



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 eight with a total student population of 803. Demographically, the population consists of 654 African American, 130 Hispanic, 9 Caucasian, 5 Asian, and 2 Multi-Race students. The sixth grade has 307 students, the seventh grade has 257 students, and the eighth grade has 239 students as of 2017-2018 school year. Following are the elementary feeder schools: Brewbaker Intermediate, Fitzpatrick Elementary, Vaughn Road Elementary, and Dannelly Elementary. 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. Brewbaker Middle School staff consists of the following: one principal, two assistant principals, literacy coach, and 1.5 school counselors, 44 certified classroom teachers (10 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). Classified staff is made up of one full-time registered nurse, 7 special education paraprofessionals, two in-school intervention aides, 5 secretaries, 12 cafeteria workers, and 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's leadership team has remained consistent and has had minimal faculty changes resulting in an improved climate and culture academically, socially, and physically.

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.

Montgomery Public Schools' purpose and direction is: "We will engage, educate and inspire our students to succeed in college, career and beyond." Brewbaker Middle School's vision is: "Every child promoted--every promoted child prepared for high school academically, socially and physically." Our mission statement is: "We as educators will give our time and energy to facilitate learning each day, each class, to every child." We demand excellence in teaching and learning while creating a challenging learning environment that encourages high expectations for success through strategic teaching and differentiated instruction. Our school promotes a safe, orderly, caring and supportive environment. We strive to have our parents, teachers and community members actively involved in our students' learning. Brewbaker Middle School's motto is "Failure is NOT an Option." Every aspect of our educational system advances student learning with an emphasis on ensuring that every child is given the option of success. Following the middle school model concept, Brewbaker Middle School uses the "team approach" at each grade level for better integration of learning across the curriculum and better student-teacher relationships. The administration, faculty, and support staff endeavor to promote acceptable behavior, good citizenship, and the skills needed for future achievement. A discipline plan that ensures an environment that is conducive to learning is maintained in order to provide an equal educational opportunity for all students. This discipline plan encourages self-regulation by students and positive behavior supported by all school personnel. A reward system for "catching students doing the right thing," called Cougar P.A.W.S. (Possessing A Winning Spirit), recognizes students who make good choices and demonstrate random acts of kindness. Addressing the entire school each morning with a story or quote about positive character-building traits is another specific step taken to develop the kind of citizens Montgomery can be proud to claim. We strive for full involvement of families in the education of their children through the following activities: student-parent orientation prior to the beginning of the school year, open house night, PTSA activities to include student honor and recognition programs, and an open-door policy for parents to visit classrooms during school hours. The entire faculty and staff believe that each student is a valued individual with unique physical, social, emotional, and intellectual needs. By nurturing these needs, we believe students are able to learn, achieve, and succeed. The needs of the students are addressed in several ways: students with special needs receive an annual individualized educational plan which is developed with their strengths and needs, students who are struggling academically and/or behaviorally are supported through Response to Instruction (RtI) which measures the students' progress with different interventions. Brewbaker Middle School's student population in the following categories: special education, RTI, and English Student Learners (ESL) exceeds the national norms of 5% special education, 15% RTI, and 3% ESL. Brewbaker Middle School's special education population is 19%, RTI population is 54%, and ESL population is 7%. Teachers are required to analyze and discuss data with curriculum team members, within grade levels, and content department meetings to confront specific standards needed to be targeted in team members, within grade levels, and content department meetings to confront specific standards needed to be targeted in intervention activities.

