



## **ACIP**

# West Point Middle School

## Cullman 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?**

Located in rural Cullman County, West Point Middle School was established in 1997 as a consolidated school with a separate administration. In 1999, under the supervision of the Cullman County Commission on Education, a new middle school campus was constructed. The middle school population currently consists of about 403 students, 23 teacher units (with some staff shared by other local county schools), a school secretary, a bookkeeper, a school counselor, a principal, an assistant principal, and a school nurse.

West Point Middle School has a large percentage of students who are at-risk, 62% of students qualify for free/reduced lunches. These include those students who have limited English proficiency, migrant, and those living at the poverty level. Factors that contribute to the prevalence of these problems are: low socioeconomic, non traditional family environments, immaturity, lack of parental involvement, and students who are entering middle school unprepared academically and emotionally. Students who are at-risk receive additional help through RTI enrichment classes, special education teachers, a speech teacher and the ELL teacher. We face challenges with sharing facilities, transportation, extra-curricular activities, and teachers at other West Point Schools. All school administrators from the four West Point schools work together to accommodate these needs.

## 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.**

West Point Middle School embraces a positive school climate as a culture. This culture fosters successful, lifelong learning experiences in an environment that encourages respect, patience, self-discipline, tolerance, and a grateful appreciation for learning. West Point is a caring community where all students are encouraged to live by virtues that bring out the best in themselves and others.

West Point Middle School strives to provide an opportunity for students to reach their maximum potential physically, emotionally, socially, and academically. We believe that learning is a shared and cooperative endeavor involving the student, the staff, the family, and the community. We are committed to developing confident, self-motivated, productive individuals by fostering a caring, nurturing, yet challenging environment during this transitional period of development. Our objective is to develop positive attitudes and establish lifetime goals, in a safe and caring learning community, so that each student can become a productive member of society.

West Point Middle School is a strong institution because of community support and an excellent faculty and staff. The continuity of ideas and actions make West Point Middle School a strong educational tradition because of shared beliefs about a quality program which connects the schools' mission, vision, and beliefs. The following is a list of our beliefs.

1. Students' learning is the chief priority of the school.
2. Students' learning is enhanced by diversity.
3. Students are unique and learn in different ways.
4. Students need to be actively taught skills of character development daily.
5. Students learn best in a safe and respectful environment
6. Students learn best when they are actively involved in acquiring knowledge.
7. Students benefit from high standards and challenging work.
8. Students, teachers, administrators and parents have a shared responsibility in the educational advancement of students at West Point Middle School.

## **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.**

As a faculty, we feel West Point Middle School is the best! We strive every day to ensure that we are challenging our students to be the very best they can be, not only academically, but in all their endeavors. All faculty members are certified in the content they are teaching and all do an outstanding job keeping up to date with the latest changes in their content. We work diligently to attend appropriate professional development to ensure we are reaching all types of learners in our classrooms. The faculty has received the 2016-2017 ASPIRE data and are working diligently to assess strengths and weaknesses for students and themselves. Our students work hard on representing our school well and we are pleased with the results.

We are also proud of our students' achievements outside the classroom. In the past several years, we have won several county championships in sports, scholars' bowl and math team. Last year, our archery team did so well at the National competition in Kentucky they were invited to compete in the World competition in Orlando this summer. We feel that providing students with these types of activities helps them to become well rounded citizens. To our community, this is as important as our test scores. As we enter the next three years, our school will experience many changes. We are working hard to implement common core in our classrooms and prepare our students for standardized tests, We provide pre-AP courses in many of our classrooms, and teachers continue to receive professional development so they may offer the highest level of instruction to our students. We have an effective partnership with West Point High School which is an A+College Ready high school. Our teachers are dedicated to the success of our students.

## **Additional Information**

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

West Point Middle School faculty members are committed to preparing our students for the future. We know a good foundation of fundamental skills is imperative for students to achieve success in the future.

# **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.**

An informal meeting was held at open house with the CIP plan for stakeholders to review and suggest any corrections, or additions. Members from local businesses in the community (restaurant and stores) were also invited to view our plan. Our annual Title I parent meeting was held on Tuesday, August 21, 2018 at 8:30 AM and 3:30 PM.

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

Our stakeholders not only have an interest as far as their own children attending West Point Middle School, but are valuable members in our community. These members have an interest in all aspects of our school through community, church and school functions. They were a part of our planning and offered suggestions from a parent perspective. They are helping with the implementation of our plan by continuously discussing all aspects of the West Point community and schools with the general public.

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

Once board approved, the plan will be available in the school office and on the school website ([wpm.ccboe.org](http://wpm.ccboe.org)). We will also have it available for parents to review on October 22, 2018 at Parent Teacher conferences.

# 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		WPM Student Performance Doc

## Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

## Areas of Notable Achievement

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

While our 2017-2018 Scantron scores are not as high as we would like them to be as a school, we are encouraged that 6th grade reading, 6th grade math, 7th grade reading, 7th grade math, and 8th grade math all showed improvement from the 2016-2017 school year. In 2016-2017, only 26% of students reached proficiency on Scantron Math, while in 2017-2018 the same group of 7th grade students had 44% of students to reach proficiency on Scantron Math. This is an increase of 18% of students who reached proficiency. Likewise, 8th grade math students gained a total of 16% proficiency from 2016-2017 to 2017-2018.

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

The 2017-2018 Fall Scantron results across all grade levels for Reading showed that 44% of students were reaching proficiency levels, while 38% of students in math reached proficiency during the fall. The 2017-2018 Spring Scantron results showed that 48% of students were then proficient in reading, while 43% of students were proficient in math. This shows an increase of 4% in reading and 5% in math over the course of the school year. Specifically, over the same period of time, 8th grade math showed the most growth of 10%, while 7th grade math showed a growth of 8%, and 6th grade reading showed a growth of 6%. Overall, every single grade and subject area increased except for 8th grade Reading.

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

As a school, our reading scores are the most consistent in showing achievement scores. 7th grade reading shows the highest student performance with 53% proficiency.

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

Over a two period period between 2016-17 to 2017-2018, our 7th grade Hispanic students increased 16 points from 44% proficiency to 60% proficiency in Reading. Over the same period of time, 8th grade Reading Hispanic students increased by 7 points from 33% proficiency to 40% proficiency.

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

As a school, the overall gap between the majority Caucasian population and the Hispanic population is closing in Reading performance, as the Caucasian population had 61% proficiency in Reading and the Hispanic population had 50% proficiency in Reading.

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

All grades show a positive change in reading and math scores from the beginning of the year until the end of the year. Overall Reading scores increased by 4% and math increased by 5%. Specifically, 8th grade math students increased by 10%. The list of students in the "average low" range was consistent with their data performances in the classroom.

## Areas in Need of Improvement

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

2017-2018 6th grade math students only scored at a 33% proficiency range and 6th grade reading students scored at 44% proficiency.

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

The only group that showed a decrease in performance over the two-year period from 2016-2017 to 2017-2018 was the 8th grade reading students as they dropped from 56% proficiency as 7th graders to 48% proficiency as 8th graders.

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

Overall, our math scores are not where they need to be as 6th grade math was the lowest at 33% proficiency. Our math teachers realize that the transition to Common Core standards and the rigor of questioning is a huge challenge for students. Our math teachers are continually working to integrate these types of questions in their classes.

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

Over the two year period of 2016-2017 to 2017-2018 our school-wide math scores for our Hispanic students dropped from 32% proficiency to only 18% proficiency. Reading stayed exactly the same at 50% proficiency over the same time frame.

