



ACIP

Handley Middle School

Roanoke City Board of Education

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Executive Summary

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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.

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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?

Handley Middle School (HMS) consists of grades 4-8. The school is located in a rural, high poverty section in East Central Alabama. The school is comprised of 574 students with the general student body break-down of Caucasian 51%, African-American 44%, Hispanic 1%. The demographics of the school have remained stable over the last three years.

HMS was originally called Handley Elementary. In 1967, when the W.A. Handley Manufacturing Company sold the Knight Enloe Elementary School to the city of Roanoke for \$1, then Handley Elementary became Handley Middle School. At this time HMS housed grades 5-7. The original HMS was directly across from Handley High School where the current gymnasium stands. In 1995, a new building for HMS construction and the faculty and staff moved into the new building in January 1996. The new building was constructed in the neighborhood community of Gilham Road. Although HMS stands today where the 1996 building was constructed, renovations have been made to the building as well as additional classrooms, science labs on each hallway, meeting room in the library, athletic locker room, and band room.

Teacher demographics are as follows: Only one out of 20 classroom teachers do not meet the Highly Qualified Status. Two of our teachers are National Board Certified Teachers. One teacher was selected to serve on the State of Alabama Educator Licensing Agency to participate in a state-wide standard setting study to evaluate the Praxis test in different areas and set a passing score.

One unique feature associated with the community we serve is community involvement from sports activities, band/chorus concerts, to Open House, our community is very supportive of HMS. However, a challenge for HMS is to increase parental involvement on a day-to-day basis for all students. Roanoke does not have many job opportunities, so parents must seek jobs in other locations. This community demographic creates a unique challenge for our school system as well as Handley Middle. Furthermore, many of our students come from high poverty, single parent homes.

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.

As the Handley Middle School Leadership team met during the 2014-2015 school year to develop the mission, vision, values and belief system of our school, we continue to reflect a strong commitment to the academic achievement of all our students. The purpose of Handley Middle School (HMS) is to educate the total child in his/her intellectual, physical, moral, and social growth. The development of each student will allow him/her to integrate skills into successful life purposes. Learning to apply these skills contributes to a more harmonious home, a more productive community, a stronger nation, and a more democratic world. Individual programs are designed which encourage students to develop their own unique talents to prepare them to become more productive citizens. It is the firm belief held by every administrator and faculty member that every student must acquire a positive attitude toward learning through successful individualized experiences. With success, the student will develop a love of learning and will perform to his/her highest potential. HMS will provide opportunities for students to acquire socialization skills necessary for successful living. HMS believes activities which teach democratic principles must be included if students are to develop a sense of self-worth, self-esteem, and self-respect. HMS also believes teaching democratic principles teaches a love for our great country. The philosophy of HMS is to achieve excellence through high expectations. The highest goals and objectives of HMS can thus be obtained when home, school, and community join together as working partners.

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.

Handley Middle School is reaching new heights with its curriculum. This past year, teachers implemented the Project Lead the Way (PLTW) curriculum. PLTW provides a rigorous and innovative STEM (science, technology, engineering and math) comprehensive curriculum to prepare students for the global economy. This curriculum will fit nicely with the current technology plan will continue to be a focus of HMS with the implementation of our 1:1 Teaching Initiative. Programs such as IXL, Moodle, ExamView, and Khan Academy all are resources utilized by teachers to enhance student learning.

One targeted improvement is to help students understand open ended questions. Teachers make strides daily to provide targeted intervention to all students who have been identified as needing improvement, especially in exceptional students and African American populations. HMS will continue to utilize Alabama Reading Initiative Strategies to provide a firm foundation for reading. We have also adjusted our schedule to provide reading and math intervention for students who have not reached benchmarks on the ACT Aspire that was given in the Spring of 2015.

HMS has many notable achievements. All 7th and 8th grade students have the opportunity to participate in elective courses such as drama, art, robotics, and media production. We also have an active Student Council, and we offer our students band, chorus, and/or art at HMS throughout their middle school experience. For academic enrichment, girls in grades 5-8 are provided an opportunity to engage in Girls Engaged in Math and Science (GEMS). This innovative, exclusive state-wide project is designed to develop and disseminate high quality materials and engage girls in math, science, and engineering. We also offer academic club and academic teams that compete on the state level. 4-H is provided in the social studies curriculum for all students in all grades. We also have a very competitive Technology Team. Students who are interested may participate in the following sports activities: football, girls/boys basketball, girls volleyball, girls/boys track, girls softball, boys baseball, and cheerleading. We take the social and mental development of our preteen children seriously and no where is this more evident than in the mentoring opportunity provided at HMS. We provide a Mentor Program where community members are paired with at-risk students in grades 6, 7, and 8.

One area of improvement HMS is striving for in the next three years is the development of 21st century learners. We know our students must be prepared to enter a technological world and we are taking concrete steps to ensure this occurs

Additional Information

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

The desired results for student learning for all students who exit Handley Middle School at the end of 8th grade are as follows: 1) Students will demonstrate effective oral, written and communication skills, 2) Students will demonstrate the ability to perform basic competencies in all academic areas as outlined by the Alabama Course of Study and College and Career Ready standards, and 3) Students will demonstrate the ability to read and understand at or above his/her grade level for both academic studies and pleasure.

We strive daily to provide objective evaluations through diagnosis, testing, and observation. We work hard to offer appropriate programs to meet individual differences. HMS is committed to assisting students to work independently and to develop analytical and problem solving skills. It is the objective of HMS to provide academic excellence as the first priority in order to establish a firm foundation for future learning.

HMS also offers a summer transition program for all upcoming 4th grade students. This program is designed to help acclimate these students to daily operations and routines of HMS.

Two of our certified teachers provide embedded professional development for Alabama Reading Initiative (ARI) Recertification. Hence, all of our faculty are certified in ARI strategies. HMS was selected to present at the MEGA conference in 2014 as a Showcase Middle School. We have also presented at the Alabama State Superintendent's Fall Conference in October of that same year.

