



ACIP

Girard Middle School

Dothan City Board of Education

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Dothan, AL 36303

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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?

Girard Middle School (GMS) is one of four middle schools in the Dothan City Schools district, located in Dothan, Alabama. Dothan is a community in the southeast corner of the state. Girard Middle School joined Making Middle Grades Work in 2006 to help improve instruction in our middle schools.

Girard serves approximately four hundred and ninety-six students in grades six, seven and eight. The student population is eighty-five percent minority (80 percent African-American, 14 percent Caucasian and 6 percent Hispanic, Asian and Multi-Race). Seventy-three percent of students are eligible for free or reduced meals. Girard has about seventy seven students who receive special education services. Girard has two administrators, one counselor, one literacy coach, one instructional coach and 30 certified faculty members. We have a full-time parental involvement specialist. We have one nurse that works with our students on a full-time basis. We have four special education teachers that work in the general education classrooms and one special education teacher who works in a self-contained classroom with special education students who have a unique set of needs. We have one part-time speech therapist and one Linc teacher that works full time. Ninety minute blocks are scheduled for math and reading, while other classes use a 45-minute, eight period day. Honors programs are also offered for our students at GMS. Some Girard students can take pre-algebra in seventh grade and Algebra I in eighth grade. Eighth grade students, who successfully complete the course and the end of course exam, may receive high school credit for Algebra I. We will also have a two parent summits that will be used for parental education concerning college and career readiness in the fall.

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.

Girard Middle School's mission is to develop young men and women with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. At GMS, we believe:

- All students can learn and achieve.
- All students have individualized learning styles.
- Instruction must be delivered in a variety of methods to meet individual learners' needs.
- Parental involvement is essential to a learner's academic success.
- A safe, positive environment is crucial to the learning process.

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.

Girard Middle School promotes learning through real-world experiences. Learning opportunities include:

- A Fine Arts Program, which offers band and choral music
- Sports Programs, which offer cheerleading, football, basketball, and volleyball.
- Science Fair
- Robotics
- Keyboarding and Application , Computer Exploration I and II, and Office Application I and II
- Student Government Association
- National Junior Honor Society
- Jaguar News

Girard Middle School's theme, beginning in the 2013-2014 school year, is "Graduation Matter's - Girard University". We are working towards ensuring that all of our students are college and career ready by graduation. Girard's mission is "Gaining, Motivating and Succeeding; every student at GMS will be academically successful in high school." Service opportunities will include:

- Leukemia and Lymphoma Society
- Buddy Walk (Down Syndrome Awareness and Research)
- Champions of Hope (Breast Cancer Awareness and Research)
- Go Bold and Gold (Childhood Cancer Awareness)
- March of Dimes
- United Way
- Salvation Army
- Wiregrass Area United Way Food Bank
- Relay for Life (American Cancer Society)
- Other local community service projects

Areas of Improvement

- To increase rigor on formative and summative assessments through ongoing professional development on questioning techniques and creation of effective rubrics.
- Cultivate a comprehensive guidance and advisement system that insures every student has a mentor/advisor to assist in academic, personal and social difficulties in middle school and during transitions.
- Revitalize focus teams as a process for shared decision-making and collaborative leadership on campus, making school improvement more sustainable.
- Continue in the use of research-based strategies to engage students in relevant assignments at the proficient and advanced levels.
- Continue to support and retain staff with professional development, mentorship programs, resources, and incentives.
- Parental involvement is an issue. Increase in parental involvement with PTO activities. To help get our parents involved, the principal conducts community chats in the neighborhoods twice a year.

Additional Information

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

Girard Middle is primed for substantial progress in student achievement. As a middle school, district expectations are high. Teachers are committed to using teaching methods that will produce adequate student growth. Teachers also use RtI to develop strategies to ensure student academic success. Furthermore, GMS students believe in the importance of education and are willing to put forth effort to achieve that education as evidenced in their responses on the Stakeholder Feedback Survey. Best of all, the students on campus are capable of rigorous academic work. As our Girard Middle School Creed states: We believe. We are college-bound. We are exceptional - not because we say it, but because we work hard at it. We will not falter in the face of any obstacle placed before us. We are dedicated, committed and focused. We never fail because we never give up. We make no excuses. We choose to live honestly, nonviolently and honorably. We respect ourselves and, in doing so, respect all people. We have a future for which we are accountable. We have a responsibility to our families, community and world. We are our brother's keepers. We believe in ourselves. We believe in each other. We believe!

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.

Faculty and staff choose school focus groups in which they would like to participate. Focus groups include: Positive Behavior Support, Advisory, and Building Leadership Team all have a goal of improving some aspect of our school. Students, parents, and teachers provide input on what the school needs to improve upon through surveys. PTO and Title I meeting are held at school.

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

Parents, staff members, community leaders and other school officials all play a role in the development of the improvement plan. Parents held the responsibility of informing the school about concerns and suggesting to improve the climate and culture of the school setting. Staff members were responsible for reviewing data , determining goals and communicating ideas to other stakeholders. Community leaders were the voice of the school acting on behalf of student interest and funding support methods such as instructional supplies for all teachers and incentives for students and teachers. Other school officials provided training and support to school staff for better management practices.

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

The final improvement plan is communicated through PTO meetings, the school website, school cast messages and school flyers. These are done on a quarterly basis. The improvement plan will also be located within our parent information center in the front hall as parents enter the building.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		K- 8 Summative Assessment Final2016-2017

Evaluative Criteria and Rubrics

Overall Rating: 2.75

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

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	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?

On the English section of the ACT Aspire test demonstrated levels above expected performance. Over 88 percent of all our students grade 6-8 were proficient or close to proficiency.

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

Girard shows high levels of performance in English for grades 6-8. Additionally, over 89 percent of our 6th grade students were proficient or close to proficiency in Math. In addition, GMS 7th grade students were 95 percent proficient or close in English and 90 percent in 6th grade were also proficient or close.

Which area(s) indicate the overall highest performance?

English

6th grade overall scored 90% proficient/close to proficiency.

7th grade overall scored 95% proficient/close to proficiency.

8th grade overall scored 80% proficient/close to proficiency.

Math

6th grade overall scored 89% proficient/close to proficiency.

Writing

6th grade overall scored 83% proficient/close to proficiency.

7th grade overall scored 59% proficient/close to proficiency.

8th grade overall scored 72% proficient/close to proficiency.

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

Grade 6th increasing performance (subgroups):

White students have increasing rate in all subject areas.

Female students have increasing rate in all subject areas

Grade 7th increasing performance (subgroups):

White students have increasing rate in all subject areas.

Female students have increasing rate in all subject areas

Males have increasing rate in all Reading, English and Writing.

Grade 8th increasing performance (subgroup):

Female students have increasing rate in all subject areas

White students also have increasing rate in all subject areas.

Between which subgroups is the achievement gap closing?

Subgroup	Subject	2016 Gap%	2017 Gap%	Decrease in Gap
6th Grade Females/Males	Science	8	4	4
8th Grade Black/White	English	10	7	3
8th Grade Black/White	Reading	13	9	4
8th Grade Black/White	Writing	11	4	7
7th Grade Females/Males	English	20	7	13
7th Grade Females/Males	Math	3	1	2
7th Grade Females/Males	Reading	3	1	2
7th Grade Black/White	English	23	14	9
7th Grade Black/White	Reading	11	10	1
7th Grade Black/White	Math	22	2	20

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

English scores is an area of achievement for Girard Middle School.

Areas in Need of Improvement

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

8th Grade

10% Science are proficient

12% Math are proficient

13% Writing are proficient

7th Grade

14% Writing are proficient

11% Reading are proficient

11% Science are proficient

12% Math are proficient

6th Grade

20% Reading are proficient

21% Science are proficient

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

The negative performance according to ACT readiness standards was greatest in 8th grade in which Math, Science, and Writing sub-tests overall felt a decrease in average score of the students. In addition 7th grade negative performance according to the ACT was Reading, Science, Writing and Math. In 6th grade negative performance according to the ACT was Reading and Science.

Which area(s) indicate the overall lowest performance?

Science

7th grade overall scored 29% proficient/close to proficiency.

8th grade overall scored 23% proficient/close to proficiency.

Reading

7th grade overall scored 44% proficient/close to proficiency

Math

8th grade overall scored 32% proficient/close to proficiency

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

We show a decreasing performance in Reading, English, Math and Writing for our 8th Grade students for Males; Black/African American/and Whites for 8th Grade Science and Math. In addition, Males in Reading, and Math for 6th grade; 7th grade Males in Science and Math.

Between which subgroups is the achievement gap becoming greater?

