathematical Summer Institutes A. Identified teacher leaders from each level of math will attend a four day leadership institute. SREB math consultants will train these staff members in coaching techniques and involve them in the delivery of future professional development. (June 4-7) B. Sixth, seventh and eighth-grade teachers will attend a five-day literacy institute facilitated by SREB. (July 16-20)	Academic Support Program	10/01/2018	07/22/2019	\$0	Title I Schoolwide	Administrative Team and Lead Teachers

Measurable Objective 2:

increase student growth in grades 6-8th. We will increase proficiency by 10% by the mid-year assessment and by 20% by the end of the year to show growth in Reading. The annual target proficiency will increase in reading from 20% to 40% by 05/23/2019 as measured by the Spring 2018-2019 Scantron Performance Series..

Strategy 1:

Increase Reading Proficiency - Teachers will provide instruction in reading on a daily basis by teaching the standards to fidelity and monitoring student progress through the use of various assessments. The literacy coach will provide side by side coaching to identified teachers to provide reading intervention strategies.

Category: Develop/Implement College and Career Ready Standards

Activity - Intervention and Small Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a Math Intervention Class to support school based RTI Tier II and Tier III students identified per Scantron Performance Series data. We will use the blended learning model as well as Edgenuity.	Academic Support Program	10/01/2018	05/23/2019	\$0	No Funding Required	ELA teachers and intervention teachers

Activity - Text Dependent Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use text dependent questioning strategies to increase reading proficiency and comprehension. All reading teachers are required to ask and prompt students to ask DOK 3 and DOK 4 level questions throughout the daily lesson. Scaffold questions for students who need additional assistance. Teachers should be scripting all questions during lesson planning. The admin team will provide continuous training to all reading teachers on effective questioning.	Academic Support Program	10/01/2018	05/23/2019	\$0	No Funding Required	ELA teachers

Strategy 2:

Increase Reading Proficiency SREB - Each teacher will develop a literacy-based unit covering at least 10 days of instruction and implement in the first nine weeks of school. The initial unit assignment will engage students in a big problem requiring them to research the problem, strategize and problem-solve solutions to the problem and communicate both orally and written their solution.

Each teacher will adopt one nationally vetted Literacy unit that aligns to content and objectives in the course they teach. They will be prepared to launch the adopted units during the second nine weeks of school.

Category: Develop/Implement Learning Supports

Activity - Powerful Literacy Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Selected teachers in all content areas will implement Powerful Literacy Practices in their daily lessons. These practices include:</p> <ul style="list-style-type: none"> • Literacy-based assignments • Lesson Sequence • Learning Targets • Literacy Strategies • Student Discourse • Formative assessment and feedback <p>SREB literacy coach will provide 6 days of job-embedded coaching throughout the school year to support teachers in implementing these practices</p>	Academic Support Program	10/01/2018	05/23/2019	\$5000	Title I Schoolwide	Administrative Team and Lead Teachers
Activity - Literacy Summer Institute SREB	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Literacy Summer Institutes:</p> <p>A. Identified teacher leaders from ELA, Science, Social Studies will attend a four-day leadership institute. SREB literacy consultants will train these staff members in coaching techniques and involve them in the delivery of future professional development. (June 4-7)</p> <p>B. ELA, Social Studies, Science and elective teachers will attend a five-day literacy institute facilitated by SREB. (July 16-20)</p>	Academic Support Program	10/01/2018	07/22/2019	\$0	Title I Schoolwide	Administrative Team and Lead Teachers

Goal 3: 2018-2019 Support The Whole Child. We will identify barriers that effect teaching and learning with the alignment of support systems to address barriers to create a positive learning environment that is conducive to learning.

Measurable Objective 1:

collaborate to implement a comprehensive learning support system providing behavior program, services, and interventions for all student by 05/23/2019 as measured by a 3% decrease in the area of defiance as measured by office referrals..

Strategy 1:

Rtl Intervention Supports - Implement schoolwide PBIS activities that will target improving student academics and behavior will occur throughout the school year.

Category: Develop/Implement Learning Supports

Activity - Tier II and Tier III Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide Tier 1 and 2 instruction by engaging in the strategic teaching process. The process includes: one or more daily outcomes, based on state standards; everyday instructional practices (chunking/breaking text into small manageable pieces) and student discussion of concepts; purposeful learning structure (before, during and after activities); explicit instruction ("I do", "We do", "Y'all do", "You do"); and implement the five components of literacy (TWIRL-talk, write, investigate, read, listen)	Academic Support Program	10/01/2018	05/23/2019	\$0	No Funding Required	Administrative Staff and teachers

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Brewbaker Middle School will incorporate Positive Behavior Intervention Supports program for all students to address behavior, attendance and social or emotional issues.	Academic Support Program, Behavioral Support Program	10/01/2018	05/23/2019	\$0	No Funding Required	Mrs. T. Jones and the PBIS team

Goal 4: 2018-2019 A High Reliable Organization (HRO) and High Performance Organization (HPO). We will significantly improve internal and external stakeholders satisfaction and perception by focusing on the delivery of high quality service.

Measurable Objective 1:

collaborate to develop and implement best practices to increase parent and community involvement by 05/23/2019 as measured by A 10% participation rate in all parent and community involvement activities based on current student enrollment.

Strategy 1:

Increase Parental Involvement and Engagement - There will be various activities that will encourage and promote effective communication and increase involvement with parent and community members throughout the school year.

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

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Brewbaker Middle School

Brewbaker Middle School will host quarterly parent meeting, Active PTSA, quarterly academic and behavior celebration, and monthly community association meeting	Parent Involvement	10/01/2018	05/23/2019	\$0	Title I Part A	Counselors and Administrators
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Measurable Objective 2:

collaborate to increase instructional best practices through on-going school and district level professional development. by 05/23/2019 as measured by instructional rounds using the ELEOT tool and teacher effectiveness evaluations..