Improvement Plan Stakeholder Involvement

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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.

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Improvement Planning Process

Improvement Planning Process

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

The culture is characterized by collaboration and a sense of community among all stakeholders. Handley Middle School has a team of parents called the advisory committee that is invited to review the information collected from surveys and needs assessments for Handley Middle. These parents review the needs and provide feedback on the improvement plan that they were given earlier to review. The parents were called personally and a follow up letter was sent. Parents were selected randomly from each grade level and were given the opportunity to provide feedback at a designated meeting or through email, phone, etc. if they were unable to attend the meeting. The groups selected from each grade level included racially diverse representation.

Parents are invited in for Parenting Day, Orientation and for individual conferences with teacher and administration. The school system promotes collaboration and shared responsibility for system and school improvement among stakeholders.

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

The stakeholders were a racially diverse group of various genders invited to provide feedback and input on the improvement plan.

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 housed in each school's main office, in the school library, and the district web site. All stakeholders receive information through quarterly meetings schedule through the Federal Programs.

Student Performance Diagnostic

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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.

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Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		2015 Data

DRAFT

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the 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 that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

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

With the consideration that the ACT Aspire was a new assessment in 2014, our students performed as expected in some areas. However, over fifty percent of our students in sixth grade math met proficiency.

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

Handley Middle School has shown positive trends in the areas of discipline and attendance. The number of written office referrals have decreased by 14 from the previous school year. The number of referrals written for threats and/or intimidation have seen a significant drop in the last two years. Specifically, the number of incidents has decreased from 12 to 8 to 5 over the course of the last three years. This is over a fifty percent decrease in this area. Student attendance has also increased at Handley Middle School. We attribute this increase to the action steps that we have adopted to address unexcused absences with students and parents. We work closely with the county JPO to address student truancy. Our faculty has worked hard in system wide embedded professional development to engage students in classrooms, which has also been a contributing factor to the increased attendance.

Which area(s) indicate the overall highest performance?

Over 50% of the students in 6th grade scored at or above proficient in math.

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

The overall performance of our African American students has shown an increase in performance in the area of math. Our Special Education students has also shown growth in the area of math.

Between which subgroups is the achievement gap closing?

The achievement gap is becoming less for our SPED students in the area of math by moving students from "in need of support" to "close".

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

All reported findings are consistent with data collected from the ACT Aspire assessment. For comparison, scores from the Global Scholar were used for correlation and those scores were consistent with the ones on the ACT Aspire.

Areas in Need of Improvement

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

The population of special education students continues to be an area of needed improvement. Although the math levels of our special education population showed improvement in the 2015 test administration, they showed a decline in reading with the 2015 test administration.

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

Our special education students showed a decline in the area of reading from the 2014 to the 2015 testing administration. The African American students showed no change in the reading test administration from 2014-2015.

Which area(s) indicate the overall lowest performance?

Our special education subgroup indicates the lowest overall performance in reading and math.

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

The special education subgroup shows a trend in decreasing performance in reading.

Between which subgroups is the achievement gap becoming greater?

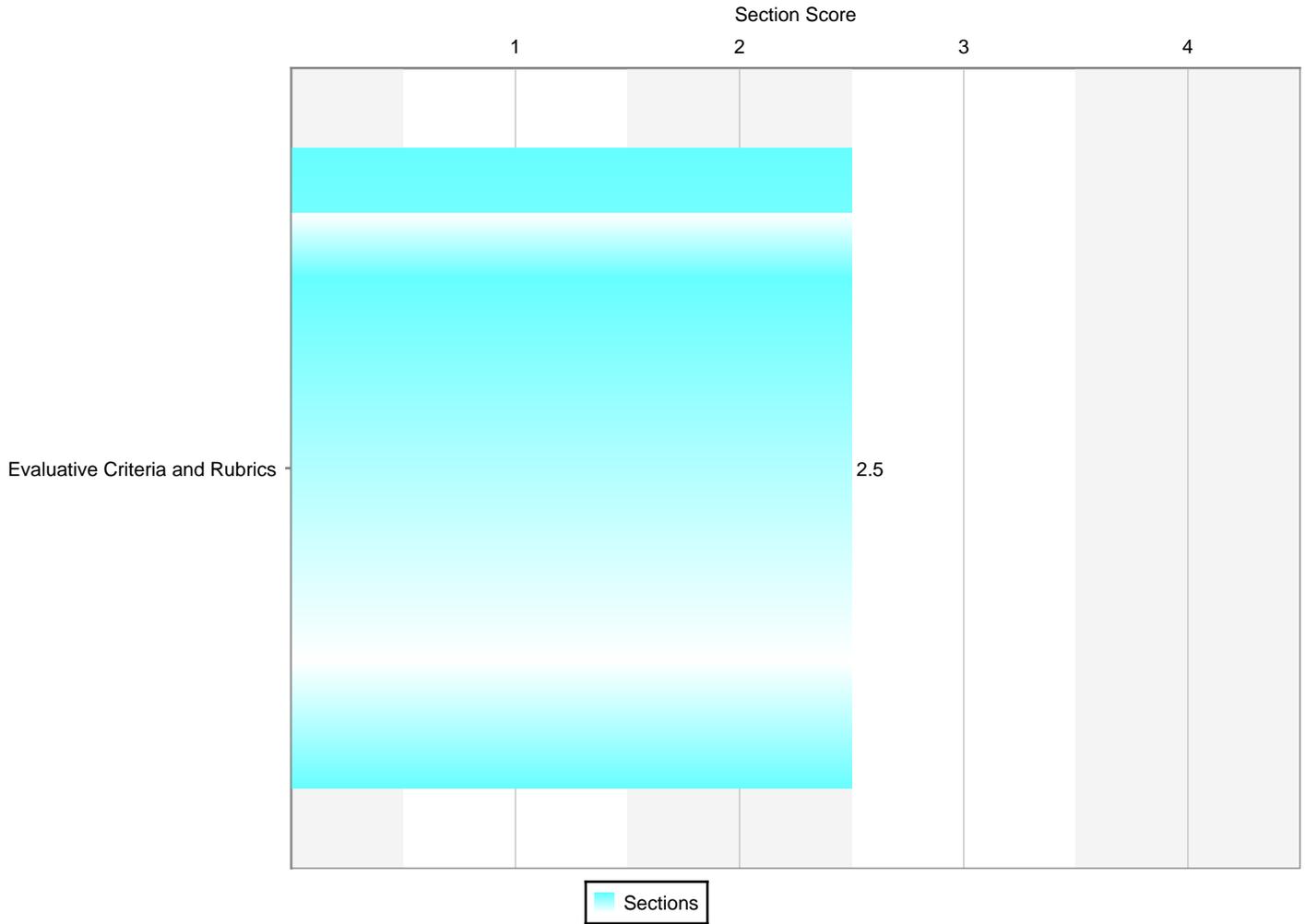
The achievement gap has become greater between the special education subgroup compared to the regular education students.