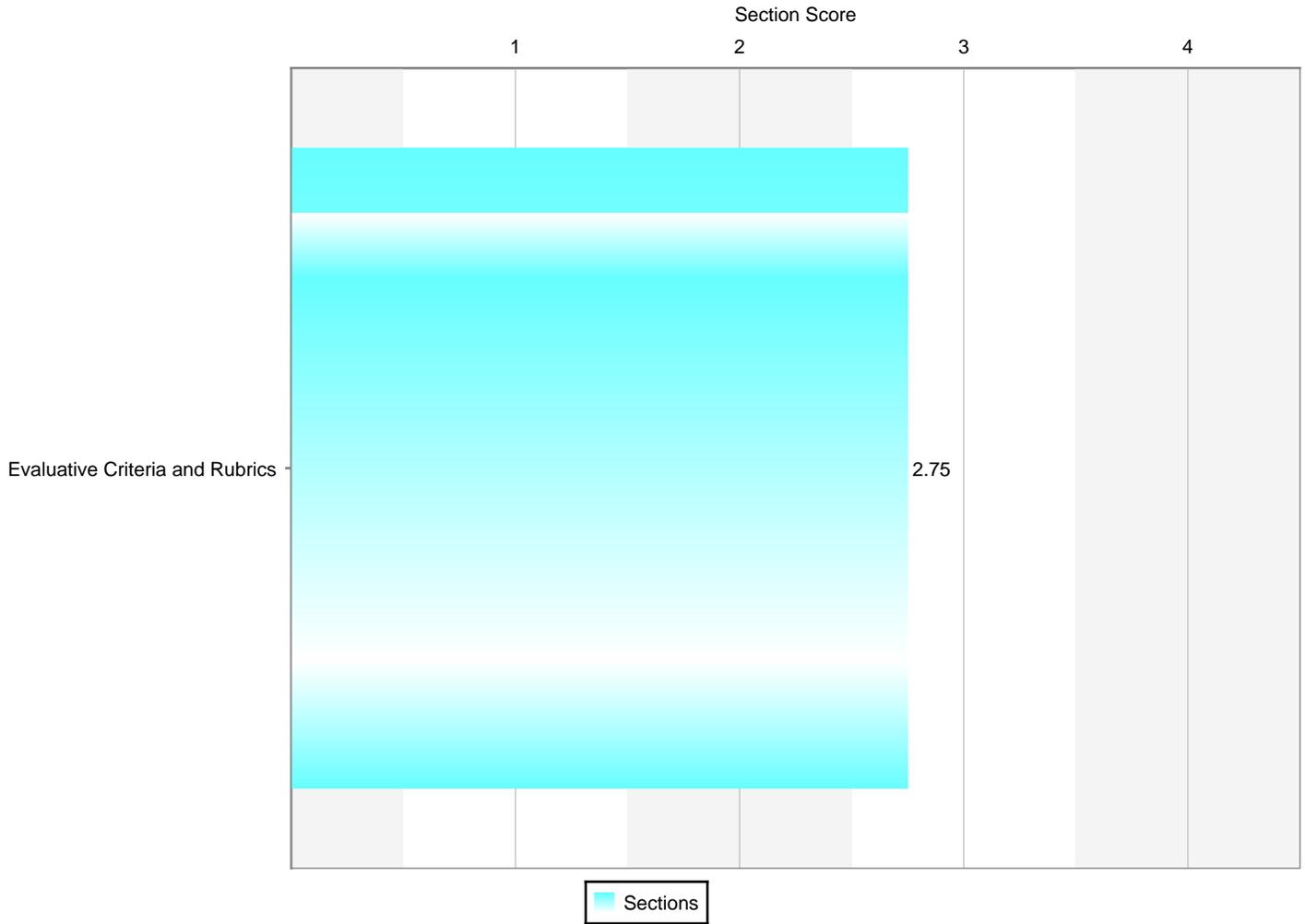
Subgroup	Subject	2016 Gap%	2017 Gap%	Increasing in Gap
6th Female/Male	Writing	11	31	20
6th Female/Male	English	11	17	6
6th Female/Male	Reading	5	7	2
6th Female/Male	Math	1	9	8
6th Black/White	English	17	20	3
6th Black/White	Writing	8	14	6
6th Black/White	Science	19	27	8
7th Female/Male	Science	1	4	3
7th Female/Male	Writing	3	9	6
7th Black/White	Science	2	12	10
7th Black/White	Writing	7	8	1
8th Female/White	English	4	19	15
8th Female/White	Reading	3	17	14
8th Female/White	Writing	2	23	21
8th Female/White	Science	0	4	4
8th Female/White	Math	2	4	2
8th Black/White	Science	9	25	16
8th Black/White	Math	10	17	7

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

We show that students are not performing to standard in the area of Reading and Math from Exact Path (Edmentum) and from Performance Series (Scranton).

Report Summary

Scores By Section



2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

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		2017-2018 Signature

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		Question #2 - Letter

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		Question #3 - Letter

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		Parental Plan 2017-2018 Principal Signature

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 Compact 2017-2018

2017-2018 Plan for ACIP

Overview

Plan Name

2017-2018 Plan for ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	ELL (17-18) English Language learners will become proficient in English	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
2	(17-18) Girard Middle School will engage learners through high quality aligned college and career ready standards, instruction and assessment.	Objectives: 2 Strategies: 2 Activities: 3	Organizational	\$2000
3	(17-18) Girard Middle School will improve use of human and organizational capital to increase stakeholder's involvement and satisfaction.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
4	(17-18) Girard Middle School will identify barriers to teaching, learning and aligning support systems to address those barriers.	Objectives: 1 Strategies: 4 Activities: 5	Organizational	\$0

Goal 1: ELL (17-18) English Language learners will become proficient in English

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency in his/her listening, speaking, reading and writing in English Language Arts by 05/29/2018 as measured by increasing his/her proficiency score by .5 on the ACCESS for ELLs.

Strategy 1:

EL Implementation Plan - Girard Middle School teachers implement EL Implementation Plan which offers (Sheltered Instruction) a guide for teachers on how to improve instruction with the information given by the GMS EL committee. The teacher will also be given access to the EL Policy and Procedure Manual. In addition we will have one EL teacher to visit our school and work one on one with our EL students and their teacher to assist in creating activities, assignment and lesson for our students. Features present in all lessons shown in the manual include having language and content objectives, emphasizing key vocabulary, scaffolding instruction, using comprehensible input, reviewing material, and assessing students' learning.

Category: Develop/Implement College and Career Ready Standards

Activity - Individual EL Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student designated as EL will have an Individual EL Plan which will be updated annually until the student achieves Former EL (FEL) status. Students' W-APT and ACCESS for ELLs scores will help teachers to identify areas of focus for individual strategies. These will be implemented based upon the needs of the student.	Academic Support Program	09/01/2017	05/28/2018	\$0	No Funding Required	Counselor, teachers and EL committee members
Activity - Teacher Guidelines	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will follow the following research based guidelines: * EL students must receive accommodation of content work as needed. * Grading is based on accommodated work. * Teachers will also use anchor charts/visual in the classroom * ELs must not be failed on the basis of lack of English language proficiency. * Grades placed in a student's cumulative folder must reflect the student's academic achievement on grade level academic content and student academic achievement standards.	Behavioral Support Program	10/01/2017	05/29/2018	\$0	No Funding Required	Counselor, teachers and EL committee members

Goal 2: (17-18) Girard Middle School will engage learners through high quality aligned college and career ready standards, instruction and assessment.

Measurable Objective 1:

increase student growth by 5% of all students in ELA College and Career Ready Standards on the Performance Series Test by 05/01/2018 as measured by average scale score of 1058 for Reading fall test as compared to the average scale score of the spring test.

(shared) Strategy 1:

Strategic Teaching - Strategic teaching methods will be implemented in all academic classrooms.

Category: Develop/Implement College and Career Ready Standards

Activity - Exact Path	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Exact Path includes assessment-driven reading and language arts instruction that is paced to students needs and aligned to GMS teacher's instruction goals. Exact Path, Edmentum's individualized learning solution, is focused on understanding where GMS students are academically challenged and then using the data to drive instruction. Adaptive tools offer targeted instruction that is aligned to GMS teacher's goals, paced to GMS students' needs, and structured to give students control over their own educational journey. Students will also meeting in their exploratory classes two times a week to work on Exact Path. In addition students that are in skills classes will work in Exact Path two times a week.	Academic Support Program	09/28/2017	05/28/2018	\$2000	Title I Schoolwide	Instructional Coach, Literacy Coach, Classroom Teachers, Collaborative Teachers and Intervention/Exploratory Teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in small groups within the classroom based upon exceeding(4),ready (3),close (2), in need of support (1) to receive assistance, intervention or enrichment based on their learning level of score from benchmark testing. All elective and Special Education (Skills) classes will meet two time a week for small group.	Academic Support Program	09/28/2017	05/28/2018	\$0	No Funding Required	Classroom Teachers, Collaborative teachers and Aides

(shared) Strategy 2:

Professional Development - Teachers will be given professional development opportunities through ALSDE and GMS Literacy and Instructional Coaches.

Category: Develop/Implement College and Career Ready Standards

Activity - PD Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development training to assist them in increasing student performance by 5% in reading and math for Performance Series Test	Academic Support Program	09/28/2017	05/28/2018	\$0	No Funding Required	GMS Literacy and Instructional Coaches, and Administrative Staff.

Measurable Objective 2:

increase student growth by 5% of all students in Math College and Career Ready Standards on the Performance Series Test by 05/01/2018 as measured by the average scale score of 1002 from the fall test as compared to the average scale score of the spring test. .

(shared) Strategy 1:

Strategic Teaching - Strategic teaching methods will be implemented in all academic classrooms.

Category: Develop/Implement College and Career Ready Standards

Activity - Exact Path	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Exact Path includes assessment-driven reading and language arts instruction that is paced to students needs and aligned to GMS teacher's instruction goals. Exact Path, Edmentum's individualized learning solution, is focused on understanding where GMS students are academically challenged and then using the data to drive instruction. Adaptive tools offer targeted instruction that is aligned to GMS teacher's goals, paced to GMS students' needs, and structured to give students control over their own educational journey. Students will also meeting in their exploratory classes two times a week to work on Exact Path. In addition students that are in skills classes will work in Exact Path two times a week.	Academic Support Program	09/28/2017	05/28/2018	\$2000	Title I Schoolwide	Instructional Coach, Literacy Coach, Classroom Teachers, Collaborative Teachers and Intervention/Exploratory Teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in small groups within the classroom based upon exceeding(4),ready (3),close (2), in need of support (1) to receive assistance, intervention or enrichment based on their learning level of score from benchmark testing. All elective and Special Education (Skills) classes will meet two time a week for small group.	Academic Support Program	09/28/2017	05/28/2018	\$0	No Funding Required	Classroom Teachers, Collaborative teachers and Aides

(shared) Strategy 2:

Professional Development - Teachers will be given professional development opportunities through ALSDE and GMS Literacy and Instructional Coaches.

Category: Develop/Implement College and Career Ready Standards

Activity - PD Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development training to assist them in increasing student performance by 5% in reading and math for Performance Series Test	Academic Support Program	09/28/2017	05/28/2018	\$0	No Funding Required	GMS Literacy and Instructional Coaches, and Administrative Staff.

Goal 3: (17-18) Girard Middle School will improve use of human and organizational capital to increase stakeholder's involvement and satisfaction.

Measurable Objective 1:

collaborate to increase stakeholder participation by creating more parent volunteer opportunities on campus through various events by 05/22/2017 as measured by an increase in parental involvement participation in school-related events.

Strategy 1:

Parent Participation - Parents will be notified or given a calendar on the school website of dates they can volunteer and what representative to contact.