Strategy 1:

Increase Best Practices Professional Development - cxbvxcv

Category: Develop/Implement College and Career Ready Standards

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff participate in weekly professional development during common planning time. Every Tuesday and Thursday of each week, teachers and staff meet to collaborate and analyze student data, lesson plans, assessments, and areas of support. Additionally, the ILT team creates a monthly academic calendar to provide a focus for CPT meetings.	Academic Support Program	10/01/2018	05/23/2019	\$0	No Funding Required	All teachers and staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Restorative Justice	Implement system of learning supports by focus areas to include student interventions, classroom enrichment, school transitions and crisis prevention to provide prevention for all, intervention for some and intensive support for a few.	Behavioral Support Program	08/13/2018	05/23/2019	\$500	Principal, Assistant Principal, Counselors, Teachers, and Instructional Aide for Behavior
Total					\$500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier II and Tier III Interventions	Teachers will provide Tier 1 and 2 instruction by engaging in the strategic teaching process. The process includes: one or more daily outcomes, based on state standards; everyday instructional practices (chunking/breaking text into small manageable pieces) and student discussion of concepts; purposeful learning structure (before, during and after activities); explicit instruction ("I do", "We do", "Y'all do", "You do"); and implement the five components of literacy (TWIRL-talk, write, investigate, read, listen)	Academic Support Program	10/01/2018	05/23/2019	\$0	Administrative Staff and teachers
Intervention and Small Group	Create a Math Intervention Class to support school based RTI Tier II and Tier III students identified per Scantron Performance Series data. We will use the blended learning model as well as Edgenuity.	Academic Support Program	10/01/2018	05/23/2019	\$0	All math teachers and intervention teachers
Intervention and Small Group	Create a Math Intervention Class to support school based RTI Tier II and Tier III students identified per Scantron Performance Series data. We will use the blended learning model as well as Edgenuity.	Academic Support Program	10/01/2018	05/23/2019	\$0	ELA teachers and intervention teachers

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Brewbaker Middle School

Effective Questioning Strategies	All math teachers are required to ask and prompt students to ask DOK 3 and DOK 4 level questions throughout the daily lesson. Scaffold questions for students who need additional assistance. Teachers should be scripting all questions during lesson planning. The admin team will provide continuous training to all math teachers on effective questioning.	Academic Support Program	10/01/2018	05/23/2019	\$0	Admin Team, Accountability Partner, and math teachers
Professional Development	Teachers and staff participate in weekly professional development during common planning time. Every Tuesday and Thursday of each week, teachers and staff meet to collaborate and analyze student data, lesson plans, assessments, and areas of support. Additionally, the ILT team creates a monthly academic calendar to provide a focus for CPT meetings.	Academic Support Program	10/01/2018	05/23/2019	\$0	All teachers and staff
Text Dependent Questioning	Teachers will use text dependent questioning strategies to increase reading proficiency and comprehension. All reading teachers are required to ask and prompt students to ask DOK 3 and DOK 4 level questions throughout the daily lesson. Scaffold questions for students who need additional assistance. Teachers should be scripting all questions during lesson planning. The admin team will provide continuous training to all reading teachers on effective questioning.	Academic Support Program	10/01/2018	05/23/2019	\$0	ELA teachers
PBIS	Brewbaker Middle School will incorporate Positive Behavior Intervention Supports program for all students to address behavior, attendance and social or emotional issues.	Academic Support Program, Behavioral Support Program	10/01/2018	05/23/2019	\$0	Mrs. T. Jones and the PBIS team
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parental Involvement	Brewbaker Middle School will host quarterly parent meeting, Active PTSA, quarterly academic and behavior celebration, and monthly community association meeting	Parent Involvement	10/01/2018	05/23/2019	\$0	Counselors and Administrators
Total					\$0	

Title I Schoolwide

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

Brewbaker Middle School

Powerful Literacy Practices	Selected teachers in all content areas will implement Powerful Literacy Practices in their daily lessons. These practices include: <ul style="list-style-type: none"> • Literacy-based assignments • Lesson Sequence • Learning Targets • Literacy Strategies • Student Discourse • Formative assessment and feedback SREB literacy coach will provide 6 days of job-embedded coaching throughout the school year to support teachers in implementing these practices	Academic Support Program	10/01/2018	05/23/2019	\$5000	Administrative Team and Lead Teachers
Powerful Mathematical Practices	Selected math teachers will implement Powerful Mathematics Practices in their daily lessons. These practices include: <ul style="list-style-type: none"> • Ensure a balanced approach to teaching math • Engage students in assignments that matter • Utilize questioning and feedback for deeper understanding • Use formative assessment data • Foster a classroom environment that supports student ownership SREB math coach will provide 6 days of job-embedded coaching throughout the school year to support teachers in implementing these practices.	Academic Support Program	10/01/2018	05/23/2019	\$5000	Administrative Staff and Lead Teachers
Literacy Summer Institute SREB	Literacy Summer Institutes: A. Identified teacher leaders from ELA, Science, Social Studies will attend a four-day leadership institute. SREB literacy consultants will train these staff members in coaching techniques and involve them in the delivery of future professional development. (June 4-7) B. ELA, Social Studies, Science and elective teachers will attend a five-day literacy institute facilitated by SREB. (July 16-20)	Academic Support Program	10/01/2018	07/22/2019	\$0	Administrative Team and Lead Teachers
Mathematical Summer Institutes SREB	: Mathematical Summer Institutes A. Identified teacher leaders from each level of math will attend a four day leadership institute. SREB math consultants will train these staff members in coaching techniques and involve them in the delivery of future professional development. (June 4-7) B. Sixth, seventh and eighth-grade teachers will attend a five-day literacy institute facilitated by SREB. (July 16-20)	Academic Support Program	10/01/2018	07/22/2019	\$0	Administrative Team and Lead Teachers
Total					\$10000	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	No	Used AdvancED student/staff/parent survey data from 2017-2018	

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?

Purpose Direction of School and School Leadership

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

Purpose and Direction

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

Teaching and Assessment

Areas in Need of Improvement

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

School governing body

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

School governing body

What are the implications for these stakeholder perceptions?