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

All reported findings are consistent with data collected from the ACT Aspire assessment. For comparison, scores from the Global Scholar were used for correlation and those scores were consistent with the ones on the ACT Aspire.

Report Summary

Scores By Section



ACIP Assurances

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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.

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ACIP Assurances

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

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

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Dr. Kim Hendon , Asst Superintendent 551 Main Street Roanoke, AL 36274 334-863-6819	Hendon's signature

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

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

HMS ACIP 2015-2016

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Overview

Plan Name

HMS ACIP 2015-2016

Plan Description

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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	Handley Middle School's faculty and staff will collaborate with stakeholders to facilitate student learning and well-being.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
2	Handley Middle School will see a decrease in the overall achievement gap among subgroups.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$58000
3	Decrease the number of discipline incidents among minority males	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$15500

Goal 1: Handley Middle School's faculty and staff will collaborate with stakeholders to facilitate student learning and well-being.

Measurable Objective 1:

collaborate to enhance student learning as well as promote a positive rapport in our community with stakeholders through a variety of methods by 05/23/2014 as measured by stakeholder surveys.

Strategy 1:

Community Involvement - Handley Middle School will utilize various parent/teacher/student methods and web-based resources to encourage community involvement.
Category:

Research Cited: O'Brien, A. (2012). Teacher Leadership: The importance of community involvement in schools. San Rafael, CA: Edutopia.

Activity - Parenting Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the month of October, a day is set aside to invite parents to conference with classroom teachers, to learn about local community programs, and to view student projects.	Parent Involvement	10/12/2015	10/12/2015	\$0	No Funding Required	Lynn Robinson, Principal
Activity - Web-based Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A myriad of web-based resources are used to communicate with community stakeholders.	Community Engagement	08/12/2015	05/26/2016	\$0	No Funding Required	Lynn Robinson, Principal

Goal 2: Handley Middle School will see a decrease in the overall achievement gap among subgroups.

Measurable Objective 1:

1% of Students with Disabilities students will increase student growth in comprehension in Reading by 09/01/2016 as measured by the ACT Aspire Summative Assessment.

(shared) Strategy 1:

Project Based Learning - All faculty members are currently undergoing intensive professional development to learn strategies to successfully implement project based learning in the classroom. The school system provides the necessary resources needed to implement strategies. Student achievement will be measured using the Global Scholar Performance and Achievement Series and Renaissance Learning Programs. These assessments will be administered no less than three times per year. The data obtained from these assessments will be used to modify classroom instruction.

Category:

Research Cited: (2013). Scantron Corporation. Performance Series. Eagan, MN.

(2013). Renaissance Learning. Wisconsin Rapids, WI.

Activity - Cohort Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are participating in three year professional development programs to enhance project-based classroom instruction.	Professional Learning	08/12/2015	05/27/2016	\$0	District Funding	Dr. David Crouse, Director of Professional Development and Innovation

Activity - Digital Conversion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Digital conversion allows educators to level the playing field and provide every student (including at-risk learners) just in time learning. The purchase of Chromebooks undergirds the digital conversion.	Technology	08/12/2015	05/26/2016	\$58000	Title I Part A	Dr. Kim Hendon, Director of Federal Programs

Strategy 2:

Effective Instruction - The Regional Support Team will work with administration and teachers to train/offer support with programs and strategies such as Alabama Reading Initiative, Response to Intervention, differentiated instruction, unwrapping the CCRS standards with the use of Curriculum Guides, and Webb's Depth of Knowledge.

These strategies will be monitored by administration and the RPT team by conducting classroom walkthroughs, monitoring teacher lesson plans, and analyzing student data from formative assessments.

Category:

Activity - RPT Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Regional Support Team will provide training and support for administration and classroom teachers with different strategies to increase the effectiveness of instruction to improve student achievement.	Professional Learning	11/02/2015	05/26/2016	\$0	No Funding Required	Lynn Robinson, Principal

Goal 3: Decrease the number of discipline incidents among minority males**Measurable Objective 1:**

collaborate to decrease the number of discipline incidents among minority male students by 05/26/2016 as measured by the annual discipline report compiled by building administrators.

Strategy 1:

Character Education - Handley Middle School will implement various programs to enhance positive student behavior which include Project Wisdom and the Mentoring Program.

Category:

Research Cited: (2013). Project Wisdom Inc., Carrollton, TX.

Activity - Mentoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The mentoring program is sponsored by a former principal with the intention of providing positive role models in the lives of at-risk students. Adult mentors are paired with students according to their individual needs.	Behavioral Support Program	08/13/2014	05/22/2015	\$15000	District Funding	Angie Johnson, Handley Middle School Counselor

Activity - Project Wisdom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Project Wisdom is a multi-component character development program that is being implemented this year through the administration, classroom teachers, and the after school detention program. Each day the administration announces over the intercom system "Words of Wisdom" that encourage the student body to do their best. Lesson plans are available to classroom teachers that create communities within the classroom and help build positive social interaction among students. The after school detention program incorporates "Words of Wisdom" to encourage students to set goals to achieve academic and behavioral success.	Behavioral Support Program	08/13/2014	05/22/2015	\$500	General Fund	Homer Hector, Assistant Principal

Strategy 2:

Behavior Tracking Log - A behavior tracking log will be created for each grade level using Google Sheets. Students will be given marks for inappropriate behaviors which in turn will reflect on their weekly conduct grade. The behavior of some students will improve simply because teachers are keeping records. This was a strategy that was introduced at the CHAMPS training in the Summer of 2015.