Category: Develop/Implement College and Career Ready Standards

Activity - Parent Time in School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be notified and/or given a calendar of time they can volunteer at the Honors and Awards, Extra Curricular Activities, 8th Grade promotion, 21st Century After-School program, Spring Fling, Dream Room one on one tutoring and Parent Summit.	Parent Involvement	09/28/2017	05/28/2018	\$0	No Funding Required	All GMS teachers, support staff, Parental Involvement, Administrators, and Athletic Director.

Strategy 2:

Parent and Community Support - The school staff will work together to ensure that stakeholders are aware of school-related events and opportunities to serve the school and student body with consistent commitment.

Category: Develop/Implement Student and School Culture Program

Research Cited: Alabama State Department of Education and Dothan City School denotes stakeholder participation promotes student success.

Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Girard Middle School will increase the level of communication through school messenger, twitter, Facebook, Flyers sent home, school marquee and school/ District website to relay positive activities occurring at the school.	Parent Involvement	09/28/2017	05/28/2018	\$0	No Funding Required	All GMS teachers, support staff, Administrators, Parental Involvement, Literacy and Instructional coach.

Goal 4: (17-18) Girard Middle School will identify barriers to teaching, learning and aligning support systems to address those barriers.

Measurable Objective 1:

collaborate to increase student attendance, A & A/B Honor Roll, and decrease disciplinary action by 05/28/2018 as measured by the data obtained from I-Now, student report cards, DecisionED and teacher referrals...

Strategy 1:

A and A/B Honor Roll - Students will be recognized every nine weeks for making the Honor Roll and receive an incentive.

Category: Develop/Implement Student and School Culture Program

Activity - Honor Roll Incentive	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be rewarded every nine-weeks for making the A or A/B Honor Roll through a pizza party.	Academic Support Program	09/28/2017	05/28/2018	\$0	No Funding Required	All GMS teachers, staff and administrators

Strategy 2:

Ice Cream Party - Students will be recognized for perfect attendance and receive an incentive such as Ice-Cream party every nine weeks.

Category: Develop/Implement Student and School Culture Program

Research Cited: Attendance Works

Activity - Ice-Cream Party	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with perfect attendance for every nine weeks will be rewarded with an ice-cream party.	Behavioral Support Program	09/28/2017	05/28/2018	\$0	No Funding Required	Administrators and GMS teachers

Strategy 3:

Student Recognition - Students will be recognized for having a positive attitude and good character

Category: Develop/Implement Student and School Culture Program

Activity - Student of Month	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Girard Middle School

<p>The candidates for Student of the Month should exemplify the characteristics listed below. It should be understood that the candidates receiving a Student of the Month nomination should meet all of their daily school requirements as well as demonstrate the characteristics of a well-rounded individual.</p> <p>* Academics - Student should be a hard-worker in all aspects of academics.</p> <p>* Attitude - Student should possess and demonstrate a positive attitude towards their classmates as well as to their teachers.</p> <p>* Behavior - Student should be well-behaved in structured and non-structured settings.</p> <p>* Responsibility - Student should show responsibility in their work as well as their actions.</p> <p>* Attendance - Student should have shown excellent attendance during that nomination month</p> <p>The student will also be recognized in GMS Hall of Fame.</p>	Academic Support Program, Behavioral Support Program	09/28/2017	05/28/2018	\$0	No Funding Required	Administrators and GMS teachers
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Strategy 4:

Behavior Incentives - Students will be recognized for having positive behavior every nine weeks.

Category: Develop/Implement Student and School Culture Program

Activity - "LIVE at Lunch"	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GMS students will be recognized for exceptional behavior (no referrals.) "LIVE at Lunch" will take place in the picnic area of the school (picnic table/benches) and students will be able to enjoy the lunch in the company of other well behaved peers.	Behavioral Support Program	10/06/2017	05/18/2018	\$0	No Funding Required	Administration, Instructional and Literacy Coaches, Counselors and Teachers

Activity - A+ Arcade	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GMS students will be recognized for exceptional behavior (no referrals). A+ Arcade will feature a variety of board, card, and computer games, along with a theater wall. The arcade will be open once a month or operate interchangeably with another featured activity listed.	Behavioral Support Program	10/06/2017	05/18/2018	\$0	No Funding Required	Administration, Instructional and Literacy Coaches, Counselors and Teachers

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
Exact Path	Exact Path includes assessment-driven reading and language arts instruction that is paced to students needs and aligned to GMS teacher's instruction goals. Exact Path, Edmentum's individualized learning solution, is focused on understanding where GMS students are academically challenged and then using the data to drive instruction. Adaptive tools offer targeted instruction that is aligned to GMS teacher's goals, paced to GMS students' needs, and structured to give students control over their own educational journey. Students will also meeting in their exploratory classes two times a week to work on Exact Path. In addition students that are in skills classes will work in Exact Path two times a week.	Academic Support Program	09/28/2017	05/28/2018	\$2000	Instructional Coach, Literacy Coach, Classroom Teachers, Collaborative Teachers and Intervention/Exploratory Teachers
Total					\$2000	

No Funding Required

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

Girard Middle School

Student of Month	<p>The candidates for Student of the Month should exemplify the characteristics listed below. It should be understood that the candidates receiving a Student of the Month nomination should meet all of their daily school requirements as well as demonstrate the characteristics of a well-rounded individual.</p> <ul style="list-style-type: none"> * Academics - Student should be a hard-worker in all aspects of academics. * Attitude - Student should possess and demonstrate a positive attitude towards their classmates as well as to their teachers. * Behavior - Student should be well-behaved in structured and non-structured settings. * Responsibility - Student should show responsibility in their work as well as their actions. * Attendance - Student should have shown excellent attendance during that nomination month <p>The student will also be recognized in GMS Hall of Fame.</p>	Academic Support Program, Behavioral Support Program	09/28/2017	05/28/2018	\$0	Administrator s and GMS teachers
Teacher Guidelines	<p>Teachers will follow the following research based guidelines:</p> <ul style="list-style-type: none"> * EL students must receive accommodation of content work as needed. * Grading is based on accommodated work. * Teachers will also use anchor charts/visual in the classroom <p>* ELs must not be failed on the basis of lack of English language proficiency.</p> <p>* Grades placed in a student's cumulative folder must reflect the student's academic achievement on grade level academic content and student academic achievement standards.</p>	Behavioral Support Program	10/01/2017	05/29/2018	\$0	Counselor, teachers and EL committee members
Parent Communication	<p>Girard Middle School will increase the level of communication through school messenger, twitter, Facebook, Flyers sent home, school marquee and school/ District website to relay positive activities occurring at the school.</p>	Parent Involvement	09/28/2017	05/28/2018	\$0	All GMS teachers, support staff, Administrator s, Parental Involvement, Literacy and Instructional coach.
Parent Time in School	<p>Parents will be notified and/or given a calendar of time they can volunteer at the Honors and Awards, Extra Curricular Activities, 8th Grade promotion, 21st Century After-School program, Spring Fling, Dream Room one on one tutoring and Parent Summit.</p>	Parent Involvement	09/28/2017	05/28/2018	\$0	All GMS teachers, support staff, Parental Involvement, Administrator s, and Athletic Director.

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PD Time	Teachers will attend professional development training to assist them in increasing student performance by 5% in reading and math for Performance Series Test	Academic Support Program	09/28/2017	05/28/2018	\$0	GMS Literacy and Instructional Coaches, and Administrative Staff.
Individual EL Plan	Each student designated as EL will have an Individual EL Plan which will be updated annually until the student achieves Former EL (FEL) status. Students' W-APT and ACCESS for ELLs scores will help teachers to identify areas of focus for individual strategies. These will be implemented based upon the needs of the student.	Academic Support Program	09/01/2017	05/28/2018	\$0	Counselor, teachers and EL committee members
"LIVE at Lunch"	GMS students will be recognized for exceptional behavior (no referrals.) "LIVE at Lunch" will take place in the picnic area of the school (picnic table/benches) and students will be able to enjoy the lunch in the company of other well behaved peers.	Behavioral Support Program	10/06/2017	05/18/2018	\$0	Administration , Instructional and Literacy Coaches, Counselors and Teachers
Small Group Instruction	Students will be placed in small groups within the classroom based upon exceeding(4),ready (3),close (2), in need of support (1) to receive assistance, intervention or enrichment based on their learning level of score from benchmark testing. All elective and Special Education (Skills) classes will meet two time a week for small group.	Academic Support Program	09/28/2017	05/28/2018	\$0	Classroom Teachers, Collaborative teachers and Aides
A+ Arcade	GMS students will be recognized for exceptional behavior (no referrals). A+ Arcade will feature a variety of board, card, and computer games, along with a theater wall. The arcade will be open once a month or operate interchangeably with another featured activity listed.	Behavioral Support Program	10/06/2017	05/18/2018	\$0	Administration , Instructional and Literacy Coaches, Counselors and Teachers
Honor Roll Incentive	Students will be rewarded every nine-weeks for making the A or A/B Honor Roll through a pizza party.	Academic Support Program	09/28/2017	05/28/2018	\$0	All GMS teachers, staff and administrators
Ice-Cream Party	Students with perfect attendance for every nine weeks will be rewarded with an ice-cream party.	Behavioral Support Program	09/28/2017	05/28/2018	\$0	Adminstrators and GMS teachers
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	See Attachment	Stakeholder Comparative Data Stakeholder Feedback Data Narrative

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?

The following indicators received the highest level of satisfaction or approval:

PARENT- Indicator 1.1: The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. The average score for this indicator is 3.95 with an increase of .11 from 2016.

STUDENT- Indicator 5.4: The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. The average score for this indicator is 4.07 with an increase of 0.2 from 2016. This indicator also received the highest level of satisfaction last school year.

STAFF- Indicator 5.4: The school engages in a continuous process to determine verifiable improvements in student learning, including readiness for and success at the next level. The average score for this indicator is 4.55 with an increase of .37 from 2016.

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

[Indicator 4.2: Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.]
Parents = 16 of 21 indicators showed an increase in stakeholder satisfaction on the 2017 survey. The greatest increase in parent approval was identified by indicator 4.2 which increased from an average score of 3.17 in 2015 to 3.59 in 2016 and 3.85 in 2017.