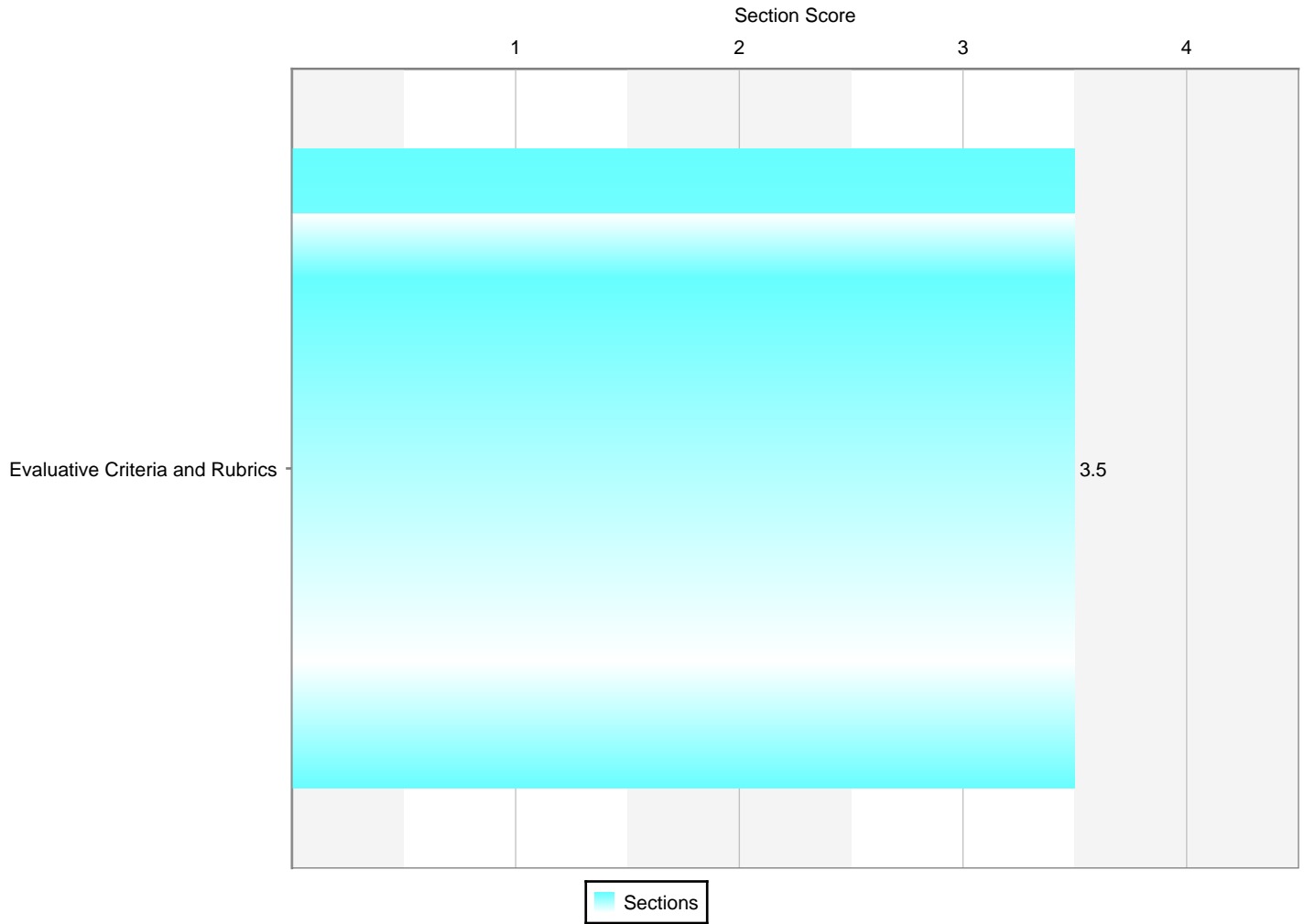
We will continue to work to become the best middle school in MPS. We will embody our school's mission and vision statement to maintain and improve on our stakeholders' perceptions.

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

School governing body

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

The comprehensive needs of Brewbaker Middle School were determined after several meetings with district leaders, building leaders, teachers, support staff, students and parents. With the arrival of a new principal, a lot of conversations have taken place to help build a picture of what is working and what is not. There is still a gap in the instructional practices based on the 2017-2018 Performance Series test data and daily classroom observations.

What were the results of the comprehensive needs assessment?

Culture and Climate needs to be enhanced to make it a place where teachers and students enjoy being. Students need a clear message regarding the daily expectations.

Teachers need support in determining instructional strategies that will move their instruction from lecturer to instructional facilitator. Effective professional development is needed to help make this instructional move.

Professional development is needed for students and teachers around effective classroom management tactics for teachers and students. Parenting classes are needed to coach parents on effective ways to parent middle school students, interact positively within the school environment, and effective communication skills.

Areas of academic growth were identified in the subjects of Reading and Math.

What conclusions were drawn from the results?

It was concluded that attention must be paid to the improvement of all subject areas with particular attention given to Math and Reading. The integration of instructional practices that increases student learning at a higher level (DOK 2 and above).

Parenting classes that address the immediate needs of parents to help them get the best out of their children and the school. Parents need support in raising successful middle school children.

A PBIS program that is embraced by stakeholders is needed immediately to support students that are doing what is right all the time and challenge those who may not to stay on the right path.

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

As a result of the needs assessment, we were able to conclude that our stakeholders have a high level of confidence in our processes and procedures. Our student population has an extremely high population of low performing students, but our stakeholders believe that we can yield amazing results when we are intentional in all of our actions.

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

The school goals address the improvement of English, Reading, Math, Technology Integration, and instruction as it relates to the areas of growth in the improvement plan.

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

The school goals demonstrate a need for targeted assistance as defined by student and school data from state assessments, enrollment and other sources.

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

The goals address student achievement for all student in the school by providing instructional supplies and materials, enhanced student learning experiences/field trips, as well as customized academic support for students. Students will be given whole class, small group and individualized instruction.

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

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

Goal 1:
Ready for College and Career. We will ensure our students graduate college and career-ready by inspiring all students to successfully pursue multiple college and career paths.

Measurable Objective 1:
increase student growth by 3% in reading for all students on grade level by 05/14/2018 as measured by classroom based assessments, student work samples, Scantron fall to spring growth target grade level gains, .

Strategy1:
TP: 1, 3, 4, 6 Reading Intervention Effective Standards Based Instruction-Professional Development HQI #1,2,3 - Teachers will provide instruction in reading on a daily basis by teaching the standards to fidelity and monitoring student progress through the use of various assessments. The literacy coach will provide side by side coaching to identified teachers to provide reading intervention strategies.
Category: Develop/Implement College and Career Ready Standards
Research Cited:

Activity - Reading Intervention Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a Reading Intervention class to support school based RTI tier 3 students	Academic Support Program	08/21/2017	05/28/2018	\$48000 - General Fund	Adrienne Stovall

Activity - (30-60-90: 8/21-11/30/2017) Brewbaker Middle School Intervention Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*30 Day-Develop reading intervention program *60 Day-Review data from Scantron *60 Day-Create and implement a teacher observation schedule *60 Day-Conduct walkthroughs using ELEOT *60 Day-Conduct grade level data meetings *60 Day-Levelized students to receive reading intervention *90 Day-Review report card data *90 Day-Analyze Compass Learning data from usage reports	Academic Support Program	08/21/2017	05/14/2018	\$0 - Title I Part A	Administrators, Literacy Coach, and Monica McCord

Measurable Objective 2:
increase student growth by 2% in math of all student on grade level by 05/14/2018 as measured by classroom based assessment, student

work samples, Scantron Performance Series Exam from fall to spring grade level estimate..