Category:

ACIP

Handley Middle School

Activity - Behavior Tracking Log	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will track student behaviors using the behavior tracking logs	Behavioral Support Program	08/12/2015	05/26/2016	\$0	No Funding Required	Classroom teachers

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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mentoring Program	The mentoring program is sponsored by a former principal with the intention of providing positive role models in the lives of at-risk students. Adult mentors are paired with students according to their individual needs.	Behavioral Support Program	08/13/2014	05/22/2015	\$15000	Angie Johnson, Handley Middle School Counselor
Cohort Professional Development	Teachers are participating in three year professional development programs to enhance project-based classroom instruction.	Professional Learning	08/12/2015	05/27/2016	\$0	Dr. David Crouse, Director of Professional Development and Innovation
Total					\$15000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Conversion	Digital conversion allows educators to level the playing field and provide every student (including at-risk learners) just in time learning. The purchase of Chromebooks undergirds the digital conversion.	Technology	08/12/2015	05/26/2016	\$58000	Dr. Kim Hendon, Director of Federal Programs
Total					\$58000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Behavior Tracking Log	Teachers will track student behaviors using the behavior tracking logs	Behavioral Support Program	08/12/2015	05/26/2016	\$0	Classroom teachers
Web-based Resources	A myriad of web-based resources are used to communicate with community stakeholders.	Community Engagement	08/12/2015	05/26/2016	\$0	Lynn Robinson, Principal

ACIP

Handley Middle School

Parenting Day	During the month of October, a day is set aside to invite parents to conference with classroom teachers, to learn about local community programs, and to view student projects.	Parent Involvement	10/12/2015	10/12/2015	\$0	Lynn Robinson, Principal
RPT Training	The Regional Support Team will provide training and support for administration and classroom teachers with different strategies to increase the effectiveness of instruction to improve student achievement.	Professional Learning	11/02/2015	05/26/2016	\$0	Lynn Robinson, Principal
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Project Wisdom	Project Wisdom is a multi-component character development program that is being implemented this year through the administration, classroom teachers, and the after school detention program. Each day the administration announces over the intercom system "Words of Wisdom" that encourage the student body to do their best. Lesson plans are available to classroom teachers that create communities within the classroom and help build positive social interaction among students. The after school detention program incorporates "Words of Wisdom" to encourage students to set goals to achieve academic and behavioral success.	Behavioral Support Program	08/13/2014	05/22/2015	\$500	Homer Hector, Assistant Principal
Total					\$500	

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.

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Stakeholder Feedback Data

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

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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

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Areas of Notable Achievement

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

The school's purpose statement is clearly focused on student success.
The school's leaders expect staff members to hold all students to high academic standards.

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

The school's purpose statement is clearly focused on student success.
The school's leaders expect staff members to hold all students to high academic standards.
The school provides use and support of technology for student learning.
The school prepares students for success at the next level.

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

The school's purpose statement is clearly focused on student success.
The school's leaders expect staff members to hold all students to high academic standards.
The school provides use and support of technology for student learning.
The school prepares students for success at the next level.

These findings are consistent with feedback received from sources such as the Superintendent's Advisory Committee, CIP Committee, and other parent-teacher organizations.

Areas in Need of Improvement

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

Improvement is needed in the area of individualized instruction for student learning needs.

Improvement is needed in the area of community building between all stakeholders.

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

According to stakeholder surveys, there is a continued need for improvement in the areas of individualized instruction for student learning needs and community building.

What are the implications for these stakeholder perceptions?

According to stakeholder surveys, the school needs should address community building between students, teachers, parents, and the community, while focusing on individual learning needs for students.