[Indicator 2.2: The governing body operates responsibly and functions effectively].

Staff = 30 of 30 indicators showed an increase in approval level on the survey. The area showing a trend toward increasing stakeholder satisfaction for teachers was demonstrated by indicator 2.2. The average score rose 3.9 in 2015 to 4.19 in 2016 to 4.43 in 2017.

[Indicator 2.1: The governing body establishes policies and supports practices that ensure effective administration of the school..]

Students = 19 of 19 indicators showed an increase in satisfaction on the 2017 end of the year survey. The most noticeable trend in student approval is depicted by indicator 2.1. The average score elevated from 3.42 in 2015 to 3.61 in 2016 and again to 3.7 in 2017.

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

STAFF & STUDENTS: The highest approval rating among the GMS staff members and students was identified by Indicator 5.4: The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

Our instructional process includes a variety of formative and summative assessments to inform student learning and assists learners in making frequent changes to instruction to meet the needs of learners. Teachers received professional development on how to read the data and use it to guide instruction. During the 2016-17 school year, ACT Aspire testing was administered in the spring of each school year. The SY 2017-2018

data was used to determine what students were Ready, Close, and In Need of Support. Based on the data, supports were put in place to enhance student achievement. Some advanced students qualified for LinC or were provided more rigorous instruction and assignments in their academic classes. Additional professional development was given to train teachers how to implement supports necessary to stimulate student growth. Teachers differentiated their lessons to enhance learning and boost Close students to the next level. Students identified as In Need of Support were placed in intervention classes where they used Odysseyware. They also provided small group instruction in their classrooms twice a week. Interim tests were administered to measure growth throughout the school year and monitor student progress. A data room was created to display student growth. Data meetings took place after each interim test to study student growth and create action plans boost student achievement. Teachers were able to track their students' progress from the end of 2015-16 school year to now. Furthermore, teachers had the ability to access reports from ACT Aspire and Odysseyware. A copy of the reports were sent home for parents to review their child(ren)'s progress. Students were taught how to read the data themselves and set goals for future tests. The RTI process was used to monitor student learning, provide early intervening services to struggling students to improve their skills, and to identify students who may have disabilities. Parents of students who are monitored through RTI are notified by teachers who are providing these services via phone, email or letter. Progress reports are issued every 4 1/2 weeks and reports are distributed every 9 weeks. All of the aforementioned activities were in keeping with the school's academic goal to engage learners through high quality aligned college and career ready standards, instruction and assessment. Goals were determined by the Leadership Team who is representative of the staff. These goals were then communicated to the stakeholders via Title 1 and PTO meetings. To ensure that the goals are implemented, administration used the Effective Educator monitoring tool.

PARENTS: The highest level of satisfaction noted for GMS parents was identified by Indicator 1.1: The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

Parents, staff members, community leaders and other school officials all play a role in the development of the improvement plan. A description of the process for including stakeholders in the development, review and revision process of the school's mission is outlined in the ACIP under the Improvement Plan for Stakeholder Involvement. Steps for inclusion are as follows:

Faculty and staff choose school focus groups in which they would like to participate. Focus groups include: Positive Behavior Support, Advisory and Building Leadership Team. All have a goal of improving some aspect of our school.

Students, parents, and teachers provide input on what the school needs to improve upon through surveys, PTO, and annual Title 1 meetings. Community leaders were the voice of the school acting on behalf of student interest and funding support methods such as instructional supplies for all teachers and incentives for students and teachers. Other school officials provided training and support to school staff for better management practices. The school website, annual report, student handbook, and faculty, community, and PTO meetings are examples of communications used to inform stakeholders about the school's purpose.

Areas in Need of Improvement

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

Participants reported the lowest level of approval as follows:

Parents- Indicators 2.3: The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. Average score 3.61

Students- Indicator 4.3: The school maintains facilities, services and equipment to provide a safe, clean, and healthy environment for all students and staff. Average score 2.82

Staff- Indicator 3.3: Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. Average score 4.1

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

Parents who participated in the stakeholder survey showed a decreasing level of satisfaction in the area of Governance and Leadership as evidenced by an average score 3.61 on Indicator 2.3: The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. This indicator has scored among the lowest for 4 consecutive years. Though there was an increase in satisfaction last year by .63, the average score declined by .02 in 2017.

Student stakeholders expressed dissatisfaction with Resources and Support Systems as identified by Indicator 4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff giving it an average score 2.82. Though this indicator showed improvement from 2.84 in 2013 to 3.23 in 2015 and then 3.58 in 2016 to 2.82 in 2017, Indicator 4.3 has been ranked among the lowest each year.

Staff members were most dissatisfied in the area of Teaching and Assessing for Learning. For the past four years, indicators 3.2, 3.3, 3.4, and 3.6 have received the lowest approval ratings. The average scores for these indicators fluctuate from the very low 4's to high 3's every other year. Though this year these indicators rank in the low 4's, trends imply that they will decrease again next year.

What are the implications for these stakeholder perceptions?

The implications for these stakeholder perceptions are as follows:

PARENTS: The results of the survey administered in Spring 2017 show an increase in satisfaction level on 14 of 21 indicators. The average score of responses improved by .07 with an overall score of 3.79. In 2016, 14 responses fell below 3.20. This year, all 21 responses averaged between 3.20-4.30. Yet, parents scored 2.3 as the lowest with an average score of 3.61 (The governing body ensures that the

school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.) No responses on the open-ended portion of the survey provide any additional input for why parents may have given this indicator the lowest score. Dothan City Board of Education holds public meetings throughout the year to keep the community informed. Principals meet every Monday and are given the opportunity to voice their needs and concerns. Dothan City provides supports for all schools to implement the best possible experience for students and ensure their academic success.

STAFF:The results of the survey administered in Spring 2017 show and increase in satisfaction level on 30 of 30 indicators. Yet, staff members showed the most disapproval with Indicator 3.3: Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations by giving it an average score 4.1. Based on open-ended responses, staff members suggested receiving more professional development for teachers and coaches with emphasis on those strategies and programs required by administration.

STUDENTS: The results of the survey administered in Spring 2017 show and increase in satisfaction level on 19 of 19 indicators. There was an extreme decline in the area of Resources and Support systems as identified by indicator 4.3 from 2015 to 2016. Although there was an increase in the average score by .20, this indicator still remains the lowest. Based on responses given to the open ended questions, some students expressed a desire for better technology. The first improvement to technology since this survey was administered in 2016 is that DCS/GMS has moved from the One-to-One iPad initiative to Chromebooks. Teachers will upload assignments to Google Classroom and students will have access to their school work from anywhere. Students are also using more digital programs in the classroom such as Nearpod, ExactPath, Odysseyware, Buzz Math, etc. Exploratory classes provide career tech courses as well. Students also expressed dissatisfaction with the facilities appearance. The administration has made every effort to update the school with a cafe' style cafeteria, new logos and banners, technology upgrades, an additional computer lab, providing Chromebooks for each classroom, and encouraging teachers to create an inviting learning environment using the 21st Century Classroom model. Two custodians are employed to ensure the cleanliness of the facilities and DCS maintenance makes certain that the grounds are well maintained and safe for students and staff.

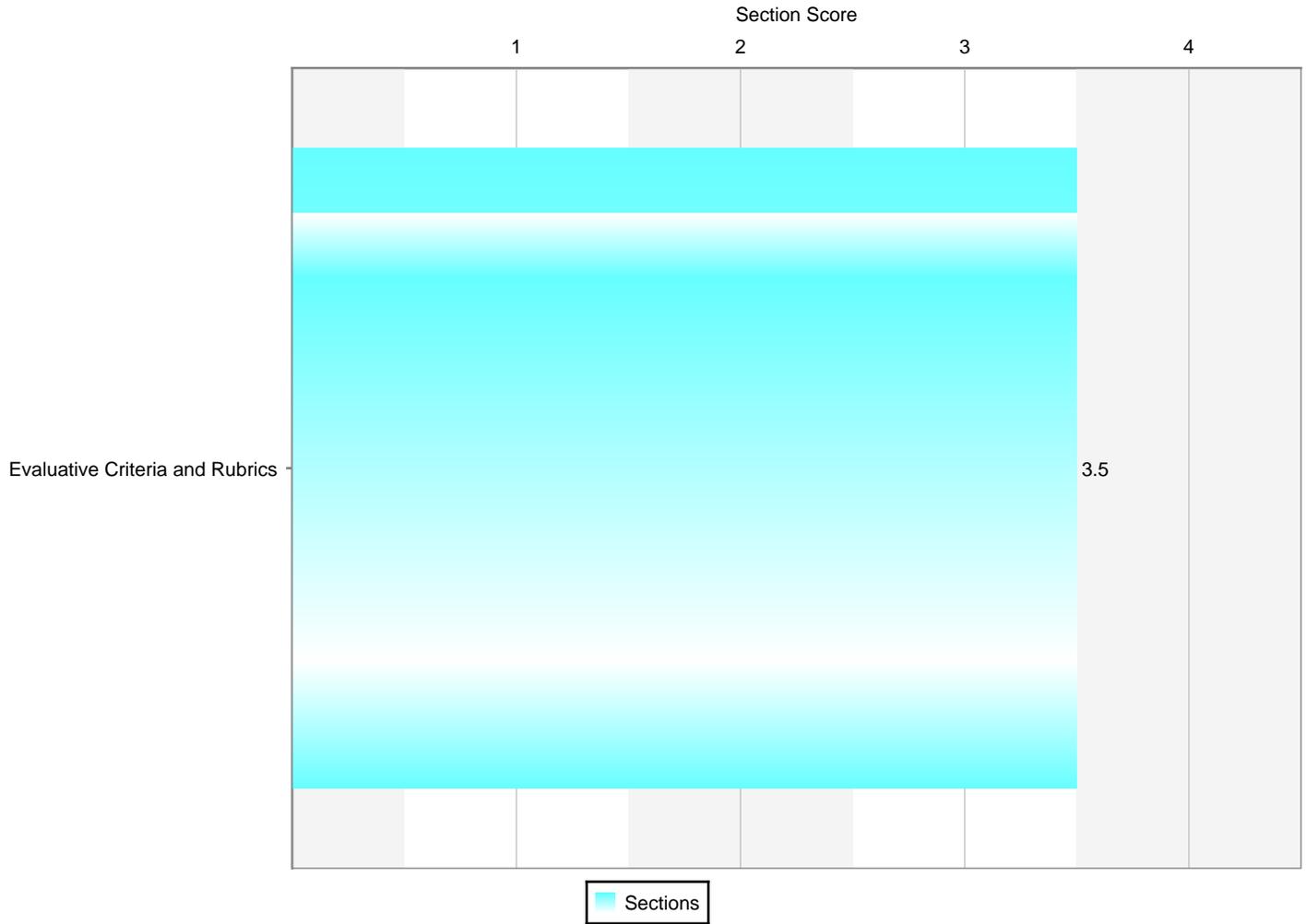
Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