Strategy1:

TP: 1, 3, 4, 6 Math Intervention Effective Standards-Based Instruction-Professional Development HQI # 1, 2, 3 - Teachers will provide tier 2 and tier 3 intervention to identified students based on teacher observations during instruction and the results of informal and formal assessments.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - (30-60-90: 8/21-11/30/17) Brewbaker Middle School Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*30 Day-Develop school based tier to intervention program in math *60 Day-Review data from Scantron *60 Day-Create and implement a teacher observation schedule *60 Day-Conduct walkthroughs using ELEOT *60 Day-Conduct grade level data meetings *90 Day-Review report card data *90 Day-Analyze Compass Learning data from usage reports	Academic Support Program	08/21/2017	05/14/2018	\$0 - Title I Part A	Administrators, teachers, literacy coach, and Monica McCord

Activity - Math Intervention Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a Math Intervention Class to support school based RTI tier 3 students identified per Scantron Performance Series data	Academic Support Program	08/21/2017	05/28/2018	\$48000 - General Fund	Alicia Dixon

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

Increase Math proficiency

Measurable Objective 1:

A 8% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency , in Mathematics by 05/28/2015 as measured by ACT ASPIRE, Global Scholar, progress reports, report cards and promotion and retention records for the 2014-2015 school year..

Strategy1:

Strategic Teaching - Teacher will use bell ringer or warm-up to reinforce and/or re-teach least mastered standards. Use small group and/or cooperative learning activities at least every three weeks. Teachers will include before, during, and after strategies in lessons.

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Brewbaker Middle School

Category:

Research Cited: ARI

CCRS

Activity - Response to Instruction (RTI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive Tier II and Tier III remediation during designated time during the day (enrichment period) and during regular classroom instruction through the use of centers and small group instruction	Academic Support Program	10/13/2014	05/18/2015	\$0 - No Funding Required	Cameron E. Whitlow, Principal BMS Faculty

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction. Students will engage in weekly math activities in math and science courses through the 2014-2015. The math department will create ten math problems that will be taught in both math and science classes.	Academic Support Program	10/14/2014	05/14/2015	\$0 - No Funding Required	Angel Jones Shunda Howard Alicia Dixon

Activity - Benchmark Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Benchmark testing using Global Scholar; all Students will be given Global Scholar achievement series once every nine weeks.	Academic Support Program	09/03/2014	05/20/2015	\$0 - District Funding	Principal--Cameron. Whitlow Building Test Coordinator-- Mary Young

Strategy2:

Co-Teaching - Teachers will collaborate with the special education teachers to plan effective lessons that include CCRS standards and co-teaching. Teachers will meet weekly with the literacy coach to plan lessons as well.

Category:

Research Cited: Co-Teaching

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet weekly with the literacy coach and their content departments.	Academic Support Program	10/01/2014	05/12/2015	\$0 - No Funding Required	Sophia White, Literacy Coach

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

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

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

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

Goal 1:

Technology Goal 1: Engage and Empower the Learner Through Technology

Measurable Objective 1:

collaborate to have 70% of students demonstrating creative and critical thinking expertise, and effective collaborative communication skills by developing innovative products and processes using technology in a variety of learning environments by 05/29/2020 as measured by final student products/ performance that demonstrate mastery of State Course of Study standards and classroom observations.

Strategy1:

Learning Outcomes and Environments - Provide professional development opportunities for teachers that include best practices for integrating the effective use of technology into the curriculum. Provide Professional Learning Train-the-Trainer and End-User training that promotes professional growth in the use of current and transformative technologies and digital content specifically geared to engage learners and improve student achievement. District Technology Instructors, will continue to provide training to the Technology Coordinators on scheduled days. The technology Coordinators will then use and turn around the training for use with teachers and students.

Category: Develop/Implement Professional Learning and Support

Research Cited: (NETS-S 6, CCRS Literacy Standards; Plan2020 p. 14, 54)

Activity - Technology Professional Development Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development opportunities for teachers that include best practices for integrating the effective use of technology into the curriculum. Provide Professional Learning Train-the-Trainer and End-User training that promotes professional growth in the use of current and transformative technologies and digital content specifically geared to engage learners and improve student achievement. District Technology Instructors, will continue to provide training to the Technology Coordinators on scheduled days. The technology Coordinators will then use and turn around the training for use with teachers and students.	Professional Learning Technology	08/02/2017	05/29/2020	\$0 - No Funding Required	Technology Coordinator

Measurable Objective 2:

demonstrate a behavior 80% of students use critical thinking skills to plan and conduct research, prepare reports, complete assignments and projects, solve problems, and make informed decisions individually and collaboratively using appropriate digital tools and resources by 05/31/2018 as measured by classroom/student observations.

Strategy1:

professional development on critical thinking activities - Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate critical thinking, research, and problem-solving skills using technology.

Category:

Research Cited: NETS-S 4, CCRS Literacy Standards; Plan2020 p. 14, 26, 54

Activity - Challenge Based Lessons Using Tech	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate critical thinking, research, and problem-solving skills using technology.	Professional Learning	08/10/2015	05/27/2016	\$0 - No Funding Required	District Technology Staff, Technology Coordinator, Building Department Heads, and Administrators.

Measurable Objective 3:

demonstrate a behavior 80% of students use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information by 05/15/2018 as measured by student portfolios, classroom/student observations, and final products.

Strategy1:

Professional Development - Provide professional development opportunities for teachers to develop strategies that incorporate the use of digital tools into the daily curriculum.

Category:

Research Cited: NETS-S 3, CCRS Literacy Standards; Plan2020 p. 14, 54

Activity - Digital Tools Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development opportunities for teachers to develop strategies that incorporate the use of digital tools into the daily curriculum.	Professional Learning	08/10/2015	05/27/2016	\$0 - No Funding Required	Technology Coordinator, District Technology Staff, Building Level Department Heads and Administrators

Measurable Objective 4:

demonstrate a behavior of 85% of students understanding human, cultural, societal issues, and personal responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom by 05/24/2019 as measured by Classroom/student observations.