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

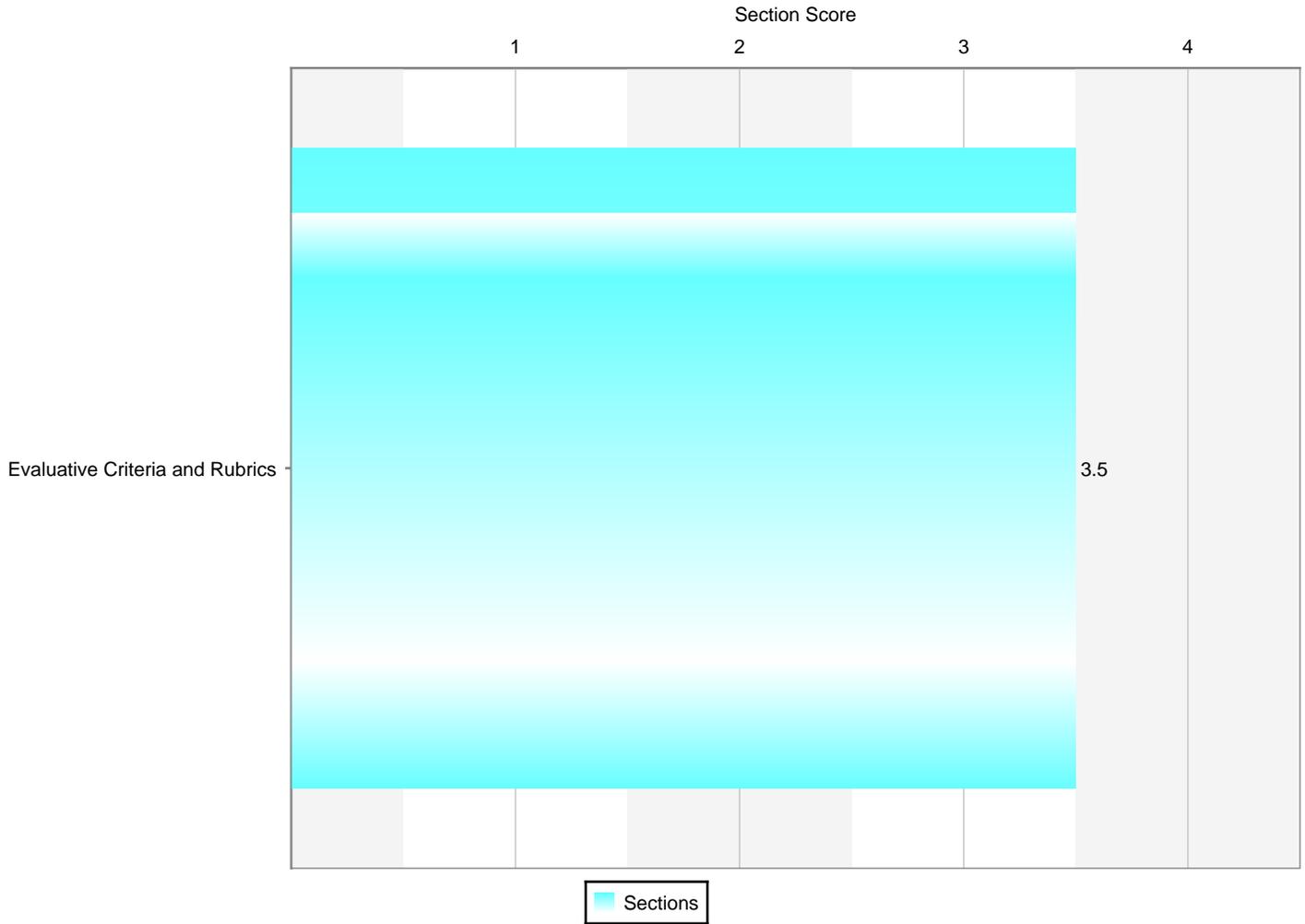
Improvement is needed in the area of individualized instruction for student learning needs.

Improvement is needed in the area of community building between all stakeholders.

The Superintendent's Advisory Committee, CIP Committee, and other parent-teacher organizations consistently agree that the above areas are needs that warrant attention.

Report Summary

Scores By Section



D

Title I Schoolwide Diagnostic

DRAFT

Introduction

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

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Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

In May 2015, the school leadership team (including community members and parents) reviewed the 2014-2015 Continuous Improvement Plan to assess the degree to which implemented strategies were met. This information was shared with all staff and interested parents. The staff and parents provided input on the following: which elements had been successfully mastered and need not be included in the next year's plan; the elements that had been mastered but still required continued monitoring during the 2015-2016 school year; the elements that had not been mastered and must be included in the 2015-2016 ACIP. In September 2015, the school leadership team and school staff, along with interested parents, convened to disaggregate standardized assessment data, School Incident Report data, Educate Alabama data, and other local data. Parents, teachers, and the school leadership team began construction of a survey regarding school culture. School teachers and staff completed the survey by May of 2016. Once all survey results had been compiled, the school leadership team (including community members and parents) reconvened to disaggregate data including subgroups. Results were shared with school faculty, staff, community members, and parents. All were asked for their input. The school leadership team met to suggest strategies, professional development, and budget requirements for the CIP plan. When the draft was completed, faculty and staff reviewed it and suggested modifications as needed. The ACIP for the 2015-2016 school year will then be published and shared with the district roundtable. Requested modifications will be examined and decisions made by the school leadership team and faculty/staff. The finalized ACIP will be sent to the district school board for approval and signatures.

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

Students at Handley Middle School show a weakness in the area of open-ended questions in reading and math, especially in the minority and special education subgroups. Although discipline referrals decreased during the 2014-2015 school year, it is still a concern of the administration. School climate surveys indicated that parents felt the school overall met the needs of their children and that teachers cared about their students. However, parents indicated they would prefer more individualized or one-on-one instruction for their children.

3. What conclusions were drawn from the results?

Project based lesson plans will give numerous opportunities to all students to improve critical thinking and student reflection through the use of open-ended questions.

During the 2014-2015 school year, measures were taken to decrease overall discipline referrals. The administration will continue this same course of action for the upcoming school year. Also, new strategies will be implemented to encourage positive student behavior.

In the previous parent survey (2014-2015), parents expressed a concern about individualized instruction. For the 2015-2016 school year, all grades have implemented a remediation class period in which students receive more individualized instruction. Project based learning allows for smaller groups and therefore, more student/teacher interaction.

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

Analyzing perception:

A school climate survey for parents was conducted last spring. This survey evaluated how well parents felt the school met the needs of their children. The survey results reflected that most parents felt the school worked hard to meet the needs of the students and that teachers care about their students. The survey results revealed that parents felt the school should do more to help the students' achievement by providing assistance or tutoring with homework assignments.

Student achievement:

Student achievement continues to progress in the areas of math and reading. Assessment results show math having a more favorable improvement for the 2014-2015 school year.

School programs/process:

Curriculum alignment: College and Career Ready standards for Math and English Language Arts were used to drive instruction 2014-2015 curriculum.

Instructional Strategies: IXL Math and Khan Academy are online programs being used to strengthen math skills. ACT Aspire Periodic is used as a growth assessment and offers data to assist classroom instruction in conjunction with other ALSDE assessments. This program helps teachers determine a student's instructional level and track their progress within and across school years.

Programs: Encore, an after school program, also provides the opportunity for students to receive additional help. Art and Chorus are offered to students, as well as band opportunities for 4th grade to help enrich the middle school experience. Seventh and eighth graders select electives based on their interests. Choices include art, leadership, up cycle crafting, media, drama, coding/gaming, and PLTW/Robotics. The mentoring program, which addresses at-risk students in the sixth, seventh, and eighth grades, is administered by community adult stakeholders. A Home Language Survey is given to all new students to alert us to those that need further evaluation. ELL students are identified using the WIDA screener. Any student with one parent in the household who speaks a language other than English would be marked for screening with the WIDA. ELL students have access to the Rosetta Stone program.