These findings are consistent with information obtained additional sources that include:

- PTO meetings, parent interactions and/or conferences [Parents]
- grade level, department, faculty, and leadership team meetings [Staff]
- student/faculty interactions, advisory, and SGA meetings [Students]

Report Summary

Scores By Section



2017-2018 Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

The Leadership Team provided the data to each grade level during team meetings and faculty meeting. Each grade level analyzed the data from Aspire. Each grade level looked for trends, patterns and other information that were affecting student performance. Teachers completed classroom profiles to adjust instruction to weaknesses in student achievement. Each grade level identified student achievement data based on the data and assessed course of study standards across grade levels to find common weaknesses and where instructional focus is needed. After weaknesses were identified, teachers developed strategies and action steps to improve student achievement on the Scranton-Performance Series which include small grouping in the classroom. Use of high priority items from the statewide needs assessment and the Making Middle Grades work survey were analyzed to develop steps to improve achievement. Additional data relating to attendance/tardy issues, parental involvement issues, and school culture issues were also analyzed and studied to determine their impact on student achievement. Strengths and weaknesses were identified in each area to determine the degree to which they affected achievement. Action steps to address any areas of focus were developed. Data meetings are conducted monthly to discuss concerns of individual students in all grade levels. Referrals are accepted in the areas of math, reading, and behavior. The Response to Instruction (RTI) committee meets and recommends formal interventions to support each student. Interventions include classroom strategies, placement into intervention classes to provide further math and reading instruction, and behavior plans. Progress monitoring is done through Rtl Rails, monthly feedback from teachers, progress reports, and report card.

What were the results of the comprehensive needs assessment?

Students scored below the ACT national readiness standards in all subjects and grade levels.

What conclusions were drawn from the results?

Performance in math and reading is lower than the leadership team prefers, but the overall consensus is that programs such as the small group intervention (in the classroom), Exact Path software (both in the classroom and intervention classes) , OpenED, and intense small group tutoring with tutors working one on one students exposing and challenging students in new and different ways. Therefore, an upward trend is expected in math and reading performance for the 2017-2018 school year.

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

The leadership team has determined that various programs are providing strength in regards to academics and school perception. For example, Exact Path which encourages students to develop their own learning path to analyze texts and provide evidence for their reasoning and also working on different Math concepts. OpenED will be use to help assist in increasing Science scores. Student achievement is increasing in some area but not at the rate that we would like to see. Programs such as the advisory, mentoring program and teacher clubs have a positive impact on student perception as they feel a sense of belonging in their school.

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

The school goals reflect the use of technology to enhance the learning experience of the student. The needs assessment indicates that more and/or updated technology is essential in providing students with the necessary skills to compete with students across the nation. The goals are connected to the need for improvement in the areas of reading and math through the use of specific, researched instructional strategies. Students and teachers will continue to improve upon proper and relevant usage of the Chromebook issued as a result of the 1:1 initiative for DCS.

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

The goals will require analysis of Exact Path, OpenED, teacher observation and records, and any state mandated standardized assessment.

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

The goals address diverse populations by providing students with individualized instruction and assessment. Teachers have been trained in strategic teaching methods to meet the needs of whole school populations as well as the special needs of individual students. Response to Instruction is delivered in the classroom and scheduled intervention periods. A tutorial intervention program will be provided for students twice a week not meeting standards, as measured by classroom assessment and Exact Path assessment. Classroom assignments and assessments will be used in this tutorial program, with additional probes from benchmark tests, periodically throughout the program.

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:
Goal 1: (17-18) Girard Middle School will engage learners through high quality aligned college and career ready standards, instruction and assessment.

Measurable Objective 1:
increase student growth by 5% increase of all student in ELA College and Career Ready Standards on the Performance Series Test by 05/01/2018 as measured by Benchmark Test, Formative Test, monthly data meetings, RTI meetings and standardized test.

Strategy1:
Strategic Teaching - Strategic teaching methods will be implemented in all academic classrooms.
Category: Develop/Implement College and Career Ready Standards
Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in small groups within the classroom based upon exceeding(4),ready (3),close (2), in need of support (1) to receive assistance, intervention or enrichment based on their learning level of score from benchmark testing.	Academic Support Program	09/28/2017	05/28/2018	\$0 - No Funding Required	Classroom Teachers, Collaborative teachers and Aides

Activity - Exact Path	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Exact Path includes assessment-driven reading and language arts instruction that is paced to students needs and aligned to your instruction goals. Exact Path, Edmentum's individualized learning solution, is focused on understanding where your students are academically and then taking that data a step further. Adaptive tools offer targeted instruction that is aligned to your goals, paced to your students' needs, and structured to give students control over their own educational journey.	Academic Support Program	09/28/2017	05/28/2018	\$2000 - Title I Schoolwide	Instructional Coach, Literacy Coach, Classroom Teachers, Collaborative Teachers and Intervention/Exploratory Teachers

Strategy2:
Professional Development - Teacher will be given professional development opportunities through ALSDE and GMS Literacy and Instructional Coaches.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - PD Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development training to assist them in increasing student performance by 5% in reading and math for Performance Series Test	Academic Support Program	09/28/2017	05/28/2018	\$0 - No Funding Required	GMS Literacy and Instructional Coaches, and Administrative Staff.

Measurable Objective 2:

increase student growth by 5% increase of all student in ELA College and Career Ready Standards on the Performance Series Test by 05/01/2018 as measured by Benchmark Test, Formative Test, monthly data meetings, RTI meetings and standardized test.

Strategy1:

Professional Development - Teacher will be given professional development opportunities through ALSDE and GMS Literacy and Instructional Coaches.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - PD Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development training to assist them in increasing student performance by 5% in reading and math for Performance Series Test	Academic Support Program	09/28/2017	05/28/2018	\$0 - No Funding Required	GMS Literacy and Instructional Coaches, and Administrative Staff.

Strategy2:

Strategic Teaching - Strategic teaching methods will be implemented in all academic classrooms.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Exact Path	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Exact Path includes assessment-driven reading and language arts instruction that is paced to students needs and aligned to your instruction goals. Exact Path, Edmentum's individualized learning solution, is focused on understanding where your students are academically and then taking that data a step further. Adaptive tools offer targeted instruction that is aligned to your goals, paced to your students' needs, and structured to give students control over their own educational journey.	Academic Support Program	09/28/2017	05/28/2018	\$2000 - Title I Schoolwide	Instructional Coach, Literacy Coach, Classroom Teachers, Collaborative Teachers and Intervention/Exploratory Teachers

ACIP

Girard Middle School

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in small groups within the classroom based upon exceeding(4),ready (3),close (2), in need of support (1) to receive assistance, intervention or enrichment based on their learning level of score from benchmark testing.	Academic Support Program	09/28/2017	05/28/2018	\$0 - No Funding Required	Classroom Teachers, Collaborative teachers and Aides

Goal 2:

Goal 3: (17-18) Girard Middles School will identify barriers to teaching, learning and aligning support systems to address barriers.

Measurable Objective 1:

collaborate to increase student attendance, A & A/B Honor Roll, and decrease disciplinary action by 05/28/2018 as measured by I-NOW, student report cards, DecisionED and teacher referrals...

Strategy1:

Student Recognition - Students will be recognize for being positive attitude and good character

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Student of Month	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The candidates for Student of the Month should exemplify the characteristics listed below. It should be understood that the candidates receiving a Student of the Month nomination should meet all of their daily school requirements as well as demonstrate the characteristics of a well-rounded individual. * Academics - Student should be a hard-worker in all aspects of academics. * Attitude - Student should possess and demonstrate a positive attitude towards their classmates as well as to their teachers. * Behavior - Student should be well-behaved in structured and non-structured settings. * Responsibility - Student should show responsibility in their work as well as their actions. * Attendance - Student should have shown excellent attendance during that nomination month	Academic Support Program Behavioral Support Program	09/28/2017	05/28/2018	\$0 - No Funding Required	Administrators and GMS teachers

Strategy2:

Ice Cream Party - Students will be recognized for perfect attendance and receive an incentive such as Ice-Cream party every nine weeks.

Category: Develop/Implement Student and School Culture Program

Research Cited: Attendance Works

ACIP

Girard Middle School

Activity - Ice-Cream Party	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with perfect attendance for every nine weeks will be rewarded with an ice-cream party.	Behavioral Support Program	09/28/2017	05/28/2018	\$0 - No Funding Required	Administrators and GMS teachers

Strategy3:

Positive Behavior Rewards - Students will be recognized for making good decision by the principal.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Positive Referrals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will turn in positive behavior referrals to the principal. Each student will be recognize on the intercom and receive a gift card.	Behavioral Support Program	09/28/2017	05/28/2018	\$0 - No Funding Required	All GMS teachers, staff and administrators

Strategy4:

A and A/B Honor Roll - Students will be recognize every nine weeks for making the Honor Roll and receive an incentive.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Honor Roll Incentive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be rewarded every nine-weeks for making the A or A/B Honor Roll through a pizza party.	Academic Support Program	09/28/2017	05/28/2018	\$0 - No Funding Required	All GMS teachers, staff 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:

Goal 1: (17-18) Girard Middle School will engage learners through high quality aligned college and career ready standards, instruction and assessment.