Strategy1:

Professional Learning - Our teachers will be provided professional development opportunities to effectively integrate digital citizenship into the daily curriculum.

Category: Develop/Implement Professional Learning and Support

Research Cited: (NETS-S 5, CCRS Literacy Standards; Plan 2020 p. 14, 54)

Activity - Digital Citizenship Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development opportunities will be provided for teachers to effectively integrate digital citizenship into the daily curriculum.	Professional Learning	08/15/2016	05/24/2019	\$0 - No Funding Required	Technology Coordinator, Administrators, and Teachers.

Measurable Objective 5:

demonstrate a proficiency 100% of students will effectively and responsibly use standards-based digital media (e.g., interactives, games, digital cameras, enhanced podcasts, informational materials, apps, social educational networking, and learning management systems, etc.) by 05/15/2018 as measured by Lesson will be taught by teachers and submitted to EDTECH. Students will sign the MPS AUP and will be monitored locally and the EDTECH office..

Strategy1:

Social Media Program - 2.Expand accessibility and quantity of free, high-quality, engaging, standards-based, digital media resources for students.

Category:

Research Cited: NETS-S 2, CCRS Literacy Standards; Plan2020 p. 14, 24, 26, 54, 78-79

Activity - What's the Problem?	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student will be view a PowerPoint presentation on cyberbullying and some of its negative effects.	Technology	08/19/2013	11/29/2013	\$0 - No Funding Required	Principal, Technology Coordinator, and Teachers

Measurable Objective 6:

demonstrate a proficiency where 70% of Students will demonstrate a sound understanding of technology concepts, systems, and operations by 05/28/2021 as measured by Student portfolios, Classroom/student observations, and Implementation of Courses of Study as noted in Lesson Plans.

Strategy1:

Technology Integration Across the Curriculum - We will utilize various software programs and digital tools with our students so they will be familiar the many operating components of computers and how to utilize basic programs.

Category: Develop/Implement Learning Supports

Research Cited: NETS-S 6, CCRS Literacy Standards; Plan2020 p. 14, 54.

Activity - Technology Integration Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate critical thinking, research, and problem-solving skills using technology across the curriculum.	Professional Learning Technology	08/01/2018	05/28/2021	\$0 - No Funding Required	Teachers, Technology Coordinator, Principal and District Ed. Tech staff

Goal 2:

Technology Goal 2: Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students.

Measurable Objective 1:

collaborate to 100% of teachers plan and implement authentic learning experiences whereby students incorporate digital tools and resources to maximize learning in real-world contexts preparing students for school, careers, and adulthood by 07/17/2017 as measured by online student portfolios, classroom/student observations, final student products, and implementation of course of study lesson plans.

Strategy1:

Online Resources - Provide a portal of best practice lessons, web resources, and experiences that provide teachers/students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes - using technology.

Category:

Research Cited: Adapted from NETS-Teachers 2a-2d; Adapted from NETS•Students 4a-4d; AQTS-D.1, D.2; Plan2020, p. 30, 14, 29, 33, 54, 58-59, 78-80

Activity - Teacher training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train 6-8 grade teachers through web resources, train-the-trainer, and end-user training, focused on providing students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology.	Technology	08/18/2014	07/17/2017	\$5000 - Title I Schoolwide	Technology committee, Principal, core class department heads.

Measurable Objective 2:

demonstrate a behavior of 85% of teachers continuously improving their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital content and technology tools by 05/29/2020 as measured by Transform2020 Survey results: Teachers, Students, School Leaders, Parents.

Strategy1:

Professional Development - Training will be provided for teachers on the effective use of digital content, technology tools, and resources.

Category: Develop/Implement Professional Learning and Support

Research Cited: Adapted from NETS-Teachers 5a-5d; ALQTS 3–D-1, 3-D-2; Plan 2020, p. 23, 29-30, 58, 78-79

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will be provided on the effective use of digital content, technology tools, and resources	Technology Professional Learning	08/02/2017	05/29/2020	\$0 - No Funding Required	Technology Coordinator

Measurable Objective 3:

collaborate to ensure 100% of teachers exhibit knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society by 05/31/2018 as measured by EducateAlabama Report.

Strategy1:

Teach the teacher professional development - Provide professional development opportunities for teachers to learn from other teachers through the use of various safe and appropriate collaborative applications as well as Internet-based educational social media.

Category:

Research Cited: Adapted from NETS•Teacher 1d, 3a-3d, 4d, 5a-5d; AQTS-3-D-1, 3-D-2; Plan 2020, p. 23, 29-30, 58-59, 100

Activity - Teach the Teacher Tech	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development opportunities for teachers to learn from other teachers through the use of various safe and appropriate collaborative applications as well as Internet-based educational social media.	Professional Learning	08/10/2015	05/27/2016	\$0 - No Funding Required	Technology Coordinator, Building Department Heads

Measurable Objective 4:

collaborate to 100% of teachers will use technology/digital resources to provide standards-based instruction/authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning, creativity/innovation. by 05/23/2017 as measured by • Principals report teachers using Classroom/Student Observation Tools .

Strategy1:

From Static to Dynamic Content - 5. Provide Professional Learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered by devices that engage, challenge, and empower students to learn in various ways.

Category:

Research Cited: Adapted from NETS•Teachers 1a-1d; ALQTS-3-D-1, 3-D-2, 3-D-3, 3-D-4; Plan 2020, p. 26, 29-30, 58-59, 78-80

Activity - SMART Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using an interactive white board in the classroom to drive content.	Technology	08/19/2013	05/23/2014	\$0 - No Funding Required	District Technology Instructor, Technology Coordinator

ACIP

Brewbaker Middle School

Activity - Technology Purchases	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will be purchasing technology equipment as needed for teachers to better integrate technology in the classrooms.	Technology	08/10/2017	08/01/2018	\$7385 - State Funds	Technology Coordinator

Measurable Objective 5:

collaborate to have 100% of teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices by 05/24/2019 as measured by LEA/School Technology/Internet Use Policy signed by teachers indicating agreement (handbook, online, contract, other documents, etc.).

Strategy1:

Professional Learning - We will provide digital resources to teachers that explain the legal and ethical uses of technology including the dangers of cyberbullying, the cost of copyright piracy and plagiarism, and how to protect one's privacy.