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

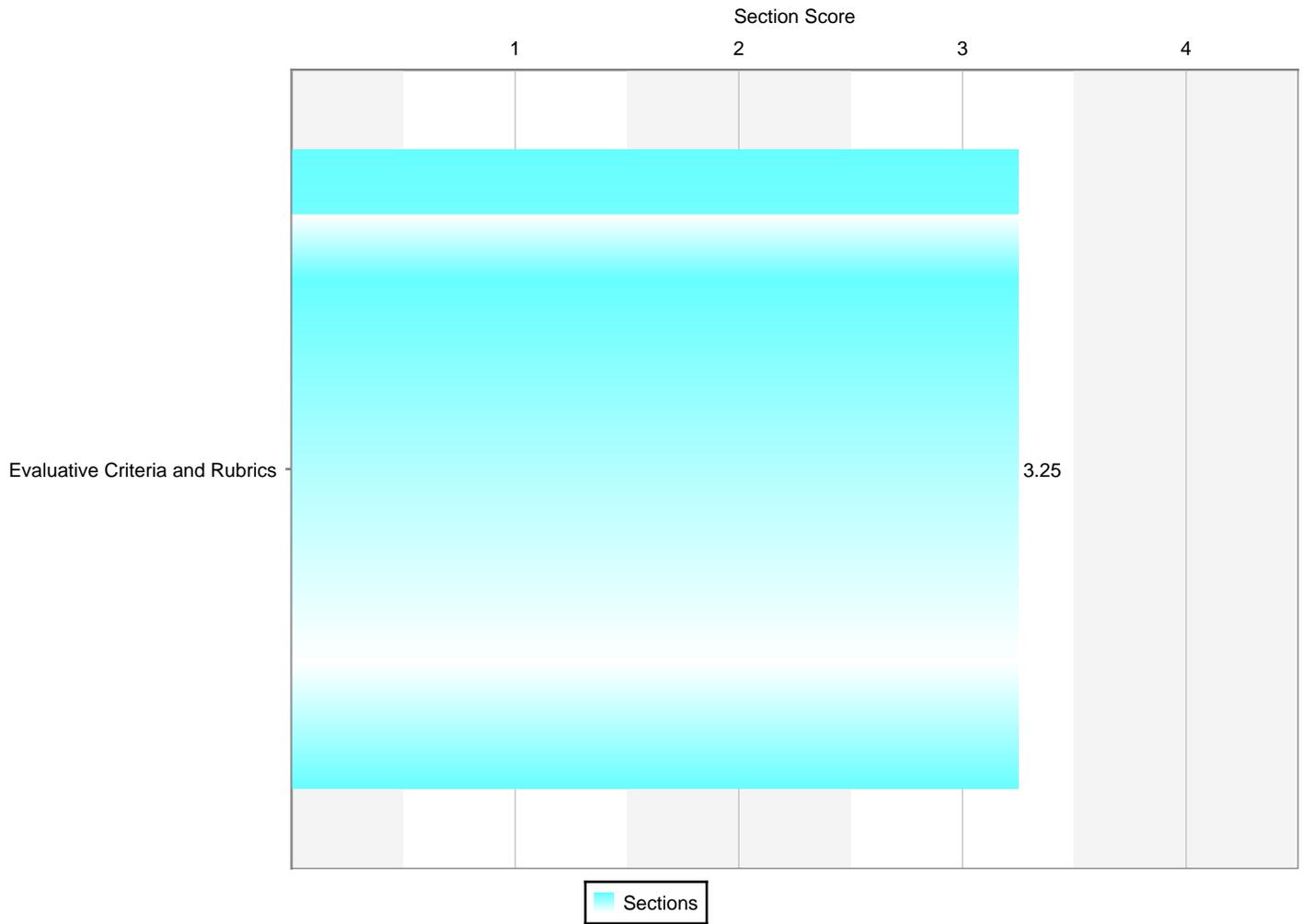
The current 8th grade Hispanic students dropped from 33% proficient in 6th grade math to only 7% proficient by the end of their 7th grade year. We are focused on improving our 8th grade Hispanic students this year.

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

The data is consistent with the performances of these students in classroom exams and assessments.

## 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		2018 - 2019 Leadership Team

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Please see attached.	2018 - 2019 Anti-Discrimination Statement

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	Please see attached.	2018 - 2019 Anti-Discrimination Contact

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	Please see attached.	2018 - 2018 Parent Family Engagement Plan Parent and Family Engagement Plan - One Page

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		School/Parent Compact

# **2018 - 2019 CIP Goals**

## Overview

### Plan Name

2018 - 2019 CIP Goals

### 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	EL Goal: Progression of EL students toward language acquisition	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
2	Engage learners through high-quality instruction aligned to college and career ready standards, instruction, and assessments in all content areas	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
3	Identify barriers to teaching and learning and align support systems to address barriers.	Objectives: 3 Strategies: 4 Activities: 6	Organizational	\$41503
4	Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

## Goal 1: EL Goal: Progression of EL students toward language acquisition

### Measurable Objective 1:

demonstrate a proficiency of a 5% increase from 7% to 12% in EL students reaching a score of 4.8 or higher on the ACCESS 2.0 for ELLs. Demonstrate a proficiency of 55% of EL students reaching their annual target growth by 05/24/2019 as measured by ACCESS 2.0 for ELLs..

### Strategy 1:

Core EL Instruction - English as a Second Language (ESL) is the core program taught by regular education teachers. EL teachers collaborate with regular education teachers to use SDAIE (Specially Designed Academic Instruction in English) strategies, SI (Sheltered Instruction) model strategies, and ARI strategies to assure attainment of reading and math goals and English proficiency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Markos & Himmel. Using sheltered instruction to support English learners. March 2016. Washington, DC.

Willner & Monroe. The WIDA Accessibility and Accommodations Framework. 2015. WIDA Consortium. Madison, WI.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Administrator, EL and Classroom Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Academic Support Program, Professional Learning, Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	District support, EL and Classroom Teachers

Activity - Overview of EL Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Academic Support Program, Professional Learning, Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	District support, Administration, EL and Classroom Teachers
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## Goal 2: Engage learners through high-quality instruction aligned to college and career ready standards, instruction, and assessments in all content areas

### Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement by 05/24/2019 as measured by Overall Student Achievement on Scantron Math from 37% to 42% and Scantron Reading from 52% to 57%.

### Strategy 1:

Increase Educator Effectiveness - Cullman County Schools has adopted the Instructional Framework:

1. What do I want my students to know and be able to do?
2. How will I know if they know it?
3. What will I do if they don't?
4. What will I do if they already know it?

Teachers will implement the Instructional Framework as they teach the college and career readiness standards across all content areas.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Research Cited: Whatever it Takes by Richard Dufour

Activity - Discovery Education Science Techbook	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will continue to implement curriculum provided to them through Discovery Education Techbook as well as A+ College Ready and AMSTI. All activities are aligned to the College and Career Ready Standards. Teachers attended training this summer and will continue to attend follow up sessions throughout the year.	Academic Support Program, Professional Learning, Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	Classroom teachers and administrators

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-Teachers will utilize pacing guides as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards. -English/Reading, Mathematics, Science, and Social Studies teachers will implement the curriculum provided by A+ College Ready. Teachers attended four days of summer training and will continue to attend follow-up sessions during the school year. A+ representatives also visit the school to provide support.	Professional Learning, Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	Classroom teachers and administrators
Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-Technology Conference - Cullman County Technology Department has held the CCETC since 2010 as a training program for teachers and administrators. The 2018 - 2019 Conference will be held the first day teachers are back in school after the winter holidays. -i21Zone Implementation -i21Zone provided professional learning for educators in grades 4 - 8 through modeled lessons and by working with teachers. The central office will continue, through district instructional coaches, to support teacher learning and implementation. -Teachers will use MacBook Air computers as they investigate digital curriculum such as Edgenuity Learning, Discovery Education, Discovery Education Science Chromebooks, digital projectors, document cameras, scientific calculators, virtual glasses, and other devices to support student learning.	Academic Support Program, Professional Learning, Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	District support staff, Administrator s, Classroom Teachers, Technology Coaches
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will attend state and national conferences that support high-quality teaching and learning and that address needs specified in teachers' PLPs.	Professional Learning	08/08/2018	08/01/2019	\$0	No Funding Required	Administrators and teachers

### Goal 3: Identify barriers to teaching and learning and align support systems to address barriers.

#### Measurable Objective 1:

collaborate to promote a positive culture which ensures administrators, teachers, and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by data collected during implementation of specified activities..

#### Strategy 1:

Professional Learning - Teachers and administrators will participate in state, district, and local school professional development.

Category: Develop/Implement Professional Learning and Support

Research Cited: Learning Forward

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Activity - Technology integration training/support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
a. Support with implementation of Edgenuity and Scantron b. Cullman County Educational Technology Conference c. A+ College and Career Ready training	Technology	08/08/2018	05/24/2019	\$0	No Funding Required	Central office, administrators, teachers

Activity - Early Release	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will view individual teacher's videos and participate in reflection and peer review of lessons	Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	Teachers and administrators

**Strategy 2:**

Advisory Groups - Students are assigned to a teacher advisor who will be their advisor during their middle school years.

Category: Develop/Implement Learning Supports

Research Cited: State Department - REACH

Activity - Monthly Advisory Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students meet with their assigned advisors once a month. The advisors teach lessons from REACH and monitor grades.	Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Teachers, guidance counselor, and administrators

**Measurable Objective 2:**

demonstrate student proficiency (pass rate) of a 5% increase in growth Overall School Percentages on Scantron Math from 37% to 42% and Scantron Reading from 52% to 57% by 5/24/2019. by 05/24/2019 as measured by results of Scantron data.

**Strategy 1:**

Intervention - Students who are identified as at risk will participate in intense and ongoing remediation

Category: Develop/Implement Learning Supports

Research Cited: A+ College and Career Ready (formerly Laying the Foundation)

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
a. A reading specialist has been hired to provide intense remediation to students who are struggling readers. The reading specialist will begin on October 1. b. The 8th grade math teacher has been assigned one period to remediate 6th grade students c. Students in need of additional support in math or reading will be pulled from an elective and placed with a teacher who will remediate using Edgenuity.	Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	\$41503	Title I Schoolwide	Teachers and administrators

**Measurable Objective 3:**

collaborate to implement transition activities to assure a smooth transition between West Point Intermediate School for incoming 6th grade students and a smooth transition between West Point Middle School and West Point High School for exiting 8th grade students. by 05/24/2019 as measured by surveys and interviews.