Measurable Objective 1:

increase student growth by 5% increase of all student in ELA College and Career Ready Standards on the Performance Series Test by 05/01/2018 as measured by Benchmark Test, Formative Test, monthly data meetings, RTI meetings and standardized test.

Strategy1:

Professional Development - Teacher will be given professional development opportunities through ALSDE and GMS Literacy and

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Girard Middle School

Instructional Coaches.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - PD Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development training to assist them in increasing student performance by 5% in reading and math for Performance Series Test	Academic Support Program	09/28/2017	05/28/2018	\$0 - No Funding Required	GMS Literacy and Instructional Coaches, and Administrative Staff.

Strategy2:

Strategic Teaching - Strategic teaching methods will be implemented in all academic classrooms.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Exact Path	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Exact Path includes assessment-driven reading and language arts instruction that is paced to students needs and aligned to your instruction goals. Exact Path, Edmentum's individualized learning solution, is focused on understanding where your students are academically and then taking that data a step further. Adaptive tools offer targeted instruction that is aligned to your goals, paced to your students' needs, and structured to give students control over their own educational journey.	Academic Support Program	09/28/2017	05/28/2018	\$2000 - Title I Schoolwide	Instructional Coach, Literacy Coach, Classroom Teachers, Collaborative Teachers and Intervention/Exploratory Teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in small groups within the classroom based upon exceeding(4),ready (3),close (2), in need of support (1) to receive assistance, intervention or enrichment based on their learning level of score from benchmark testing.	Academic Support Program	09/28/2017	05/28/2018	\$0 - No Funding Required	Classroom Teachers, Collaborative teachers and Aides

Measurable Objective 2:

increase student growth by 5% increase of all student in ELA College and Career Ready Standards on the Performance Series Test by 05/01/2018 as measured by Benchmark Test, Formative Test, monthly data meetings, RTI meetings and standardized test.

Strategy1:

Professional Development - Teacher will be given professional development opportunities through ALSDE and GMS Literacy and Instructional Coaches.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

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Activity - PD Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development training to assist them in increasing student performance by 5% in reading and math for Performance Series Test	Academic Support Program	09/28/2017	05/28/2018	\$0 - No Funding Required	GMS Literacy and Instructional Coaches, and Administrative Staff.

Strategy2:

Strategic Teaching - Strategic teaching methods will be implemented in all academic classrooms.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Exact Path	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Exact Path includes assessment-driven reading and language arts instruction that is paced to students needs and aligned to your instruction goals. Exact Path, Edmentum's individualized learning solution, is focused on understanding where your students are academically and then taking that data a step further. Adaptive tools offer targeted instruction that is aligned to your goals, paced to your students' needs, and structured to give students control over their own educational journey.	Academic Support Program	09/28/2017	05/28/2018	\$2000 - Title I Schoolwide	Instructional Coach, Literacy Coach, Classroom Teachers, Collaborative Teachers and Intervention/Exploratory Teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in small groups within the classroom based upon exceeding(4), ready (3), close (2), in need of support (1) to receive assistance, intervention or enrichment based on their learning level of score from benchmark testing.	Academic Support Program	09/28/2017	05/28/2018	\$0 - No Funding Required	Classroom Teachers, Collaborative teachers and Aides

Goal 2:

Goal 3: (17-18) Girard Middles School will identify barriers to teaching, learning and aligning support systems to address barriers.

Measurable Objective 1:

collaborate to increase student attendance, A & A/B Honor Roll, and decrease disciplinary action by 05/28/2018 as measured by I-NOW, student report cards, DecisionED and teacher referrals...

Strategy1:

A and A/B Honor Roll - Students will be recognize every nine weeks for making the Honor Roll and receive an incentive.

Category: Develop/Implement Student and School Culture Program

Research Cited:

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Activity - Honor Roll Incentive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be rewarded every nine-weeks for making the A or A/B Honor Roll through a pizza party.	Academic Support Program	09/28/2017	05/28/2018	\$0 - No Funding Required	All GMS teachers, staff and administrators

Strategy2:

Ice Cream Party - Students will be recognized for perfect attendance and receive an incentive such as Ice-Cream party every nine weeks.

Category: Develop/Implement Student and School Culture Program

Research Cited: Attendance Works

Activity - Ice-Cream Party	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with perfect attendance for every nine weeks will be rewarded with an ice-cream party.	Behavioral Support Program	09/28/2017	05/28/2018	\$0 - No Funding Required	Adminstrators and GMS teachers

Strategy3:

Positive Behavior Rewards - Students will be recognized for making good decision by the principal.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Positive Referrals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will turn in positive behavior referrals to the principal. Each student will be recognize on the intercom and receive a gift card.	Behavioral Support Program	09/28/2017	05/28/2018	\$0 - No Funding Required	All GMS teachers, staff and administrators

Strategy4:

Student Recognition - Students will be recognize for being positive attitude and good character

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Student of Month	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The candidates for Student of the Month should exemplify the characteristics listed below. It should be understood that the candidates receiving a Student of the Month nomination should meet all of their daily school requirements as well as demonstrate the characteristics of a well-rounded individual.</p> <p>* Academics - Student should be a hard-worker in all aspects of academics.</p> <p>* Attitude - Student should possess and demonstrate a positive attitude towards their classmates as well as to their teachers.</p> <p>* Behavior - Student should be well-behaved in structured and non-structured settings.</p> <p>* Responsibility - Student should show responsibility in their work as well as their actions.</p> <p>* Attendance - Student should have shown excellent attendance during that nomination month</p>	<p>Academic Support Program Behavioral Support Program</p>	<p>09/28/2017</p>	<p>05/28/2018</p>	<p>\$0 - No Funding Required</p>	<p>Administrators and GMS teachers</p>

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:

Goal 1: (17-18) Girard Middle School will engage learners through high quality aligned college and career ready standards, instruction and assessment.

Measurable Objective 1:

increase student growth by 5% increase of all student in ELA College and Career Ready Standards on the Performance Series Test by 05/01/2018 as measured by Benchmark Test, Formative Test, monthly data meetings, RTI meetings and standardized test.

Strategy1:

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Professional Development - Teacher will be given professional development opportunities through ALSDE and GMS Literacy and Instructional Coaches.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - PD Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development training to assist them in increasing student performance by 5% in reading and math for Performance Series Test	Academic Support Program	09/28/2017	05/28/2018	\$0 - No Funding Required	GMS Literacy and Instructional Coaches, and Administrative Staff.

Strategy2:

Strategic Teaching - Strategic teaching methods will be implemented in all academic classrooms.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in small groups within the classroom based upon exceeding(4),ready (3),close (2), in need of support (1) to receive assistance, intervention or enrichment based on their learning level of score from benchmark testing.	Academic Support Program	09/28/2017	05/28/2018	\$0 - No Funding Required	Classroom Teachers, Collaborative teachers and Aides

Activity - Exact Path	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Exact Path includes assessment-driven reading and language arts instruction that is paced to students needs and aligned to your instruction goals. Exact Path, Edmentum's individualized learning solution, is focused on understanding where your students are academically and then taking that data a step further. Adaptive tools offer targeted instruction that is aligned to your goals, paced to your students' needs, and structured to give students control over their own educational journey.	Academic Support Program	09/28/2017	05/28/2018	\$2000 - Title I Schoolwide	Instructional Coach, Literacy Coach, Classroom Teachers, Collaborative Teachers and Intervention/Exploratory Teachers

Measurable Objective 2:

increase student growth by 5% increase of all student in ELA College and Career Ready Standards on the Performance Series Test by 05/01/2018 as measured by Benchmark Test, Formative Test, monthly data meetings, RTI meetings and standardized test.

Strategy1:

Professional Development - Teacher will be given professional development opportunities through ALSDE and GMS Literacy and Instructional Coaches.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

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Activity - PD Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development training to assist them in increasing student performance by 5% in reading and math for Performance Series Test	Academic Support Program	09/28/2017	05/28/2018	\$0 - No Funding Required	GMS Literacy and Instructional Coaches, and Administrative Staff.

Strategy2:

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Category: Develop/Implement College and Career Ready Standards

Research Cited:

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Activity - Exact Path	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Goal 2:

Goal 3: (17-18) Girard Middles School will identify barriers to teaching, learning and aligning support systems to address barriers.

Measurable Objective 1:

collaborate to increase student attendance, A & A/B Honor Roll, and decrease disciplinary action by 05/28/2018 as measured by I-NOW, student report cards, DecisionED and teacher referrals...

Strategy1:

A and A/B Honor Roll - Students will be recognize every nine weeks for making the Honor Roll and receive an incentive.

Category: Develop/Implement Student and School Culture Program

Research Cited:

ACIP

Girard Middle School

Activity - Honor Roll Incentive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be rewarded every nine-weeks for making the A or A/B Honor Roll through a pizza party.	Academic Support Program	09/28/2017	05/28/2018	\$0 - No Funding Required	All GMS teachers, staff and administrators

Strategy2:

Student Recognition - Students will be recognize for being positive attitude and good character

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Student of Month	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The candidates for Student of the Month should exemplify the characteristics listed below. It should be understood that the candidates receiving a Student of the Month nomination should meet all of their daily school requirements as well as demonstrate the characteristics of a well-rounded individual. * Academics - Student should be a hard-worker in all aspects of academics. * Attitude - Student should possess and demonstrate a positive attitude towards their classmates as well as to their teachers. * Behavior - Student should be well-behaved in structured and non-structured settings. * Responsibility - Student should show responsibility in their work as well as their actions. * Attendance - Student should have shown excellent attendance during that nomination month	Behavioral Support Program Academic Support Program	09/28/2017	05/28/2018	\$0 - No Funding Required	Administrators and GMS teachers

Strategy3:

Ice Cream Party - Students will be recognized for perfect attendance and receive an incentive such as Ice-Cream party every nine weeks.

Category: Develop/Implement Student and School Culture Program

Research Cited: Attendance Works

Activity - Ice-Cream Party	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with perfect attendance for every nine weeks will be rewarded with an ice-cream party.	Behavioral Support Program	09/28/2017	05/28/2018	\$0 - No Funding Required	Adminstrators and GMS teachers

Strategy4:

Positive Behavior Rewards - Students will be recognized for making good decision by the principal.