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 (BMS) was removed off the Alabama State Department of Education (ALSDE) failing school's list for the 2016-2017 school year, BMS also met all local indicator goals for the 2015-2016 and 2016-2017 school years and met all academic ACIP goals for the 2016-2017 school year. BMS offers teachers 70 job-embedded professional development hours which supports student academic growth and teacher re-certification efforts. Teachers have continued to provide consistent standards based instruction each day to every child. This consistency in daily instructional practices has created a measure of academic stability which in turn creates an opportunity for students and teachers growth. In an effort to ease the transition of sixth graders to seventh grade and seventh graders to the eighth grade, we did a "roll over" much like the incoming fifth graders do from the feeder schools. This allowed the advancing students to become familiar with the upper grade teachers, expectations, and procedures. Brewbaker Middle School is comprised of faculty and staff that is committed and determined to be and do what is best for all students. The vision at Brewbaker Middle School places an emphasis on the whole child to include academics, social and physical well being. As our teachers worked tirelessly on standards based instruction, and our leadership team works hard to improve our academic culture and climate through positive instructional experiences. In 2015-2016 and 2016-2017 school years Brewbaker Middle School students earn all honor's in band and choir competitions. The 2016-2017 football and wrestling team earned city regular season championships. Students have a high level of pride in their athletics which supports an improved climate and culture. We look forward to the community, school district and ALSDE's unyielding support as we move toward our school's vision which is "Every child promoted, every promoted child prepared for high school academically, physically and socially".

Additional Information

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

Please support Brewbaker Middle Schools efforts to provide the best educational opportunities for our students and the best working environment for our teachers. Our goal is to be the best in Montgomery!

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.

During Brewbaker Middle School's annual meeting for parents (Open House and/or Title I Parent meeting) held September 13, 2017, 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.

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. 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 (Theresa Thornton) 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 Data Analysis Performance Series-

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the 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 well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

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

Areas of Notable Achievement

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

N/A

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

Reading scores in 6th -8th grade students.

Which area(s) indicate the overall highest performance?

Reading and math in 7th grade classes.

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

All subgroups are trending upward in academic performance.

Between which subgroups is the achievement gap closing?

The Hispanic population at Brewbaker Middle School has displayed a rise in female scores across all grade levels.

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

The 2017 Scantron (Performance Series) formative assessment showed gains across all grade levels in math and reading. This was also consistent with Brewbaker Middle School 2017 ACT Aspire math which showed an increase from the 2016 ACT Aspire scores by 3 percentage points.

Areas in Need of Improvement

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

The 2017 Performance Series scores in 8th grade math was far lower than expected.

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

The 2017 8th grade Performance Series scores trended downward.

Which area(s) indicate the overall lowest performance?

Reading scores have performed lower than math scores in the 2016-2017 school year.

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

N/A

Between which subgroups is the achievement gap becoming greater?