**Strategy 1:**

Orientation of students moving from one school to another - Students transitioning from one school to another will participate in orientation meetings.

Category: Develop/Implement Learning Supports

Research Cited: State Department Guidance Plan

Activity - 8th Grade Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
8th grade students and parents will participate in an orientation developed and implemented by West Point High School.	Career Preparation/Orientation	05/01/2019	05/24/2019	\$0	No Funding Required	Administrators and West Point High faculty and staff.
Activity - Incoming 6th graders orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fifth grade students who will be in 6th grade in 2019 - 2020 will tour the school and meet with 6th grade teachers.	Academic Support Program, Behavioral Support Program	05/01/2019	05/24/2019	\$0	No Funding Required	6th grade teachers, guidance counselor, administrators

## Goal 4: Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction.

**Measurable Objective 1:**

collaborate to effectively collect, analyze, and use data to continuously improve teaching and learning experiences for all students. by 05/24/2019 as measured by results of Scantron data.

**Strategy 1:**

Apply findings from data meetings to support improved student learning - Following data meetings, teachers and administrators will collaborate to research best practices in remediation/enrichment instruction.

Category: Develop/Implement Learning Supports

Research Cited: Jim Knight - Unmistakable Impact

Activity - Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will peer observe and administrators will conduct walkthroughs and observations to observe intervention strategies.	Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Teachers and administrators
Activity - Professional Learning on Intervention and Effective Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in selected sections of the Jim Knight book, <i>Unmistakable Impact</i> and will participate in professional learning about effective questioning techniques.	Academic Support Program, Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	Teachers and administrators

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Intervention	a. A reading specialist has been hired to provide intense remediation to students who are struggling readers. The reading specialist will begin on October 1. b. The 8th grade math teacher has been assigned one period to remediate 6th grade students c. Students in need of additional support in math or reading will be pulled from an elective and placed with a teacher who will remediate using Edgenuity.	Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	\$41503	Teachers and administrators
<b>Total</b>					\$41503	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Standards Based Instruction	-Teachers will utilize pacing guides as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards. -English/Reading, Mathematics, Science, and Social Studies teachers will implement the curriculum provided by A+ College Ready. Teachers attended four days of summer training and will continue to attend follow-up sessions during the school year. A+ representatives also visit the school to provide support.	Professional Learning, Direct Instruction	08/08/2018	05/24/2019	\$0	Classroom teachers and administrators
Early Release	Teachers and administrators will view individual teacher's videos and participate in reflection and peer review of lessons	Professional Learning	08/08/2018	05/24/2019	\$0	Teachers and administrators
8th Grade Orientation	8th grade students and parents will participate in an orientation developed and implemented by West Point High School.	Career Preparation/Orientation	05/01/2019	05/24/2019	\$0	Administrators and West Point High faculty and staff.
Professional Development	Teachers and administrators will attend state and national conferences that support high-quality teaching and learning and that address needs specified in teachers' PLPs.	Professional Learning	08/08/2018	08/01/2019	\$0	Administrators and teachers

**ACIP**

West Point Middle School

Professional Development	EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Academic Support Program, Professional Learning, Direct Instruction	08/08/2018	05/24/2019	\$0	District support, EL and Classroom Teachers
Technology integration training/support	a. Support with implementation of Edgenuity and Scantron b. Cullman County Educational Technology Conference c. A+ College and Career Ready training	Technology	08/08/2018	05/24/2019	\$0	Central office, administrators, teachers
Professional Learning on Intervention and Effective Questioning	Teachers will participate in selected sections of the Jim Knight book, Unmistakable Impact and will participate in professional learning about effective questioning techniques.	Academic Support Program, Professional Learning	08/08/2018	05/24/2019	\$0	Teachers and administrators
Overview of EL Program	An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Academic Support Program, Professional Learning, Direct Instruction	08/08/2018	05/24/2019	\$0	District support, Administration, EL and Classroom Teachers
Peer Observations	Teachers will peer observe and administrators will conduct walkthroughs and observations to observe intervention strategies.	Academic Support Program	08/08/2018	05/24/2019	\$0	Teachers and administrators
Data Analysis	At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	\$0	Administrator, EL and Classroom Teachers
Incoming 6th graders orientation	Fifth grade students who will be in 6th grade in 2019 - 2020 will tour the school and meet with 6th grade teachers.	Academic Support Program, Behavioral Support Program	05/01/2019	05/24/2019	\$0	6th grade teachers, guidance counselor, administrators
Monthly Advisory Meetings	Students meet with their assigned advisors once a month. The advisors teach lessons from REACH and monitor grades.	Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$0	Teachers, guidance counselor, and administrators

**ACIP**

West Point Middle School

Technology Integration	<p>-Technology Conference - Cullman County Technology Department has held the CCETC since 2010 as a training program for teachers and administrators. The 2018 - 2019 Conference will be held the first day teachers are back in school after the winter holidays.</p> <p>-i21Zone Implementation -i21Zone provided professional learning for educators in grades 4 - 8 through modeled lessons and by working with teachers. The central office will continue, through district instructional coaches, to support teacher learning and implementation.</p> <p>-Teachers will use MacBook Air computers as they investigate digital curriculum such as Edgenuity Learning, Discovery Education, Discovery Education Science Chromebooks, digital projectors, document cameras, scientific calculators, virtual glasses, and other devices to support student learning.</p>	Academic Support Program, Professional Learning, Direct Instruction	08/08/2018	05/24/2019	\$0	District support staff, Administrator s, Classroom Teachers, Technology Coaches
Discovery Education Science Techbook	<p>Science teachers will continue to implement curriculum provided to them through Discovery Education Techbook as well as A+ College Ready and AMSTI. All activities are aligned to the College and Career Ready Standards. Teachers attended training this summer and will continue to attend follow up sessions throughout the year.</p>	Academic Support Program, Professional Learning, Direct Instruction	08/08/2018	05/24/2019	\$0	Classroom teachers and administrators
<b>Total</b>					\$0	

# Stakeholder Feedback Diagnostic

## **Introduction**

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

**Stakeholder Feedback Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	See attached Stakeholder Feedback Worksheet.	WPM stakeholder-feedback-worksheet

## 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?

Teachers indicated the following at the most positive:

1. I participate in formal professional collaboration with my peers (92%)
2. My lessons are based on high expectations for students (88%)
3. I base decisions in my classroom on strategic direction of my school (83%)

Teachers' trend data shows peer and formal collaboration as a positive trend.

Teachers' data is consistent with Blue Ribbon Schools data.

Parents indicated the following as overall highest level of satisfaction:

1. Sixty three percent of parents chose "we will be working on" as the kinds of things their children's school says to students.
2. Fifty percent chose "you got it right."

Responses are consistent with data from Blue Ribbon questionnaire and district data.

Students indicated the following as overall highest level of satisfaction:

1. Seventy-three percent of students responded "when I am in class I work as hard as I can.
2. Seventy-one percent responded if the classwork is hard to do, I try my very best.
3. Sixty-seven percent responded participating in before or after school clubs is something I look forward to.

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

Teachers' trend data shows peer and formal collaboration as a positive trend.

Teachers' data is consistent with Blue Ribbon Schools data.

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

All responses are consistent with district data and with data collected from Blue Ribbon Schools.

## Areas in Need of Improvement

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

Sixty-three percent of teachers answered "sporadically, regularly but not frequently or rarely" to "I provide multiple opportunities for parents, families and legal guardians to engage in meaningful activities that support student success."

Thirty-three percent of parents responded the interactions they have with staff at the school is "brief".

Twenty-five percent of students say they "count the days until the year is over."

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

Trend data indicates the school should do a better job of including parents in school activities.