Category: Develop/Implement Professional Learning and Support

Research Cited: (Adapted from NETS-Teachers 4a-4d; ALQTS-5-E-2, 5-E-4; Plan 2020 p. 23, 29, 58-59, 100)

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A professional learning opportunity will be provided where we provide digital resources to teachers that explain the legal and ethical uses of technology including the dangers of cyberbullying, the cost of copyright piracy and plagiarism, and how to protect one's privacy.	Professional Learning	08/15/2016	05/24/2019	\$0 - No Funding Required	Administrators, District Educational Technology Staff and the school Technology Coordinator.

Measurable Objective 6:

collaborate to have 100% of Instructional Leaders inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization by 05/28/2021 as measured by Technology Inventory reports and Transform2020 School and District Technology Survey results: Teachers, Students, School/District Leaders, Parents.

Strategy1:

Technology Professional Development - Develop and disseminate a variety of methods and formats for providing high-quality professional development, such as online, face-to-face, professional learning communities, etc.

Category: Develop/Implement Professional Learning and Support

Research Cited: (Adapted from NETS-Administrators 1a-1d; ALSIL-6.2, 6.3, 6.4, 6.6; Plan 2020, p. 59-60)

Activity - Technology Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leaders will plan professional development opportunities for teachers on the effective use of digital content, technology tools, and resources.	Professional Learning Technology	08/01/2018	05/28/2021	\$0 - No Funding Required	School Leaders, Technology Coordinator, Teachers

Goal 3:

We will engage all learners through a high quality tiered instruction aligned to college and career standards instruction and assessment designed to support student growth and achievement

Measurable Objective 1:

A 5% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency that shows all students have been exposed to the Alabama College and Career Standards in Mathematics by 05/02/2016 as measured by ACT Aspire 2013-2014 baseline data and identified by Global Scholar Performance Series (GS). Students will show growth within GS from the fall/winter and winter spring assessments.

Strategy1:

TP1, 3, 4, 5, 6, 7: Implement CCRS in Math - Teachers will use grade level standards, bell ringers/starters to reinforce all Alabama College and Career Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement small group and/or cooperative learning activities weekly; teachers will include before, during and after strategies to support student growth.	Academic Support Program Direct Instruction	09/01/2015	05/31/2016	\$0 - No Funding Required	Brewbaker Middle School Teachers Brewbaker Middle School Leadership Montgomery Public Schools Central Support Team Alabama Reading Initiative Alabama Math Science and Tehnology Institute

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in small group instruction on AL CCRS standards in a small group setting provided by the Academic Interventionist on a weekly basis. Math teachers will identify students who will benefit from additional academic support in math .	Academic Support Program	09/01/2015	05/31/2016	\$0 - No Funding Required	Shunda Howard Angel Jones Brenda McNeely Tynisa Williams O. Shypil Brewbaker Middle School Teachers Brewbaker Middle School Leadership Montgomery Public Schools Central Support Team Alabama Reading Initiative Alabama Math Science and Tehnology Institute

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Brewbaker Middle School

Activity - Inquiry Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase the use of constructed responses during daily instruction.	Direct Instruction Academic Support Program	09/01/2015	05/31/2016	\$0 - No Funding Required	Brewbaker Middle School Teachers Brewbaker Middle School Leadership Montgomery Public Schools Central Support Team Alabama Reading Initiative Alabama Math Science and Tehnology Institute

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will be provided to address math through the implementation of grade level data meetings and collaborative planning.	Academic Support Program	09/01/2015	05/31/2016	\$0 - No Funding Required	Sophia White Brewbaker Middle School Teachers Brewbaker Middle School Leadership Montgomery Public Schools Central Support Team Alabama Reading Initiative Alabama Math Science and Technology Institute

Strategy2:

TP 1, 3, 4, 6, 7: Implement Co-Teaching Models - Teachers will collaborate with SPED teachers to plan effective lessons that meets the instructional needs of each student identified with an individualized education plan and provide standards based instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Collaborative Planning/Curriculum Team Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet at least on a weekly basis to develop comprehensive lessons that supports special needs students taught in the inclusion environment. SPED teacher will review lessons and provide feedback to ensure proper implementation of IEP accommodations.	Professional Learning	09/01/2015	05/31/2016	\$0 - No Funding Required	General Education Teachers SPED Teachers Cameron Whitlow Michael Gibbs Tara Diggs

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General education teacher will plan with SPED teacher to plan effective lessons that meets the instructional needs of identified SPED students.	Academic Support Program	09/01/2015	05/31/2016	\$0 - No Funding Required	Brewbaker Middle School Teachers Brewbaker Middle School Leadership Montgomery Public Schools Central Support Team Alabama Reading Initiative Alabama Math Science and Technology Institute

Measurable Objective 2:

A 3% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th SY 2018-2019

to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency that shows students have been exposed to the Alabama College and Career Standards in Reading by 05/31/2016 as measured by ACT Aspire 2013-2014 baseline data and identified by Global Scholar Performance Series (GS). Students will show growth within GS from the fall/winter and winter spring assessments.

Strategy1:

TP #1, 3, 4, 5, 6, 7 Implement CCRS in Reading - Teachers will use grade level standards, bell ringers/starters to reinforce all Alabama College and Career Standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Increase Depth of Knowledge Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase depth of knowledge instructional practices on a daily basis by using the DOK level 2 and 3 question stems to increase rigor and instruction.	Direct Instruction	10/13/2015	05/31/2016	\$0 - No Funding Required	Brewbaker Middle School Teachers Brewbaker Middle School Leadership Montgomery Public Schools Central Support Team Alabama Reading Initiative Alabama Math Science and Technology Institute

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement small group and/or cooperative learning activities weekly; teachers will include before, during and after strategies to support student growth.	Academic Support Program	09/01/2015	05/31/2016	\$0 - No Funding Required	Brewbaker Middle School Teachers Brewbaker Middle School Leadership Montgomery Public Schools Central Support Team Alabama Reading Initiative Alabama Math Science and Technology Institute

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in small group instruction focusing on AL CCRS on a weekly basis. English Language Arts teachers will identify students who will benefit from additional academic support in reading.	Academic Support Program	10/09/2015	05/31/2016	\$0 - No Funding Required	Brewbaker Middle School Teachers Brewbaker Middle School Leadership Montgomery Public Schools Central Support Team Alabama Reading Initiative Alabama Math Science and Technology Institute

ACIP

Brewbaker Middle School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will be provided to address math through the implementation of grade level data meetings and collaborative planning.	Academic Support Program	09/01/2015	05/31/2016	\$0 - No Funding Required	Brewbaker Middle School Teachers Brewbaker Middle School Leadership Montgomery Public Schools Central Support Team Alabama Reading Initiative Alabama Math Science and Technology Institute