Demographic data:

Student Discipline: A decrease was noticed in the percentage of minority males getting into trouble.

Student Attendance: Attendance calls are made daily through the School Messenger System for those absent from class. The Early Warning System is in place in coordination with the Randolph County Juvenile Probation Officer. For those who exceed the required absences, the JPO meets with the student and the parent. Continued violation of the compulsory attendance law could result in referral to the District Attorney through the JPO.

Teacher Turnover: Teacher turnover is not high at Handley Middle School. The Teacher Mentoring Program for our new teachers provides them with experienced teachers for assistance and support. New teachers are also encouraged to participate in professional development on classroom management skills.

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

Handley Middle School's main goal is to educate students. To accomplish this goal, a combined effort from the students, parents, faculty, staff, and community stakeholders is necessary. Handley Middle School uses the results of the needs assessment to determine what goals should be set to attain success. For the 2015-2016 school year the following goals have been set:

1. Handley Middle School will see a decrease in the overall achievement gap among subgroups.
2. Handley Middle School will decrease the number of discipline incidents among minority males.
3. Handley Middle School's faculty and staff will collaborate with stakeholders to facilitate student learning and well-being

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

These goals are a result of disaggregating local and state assessments, and analysis of various surveys and reported data.

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

Handley Middle School's goals are focused on academic achievement, as well as the overall well-being of our students. To accomplish these goals, several strategies including Project Based Learning, character education, and community involvement are being implemented during the 2015-2016 school year. Programs and activities are also used to enhance student learning at all levels. Some of these include ACT Aspire Periodic Assessments, Renaissance Learning, and Project Wisdom.

Component 2: Schoolwide Reform Strategies

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

Goal 1:

Handley Middle School will see a decrease in the overall achievement gap among subgroups.

Measurable Objective 1:

1% of Students with Disabilities students will increase student growth in comprehension in Reading by 09/01/2016 as measured by the ACT Aspire Summative Assessment.

Strategy1:

Effective Instruction - The Regional Support Team will work with administration and teachers to train/offer support with programs and strategies such as Alabama Reading Initiative, Response to Intervention, differentiated instruction, unwrapping the CCRS standards with the use of Curriculum Guides, and Webb's Depth of Knowledge.

These strategies will be monitored by administration and the RPT team by conducting classroom walkthroughs, monitoring teacher lesson plans, and analyzing student data from formative assessments.

Category:

Research Cited:

Activity - RPT Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Regional Support Team will provide training and support for administration and classroom teachers with different strategies to increase the effectiveness of instruction to improve student achievement.	Professional Learning	11/02/2015	05/26/2016	\$0 - No Funding Required	Lynn Robinson, Principal

Strategy2:

Project Based Learning - All faculty members are currently undergoing intensive professional development to learn strategies to successfully implement project based learning in the classroom. The school system provides the necessary resources needed to implement strategies. Student achievement will be measured using the Global Scholar Performance and Achievement Series and Renaissance Learning Programs. These assessments will be administered no less than three times per year. The data obtained from these assessments will be used to modify classroom instruction.

Category:

Research Cited: (2013). Scantron Corporation. Performance Series. Eagan, MN.

(2013). Renaissance Learning. Wisconsin Rapids, WI.

Activity - Digital Conversion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Digital conversion allows educators to level the playing field and provide every student (including at-risk learners) just in time learning. The purchase of Chromebooks undergirds the digital conversion.	Technology	08/12/2015	05/26/2016	\$58000 - Title I Part A	Dr. Kim Hendon, Director of Federal Programs

Activity - 4th Grade Summer Transition Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a summer transition program for upcoming fourth graders. This program will enable fourth graders to better acclimate from an elementary school setting to a middle school setting. Opportunities will be given for students to build communities, collaborate with their peers, and develop student teacher relationships.	Academic Support Program	07/27/2015	07/31/2015	\$540 - Title I Part A	Lynn Robinson, Principal

Activity - Cohort Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are participating in three year professional development programs to enhance project-based classroom instruction.	Professional Learning	08/12/2015	05/27/2016	\$0 - District Funding	Dr. David Crouse, Director of Professional Development and Innovation

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

Goal 1:

Handley Middle School will see a decrease in the overall achievement gap among subgroups.

Measurable Objective 1:

1% of Students with Disabilities students will increase student growth in comprehension in Reading by 09/01/2016 as measured by the ACT Aspire Summative Assessment.

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Strategy2:

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Teachers are participating in three year professional development programs to enhance project-based classroom instruction.	Professional Learning	08/12/2015	05/27/2016	\$0 - District Funding	Dr. David Crouse, Director of Professional Development and Innovation

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.**Goal 1:**

Handley Middle School will see a decrease in the overall achievement gap among subgroups.

Measurable Objective 1:

1% of Students with Disabilities students will increase student growth in comprehension in Reading by 09/01/2016 as measured by the ACT Aspire Summative Assessment.

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

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Handley Middle School will see a decrease in the overall achievement gap among subgroups.

Measurable Objective 1:

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Strategy2:

Project Based Learning - All faculty members are currently undergoing intensive professional development to learn strategies to successfully implement project based learning in the classroom. The school system provides the necessary resources needed to implement strategies. Student achievement will be measured using the Global Scholar Performance and Achievement Series and Renaissance Learning Programs. These assessments will be administered no less than three times per year. The data obtained from these assessments will be used to modify classroom instruction.

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Teachers are participating in three year professional development programs to enhance project-based classroom instruction.	Professional Learning	08/12/2015	05/27/2016	\$0 - District Funding	Dr. David Crouse, Director of Professional Development and Innovation

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

Goal 1:

Handley Middle School will see a decrease in the overall achievement gap among subgroups.

Measurable Objective 1:

1% of Students with Disabilities students will increase student growth in comprehension in Reading by 09/01/2016 as measured by the ACT Aspire Summative Assessment.