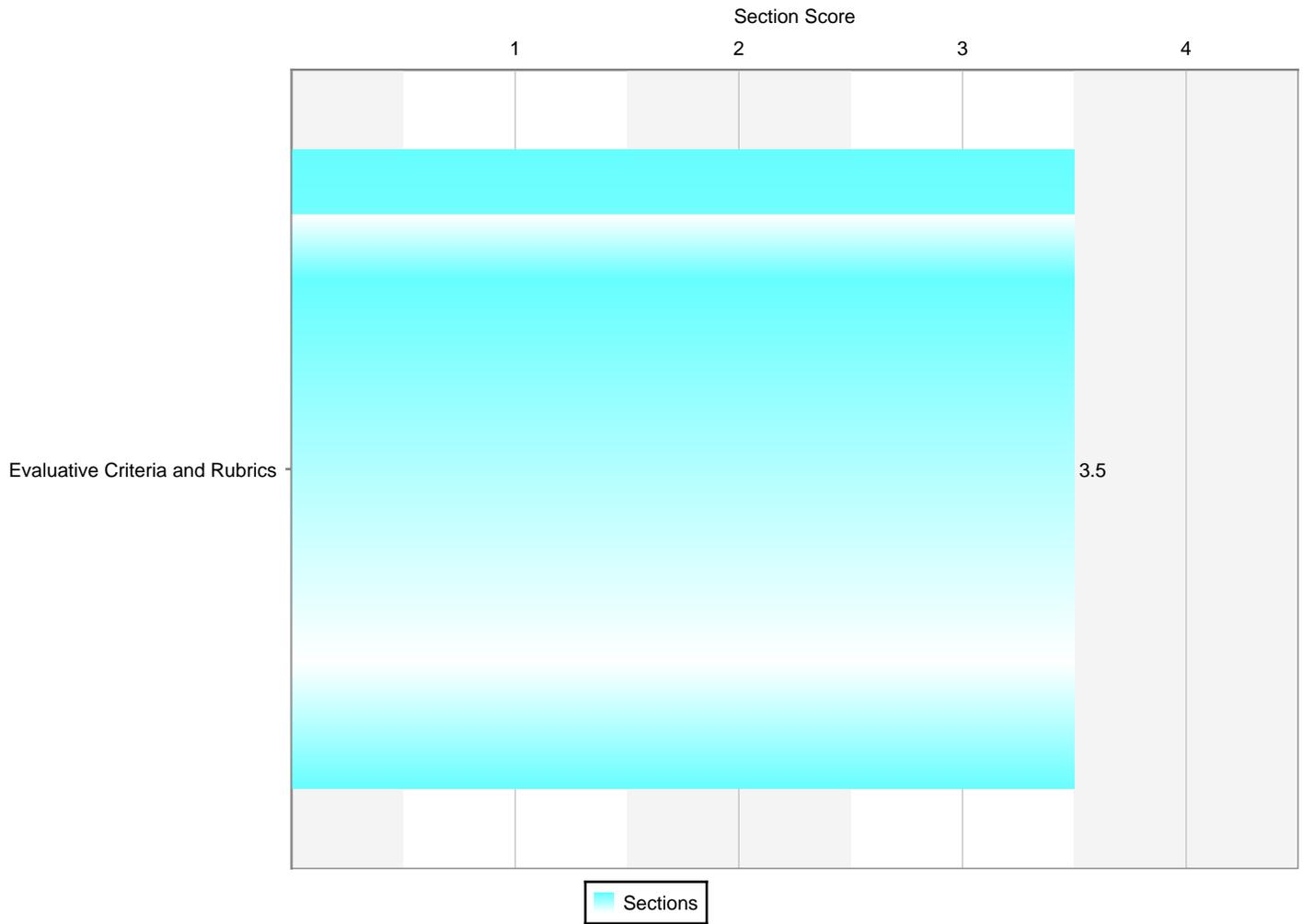
N/A

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

N/A

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		

2017-2018 Plan for ACIP

Overview

Plan Name

2017-2018 Plan for ACIP

Plan Description

2017-2018 ACIP Goals

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	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
2	A High Reliable Organization (HRO) and High Perfrmance Organization (HPO). We will significantly improve internal and external stakeholders satisfifaction and perception by focusing on the delivery of high quality service.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$0
3	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.	Objectives: 2 Strategies: 2 Activities: 4	Organizational	\$96000

Goal 1: 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.

Status	Progress Notes	Created On	Created By
N/A	Mid-Year Review: It was noted that the school delivers announcements in both English & Spanish, catering to its' Spanish speaking population.	February 22, 2017	Dr. Molly Killingsworth

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..

Status	Progress Notes	Created On	Created By
N/A	Students have continued to display appropriate behaviors, as the year has progressed school wide discipline has continued to decrease.	January 17, 2018	Cameron Whitlow

Strategy 1:

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.

Category: Develop/Implement Learning Supports

Status	Progress Notes	Created On	Created By
N/A	The school has experienced a significant decrease in suspensions and unexcused absences. This is attributed to implementation of an Alternative Discipline Center on site. Thus, the school has not referred students to the district alternative school for the past 2 years. Also, the Guidance Dept. is very structured to ensure students' needs are being met.	February 22, 2017	Dr. Molly Killingsworth
N/A	The school has various incentives in place to motivate students.	February 22, 2017	Dr. Molly Killingsworth

Activity - (30-60-90: 8/14-11/30/1716) Positive Behavior Intervention System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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*30 Day -Provide professional development on PBIS to all teacher and staff members	Behavioral Support Program	08/14/2017	05/14/2018	\$0	Title I Part A	Brewbaker Middle School Faculty, Staff, Internal and External Stakeholders.
*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.						