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

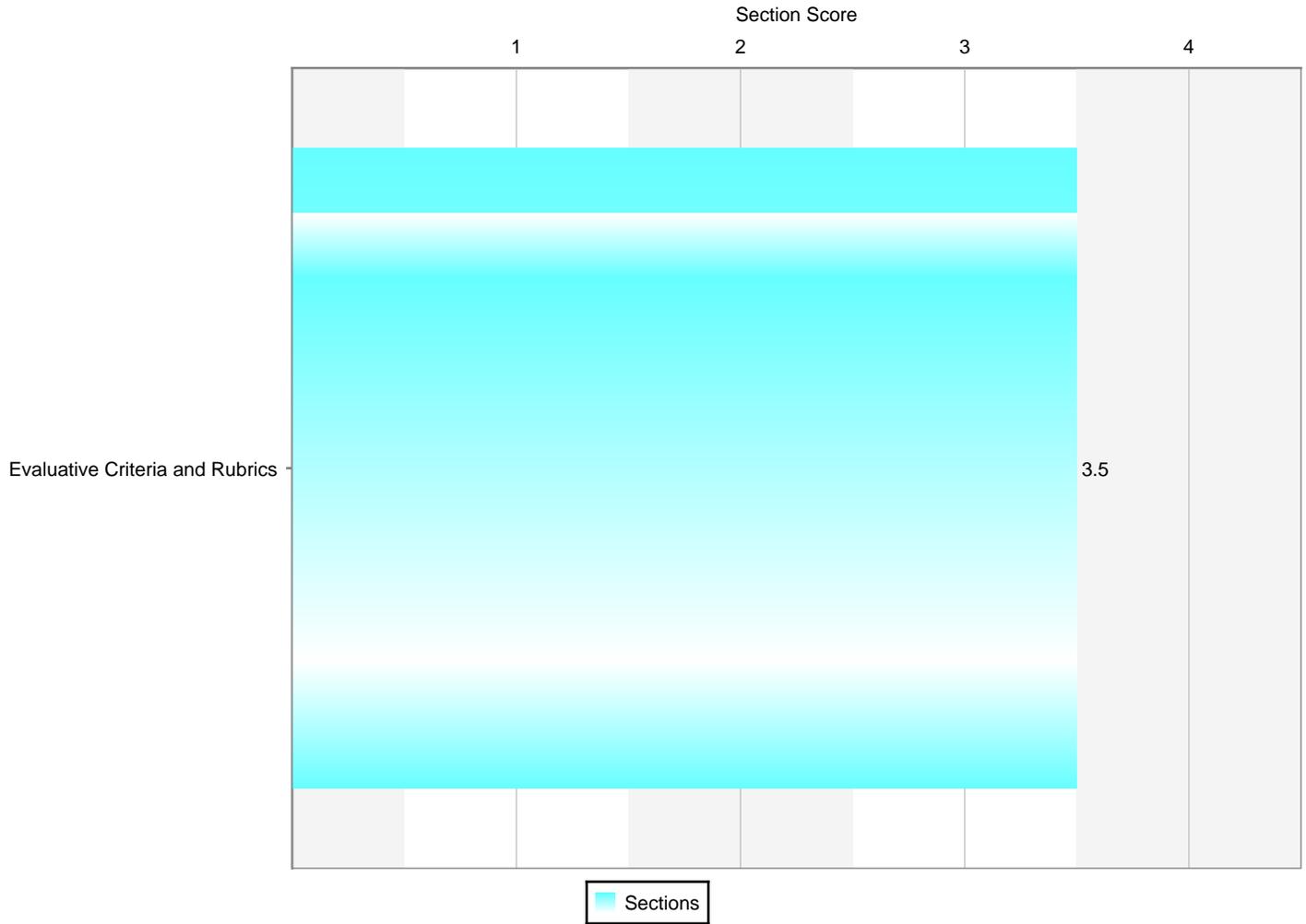
The administrators and teachers will work with stakeholders to help them be more involved in the decision-making process at the school.

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

The data is consistent with district data and data from Blue Ribbon Schools.

## 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?

West Point Middle School conducted a needs assessment to identify the needs of our students. The needs assessment consists of all the criteria that teachers use to identify the areas needing improvement as well as the needs of the school as a whole. These include, but are not limited to: student grades, survey results, Scantron Assessment, attendance, student population, delinquency, migrant students, Educator Effectiveness, transience among students, and at-risk factors such as retention. The assessment also includes information such as teacher attendance, teacher and student health issues, professional development and the degree of teacher training.

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

All teachers at West Point Middle are highly effective in the content area they are teaching and 68% hold Master's Degrees. Attendance by students and teachers last year was not an issue. Our student attendance rate was 95% and the faculty rate was 95%. Many changes are taking place in the curriculum we are offering students. Common Core Standards are being implemented in mathematics, reading, English and science classes. Our faculty members are working diligently to address these new changes in curriculum and textbooks. Five teachers attended A+ college and career ready training, two teachers attended Nuts and Bolts conference, and several teachers are taking advanced-level classes to obtain another degree.

While students showed growth on Scantron from the fall administration to the spring administration, the percentage of students who met proficiency levels was not acceptable.

### What conclusions were drawn from the results?

West Point Middle School has a large percentage of students who are at-risk. These include students who are living at or below the poverty level, who are transient, and who come from homes where English is not spoken. Factors that contribute to the prevalence of these problems are: low socioeconomic, non traditional family environments, immaturity, lack of parental involvement, parents who are illiterate and students who are entering middle school unprepared academically and emotionally. Students who are at-risk receive additional help through enrichment/skills classes, special education teachers, speech teachers, and ELL teacher. Services will be provided through the school program to at-risk students. Reading, mathematics and writing assistance will be provided through individualized planning of needs identified by the classroom teacher in cooperation with the parent/guardian. The administration and the classroom teacher will monitor homeless and economically disadvantaged students in order to ensure that the educational needs of these students are being met. Classroom teachers, in collaboration with the school administrators, have analyzed test scores of all students. They are aware of the students who are in the "In need of support" and "close" categories on Scantron. They are working with programs within their classroom to reach those students.

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

West Point Middle School will continue to provide opportunities for all students to meet the state's proficient and exceeding levels of student academic achievement through many different strategies. These include, but are not limited to: teacher participation in grade level and cross grade level meetings to coordinate reading and mathematics skills and to identify reading, mathematics and writing deficiencies. RH Elevate, district benchmark tests, and Scantron Assessment will continue to be used to determine reading comprehension and to intervene as needed.. Math teachers, working closely with AMSTI and A+

College Ready, will continue to use resources to build test taking skills in preparation for standardized testing in the spring. Services will be provided for at-risk students through enrichment/skills classes taught in each of the three grade levels. A reading specialist has been added to the faculty to provide intensive intervention and to provide team teaching with teachers to model effective reading instruction. Teachers of these classes will work closely with the identified students to close the gap that has been identified for these students. Edgenuity, Icurio, and Discovery Education will be used as a way of integrating technology in to the classroom. Teachers will use Google Classroom and Google Apps to help with technology

integration. We will also continue to implement technology used in I21 Zone training from the previous years.

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

All our school goals are directly connected to the needs of all students. Our academic goals are for all students. Our goals were identified after the needs assessment was completed

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

We have many academic goals. We realize that we must take the students who are given to us and work with them. Not all students come to us daily ready to learn. It is our job to adjust to what we are given. Our goals were written with this in mind.

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

The teachers at West Point Middle School use the state academic assessments i to provide information on, and improve the achievement of, individual students and the overall instructional program through several means. The guidance counselor and teachers will collaborate to compare test scores including Scantron to assess student performance, provide information, and to survey areas of strengths and areas needing improvement can be addressed for the next school year. Both formal and informal meetings among grade level and subject area are utilized. The RTI Team will help to identify and assist individual students who are struggling and work with teachers to determine if alternate strategies need to be implemented. These weaknesses will be addressed during enrichment/skills classes the students are enrolled in during the day.

**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:**

EL Goal: Progression of EL students toward language acquisition

**Measurable Objective 1:**

demonstrate a proficiency of a 5% increase from 7% to 12% in EL students reaching a score of 4.8 or higher on the ACCESS 2.0 for ELLs. Demonstrate a proficiency of 55% of EL students reaching their annual target growth by 05/24/2019 as measured by ACCESS 2.0 for ELLs..

**Strategy1:**

Core EL Instruction - English as a Second Language (ESL) is the core program taught by regular education teachers. EL teachers collaborate with regular education teachers to use SDAIE (Specially Designed Academic Instruction in English) strategies, SI (Sheltered Instruction) model strategies, and ARI strategies to assure attainment of reading and math goals and English proficiency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Markos & Himmel. Using sheltered instruction to support English learners. March 2016. Washington, DC.

Willner & Monroe. The WIDA Accessibility and Accommodations Framework. 2015. WIDA Consortium. Madison, WI.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Professional Learning Academic Support Program Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	District support, EL and Classroom Teachers

**ACIP**

West Point Middle School

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrator, EL and Classroom Teachers

Activity - Overview of EL Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Academic Support Program Professional Learning Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	District support, Administration, EL and Classroom Teachers

**Goal 2:**

Engage learners through high-quality instruction aligned to college and career ready standards, instruction, and assessments in all content areas

**Measurable Objective 1:**

demonstrate a proficiency of a 5% increase in student achievement by 05/24/2019 as measured by Overall Student Achievement on Scantron Math from 37% to 42% and Scantron Reading from 52% to 57%.

**Strategy1:**

Increase Educator Effectiveness - Cullman County Schools has adopted the Instructional Framework:

1. What do I want my students to know and be able to do?
2. How will I know if they know it?
3. What will I do if they don't?
4. What will I do if they already know it?