Strategy1:

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Strategy2:

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

Goal 1:

Handley Middle School will see a decrease in the overall achievement gap among subgroups.

Measurable Objective 1:

1% of Students with Disabilities students will increase student growth in comprehension in Reading by 09/01/2016 as measured by the ACT Aspire Summative Assessment.

Strategy1:

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(2013). Renaissance Learning. Wisconsin Rapids, WI.

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Provide a summer transition program for upcoming fourth graders. This program will enable fourth graders to better acclimate from an elementary school setting to a middle school setting. Opportunities will be given for students to build communities, collaborate with their peers, and develop student teacher relationships.	Academic Support Program	07/27/2015	07/31/2015	\$540 - Title I Part A	Lynn Robinson, Principal

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

Goal 1:

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Measurable Objective 1:

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Provide a summer transition program for upcoming fourth graders. This program will enable fourth graders to better acclimate from an elementary school setting to a middle school setting. Opportunities will be given for students to build communities, collaborate with their peers, and develop student teacher relationships.	Academic Support Program	07/27/2015	07/31/2015	\$540 - Title I Part A	Lynn Robinson, Principal

Activity - Cohort Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Category:

Research Cited:

ACIP

Handley Middle School

Activity - RPT Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Regional Support Team will provide training and support for administration and classroom teachers with different strategies to increase the effectiveness of instruction to improve student achievement.	Professional Learning	11/02/2015	05/26/2016	\$0 - No Funding Required	Lynn Robinson, Principal

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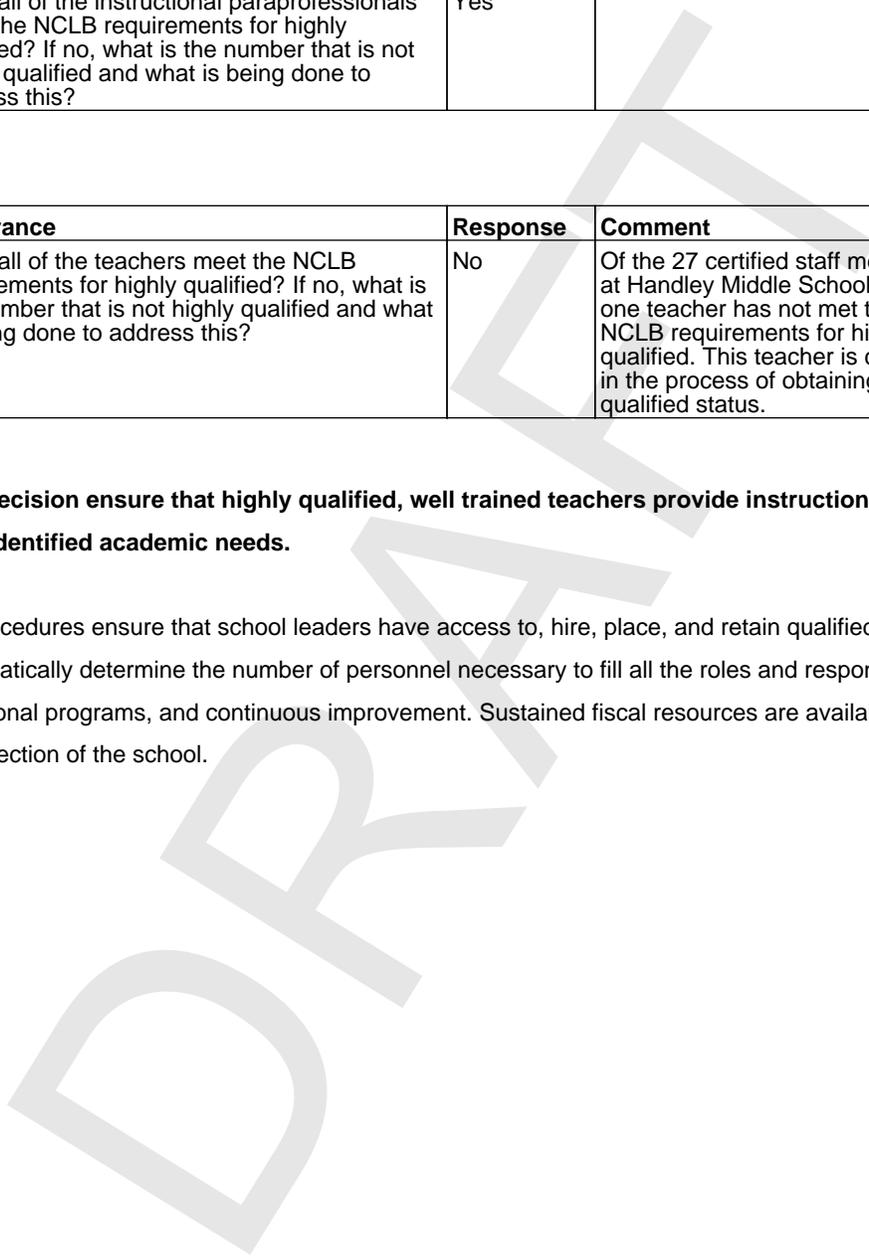
Component 3: Instruction by Highly Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	No	Of the 27 certified staff members at Handley Middle School, only one teacher has not met the NCLB requirements for highly qualified. This teacher is currently in the process of obtaining highly qualified status.	

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

Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.



Component 4: Strategies to Attract Highly Qualified Teachers

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

Out of the 27 certified classroom teachers, four of these teachers did not return for the 2015-16 school year. Two teachers transferred to the high school, one teacher left to take a position in another system, and one teacher was non-renewed.

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

Of the 27 certified teachers at HMS, the level of teaching experience breaks down as follows: two teachers currently hold a Education Specialist degree, ten have a Master's degree, and 15 hold a Bachelor's degree.

3. What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

All new teachers are paired with a veteran teacher to help make the transition to the system less difficult. They are also provided with the necessary training needed to utilize programs available at Handley Middle School. New teachers are placed in a professional development cohort to acclimate them to programs used across the system as well as provide them with a foundation for digital conversion.