Status	Progress Notes	Created On	Created By
In Progress	Teachers engaged in a classroom management professional development with a school counselor and literacy coach. The session focused on positive behavior strategies teachers can use that are aligned with the school-wide discipline plan.	September 23, 2016	Sophia White

Activity - (30-60-90:8/22-11-28-16) Response to Intervention (Rtl)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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

Status	Progress Notes	Created On	Created By
In Progress	RTI training has been conducted and teachers have continued to incorporate RTI strategies to address student academics and behaviors.	January 17, 2018	Cameron Whitlow
In Progress	On September 2, 2016, the school's Response to Instruction Plan for the 2016-2017 was shared with the teachers. During the Professional Development Activities, teachers provided feedback and changes to the document were made and saved in the school's Rtl folder via the Google platform.	September 23, 2016	Sophia White

Goal 2: 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 11/30/2017 as measured by A 10% participation rate in all parent and community involvement activities based on current student enrollment.

Status	Progress Notes	Created On	Created By
Met	As of November 2, 2017 we have increased our parent engagement/involvement by 10-155 in comparison from our 2016-2017 school year. Our Parent Academy increased in participation by 30% due to time change in comparison to 2016-17 school year.	November 07, 2017	Cameron Whitlow

Strategy 1:

TP: 1, 2, 8 Parent and Community Engagement Initiatives - 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: Other - TP: 1, 2, 8 Create and Implement Programs for Effective Communication and Parental Involvement

Status	Progress Notes	Created On	Created By
N/A	Brewbaker Middle School has conducted five parent engagement activities from Aug-Dec 2018 a total of 1,474 parents have attended the activities. Throughout our meetings we have obtained parent feedback and developed positive relationships with our parents throughout the year.	January 17, 2018	Cameron Whitlow

Activity - (30-60-90: 10/02-11/30/17) Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*30 Day-Parent Workshop, Monthly parent meeting, Active PTSA, Parent connection activities *60 Day-Quarterly academic and behavior celebration, monthly community association meeting *90 Day-Parent connection activities, Science/Math Bowl/Career Fair/Black History/Christmas Concert	Parent Involvement	10/02/2017	05/14/2018	\$0	Title I Part A	Counselors and Administrators

Status	Progress Notes	Created On	Created By
In Progress	Mid-Year Review: The school has a number of opportunities to engage parents. Also, Activities Coordinator has implemented a number of activities to increase involvement of both parents and community partners.	February 22, 2017	Dr. Molly Killingsworth

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In Progress	On August 24, 2016, 300 parents and students attended a Fall Sports Kickoff Rally and Open House. Teachers, parents, and students engaged in the following activities: PTSA Meeting, class meetings and classroom tours, Gear-Up Kickoff, INOW codes were provided to parents, and band instrument drive.	September 23, 2016	Sophia White
In Progress	On September 23, 2016, the 7th grade school counselor facilitated a parent meeting to communicate the positive behavior strategies from the professional development provided to teachers during the August professional learning activity. Time was allotted for parents to provide feedback and suggestions for improvement.	September 23, 2016	Sophia White

Strategy 2:

Class Measures School Improvement Priority 1 - School leader should ensure that teachers have higher expectations and consistently plan and deliver effective lessons that challenge and engage, and are matched to the learning needs of all students.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Alabama Standard for professional development: Effective professional development organizes adults to into learning communities whos goals are aligned to the school, district and state.