Teachers will implement the Instructional Framework as they teach the college and career readiness standards across all content areas.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Research Cited: Whatever it Takes by Richard Dufour

**ACIP**

West Point Middle School

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>-Technology Conference - Cullman County Technology Department has held the CCETC since 2010 as a training program for teachers and administrators. The 2018 - 2019 Conference will be held the first day teachers are back in school after the winter holidays.</p> <p>-i21Zone Implementation -i21Zone provided professional learning for educators in grades 4 - 8 through modeled lessons and by working with teachers. The central office will continue, through district instructional coaches, to support teacher learning and implementation.</p> <p>-Teachers will use MacBook Air computers as they investigate digital curriculum such as Edgenuity Learning, Discovery Education, Discovery Education Science Chromebooks, digital projectors, document cameras, scientific calculators, virtual glasses, and other devices to support student learning.</p>	Professional Learning Academic Support Program Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	District support staff, Administrators, Classroom Teachers, Technology Coaches

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will attend state and national conferences that support high-quality teaching and learning and that address needs specified in teachers' PLPs.	Professional Learning	08/08/2018	08/01/2019	\$3000 - Title I Schoolwide	Administrators and teachers

Activity - Discovery Education Science Techbook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will continue to implement curriculum provided to them through Discovery Education Techbook as well as A+ College Ready and AMSTI. All activities are aligned to the College and Career Ready Standards. Teachers attended training this summer and will continue to attend follow up sessions throughout the year.	Academic Support Program Professional Learning Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	Classroom teachers and administrators

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>-Teachers will utilize pacing guides as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards.</p> <p>-English/Reading, Mathematics, Science, and Social Studies teachers will implement the curriculum provided by A+ College Ready. Teachers attended four days of summer training and will continue to attend follow-up sessions during the school year. A+ representatives also visit the school to provide support.</p>	Professional Learning Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	Classroom teachers and administrators

**Goal 3:**

Identify barriers to teaching and learning and align support systems to address barriers.

**Measurable Objective 1:**

SY 2018-2019

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demonstrate student proficiency (pass rate) of a 5% increase in student achievement Overall School Percentages on Scantron Math from 37% to 42% and Scantron Reading from 52% to 57% by 5/24/2019. by 05/24/2019 as measured by results of Scantron data.

**Strategy1:**

Intervention - Students who are identified as at risk will participate in intense and ongoing remediation

Category: Develop/Implement Learning Supports

Research Cited: A+ College and Career Ready (formerly Laying the Foundation)

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
a. A reading specialist has been hired to provide intense remediation to students who are struggling readers. The reading specialist will begin on October 1. b. The 8th grade math teacher has been assigned one period to remediate 6th grade students c. Students in need of additional support in math or reading will be pulled from an elective and placed with a teacher who will remediate using Edgenuity.	Academic Support Program Direct Instruction	08/08/2018	05/24/2019	\$37000 - Title I Schoolwide	Teachers and administrators

**Measurable Objective 2:**

collaborate to promote a positive culture which ensures administrators, teachers, and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by data collected during implementation of specified activities..

**Strategy1:**

Advisory Groups - Students are assigned to a teacher advisor who will be their advisor during their middle school years.

Category: Develop/Implement Learning Supports

Research Cited: State Department - REACH

Activity - Monthly Advisory Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students meet with their assigned advisors once a month. The advisors teach lessons from REACH and monitor grades.	Academic Support Program Behavioral Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Teachers, guidance counselor, and administrators

**Strategy2:**

Professional Learning - Teachers and administrators will participate in state, district, and local school professional development.

Category: Develop/Implement Professional Learning and Support

Research Cited: Learning Forward

**ACIP**

West Point Middle School

Activity - Early Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will view individual teacher's videos and participate in reflection and peer review of lessons	Professional Learning	08/08/2018	05/24/2019	\$0 - No Funding Required	Teachers and administrators

Activity - Technology integration training/support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
a. Support with implementation of Edgenuity and Scantron b. Cullman County Educational Technology Conference c. A+ College and Career Ready training	Technology	08/08/2018	05/24/2019	\$0 - No Funding Required	Central office, administrators, teachers

**Measurable Objective 3:**

collaborate to implement transition activities to assure a smooth transition between West Point Intermediate School for incoming 6th grade students and a smooth transition between West Point Middle School and West Point High School for exiting 8th grade students. by 05/24/2019 as measured by surveys and interviews.

**Strategy1:**

Orientation of students moving from one school to another - Students transitioning from one school to another will participate in orientation meetings.

Category: Develop/Implement Learning Supports

Research Cited: State Department Guidance Plan

Activity - 8th Grade Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade students and parents will participate in an orientation developed and implemented by West Point High School.	Career Preparation/ Orientation	05/01/2019	05/24/2019	\$0 - No Funding Required	Administrators and West Point High faculty and staff.

Activity - Incoming 6th graders orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fifth grade students who will be in 6th grade in 2019 - 2020 will tour the school and meet with 6th grade teachers.	Behavioral Support Program Academic Support Program	05/01/2019	05/24/2019	\$0 - No Funding Required	6th grade teachers, guidance counselor, administrators

**Goal 4:**

Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction.

**Measurable Objective 1:**

collaborate to effectively collect, analyze, and use data to continuously improve teaching and learning experiences for all students. by 05/24/2019 as measured by results of Scantron data.

**Strategy1:**

Apply findings from data meetings to support improved student learning - Following data meetings, teachers and administrators will collaborate to research best practices in remediation/enrichment instruction.

Category: Develop/Implement Learning Supports

Research Cited: Jim Knight - Unmistakable Impact

Activity - Peer Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will peer observe and administrators will conduct walkthroughs and observations to observe intervention strategies.	Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Teachers and administrators

Activity - Professional Learning on Intervention and Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in selected sections of the Jim Knight book, Unmistakable Impact and will participate in professional learning about effective questioning techniques.	Professional Learning Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Teachers and administrators

**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:**

Engage learners through high-quality instruction aligned to college and career ready standards, instruction, and assessments in all content areas

**Measurable Objective 1:**

demonstrate a proficiency of a 5% increase in student achievement by 05/24/2019 as measured by Overall Student Achievement on Scantron Math from 37% to 42% and Scantron Reading from 52% to 57%.

**Strategy1:**

Increase Educator Effectiveness - Cullman County Schools has adopted the Instructional Framework:

1. What do I want my students to know and be able to do?
2. How will I know if they know it?
3. What will I do if they don't?
4. What will I do if they already know it?

Teachers will implement the Instructional Framework as they teach the college and career readiness standards across all content areas.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Research Cited: Whatever it Takes by Richard Dufour

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>-Technology Conference - Cullman County Technology Department has held the CCETC since 2010 as a training program for teachers and administrators. The 2018 - 2019 Conference will be held the first day teachers are back in school after the winter holidays.</p> <p>-i21Zone Implementation -i21Zone provided professional learning for educators in grades 4 - 8 through modeled lessons and by working with teachers. The central office will continue, through district instructional coaches, to support teacher learning and implementation.</p> <p>-Teachers will use MacBook Air computers as they investigate digital curriculum such as Edgenuity Learning, Discovery Education, Discovery Education Science Chromebooks, digital projectors, document cameras, scientific calculators, virtual glasses, and other devices to support student learning.</p>	Direct Instruction Academic Support Program Professional Learning	08/08/2018	05/24/2019	\$0 - No Funding Required	District support staff, Administrators, Classroom Teachers, Technology Coaches

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>-Teachers will utilize pacing guides as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards.</p> <p>-English/Reading, Mathematics, Science, and Social Studies teachers will implement the curriculum provided by A+ College Ready. Teachers attended four days of summer training and will continue to attend follow-up sessions during the school year. A+ representatives also visit the school to provide support.</p>	Professional Learning Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	Classroom teachers and administrators

Activity - Discovery Education Science Techbook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will continue to implement curriculum provided to them through Discovery Education Techbook as well as A+ College Ready and AMSTI. All activities are aligned to the College and Career Ready Standards. Teachers attended training this summer and will continue to attend follow up sessions throughout the year.	Academic Support Program Direct Instruction Professional Learning	08/08/2018	05/24/2019	\$0 - No Funding Required	Classroom teachers and administrators

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will attend state and national conferences that support high-quality teaching and learning and that address needs specified in teachers' PLPs.	Professional Learning	08/08/2018	08/01/2019	\$3000 - Title I Schoolwide	Administrators and teachers

**Goal 2:**

Identify barriers to teaching and learning and align support systems to address barriers.

**Measurable Objective 1:**

collaborate to promote a positive culture which ensures administrators, teachers, and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by data collected during implementation of specified activities..

**Strategy1:**

Advisory Groups - Students are assigned to a teacher advisor who will be their advisor during their middle school years.

Category: Develop/Implement Learning Supports

Research Cited: State Department - REACH

Activity - Monthly Advisory Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students meet with their assigned advisors once a month. The advisors teach lessons from REACH and monitor grades.	Academic Support Program Behavioral Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Teachers, guidance counselor, and administrators

**Strategy2:**

Professional Learning - Teachers and administrators will participate in state, district, and local school professional development.