Strategy2:

TP 1, 3, 4, 6, 7: Implement Co-Teaching Models - Teachers will collaborate with SPED teachers to plan effective lessons that meets the instructional needs of each student identified with an individualized education plan and provide standards based instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Collaborative Planning/Curriculum Team Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet at least on a weekly basis to develop comprehensive lessons that supports special needs students taught in the inclusion environment. SPED teacher will review lessons and provide feedback to ensure proper implementation of IEP accommodations.	Professional Learning	09/01/2015	05/31/2016	\$0 - No Funding Required	General Education Teachers SPED Teachers Cameron Whitlow Michael Gibbs Tara Diggs

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
General education teacher will plan with SPED teacher to plan effective lessons that meets the instructional needs of identified SPED students.	Academic Support Program	09/01/2015	05/31/2016	\$0 - No Funding Required	Brewbaker Middle School Teachers Brewbaker Middle School Leadership Montgomery Public Schools Central Support Team Alabama Reading Initiative Alabama Math Science and Technology Institute

Goal 4:

Improve mathematics and reading outcomes by implementing CCRS based instruction and a school wide math/reading intervention program.

Measurable Objective 1:

A 1% increase of All Students will increase student growth towards grade level standards in Mathematics by 05/11/2018 as measured by 2016-2017 Scantron Performance Series .

Strategy1:

Standards Based Instruction - Teachers will developed standards based lesson plans to address all learners.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Montgomery Public Schools Instructional Framework 2017-2018

Activity - School Wide Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School based reading and math intervention via Scantron Achievement Series	Academic Support Program	08/21/2017	05/11/2018	\$9000 - District Funding	Cameron Whitlow-Principal Michael Gibbs-Asst. Principal Tara Pickett-Asst. Principal Monica McCord-Invention Specialist/Classroom Teacher BMS Teachers-Instruction/Intervention

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

Goal 1:

To increase the academic achievement of ESL/EL students in reading and speaking English.

Measurable Objective 1:

A 5% increase of English Learners students will demonstrate a proficiency in reading in English Language Arts by 05/13/2016 as measured by progress reports and report cards..

Strategy1:

TP #1, 2, 3, 4, 5, 6, 7 Language Arts Concepts - Conduct teacher and parent meetings to plan and discuss current comprehension levels.

Teachers will provide modifications for all ESL/ELL students.

Category: Develop/Implement College and Career Ready Standards

Research Cited: WIDA Standards: WIDA ELP Standards Standard 1: ELLs communicate for social and instructional purpose within the school setting.

Activity - Response to Instruction (RTI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive Tier II and Tier III remediation during designated time during the day (enrichment period) and during regular classroom instruction through the use of centers and small group instruction	Academic Support Program	09/01/2015	05/31/2016	\$0 - No Funding Required	Brewbaker Middle School Teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in pull out sessions in order to provide small group instruction for less English speaking proficient students.	Academic Support Program	09/01/2015	05/31/2016	\$0 - No Funding Required	Elizabeth Howard

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

N/A

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

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

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

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

We conduct a comprehensive hiring process with oversight from human resources that ensures we only hire certified staff. Once on campus, we provide school based job embedded professional development to address student academic deficits and improve instructional practices.

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

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

We replaced 8 teachers from last year.

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

>1 year of experience - <23 years of experience

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

NA

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

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

Throughout the school year we continually refine our professional development plan to meet the needs and address school based deficits.

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

ELEOT Professional Development
Blended Learning Professional Development
Effective Questioning Professional Development
Formative Assessment Professional Development
Google Classroom Professional Development
Performance Series Data Dive
Culture and Climate Professional Development
Classroom Management Professional Development

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

First year teachers are paired with an experienced teacher for professional support. These pairs participate in the district mentor program. We also have curriculum teams that is made of experienced teachers. These teachers provide additional mentoring and peer support to teachers with fewer than 5 years of experience.

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improved results in instructional practices and student performance.

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

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

Goal 1:

We will engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.

Measurable Objective 1:

A 5% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency that shows in Reading by 05/26/2016 as measured by ACT Aspire and Global Scholar.

Strategy1:

Higher order - L

Category:

Research Cited:

Activity - Literacy Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
[p]	Academic Support Program	08/17/2015	09/25/2015	\$0 - Other	Teachers

Goal 2:

Support The Whole Child. We will identify barriers that effect teaching and learning with the alignment of support systems to address barriers to create a positive learning environment that is conducive to learning.

Measurable Objective 1:

collaborate to implement a comprehensive learning support system providing behavior program, services, and interventions for all student by 11/30/2017 as measured by a 1% decrease in the area of defiance as measured by office referrals..

Strategy1:

TP: 1, 2, 4, 6, Implement a Behavior Intervention System - Implement schoolwide PBIS activities that will target improving student behavior will occur throughout the school year.

ACIP

Brewbaker Middle School

Category: Develop/Implement Learning Supports

Research Cited:

Activity - (30-60-90: 8/14-11/30/1716) Positive Behavior Intervention System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*30 Day -Provide professional development on PBIS to all teacher and staff members *60 Day-Create a PBIS school calendar for 2017-2018 that is focused on specific school data. *90 Day-Review student school discipline, office referrals, and attendance data to determine if the PBIS implementation is effective or needs to be amended.	Behavioral Support Program	08/14/2017	05/14/2018	\$0 - Title I Part A	Brewbaker Middle School Faculty, Staff, Internal and External Stakeholders.

Activity - (30-60-90:8/22-11-28-16) Response to Intervention (Rtl)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
30 day: Provide professional development to all teachers and staff members. 30 day: Develop schoolwide Rtl plan and procedures 60 day: Implement schoolwide Rtl plan 60 day: Monitor for implementation of Rtl through classroom observations 90 day: Evaluate the implementation of Rtl implementation	Behavioral Support Program	08/22/2016	11/28/2016	\$0 - Title I Part A	Administrators, Teachers

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

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

The school based leadership team is composed of teachers who use data from student assessments and an examination of professional practice. School personnel monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessment are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.

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

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

Teachers sometimes use instructional strategies that required collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teacher sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

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?

We have developed a school base comprehensive intervention plan that immediately address student achievement towards state standards in reading and math. We also have tier three school based intervention classes in reading and math.

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.

RAMP will provide academic support and reinforcement of academic skills beyond the regular school day.

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.