Status	Progress Notes	Created On	Created By
N/A	Brewbaker Middle School has created an academic calendar that address teacher expectations and lesson plan develop that supports higher expectations for students and teachers.	January 17, 2018	Cameron Whitlow

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create culture of high academic expectations for teachers; Conduct professional development on teacher expectations.	Professional Learning	07/29/2017	05/14/2018	\$0	No Funding Required	Cameron Whitlow and Sophia White

Status	Progress Notes	Created On	Created By
In Progress	Within in our academic calendar we continue to address professionalism and teacher expectation this will be and ongoing series throughout the school year.	January 17, 2018	Cameron Whitlow

Strategy 3:

Class Measures School Improvement Priority 2 - School leaders should define expectations for effective instruction, and support and hold teachers accountable for implementing them for ensuring student achievement.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Leadership Effectiveness Rubric

Status	Progress Notes	Created On	Created By
N/A	Teachers have been trained on the expectations of teacher effectiveness (district evaluation tool) and continue to receive feedback throughout the school year.	January 17, 2018	Cameron Whitlow

Activity - Instructional Rounds/Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders will establish a clear schedule for observation and feedback.	Academic Support Program	08/02/2017	05/14/2018	\$0	No Funding Required	Administrative Staff.

Status	Progress Notes	Created On	Created By
Completed	The administration team has created an observation schedule and shared it with our faculty and staff. Once teachers are observed they receive feedback immediately to address grows and glows.	January 17, 2018	Cameron Whitlow
Completed	The administration team has created an observation schedule and shared it with our faculty and staff. Once teachers are observed they receive feedback immediately to address grows and glows.	January 17, 2018	Cameron Whitlow

Goal 3: 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 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 growth target .

Strategy 1:

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

Status	Progress Notes	Created On	Created By
N/A	Math Invention in all grades has continued on Wednesdays and Thursdays of each week, students are continuing working towards grade level standards, 6th grade students work on 5th standards during their morning intervention, 7th grade students work on 6th grade standards during morning intervention; 8th grade students work on 7th grade standards and Algebra 1 students work on 8th grade standards in their intervention morning class.	November 07, 2017	Cameron Whitlow
N/A	Student growth observed using Performance Series (Fall to Winter).	February 22, 2017	Dr. Molly Killingsworth

Activity - (30-60-90: 8/21-11/30/17) Brewbaker Middle School Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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

Status	Progress Notes	Created On	Created By
In Progress	Students are consistently provided school based math intervention each Wednesday and Thursday. On each Friday an assessment is completed to identify how they are performing via math intervention.	December 08, 2017	Cameron Whitlow

Activity - Math Intervention Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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

Status	Progress Notes	Created On	Created By
Completed	Math Intervention Class (Elective) has been completed, students selected for Math Intervention Elective via Performance Series Scores and behavior, student academic progress will be monitored throughout the year to identify effectiveness of the class.	December 08, 2017	Cameron Whitlow

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In Progress	Math Invention classes are working on 6th grade math standards which has led to 5 students testing out of Math Intervention via Performance Series scale scores and grade level estimate.	November 07, 2017	Cameron Whitlow
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Measurable Objective 2:

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, .

Strategy 1:

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

Status	Progress Notes	Created On	Created By
N/A	Student growth observed in Reading using Performance Series (Fall to Winter).	February 22, 2017	Dr. Molly Killingsworth

Activity - (30-60-90: 8/21-11/30/2017) Brewbaker Middle School Intervention Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	Administrator s, Literacy Coach, and Monica McCord

Status	Progress Notes	Created On	Created By
In Progress	We have received training on how to view Eduanity reports...we are currently analyzing the data.	January 17, 2018	Cameron Whitlow

Activity - Reading Intervention Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Brewbaker Middle School

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
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Status	Progress Notes	Created On	Created By
Completed	Reading (English) Intervention Class (Elective) has been completed, students selected for Reading Intervention Elective via Performance Series Scores and behavior, student academic progress will be monitored throughout the year to identify effectiveness of the class	December 08, 2017	Cameron Whitlow
In Progress	Reading Invention classes are working on 6th grade reading standards which has led to 5 students testing out of Reading Intervention via Performance Series scale scores and grade level estimate	November 07, 2017	Cameron Whitlow