Category: Develop/Implement Student and School Culture Program

Research Cited:

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Activity - Positive Referrals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will turn in positive behavior referrals to the principal. Each student will be recognize on the intercom and receive a gift card.	Behavioral Support Program	09/28/2017	05/28/2018	\$0 - No Funding Required	All GMS teachers, staff and administrators

English Language Proficiency Goal (Should address identified weaknesses and gaps):**Goal 1:**

EL (17-18) English Language learners will become proficient in English

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency in his/her listening, speaking, reading and writing in English Language Arts by 05/29/2018 as measured by increasing his/her proficiency score by .5 on the ACCESS for ELLs.

Strategy1:

EL Implementation Plan - Girard Middle School teachers implement EL Implementation Plan which offers (Sheltered Instruction) a guide for teachers on how to improve instruction a guide to teachers on how to improve instruction with the information given by the GMS EL committee. The teacher will also be given access to the EL Policy and Procedure Manual. In addition we will have one EL teacher to visit our school and work one on one with our EL students and their teacher to assist in creating activities, assignment and lesson for our students. Features present in all lessons shown in the manual include having language and content objectives, emphasizing key vocabulary, scaffolding instruction, using comprehensible input, reviewing material, and assessing students' learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Individual EL Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student designated as EL will have an Individual EL Plan which will be updated annually until the student achieves Former EL (FEL) status. Students' W-APT and ACCESS for ELLs scores will help teachers to identify areas for focus for individual strategies will be implemented based upon the needs of the student	Academic Support Program	09/01/2017	05/28/2018	\$0 - No Funding Required	Counselor, teachers and EL committee members

Activity - Teacher Guidelines	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will follow the following research based guidelines: * EL students must receive accommodation of content work as needed. * Grading is based on accommodated work. * ELs must not be failed on the basis of lack of English language proficiency. * Grades placed in a student's cumulative folder must reflect the student's academic achievement on grade level academic content and student academic achievement standards.	Behavioral Support Program	10/01/2017	05/29/2018	\$0 - No Funding Required	Counselor, teachers and EL committee members

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.

EL Implementation Plan - Girard Middle School teachers implement EL Implementation Plan which offers (observation Protocol or SIOP Model) a guide for teachers on how to improve instruction a guide to teachers on how to improve instruction with the information given by the GMS EL committee. The teacher will also be given access to the EL Policy and Procedure Manual. In addition we will have one EL teacher to visit our school and work one on one with our EL students and their teacher to assist in creating activities, assignment and lesson for our students. Features present in all lessons shown in the manual include having language and content objectives, emphasizing key vocabulary, scaffolding instruction, using comprehensible input, reviewing material, and assessing students' learning.

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

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

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

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

Teachers that are hired are highly qualified in their field of study or content area. This ensures that staff provided quality instruction that effectively addresses the identified academic needs while remaining coupled with research-based learning paths and programs as offered by the school and school district.

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?

Girard Middle School did not face a high teacher turnover this year. GMS has 28 certified teacher on staff, twenty-one of them were retained from last year. The principal had to fill seven openings. Therefore 75% of GMS teachers were retained

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

The experience level of Girard Middle School's certified teachers are: 29 hold a bachelor's degree, nine hold a master's degree, two hold an EdS, and one teacher working on completing their doctorate degree. In addition only 2 teachers have been teaching 0-3 years, 8 teachers have been teaching 4-8 years, and 18 teachers have been teaching 9 years and up. Our administrators hold two bachelors, 2 masters, 1 Eds.

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).

Girard Middle School ensures that all teachers have access to one on one coaching, professional development opportunities in the district, state of Alabama and out of state. In addition GMS provides teachers with current technology and the training to use the technology. Employ consistent communication with staff and administration about any concerns or areas in need of improvement while maintaining to employ educators that understand and reciprocate the vision and culture of the school. Also, employ motivational support to all educators. In addition teachers are given incentives if they perform and make gains on the Performance Series Test.

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 Leadership Team provided the data to each grade level during team meetings and faculty meeting. Each grade level analyzed the data from Aspire. Each grade level looked for trends, patterns and other information that were affecting student performance. Teachers completed classroom profiles to adjust instruction to weaknesses in student achievement. Each grade level identified student achievement data based on the data and assessed course of study standards across grade levels to find common weaknesses and where instructional focus is needed. After weaknesses were identified, teachers developed strategies and action steps to improve student achievement on the Scranton-Performance Series which include small grouping in the classroom. Use of high priority items from the statewide needs assessment and the Making Middle Grades work survey were analyzed to develop steps to improve achievement. Additional data relating to attendance/tardy issues, parental involvement issues, and school culture issues were also analyzed and studied to determine their impact on student achievement. Strengths and weaknesses were identified in each area to determine the degree to which they affected achievement. Action steps to address any areas of focus were developed. Data meetings are conducted monthly to discuss concerns of individual students in all grade levels. Referrals are accepted in the areas of math, reading, and behavior. The Response to Instruction (RTI) committee meets and recommends formal interventions to support each student. Interventions include classroom strategies, placement into intervention classes to provide further math and reading instruction, and behavior plans. Progress monitoring is done through Rtl Rails, monthly feedback from teachers, progress reports, and report card.

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

Teachers receive training weekly during grade-level meetings from reading and instructional coaches or hired consultants. Topics range from Exact Path, Data Meeting, Nearpod, Learning Targets, Chromebook usage and applications, Google Classroom, Response to Instruction, Rtl Rails, CCRS implementations, and other relevant professional development needs. Teachers may also attend district wide training at the central office as offered in topics such as technology and curriculum.

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

Girard Middle School provide teachers with support in the classroom in areas such as curriculum, classroom management, organization, and teaching through coaching cycles. GMS reading and instructional coach offer the cycles to teachers who desire support or by the request from the administrator.

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

Teachers meet weekly for to engage in grade-level meetings, ongoing in-house professional development in literacy strategies, technology usage in the classroom, RTI training/maintenance and various other professional development needs. A record of these meetings is kept by the grade level chair or coaches as well as sign-in sheets.

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:

2017-2018 Transition Goal

Measurable Objective 1:

collaborate to increase support and assist students in transitioning from 8th to 9th grade by 05/28/2018 as measured by 8th grade students understanding and knowing the requirement for 9th grade.

Strategy1:

8th Grade Plan - The 8th and 9th grade counselor will work together to ensure all 8th grade students are prepared for 9th grade.

Category: Implement Guidance and Counseling Plan

Research Cited:

Activity - 9th Grade Registration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and Parents are encouraged to attend 9th grade registration night where the middle and high school counselors are available to provide assistance when creating 9th grade schedule.	Career Preparation/Orientation Extra Curricular Parent Involvement Academic Support Program Behavioral Support Program	03/01/2018	05/18/2018	\$0 - No Funding Required	High school counselor and GMS counselor

Activity - DTC Campus Tour	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
DTC counselor and staff will coordinate a campus tour of their technical class with the 8th grade students	Career Preparation/Orientation Academic Support Program	02/01/2018	02/28/2018	\$0 - No Funding Required	GMS 8th grade teachers and aides, counselors, DTC staff and students

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Activity - 8th Grade DTC Interview	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade students are interviewed to be considered for a course at DTC prior to enrolling as a 9th grader.	Academic Support Program Career Preparation/Orientation	04/01/2018	05/18/2018	\$0 - No Funding Required	DTC staff, GMS counselors

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?

Girard Middle School teachers are involved in the decisions regarding the use of academic assessments. Teachers will administer assessments to determine if students have mastered objectives taught. These assessments are used to determine if further instruction can continue or if remedial activities need to be implemented. Teacher input is considered at different levels of assessment results. Teachers work with the instructional leaders to develop, implement, and review assessment result.

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?

Students who were not proficient in math and reading are placed in intervention classes and brought before the RTI committee if their grades are low (F). These students receive Tier II instruction automatically and are regularly reviewed for Tier III needs if applicable.

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?

Tier II is delivered in the classroom while Tier III is administered daily for 45 minutes outside of the regular classroom times in the intervention room with the intervention teacher or one on one with tutors in the teachers class. Students in grades six, seven, and eight engage in small group intervention classes for either reading or math.

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

Through the 1:1 initiative adopted this school year, students are also able to log in to programs via Chromebooks in the morning and afternoons and may engage in additional practice through apps suggested by their teachers. In addition, our After-School program provided students with support for both reading and math to increase grades and test scores through tutoring and Exact Path.

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.

Free/Reduced breakfast and lunch, increased technology in schools using these funds, increased instructional supplies using these funds, education foundation-local grants are rewarded to teachers for instructional purposes. English Language Learners are placed on System 44 software to receive individualized phonics instruction during their exploratory period. Special Education students receive 45 minutes of daily tutorial from their case manager on currently taught concepts in their inclusion classes. Migrant, Neglected/Delinquent and homeless students are referred to the Problem Solving Team and the Parental Involvement Specialists to address physical, social and emotional needs which may impeded learning. Intervention programs such as Odysseyware (Spark Remediation), and daily intervention classes are offered to all struggling students. Economically Disadvantaged students are given opportunities to meet in computer lab or homeroom teacher weekly through regular class time to work on the computer programs available.

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.

The school provides opportunities for free and reduced lunch. We refer parents to the Alfred Saliba Family Services Center which provides literacy training, parenting classes, computer and job-training. The Family Services Center is also available for helping parents in need of housing or medical needs. The WISE center provides parenting classes and these brochures are sent home with each student in our school. At the end of the school year, the Parental Involvement Specialists, from our school system, meet with the parents of Head Start students to discuss the transfer to Kindergarten. ELL students are monitored. Southeast Alabama Outreach Educational Center-Federal, student tutoring, monthly career oriented meetings, SpectraCare, Mental Health support, and the School-wide Advisory program. The Exceptional Student Services personnel works closely with the administrators, special education teachers, and parents of students with disabilities to provide things such technological devices, medical.

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.

Title I Free/Reduced breakfast and lunch, increased technology in schools using these funds, increased instructional supplies using these funds, education foundation-local grants are rewarded to teachers for instructional purposes. ELL Students are monitored. Southeast Alabama Outreach Educational Center-Federal, student tutoring, monthly career oriented meetings, SpectraCare, Mental Health support, After-School Program- 21st Century grant/ Bright Key program and the School-wide Advisory program.