Students who are identified Migrant, ELL, SpED or homeless are provided all school services without cost and necessary learning supports to address their needs.

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.

Curriculum and learning experiences in each course/class provide students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. The school leadership team supports a an opportunity for students to participate in a unique after school learning program to address struggling learners, students who need additional help, and homework completion.

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

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

Brewbaker Middle School uses allocated federal, state, and local programs to include Title 1, state allocated teaching units, and local funds to support our school vision.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

NA

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

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

Brewbaker Middle School school wide program is a comprehensive reform strategy designed to upgrade the entire educational program of the school; its primary goal is to ensure that all students, particularly those who are low-performing, demonstrate proficient and advanced levels of achievement on College and Career Readiness Standards. The emphasis in school wide programs is to serve all students, improving all structures that support student learning and combining all resources, as allowed, to achieve a common goal.

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?

Brewbaker Middle School evaluates annually the outcomes and the plan's implementation to determine whether the academic achievement of all students via state and district assessment reviews.

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?

Brewbaker Middle School undertakes a specified year long planning process. An updated needs assessment helps stakeholders to identify where needs have changed in the school. The following steps are conducted:

1. establishing a school wide planning team
2. clarifying the vision for reform
3. creating the school profile
4. identifying data sources
5. analyzing data

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

The purpose of the annual review of the school wide program is to ensure that the program described in the school wide plan is implemented as designed and that its implementation has a positive effect on student achievement. The results of the annual review should not be perceived as a sign that the school should start over again with a new plan. Instead, the school should revise its existing plan to incorporate the revisions and reflect a revitalization of the school's commitment to implementing a school wide program that helps all students achieve at high levels.

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	50.0

Provide the number of classroom teachers.

46.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2578064.0

Total

2,578,064.00

Administrator Units

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

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	84000.0

Total

84,000.00

Assistant Principal

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

Provide the number of Assistant Principals.

2

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	121000.0

Total

121,000.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	2.0

Provide the number of Counselors.

2

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	125000.0

Total

125,000.00

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	58000.0

Total

58,000.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	8883.42

Total

8,883.42

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	3257.1

Total

3,257.10

EL Teachers

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

Provide the number of EL Teachers.

1

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	63000.0

Total

63,000.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	8090.0

Total

8,090.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1278.46

Total

1,278.46

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	408924.14

Provide a brief explanation and breakdown of expenses.

Personnel: \$225,078.14
Professional Development: \$22,119.00
Parental Involvement: \$5,724.14
Materials and Supplies: \$25,254.00
Non Capital Equipment: \$26,073.00
Computer Furniture/Fixture: \$8,057.93
Non Capital Audio Visual Equipment: \$2,898.50
Instructional/Non-Instructional Equipment: \$29,954.43
Student Instructional Expenditure: \$7,365.00
Equipment Maintenance: \$4,000.00
Extended Day: \$52,400.00

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

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.

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.

N/A

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	8090.0

Provide a brief explanation and breakdown of expenses.

Funds are used to address the needs of the school wide program.

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

During the first nine weeks of the school year, Brewbaker Middle will hold its annual meeting for parents and stakeholders. Parents are notified of the meeting through various avenues such as flyers, school messenger, progress reports and our school marquee.

Topics discussed:

Continuous Improvement Plan (CIP)

Parental Involvement Section of the CIP (Overview/Distribution)

Title I Program and participation, its services, and parents' rights

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

The leadership and faculty at Brewbaker Middle School have a strong belief in the importance of parental involvement; therefore we put measures in place to offer parent meetings on a flexible schedule. The parent center will be open every day from 8:00 a.m. until 2:45 p.m. for parents to utilize technology resources. Parents are able to schedule conference that meets the needs of their schedule so that as a community we all can meet the needs of our students.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

During Brewbaker Middle School's annual meeting for parents(New Student Orientation, Open House and Title I Parent meeting) during the first nine weeks of school, information will be presented about our Title I program, the curriculum, and forms of academic assessment used. Parents will also learn about the different subjects taught, how to schedule parent-teacher conferences, and how they can participate in decisions related to the education of their child. Parents are always given a copy of the parent/student handbook on the first day of school which provides detailed information on the topics mentioned. Upon the conclusion of the general meeting during open house, parents will be invited to visit their child's classroom and meet their teachers. At this time, teachers will provide additional information on subjects they teach and how students are individually assessed. Parents are always allowed to contact the secretary in the front office and schedule a meeting with the principal, assistant principals, and/or teachers to formulate suggestions and participate in the decisions related to Strategies to

Increase Parental Involvement at Brewbaker Middle School to improve the education of their children. We make an effort to translate communications to assist non-English speaking parents translate communications to assist non-English speaking parents.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

The compacts are developed at the district level. However, parents meet to review and discuss the components of the School-Parent Compact. Parent suggestions are taking into consideration and changes are made when necessary. The compact is reviewed and updated yearly.

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

All Brewbaker Middle School parents will be notified about the review through notices sent home by their child. The notice makes parents aware that the plan is under review, and that a copy of the plan is available for review in the office, and the parent center. It also makes the parents aware that they have a right to give input regarding the revision of the plan. Further, the notice states that after the plan is finished and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school and the school will forward their concerns to the central office at the same time the ACIP is submitted.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

Brewbaker Middle School will accomplish much of this through the annual New Student Orientation, Open House and annual Title I Parent Meeting held during the first nine weeks of school. Parents will receive an overview of the state/local academic assessments. In addition, an explanation will be given regarding the Title I Program, the services offered, and how parents have the right to be involved in their child's education. Following the open house meeting, parents will be given the opportunity to meet their child's teacher and learn about individual class assessments and what their role will be in helping their child succeed.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

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

Brewbaker Middle School's objective is to work diligently to ensure that all parent materials and training is closely aligned with our school's identified goals. BMS has its own parent center in the school available for all parents during the school's hours of operation. The parent center will be open every day from 8:00 a.m. until 2:45 p.m. for parents to utilize resources.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

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

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

Brewbaker Middle School will continue to work with its teachers and office personnel through in-services, faculty meetings, and grade level meetings in understanding/remembering the importance of parental involvement.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

Shall 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)

Our parent resource center will be utilized for this purpose. In addition, the activities and programs scheduled during Parent Visitation Month held in October of each year focuses on these goals.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

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

Our flyers, newsletters, marquee messages, and/or messages via the school messenger system are sent to parents in a format that they can understand.

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

Parents receive the Code of Conduct in Korean and Spanish to include and the schools Title 1 information.