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
Reading Intervention Class	Create a Reading Intervention class to support school based RTI tier 3 students	Academic Support Program	08/21/2017	05/28/2018	\$48000	Adrienne Stovall
Math Intervention Class	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	Alicia Dixon
Total					\$96000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Create culture of high academic expectations for teachers; Conduct professional development on teacher expectations.	Professional Learning	07/29/2017	05/14/2018	\$0	Cameron Whitlow and Sophia White
Instructional Rounds/Observations	School leaders will establish a clear schedule for observation and feedback.	Academic Support Program	08/02/2017	05/14/2018	\$0	Administrative Staff.
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
(30-60-90: 10/02-11/30/17) Parental Involvement	*30 Day-Parent Workshop, Monthly parent meeting, Active PTSA, Parent connection activities *60 Day-Quarterly academic and behavior celebration, monthly community association meeting *90 Day-Parent connection activities, Science/Math Bowl/Career Fair/ Black History/Christmas Concert	Parent Involvement	10/02/2017	05/14/2018	\$0	Counselors and Administrators

ACIP

Brewbaker Middle School

(30-60-90: 8/14-11/30/1716) Positive Behavior Intervention System	*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	Brewbaker Middle School Faculty, Staff, Internal and External Stakeholders.
(30-60-90: 8/21-11/30/2017) Brewbaker Middle School Intervention Plan	*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	Administrator s, Literacy Coach, and Monica McCord
(30-60-90: 8/21-11/30/17) Brewbaker Middle School Intervention	*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	Administrator s, teachers, literacy coach, and Monica McCord
(30-60-90:8/22-11-28-16) Response to Intervention (Rtl)	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	Administrator s, Teachers
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Parent Survey Student Survey Staff Survey

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

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 (district and state board of education) received a 2.0.

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

School governing body.

What are the implications for these stakeholder perceptions?

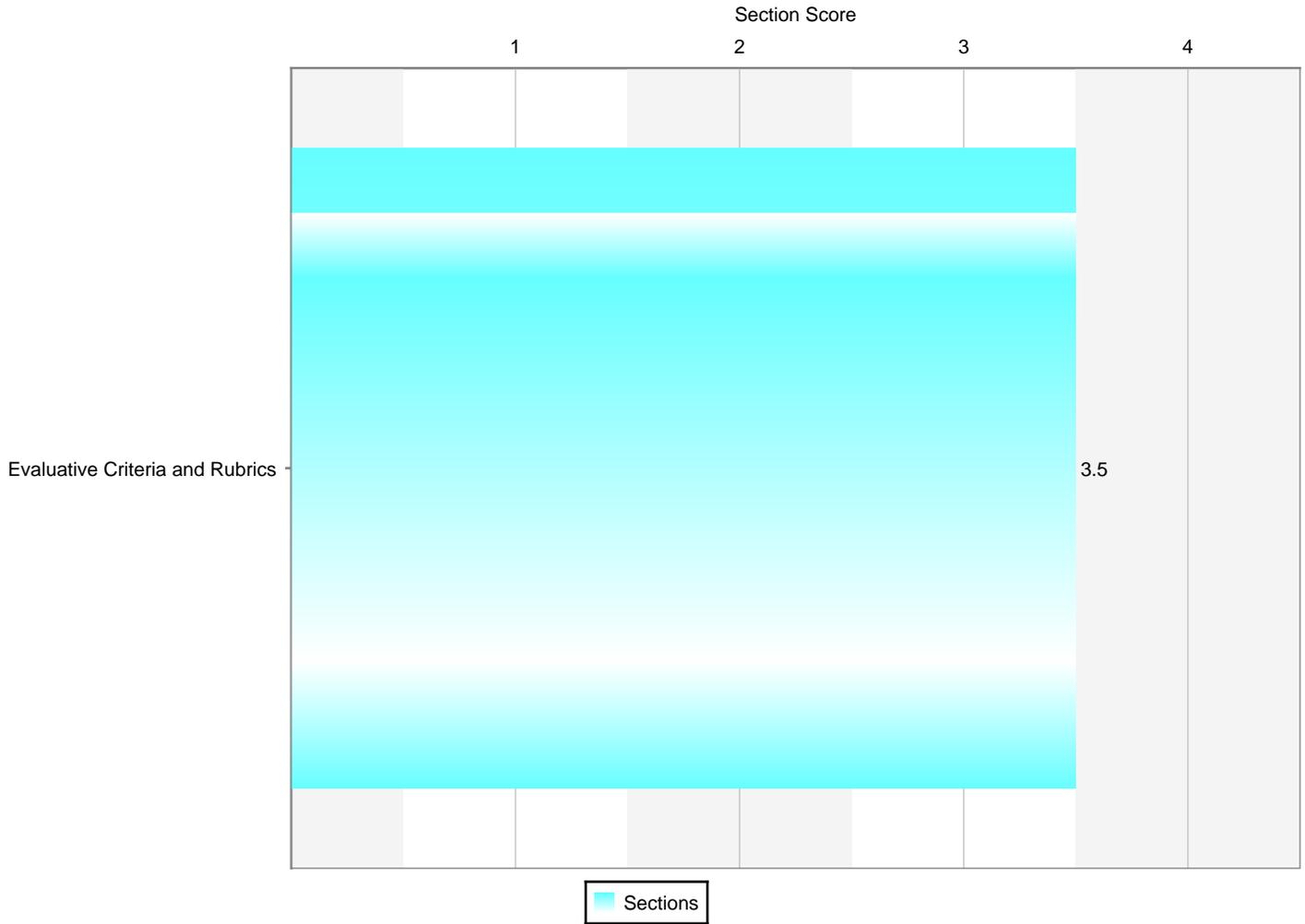
Brewbaker Middle School will continue to work toward our school's mission and vision statement to maintain or improve on our stakeholders perceptions.