Category: Develop/Implement Professional Learning and Support

Research Cited: Learning Forward

Activity - Technology integration training/support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
a. Support with implementation of Edgenuity and Scantron b. Cullman County Educational Technology Conference c. A+ College and Career Ready training	Technology	08/08/2018	05/24/2019	\$0 - No Funding Required	Central office, administrators, teachers

**Goal 3:**

Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction.

**Measurable Objective 1:**

collaborate to effectively collect, analyze, and use data to continuously improve teaching and learning experiences for all students. by 05/24/2019 as measured by results of Scantron data.

**Strategy1:**

Apply findings from data meetings to support improved student learning - Following data meetings, teachers and administrators will collaborate to research best practices in remediation/enrichment instruction.

Category: Develop/Implement Learning Supports

Research Cited: Jim Knight - Unmistakable Impact

Activity - Peer Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will peer observe and administrators will conduct walkthroughs and observations to observe intervention strategies.	Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Teachers and administrators

Activity - Professional Learning on Intervention and Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in selected sections of the Jim Knight book, Unmistakable Impact and will participate in professional learning about effective questioning techniques.	Professional Learning Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Teachers and administrators

**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:**

Engage learners through high-quality instruction aligned to college and career ready standards, instruction, and assessments in all content areas

**Measurable Objective 1:**

demonstrate a proficiency of a 5% increase in student achievement by 05/24/2019 as measured by Overall Student Achievement on Scantron Math from 37% to 42% and Scantron Reading from 52% to 57%.

**Strategy1:**

Increase Educator Effectiveness - Cullman County Schools has adopted the Instructional Framework:

1. What do I want my students to know and be able to do?
2. How will I know if they know it?
3. What will I do if they don't?
4. What will I do if they already know it?

Teachers will implement the Instructional Framework as they teach the college and career readiness standards across all content areas.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Research Cited: Whatever it Takes by Richard Dufour

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will attend state and national conferences that support high-quality teaching and learning and that address needs specified in teachers' PLPs.	Professional Learning	08/08/2018	08/01/2019	\$3000 - Title I Schoolwide	Administrators and teachers

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Teachers will utilize pacing guides as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards. -English/Reading, Mathematics, Science, and Social Studies teachers will implement the curriculum provided by A+ College Ready. Teachers attended four days of summer training and will continue to attend follow-up sessions during the school year. A+ representatives also visit the school to provide support.	Direct Instruction Professional Learning	08/08/2018	05/24/2019	\$0 - No Funding Required	Classroom teachers and administrators

**Goal 2:**

Identify barriers to teaching and learning and align support systems to address barriers.

**Measurable Objective 1:**

collaborate to implement transition activities to assure a smooth transition between West Point Intermediate School for incoming 6th grade students and a smooth transition between West Point Middle School and West Point High School for exiting 8th grade students. by 05/24/2019 as measured by surveys and interviews.

**Strategy1:**

Orientation of students moving from one school to another - Students transitioning from one school to another will participate in orientation

meetings.

Category: Develop/Implement Learning Supports

Research Cited: State Department Guidance Plan

Activity - 8th Grade Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade students and parents will participate in an orientation developed and implemented by West Point High School.	Career Preparation/ Orientation	05/01/2019	05/24/2019	\$0 - No Funding Required	Administrators and West Point High faculty and staff.

Activity - Incoming 6th graders orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fifth grade students who will be in 6th grade in 2019 - 2020 will tour the school and meet with 6th grade teachers.	Behavioral Support Program Academic Support Program	05/01/2019	05/24/2019	\$0 - No Funding Required	6th grade teachers, guidance counselor, administrators

**Measurable Objective 2:**

demonstrate student proficiency (pass rate) of a 5% increase in student achievement Overall School Percentages on Scantron Math from 37% to 42% and Scantron Reading from 52% to 57% by 5/24/2019. by 05/24/2019 as measured by results of Scantron data.

**Strategy1:**

Intervention - Students who are identified as at risk will participate in intense and ongoing remediation

Category: Develop/Implement Learning Supports

Research Cited: A+ College and Career Ready (formerly Laying the Foundation)

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
a. A reading specialist has been hired to provide intense remediation to students who are struggling readers. The reading specialist will begin on October 1. b. The 8th grade math teacher has been assigned one period to remediate 6th grade students c. Students in need of additional support in math or reading will be pulled from an elective and placed with a teacher who will remediate using Edgenuity.	Direct Instruction Academic Support Program	08/08/2018	05/24/2019	\$37000 - Title I Schoolwide	Teachers and administrators

**Measurable Objective 3:**

collaborate to promote a positive culture which ensures administrators, teachers, and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by data collected during implementation of specified activities..

**Strategy1:**

Advisory Groups - Students are assigned to a teacher advisor who will be their advisor during their middle school years.

Category: Develop/Implement Learning Supports

Research Cited: State Department - REACH

Activity - Monthly Advisory Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students meet with their assigned advisors once a month. The advisors teach lessons from REACH and monitor grades.	Academic Support Program Behavioral Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Teachers, guidance counselor, and administrators

**Goal 3:**

Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction.

**Measurable Objective 1:**

collaborate to effectively collect, analyze, and use data to continuously improve teaching and learning experiences for all students. by 05/24/2019 as measured by results of Scantron data.

**Strategy1:**

Apply findings from data meetings to support improved student learning - Following data meetings, teachers and administrators will collaborate to research best practices in remediation/enrichment instruction.

Category: Develop/Implement Learning Supports

Research Cited: Jim Knight - Unmistakable Impact

Activity - Professional Learning on Intervention and Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in selected sections of the Jim Knight book, Unmistakable Impact and will participate in professional learning about effective questioning techniques.	Professional Learning Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Teachers and administrators

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

**Goal 1:**

EL Goal: Progression of EL students toward language acquisition

**Measurable Objective 1:**

demonstrate a proficiency of a 5% increase from 7% to 12% in EL students reaching a score of 4.8 or higher on the ACCESS 2.0 for ELLs. Demonstrate a proficiency of 55% of EL students reaching their annual target growth by 05/24/2019 as measured by ACCESS 2.0 for ELLs..

**Strategy1:**

Core EL Instruction - English as a Second Language (ESL) is the core program taught by regular education teachers. EL teachers collaborate with regular education teachers to use SDAIE (Specially Designed Academic Instruction in English) strategies, SI (Sheltered Instruction) model strategies, and ARI strategies to assure attainment of reading and math goals and English proficiency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Markos & Himmel. Using sheltered instruction to support English learners. March 2016. Washington, DC.

Willner & Monroe. The WIDA Accessibility and Accommodations Framework. 2015. WIDA Consortium. Madison, WI.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Professional Learning Direct Instruction Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	District support, EL and Classroom Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrator, EL and Classroom Teachers

Activity - Overview of EL Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Academic Support Program Direct Instruction Professional Learning	08/08/2018	05/24/2019	\$0 - No Funding Required	District support, Administration, EL and Classroom Teachers

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

West Point uses the district liaison to translate information on progress and testing.

**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	All instructional paraprofessionals meet the state requirements.	

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	All teachers are teaching in the content for which they are certified.	

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

Personnel staffing decisions are made to ensure all students of West Point Middle School are instructed daily by highly effective teachers to address the prioritized academic needs of the students. Based on the teaching standards, the faculty at West Point Middle School is highly effective. The instructional staff is well trained in all areas specific to each individual teacher. This ensures that teachers may build upon their identified strengths and respond to each student's individual identified needs in an appropriate and well-trained manner. About half of the staff at West Point Middle School has attained at least a Master's Degree in his/her field. WPMS utilizes several strategies to attract and or assign effective, highly qualified teachers. There are several goals set by the administration and faculty. These include, but are not limited to:

- 100% of the personnel are highly effective.
- All personnel are to continue participating in research based professional development in their subject areas.
- All personnel are encouraged to attain at least a Master's Degree in his/her subject area.

High quality teachers are assigned to the school by the Superintendent and the Principal. Only teachers who meet the criteria set forth by the state department to be considered highly effective are considered for employment at West Point Middle School.

## **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?**

Three new teachers were hired at West Point Middle School this year. An 8th grade English teacher, a 7th grade science teacher, and an 8th grade math teacher. Additionally, there was a principal and assistant principal change.

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

Fifteen teachers have between 10 and 25 years' experience: seven teachers have between 1 and five years' experience. The assistant principal has 15 years' experience and the principal has 24 years' experience.

Sixty eight percent of the faculty has a Master's Degree, 28% hold a Bachelor's Degree; 4% hold an EdS, and the principal holds a doctorate degree.

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

The turnover rate for the school was because of job promotions and, unfortunately, one death on the faculty. The principal was able to attract well-qualified replacements who had experience.