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)?

The school provides opportunities for free and reduced lunch. We refer parents to the Alfred Saliba Family Services Center which provides literacy training, parenting classes, computer and job-training. The Family Services Center is also available for helping parents in need of housing or medical needs. The WISE center provides parenting classes and these brochures are sent home with each student in our school. At the end of the year, the Parental Involvement Specialist, from our school system, meet with the parents of Head Start students to discuss the transfer to Kindergarten.

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

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

This plan will be monitored at a minimum monthly during the school year for effectiveness through instructional walk-throughs and by maintaining a folder for the evidence.

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?

The school leadership team will meet to break apart the Aspire standardized assessment data, School Incident Report data, Educate Alabama data, and benchmark tests data. Members of the team will use this data to inform teachers and identify strategies that will be implemented to improve instructional methods and student achievement.

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?

Continuous monitoring through classroom observations, review of Performance Series/ 16-17ACT Aspire state assessment results, teacher-made assessments, and review of RTI data (including Exact Path and Performance Series-Benchmark)

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

The Leadership team will meet in the Spring of 2018 to review the 2017-2018 CIP. At this time, data will be reviewed from classroom observations, records of participation in events, benchmark data, RTI data and any other information deemed useful to the team. Items that were found to be successful will be continued. Items or methods with little effect, will be revised and improved or removed accordingly.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	22.0

Provide the number of classroom teachers.

32.09

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1426693.13

Total

1,426,693.13

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.	69139.56

Total

69,139.56

Assistant Principal

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

Provide the number of Assistant Principals.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	63835.24

Total

63,835.24

Counselor

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

Provide the number of Counselors.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	51302.0

Total

51,302.00

Librarian

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

Provide the number of Librarians.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	54108.0

Total

54,108.00

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.	5394.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	5394.0

Total

5,394.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	1978.0

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.	1978.0

Total

1,978.00

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.	10749.0

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.	10749.0

Total

10,749.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	776.0

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.	776.0

Total

776.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	230046.07

Provide a brief explanation and breakdown of expenses.

Teaching Assistant: 6297.39

Health Insurance: 3168.00

Retirement: 770.80

FICA: 390.44

Medicare: 91.31

SUI: 5.04

Life Insurance: 10.10

Teaching Assistant: 52415.61

Health Insurance: 25632.00

Retirement: 6415.67

FICA: 3249.77

Medicare: 760.02

SUI: 41.93

Life Insurance: 81.70

Other Instructional Supplies: 4456.73

Non-Capitalized Comp Hardware: 4200.00

In-state: 2000.00

Out-of-state: 1000.00

Registration Fee: 1000.00

Parental Inv. Specialist: 77518.00

Health Insurance: 19200.00

Retirement: 9488.20

FICA: 4806.12

Medicare: 1124.02

SUI: 62.02

Life Insurance: 61.20

Postage: 300.00

Local In-District: 500.00

Printing and Binding: 0.00

Staff Educational Service: 4000.00

In-state Travel: 1000.00

Title II

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

Provide a brief explanation and a breakdown of expenses.

NA

Title III

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

Provide a brief explanation and a breakdown of expenses.

NA

Title IV

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

Provide a brief explanation and a breakdown of expenses.

NA

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.

NA

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.

NA

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.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	150000.0

Provide a brief explanation and a breakdown of expenses.

Admin Cost (Site Coordinators' salaries and benefits) 12,236.95
Indirect Cost (2.59%) 3786.92
After School Program (Instructional staffs salaries and benefits) 68,882.13
Summer Program (Instructional staffs' salaries and benefits) 16,315.92
EZ Report Software 1000.00
External Evaluator 5000.00
Contract Services 12,000.00
Other Instructional Supplies 22,122.08
Registration Fee 700.00
In-State Travel 2500.00
Summer Transportation (Drivers' salaries and benefits) 1836.00
Summer Transportation (mileage) 1920.00
Field Trip Transportation (Drivers' salaries and benefits) 700.00
Field Trip Transportation (mileage) 1000.00

Local Funds

Label	Question	Value
1.	Provide the total	48470.98

Provide a brief explanation and breakdown of expenses.

Band: 566.40

Varsity Cheerleaders: 1200.27

Choral: 276.14

Talent Pool: 1784.15

Ipad use fee: 22296.62

Art Class: 212.09

Athletics: 6170.06

WGF Fee Allocation: 1.81

Principal Account: 21087.14

Field Trips: 1100.00

Concessions: 17000.00

Library-Media Center: 716.09

Donations- Grants: 2500.00

Textbooks/Lost Books: 24.00

Relay for Life: 5.00

Fund Raisers: 43.08

6th Grade Field Trips: 1153.68

7th Grade Field Trips: 53.95

8th Grade Field Trips: 1235.76

SGA: 1306.60

Honor Society: 581.77

Drama: 650.01

Basketball Boys: 200.00

Basketball Girls: 200.00

Football: 200.00

Volleyball: 200.00

2017-2018 Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

GMS will hold a Title I Parent Meeting on September 5, 2017 at 6:00 pm. Parents are notified of the meeting through the school marquee, school website, and via school messenger, Remind101, Twitter and Facebook. During the meeting, the principal presents the basic information about Title I and allows for questions and answers regarding the program. Handouts are distributed to attendees noting the amount of Title I funds received and a proposed budget itemizing expenditures.

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))

At the annual Title I meeting, GMS administrative staff will increase parental and family engagement by completing the following actions:

- 1) have a fixed time schedule for parents to be involved after 5:00 pm
- 2) encourage parents to participate in the decision making process by budgeting Title I funds (Parents are asked how they would like to spend funds during the Title I meeting. Suggestions are taken into consideration by the Title I committee.)
- 3) allocate funds based on school needs and parent opinions (e.g. Parental and Family Engagement Resource Handbook, travel expenses for home visits, postage for mailing correspondence to parents, and salary and benefits for the Parental Involvement Specialist)

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))

Most teachers at GMS provide information about their classes by way of syllabi. Syllabi include information regarding textbooks, requested supplies, assignments, assignments/projects, technology usage and grading procedures. Additionally, parents receive access to the Code of Conduct along with classroom, hallway, and lunchroom behavioral expectations. Contact information (email addresses, phone numbers, conference times) is given to all parents in print and can also be found on the website. As needed, an EL staff member will be available for interpretation of all information and documents. For immediate translation when an EL teacher is unavailable, GMS uses TransAct's Language Line service to access a live translator. Lesson materials are translated using Google Translate and GoogleDocs. Parent-Teacher conference day is scheduled within the 1st nine weeks grading period to allow parents to discuss concerns with teachers and administrators. Other communication opportunities include Open House, Parent Summit, Remind101 and parent requested conferences.

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))

Parents and families are vital to the success of the school. They have the responsibility to reinforce the learning process at home, to encourage and model safe and respectful behaviors, to motivate their children to be interested in school, and to see that their children attend school regularly. Parents and families should expect the highest level of achievement of which their children are capable, and teacher performances which can elicit this level of achievement. Parents and families are welcomed and encouraged to confer with GMS staff members to find out how their children are progressing. It is our belief that parents and families play a critical role in ensuring a high quality education for their children. The compact is utilized during conferences to remind everyone of their roles and accountability for improved student success. GMS jointly develops with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the way in which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact is reviewed and emphasized at every assembly opportunity to ensure everyone is aware of the compact and its purpose to hold stakeholders accountable. Updates are made based on required format and needs specific to GMS demographics. The 2017 compact was updated after conversations with school staff, the Director of Federal Programs, and parent suggestions from the previous year's Title I meeting.

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

Parents are encouraged to comment and make suggestions about improving the Continuous Improvement Plan (CIP). Any parents with comments and suggestions may contact the principal of GMS at any time.

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)

- 1) The principal will provide information to parents concerning Title I.
- 2) Teachers will communicate with parents about achievement standards and assessments. Parents also receive information from each classroom teacher describing what it will take to assist with student success, and if needed, timely intervention to correct problems.
- 3) The Parental Involvement Specialist is available to demonstrate how parents can monitor progress through school email and INow Parent Portal.
- 4) Instructional and Literacy Coaches are available to train parents on the use of programs purchased to support and enhance student achievement.

5) GMS will create a Parent Resource Center that will house computers with internet access and a printer. A Parent Resource Handbook will also be created as a resource guide to assist parents and families on how to create accounts for Parent Portal, navigate school and district websites, and direct them to various organizations in the community.

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)

The office staff receives ongoing training on how to assist parents in a consumer-friendly atmosphere. The entire faculty is informed and trained to understand the key role parents play in the student's education and how we should support that relationship. Parents are encouraged to volunteer and sit in on classes to assist teachers and students. The Parental Involvement Specialist attends AAPASS (Alabama Association of Prevention Attendance and Support Services) and conducts a turn-around training to the staff on handling issues of homelessness and attendance and supporting families who are plagued by these issues. A Parent Summit is organized annually which offers classes on various topics.

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)

GMS integrates all available resources into facilitating parent involvement in their child(ren)'s education. The school staff, Parent Involvement Specialist, and district partner with any viable community groups to assist parents with fully participating in their child(ren)'s education. Some community groups include: Calvary Baptist Church, Dothan Community Church, Alfred Saliba Family Services, SpectraCare Health Systems, Bright Key-Wiregrass Foundation, and The Exchange Center.

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)

All communication to parents, both verbal and written, will be in a language that parents can understand. An EL staff member will see that any necessary translation is provided.

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)

In an effort to support parents with their child(ren)'s education, GMS will provide assistance to all parents with reasonable requests. In addition, they will be given opportunities to volunteer at the school to support their child(ren) and other students. Parents will be notified of opportunities to participate in school events via school website, Remind101, school messenger, and staff request.

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))

The EL teacher, in conjunction with the school administration, is responsible for providing the necessary means to ensure communication with non-English speaking parents. Assistance for communicating with parents with disabilities is available from the local AIDB (Alabama Institute-Deaf & Blind) office. The Girard Middle School Parent Involvement Specialist is available to provide transportation and other assistance that may be required.