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?

Brewbaker Middle School Leadership team conducted a survey our stakeholders to assess the state of current resources such as knowledge, abilities, interests, and approaches pertinent to the needs and processes of Brewbaker Middle School to include school (district level governing, based leadership, teaching and learning and climate/culture).

Our needs assessment was focused on examination of the way things currently are and the way things can or should be in order to fill a gap in our instructional practices, (e.g., establish trainings to address a specific need).

What were the results of the comprehensive needs assessment?

As a result of the needs assessment we were able to identify that our stakeholders (parents, students, and teachers) have a high level of confidence in our processes and procedures here at Brewbaker Middle School. We will continue to build off our successes from the 2016-2017 school and develop a system to receive daily feedback from all stakeholders.

What conclusions were drawn from the results?

In conclusion our needs assessment identified that our stakeholders (parents, students, and teachers) have a high level of confidence in our processes and procedures here at Brewbaker Middle School.

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 (parents, students, and teachers) have a high level of confidence in our processes and procedures here at Brewbaker Middle School. Although our student population has an extremely high population of low performing students our stakeholders believe that our current path will yield great results in the near future.

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

School based goals off the State Department of Education

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

School goals are for only Performance Series and school discipline data.

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

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 eight with a total student population of 803. Demographically, the population consists of 654 African American, 130 Hispanic, 9 Caucasian, 5 Asian, and 2 Multi-Race students. The sixth grade has 307 students, the seventh grade has 257 students, and the eighth grade has 239 students as of 2017-2018 school year. 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. School goals addresses the needs and challenges of all learners.

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 carrer 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 growth target .

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:

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 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:

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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

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 growth target .

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 - 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

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:

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.

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.

ACIP

Brewbaker Middle School

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	Behavioral Support Program	08/22/2016	11/28/2016	\$0 - Title I Part A	Administrators, Teachers
60 day: Implement schoolwide Rtl plan 60 day: Monitor for implementation of Rtl through classroom observations					
90 day: Evaluate the implementation of Rtl implementation					

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

ACIP

Brewbaker Middle School

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

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?	No	Two teachers at Brewbaker Middle School is a long term substitutes.	

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 the practice of teaching.

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 six teacher positions from the previous year.

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

Key teaching and learning personnel range from 6-23 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).

N/A

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.

We created in 2014-15 school year a school master schedule to support job embedded professional development planning time and a traditional planning compose of 55 minutes for planning session to improve school level instruction. This has continued to the current 2017-18. We also have worked with other schools (Southlawn Middle School) to build their master schedule to support their professional development and traditional planning.