## **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.**

The faculty at West Point Middle School will continue to participate in high quality, effective, research based professional development activities with the goal to enable all students in the school to meet the state's student academic achievement standards. Each year, we analyze data from academic assessments to determine what professional development opportunities our teachers need. Teachers will be encouraged to further educate themselves through both higher education and workshops that will be offered throughout the school year and summer months. These professional development activities follow Common Core Standards. These opportunities will include, but are not limited to:

A+ College Ready workshops (summer and fall)

AMSTI workshops held throughout the year

Quality in-service in reading and math to help implement Common Core Standards

Grade level and cross grade level curriculum meetings will be used to coordinate grade level skills and also for cross grade level reading and math skills. These will be continuous and on-going throughout the year.

Technology workshops will be offered to help enhance the use of technology instruction in the classrooms.

All advertised workshops offered statewide will be promoted in order to develop resource-based instructional units.

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

Teachers, principals, and other staff will attend professional development opportunities offered to them that are relevant to student success in the classroom and creating a whole school environment. Early Release days four times a year are being used to train teachers on technology, safety, and additional professional development opportunities. AMSTI continues to offer training for math and science teachers. A+ College and Career training is being offered for 6-8 grade science, math, reading, and history teachers. Grade level meetings to discuss assessment results and student achievement will be used throughout the year.

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

The three new teachers on our campus have been assigned a mentor teacher who will work on a daily basis to ensure the new teachers are getting the support they need to be successful. The district has develop guidelines which will be followed to ensure that new teachers acquire the assistance they need to be successful.

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

Teachers will be evaluated through the use of Educator Effectiveness. Teachers will be assessed by administrators, as well as fellow  
SY 2018-2019

teachers, on how well they follow guidelines listed on the Educator Effectiveness Rubric. Teachers will be given the opportunity to attend professional learning opportunities to help strengthen any areas that may be identified as weaknesses.

Teachers are encouraged to video themselves and to reflect on strengths and weaknesses.

## 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:**

Identify barriers to teaching and learning and align support systems to address barriers.

**Measurable Objective 1:**

collaborate to implement transition activities to assure a smooth transition between West Point Intermediate School for incoming 6th grade students and a smooth transition between West Point Middle School and West Point High School for exiting 8th grade students. by 05/24/2019 as measured by surveys and interviews.

**Strategy1:**

Orientation of students moving from one school to another - Students transitioning from one school to another will participate in orientation meetings.

Category: Develop/Implement Learning Supports

Research Cited: State Department Guidance Plan

Activity - Incoming 6th graders orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fifth grade students who will be in 6th grade in 2019 - 2020 will tour the school and meet with 6th grade teachers.	Behavioral Support Program Academic Support Program	05/01/2019	05/24/2019	\$0 - No Funding Required	6th grade teachers, guidance counselor, administrators

Activity - 8th Grade Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade students and parents will participate in an orientation developed and implemented by West Point High School.	Career Preparation/ Orientation	05/01/2019	05/24/2019	\$0 - No Funding Required	Administrators and West Point High faculty and staff.

**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 teachers at West Point Middle School use the state academic assessments in order to provide information on, and improve the achievement of, individual students and the overall instructional program through several means. The guidance counselor, administrators, and teachers will collaborate to compare test scores on Scantron to assess student performance, provide information, and to survey areas of strengths of the students. Cross grade level meetings will be held for teachers who administer the state assessments so areas of strengths and areas needing improvement can be addressed for the next school year. Both formal and informal meetings among grade level and subject area are utilized. The RTI team will help to identify and assist individual students who are struggling and work with teachers to determine if alternate strategies need to be implemented.

## **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?**

The teachers at West Point Middle School use the state academic assessments in order to provide information on, and improve the achievement of, individual students and the overall instructional program through several means. The guidance counselor and teachers will collaborate to compare test scores including and Scantron to assess student performance, provide information, and to survey areas of strengths of the students. Cross grade level meetings will be held for teachers that administer the state assessments so that areas of strengths and areas needing improvement can be addressed for the next school year. Both formal and informal meetings among grade level and subject area are utilized. The RTI team, will help to identify and assist individual students who are struggling and work with teachers to determine if alternate strategies need to be implemented.

### **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?**

Strategies that address the needs of all students in the school, but particularly the low-achieving students and those at risk of not meeting the state student academic achievement standards include:

- At-risk 6th, 7th, and 8th grade students are scheduled in a study skills/enrichment class that meets each day. The teachers of those classes use that time for peer-tutoring, homework help, reading, RH Elevate, Edgenuity, and time in the computer lab working on sites geared toward one of the four-core areas. With the addition a reading specialist for the 2018 - 2019 school year, students in need of remediation in reading will participate in small group instruction based on their identified needs.
- Parent/Teacher conferences are scheduled regularly, either by the parent or the teacher.
- The school website lists resources that students and parents can use for additional academic help.
- Parents may use email to communicate with teachers about student progress or other questions.
- Progress Reports are sent home at the middle of each grading period. Academic Report cards are sent home at the end of every 9 week grading period. With each of these reports, a parent newsletter is sent home. We include upcoming events, school happenings, and little helpful hints for parents on each newsletter.
- Special Education and some reading classes use the RH Elevate computer program to help the lower level reading students.
- 6th grade students are enrolled in an advisory class. These classes are used to help reinforce materials being taught during the school day and give the students a feeling of security.
- We encourage parental involvement in education through school conferences, telephone conversations, and notes home.
- All teachers are available before school and during break for additional help to struggling students.

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

Tutors are available for help to students through various members of the community. Teachers are available before school and after school for additional help to students. On our website, we have a link to the Homework Helpline offered by the libraries. Teachers also have links to sites/activities related to concepts being taught in the classroom.

**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.**

Services will be provided through the school wide program to Migrant, English Language Learners, economically disadvantaged, special education, neglected and/or delinquent, and homeless students. Reading, mathematics, and writing assistance will be provided through individualized planning of needs identified by the classroom teacher in cooperation with the parent/guardian. Information will be provided to those who are limited-English proficient in the primary language of the parent. The administration and the classroom teacher will monitor homeless and economically disadvantaged students in order to ensure that the educational needs of these students are being met. Effective methods and instructional strategies that are current and research based will be used in all classrooms. Current textbooks used in all classes address the Alabama Course of Study and the Common Core standards and offer the classroom teacher many teaching strategies to differentiate lessons for students. Edgenuity, Discovery Education, Icurio, and Google accounts are also allowing teachers more opportunities to integrate technology in the classroom. Other instructional strategies and methods that are being used to meet the needs of these populations include, but are not limited to: Child Nutrition Program provides free or reduced breakfast/lunch, speech pathology instruction, gifted teacher for gifted class, ELL classes for ESL students, and special education program.

**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.**

Strategies that address the needs of all students in the school, but particularly the low-achieving students and those at risk of not meeting the state student academic achievement standards include:

- Regularly scheduled parent/teacher conferences
- Phone calls to communicate with the parent
- Academic progress reports every four weeks - INow at Home
- Report cards at the end of the nine weeks.

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

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

Our Title I budget this year is \$108,676.25. West Point Middle School will use Title I monies to fund a portion of 1 teacher salary and the salary for a part-time reading specialist. Paper and toner cartridges will be purchased for sending home newsletters, progress reports and other materials. Teachers will be using a portion of the money to attend professional development opportunities. Virtual Glasses for virtual field trips will be purchased.. The remainder of the money will be use for instructional supplies that teachers need for their classroom.

**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)?**

Title I funds a portion of 1 teacher salary and one part-time reading specialist for WPMS. DARE officers are funded through grants. Social Workers are funded at selected schools.

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

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

To evaluate the implementation of, and results achieved by the schoolwide program, teachers will assess data annually concerning the number of students who did not meet the standards set forth by the Alabama State Department of Education. This determining data will be gathered from state administered standardized tests (Scantron), local classroom tests and chronic absenteeism. WPMS will also use, as an evaluation tool, the total number of failing grades assigned during the school year and the numbers of students retained by grade throughout the middle school. Another tool used to determine the success of the interventions for at-risk students will be the documentation of aides and service provided through RTI.

### **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?**

To evaluate the implementation of, and results achieved by the schoolwide program, teachers will assess data annually concerning the number of students who did not meet the standards set forth by the Alabama State Department of Education. This determining data will be gathered from state administered standardized tests (Scantron)) and local classroom tests.. WPMS will also use, as an evaluation tool, the total number of failing grades assigned during the school year and the numbers of students retained by grade throughout the middle school. Another tool used to determine the success of the interventions for at-risk students will be the documentation of aides and service provided through RTI.

### **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?**

Students are tested three times a year with Scantron. Teachers use the data to evaluate the gains that are made by each student on an individual basis. Teachers involve each student by explaining and showing them their data to make them more aware of how important it is to take the Scantron testing seriously. Students set goals during Advisory time.

### **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?**

At the end of each nine weeks, a faculty meeting is held during early release days to evaluate where we started and where we have ended. Each teacher is asked to actively participate and express any concerns that were not addressed during the year. Student data on any test given during that time is also analyzed. This also allows us to look at the child as a whole, involving school, community, and home.