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

We have constructed curriculum teams (professional learning communities) always composed teachers experienced teachers, these teacher provide mentoring and peer support to new inexperienced teachers.

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 improvement results in instructional practice 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:

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 11/30/2017 as measured by A 10% participation rate in all parent and community involvement activities based on current student enrollment.

Strategy1:

TP: 1, 2, 8 Parent and Community Engagement Initiatives - 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: Other - TP: 1, 2, 8 Create and Implement Programs for Effective Communication and Parental Involvement

Research Cited:

Activity - (30-60-90: 10/02-11/30/17) Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*30 Day-Parent Workshop, Monthly parent meeting, Active PTSA, Parent connection activities *60 Day-Quarterly academic and behavior celebration, monthly community association meeting *90 Day-Parent connection activities, Science/Math Bowl/Career Fair/ Black History/Christmas Concert	Parent Involvement	10/02/2017	05/14/2018	\$0 - Title I Part A	Counselors and Administrators

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?

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 assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as 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 require student 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. Teachers 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 addresses 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.

Curriculum and learning experiences in each course/class provide students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. School leadership team have developed a unique after school learning program to address struggling learners, students who need additional help, and homework completion. Monday-Friday students are offered school based support in all academic areas from 3-5 PM in the cafeteria. On Tuesdays and Thursdays Brewbaker Middle School has partnered with Alabama State University (ASU) who picks up students from school and provides students with tutoring on ASU campus. Each Wednesday Auburn University at Montgomery provides tutoring through AUM student leadership organization to include character education with Gateway Baptist Church.

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 with out 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. School leadership team have developed a unique after school learning program to address struggling learners, students who need additional help, and homework completion. Monday-Friday students are offered school based support in all academic areas from 3-5 PM in the cafeteria. On Tuesdays and Thursdays Brewbaker Middle School has partnered with Alabama State University (ASU) who picks up students from school and provides students with tutoring on ASU campus. Each Wednesday Auburn University at Montgomery provides tutoring through AUM student leadership organization to include character education with Gateway Baptist Church.

**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. "Every Child promoted and every promoted child prepared for high school, academically, socially and physically".

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)?

N/A

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

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

Brewbaker Middle School schoolwide 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-achieving, demonstrate proficient and advanced levels of achievement on College and Career Readiness Standards. The emphasis in schoolwide program schools is on serving 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 yearlong 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 schoolwide planning team; (2) clarifying the vision for reform; (3) creating the school profile; (4) identifying data sources; and (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 schoolwide program is to ensure that the program described in the schoolwide plan is implemented as designed and that its implementation has a positive effect on student achievement. Thus, 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 schoolwide 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.	37.0

Provide the number of classroom teachers.

37.00

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

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	87000.0

Total

87,000.00

Assistant Principal

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

Provide the number of Assistant Principals.

2.00

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.	1.5

Provide the number of Counselors.

1.50

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	100000.0

Total

100,000.00

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.	57000.0

Total

57,000.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	2.0

Provide the number of Career and Technical Education Administrators.

2

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	84000.0

Total 84,000.00

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.	1278.48

Total

1,278.48

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	343233.17

Provide a brief explanation and breakdown of expenses.

Personnel: \$293,749
Parental Involvement: \$4,833.17
Materials & Supplies: \$5,110.00
Computer Furniture/Fixture: \$750
Equipment Maintenance: \$4,000
Extended Day: \$34,791

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 schoolwide 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 that school is in session, Brewbaker Middle School (BMS) will hold its annual meeting for all parents and stakeholders. Parents are notified of the meeting through various avenues, such as flyers, our school messenger system (telephone), progress reports, and our school marquee.

Topics to be discussed at this year's meeting are:

Continuous Improvement Plan (CIP)

Parental Involvement Section of the Continuous Improvement Plan (Overview and Distribution)

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

The Parent Center

Parent survey

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 taken 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.