# 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.	20.03

Provide the number of classroom teachers.

20.03

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	983275.0

Total

983,275.00

### 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.	101628.0

Total

101,628.00

### Assistant Principal

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

Provide the number of Assistant Principals.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	32238.0

Total

32,238.00

### Counselor

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

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	56196.0

Total

56,196.00

## 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.	49740.0

Total

49,740.00

### 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.	7059.0

Total

7,059.00

### 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.	2118.0

Total

2,118.00

## EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

### Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	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.	12614.0

Total

12,614.00

### 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.	2262.0

Total

2,262.00

**Title I**

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	111384.0

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

T-1 (109,620.00)

P/I (1764.00)

1100 - Teacher = 1 FTE = .98 Salary and Benefits (010),( 200 - 299) = 55,835.34

1100 - Part time Intervention Teacher (018),(200 - 299) = 41,502.78

1100 - Classroom Materials and Supplies - (400 - 499) = 12,281.88

1100 -SPUR Aide (319) = 0

2190 - Tutoring, Parent Engagement , Folders, Planners, Colored Paper, etc (191), (200 - 299) = 0  
(413) = 1764.00

2215 - Professional Development - Registration, Travel, & other Purchased Services (180 & 200 - 299) = 0  
(300 - 399) = 0

**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	0.0

Provide a brief explanation and breakdown of expenses.

N/A

# 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))**

On August 21, 2018, the annual meeting for Title I parents was held in the Middle School library. Two times slots were made available (8:30 AM and 3:30 PM). Parents were notified of the meeting through announcements made at our Open House night and announcements on our school website, Facebook, twitter, and through the all call system. Topics that were discussed at this year's meeting include:

What it means to be a Title I school

The 1% Set-Aside The LEA Title I Plan

The LEA Parental Involvement Plan

The CIP The School Parental Involvement Plan School

Parent Compacts

Introduction of Parent Leaders/Contacts

Requesting Qualifications of your child's teacher

The annual evaluation of the Parental Involvement

Plan During these meetings, parents had the opportunity to gather information about the existing plan, review the program components and requirements, and make suggestions concerning the improvements. They also had the opportunity to ask questions and voice concerns.

Parents were given the opportunity to give their input into the schools program, school parental involvement policy and plan, LEA Parent Involvement Policy and Plan, periodic evaluation of the content and effectiveness of the Parental Involvement Policy and Plan. West Point Middle School has parent volunteers on the CIP who will be consulted in the spending of the funds. The representative parents will survey other parents for input on how parental involvement funds should be spent. They will be given the opportunity to approve purchases before funds are spent. Another meeting will be held annually to reconvene and make all final decisions on Parental Involvement Opportunities for the school year.

**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 faculty and administration at West Point Middle School understand the importance of having parents who are involved in the education of their children and who are informed of all aspects of school planning and instruction. Therefore, great efforts will be made to educate all parents on the need to participate actively in the lives of their children and their needed support for the school as a whole. Several meetings throughout the year will be held to inform parents of expectations, events, opportunities for involvement, and problem areas. A parent meeting is held on Open House night when parents and students have a chance to meet the teachers. Another meeting is held in August of each year, and a third opportunity for the parents to meet with teachers comes in October of each school term. The meetings will be held on a flex schedule for the convenience of working parents. Some will be afternoon and others will be evening. Parents who cannot attend will receive communication from the school about the details of these meetings, and will be given the opportunity for input through surveys, school website, Facebook, twitter, and phone calls. In addition to the general meetings, special meetings are called for the parents of at-risk

students. Parents and students are given requirements for the courses, study tips, and suggestions for acquiring help for the student in need. A parent representative has been included in the planning of this CIP. Parent volunteers will be utilized throughout the school year to help in class activities and planning for the students. Parents will be encouraged to participate in annual revisions of the plan. The parent representative of the CIP is asked to survey other parents on all decisions made and return the suggestions to the CIP team. All suggestions by parents will be considered and all efforts will be made to accommodate these suggestions. During the parent meetings, parents will have the opportunity to gather information about the existing CIP, review the program components and requirements, and make suggestions concerning the improvements. They will also have the opportunity to ask questions and voice concerns. The committee will reconvene in order to determine how West Point Middle School will use its portion of the LEA reservation allocated for parent involvement.

**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))**

-The school provides a variety of school-to-home communication opportunities. Many communication papers are sent home the first week of school. Also, parents are required to read/fill out information on the InfoSnap site.

-Another method that the school uses to communicate with the parent is the four week progress report that contains grades, behavior comments, upcoming events, and congratulations to students who have had significant accomplishments. This practice will continue.

-West Point Middle School has a website that can be accessed directly with the web address or through the system's web site. This site is [wpm.cbboe.org](http://wpm.cbboe.org). Teachers post their lesson plans as well as messages to parents and students. Announcements of events can be found here as well as helpful information such as science fair rules, a school calendar, and contact information for special programs or parent concerns.

- West Point Middle School also utilizes Twitter to announce important details and show activities that are happening.

-Many of the teachers regularly make telephone calls home to parents of students who are not performing satisfactorily. Whenever a parent calls to request a conference, the secretary has the authority to schedule parent conference appointments during a teacher's morning break time. Most teachers are also available during plan time and immediately after school for parents' conferences when requested. Teachers will continue to be available for parent conferences and to encourage parents to keep in close contact with them.

-WPMS also utilizes the Connect Ed phone system to keep parents informed of upcoming events, as well as emergency situations.

-Our school system utilizes the web based program "Transact" as well as having a full-time parent liaison for Spanish-speaking students. This help is available to WPMS any time needed to communicate with students and parents

-This year INow Home Portal will be available. This system allows parents to access their child's grades through the internet. Information about this resource was included with the newsletter sent home with the first nine weeks progress report.

**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))**

Our school compact acknowledges the need for parents, school staff and West Point Middle School students to share responsibility for improvement of student academic achievement. It will be used as a means to develop a partnership to help all students achieve or exceed proficiency of the state's academic content and performance standards. A form was produced and sent home with each student. Parent and

students were to discuss what their responsibilities are and mark each of the items they feel they are responsible for in improving student achievement. These compacts will be kept on file at the school for use by all teachers. These school/parent compacts will be updated annually.

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

Any parent who disagrees with any aspect of the Continuous Improvement Plan can make their complaints known by sending them in writing to the Cullman County Board of Education's Central Office. Comments of dissatisfaction with the CIP should be made directly to the Federal Programs Coordinator or to the Superintendent of Education.

**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)**

Parents will be encouraged to take advantage of GED classes, technology training, and parenting classes offered in the county. When programs are introduced by the county, information is sent out to our parents with flyers. We also include this information in our newsletters and on our school website.

**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)**

WPMS will work to ensure that all school employees understand the importance of parental involvement and work to establish parents as our partners. Teachers are instructed on the creation of their own website where they can update important information related to their classroom. The websites are updated at least weekly. Teachers and all school personnel have email which is used to communicate with parents. Parents are asked to volunteer on our campus and invited to special events that involve their children. A parent survey will be given

out at the end of the year for parents to make suggestions on how teachers can improve their parental involvement opportunities. The results of that survey will be used at the beginning of the next year for teacher training.

**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)**

WPMS shall integrate guest speakers from agencies such as anti-drug programs, abstinence from sexual involvement seminars, parenting classes, and guidance in to classes. Cullman Caring for Kids, the SAFE program, American Red Cross, and DARE are some of the agencies that are scheduled for this year. As always, parents are notified of these agencies visits to our campus and they are invited to participate

**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 school system utilizes a full-time parent liaison for Spanish-speaking students. This help is available to WPMS any time needed to communicate with students and parents. Materials that are sent home can be printed in Spanish, if needed. We have copies of all district wide documentation in Spanish. Our ELL teacher is present when there is a parent conference with a Spanish-speaking student.

**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)**

West Point Middle School takes advantage of every opportunity to work with parents in meeting their requests to their involvement in children's education. Parent surveys are sent out by the principal each Spring and the results are analyzed to see where improvements need to be made. School Messenger phone system is used to help keep parents stay informed of upcoming events at our school. INow Home Portal is another valuable tool for parents to help keep track of their child's grades.

**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))**

West Point Middle School provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. With the assistance and support from the LEA, West Point Middle School will provide full opportunities for participation of parents with limited-English proficiency, parents with disabilities, and parents of migratory students, including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand. All parent notifications, student handbooks, lunch forms, important school information, etc., are sent to parents of these children in Spanish. In addition we have a parent liaison who is bilingual and who communicates with parents when necessary and is also available to mediate between school and parent. Forms and letters are translated through Trans-Act. Additional support for parental involvement will be developed at the request of the parents. Every effort is made to accommodate parents with disabilities. Handicapped parking is marked in all areas for handicapped ramps into buildings and library is handicapped accessible.