4. What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

A group of diverse employees visit nearby teacher colleges to help in the recruitment efforts of new HQ graduates.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

Even though we did have 4 teachers that did not return for the 2015-16 school year, Handley Middle School typically does not have a high teacher turnover rate.

Component 5: High Quality and Ongoing Professional Development

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

All faculty members are currently undergoing intensive professional development to learn strategies to successfully implement project based learning in the classroom. Faculty members may choose which professional development cohort they would like to be involved in. They sign on for a three year period and they meet once a month for four hour sessions and focus on developing high quality lesson plans, inquiry based learning, building classroom communities that are all powered by technology.

Teachers also participate in refresher trainings on different programs that we use in our school such as Renaissance Place and IXL Math and Language.

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

Para professionals, principals, and other staff members do not participate in the professional development cohorts, however, they are given opportunities to participate in training that will benefit them in their jobs.

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

New or inexperienced teachers are assigned a veteran teacher in order for the new teacher to have someone to answer questions regarding procedures, curriculum, assessments, and any other school related area.

Grade level meetings are conducted once a week so that teachers have opportunity to discuss topics, share ideas, and plan collaboratively.

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

As stated previously, all professional development cohorts meet at least once a month for four hours, refresher training courses are offered at the beginning of the year, or when needed for different programs that we use in the school.

Component 6: Transition Strategies

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

At the end of the 2015-16 school year all third grade students from the feeder elementary school visit Handley Middle School to meet the administrators and teachers, tour the school and be introduced to different programs and activities available at Handley Middle School. Eighth grade students will visit the high school in the spring to become familiar with the program opportunities available. Upcoming 4th graders will attend a 1/2 day program prior to the start of the new school year to help provide a smooth transition from an elementary setting to a middle school setting.

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Component 7: Teacher Participation in Making Assessment Decisions

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

When state assessment scores are released, administrators and teachers meet to analyze the data, including areas of academic success, achievement gaps, and weaknesses. We also conduct weekly grade level meetings and data meetings are held at the end of each six weeks to identify potential problem areas and students who may be considered at-risk.

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

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

There are multiple ways in which we identify students who are displaying difficulty in mastering academic standards at a proficient level. We provided teachers a list of students, who based on testing data are in need of early intervention or do not meet standards. Data from ACT Periodic Assessments, STAR Reading, and ACT Aspire is used to compile the list. After interventions have been implemented, the PST team meets to discuss the progress of each student.

Students are placed in RtI (Tier II or Tier III) based on academic performance in Reading and Math. 504 Plans are implemented for students experiencing difficulty that inhibit a major life function. Students can also be referred for special education evaluation after going through RtI.

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

Our school implements Response to Instruction (RtI). Results from the ACT Aspire and the STAR Reading assessments are used to identify students who are considered non proficient in reading and math. Data meetings are conducted with teachers and administrators. Students with lower scores are identified in this meeting and are placed on Tier II. Teachers then devise an intervention plan that is carried out in the classroom on a daily basis until students gain mastery of those skills.

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

Teachers create and implement high quality lessons that reflect various learning styles in order to meet the needs of each student. Teachers conduct whole, small group and one on one instruction to insure the student understands the standard being taught.

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

Although no specific program is offered before or after school hours, many teachers volunteer their time, classroom and materials after school to tutor students having difficulty in the classroom.

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

Migrant: We currently do not have any migrant students enrolled in our school.

English Language Learners: Upon enrollment, all students are required to complete a Home Language Survey. If a student's survey indicates that another language may be spoken in the home then that student is screened using the W-APT Access Screener. A plan is then created using the RtI 2 model.

Economically Disadvantaged: As a Title I school, much of our Title I funds go to enhance the education of all children. There are local organizations and churches that donate to these families who may need financial assistance.

Special Education: Students receiving special education services have their individual needs met through their IEPs. If at any point during the school year those needs change, an IEP meeting will be held to address those needs.

Neglected and/or Delinquent: Our school system contracts with an outside counselor to counsel students who may be in need. Administration, teachers and parents can make referrals to the counselors. The Roanoke City Board of Education partners with Roanoke City Police Department to provide a resource officer.

Homeless: If a family is displaced due to situations beyond their control, students are still allowed to attend Handley Middle School.

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

N/A

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

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

The school leadership team meets and discusses the school wide goals and develops budgets of the various funding sources to meet the needs of the school and student body.

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

The State Foundation Program: The state of Alabama provides funding for teaching and administrative units based on student enrollment. Title I: These monies are used to supplement state and local fund for two classroom reduction units, parental involvement, instructional software, computer hardware, instructional stipends.

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

All of the different funding sources, local, state, and title are utilized to provide materials and staff which are necessary to implement our school-wide improvement goals. These services also allow our school to provide additional support and training for our teachers, parents, and students.

Component 10: Evaluation

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

As a schoolwide program, we evaluate and revise the implementation of our program with the input of administrators, teachers, parents, and students. Surveys are completed throughout the year and are kept on file at the school and are made accessible to teachers and staff. The schoolwide program will be updated annually as new ideas and concerns need to be addressed.

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

Results achieved by the schoolwide program are evaluated during data meetings that are held by grade levels. Teachers are required to meet monthly with their grade level to discuss data, student progress, etc. Minutes of these meetings are submitted electronically to the principal. The principal also meets periodically with each grade level to discuss progress and other issues. Announced and unannounced walkthroughs and observations are conducted by the administration as well as by district level supervisors. The results of these data meetings and observations help us determine our school improvement goals for the school year.

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

We determine the effectiveness of our schoolwide plan by comparing data from STAR and ACT Aspire Periodic and Summative assessments. We compare these scores with previous year scores to see if there has been an increase in proficiency. This helps us determine if our strategies and action plans have been effective.

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

The school leadership team meets to discuss data and changes are made based on student performance data, parental input, and budget changes.

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

All goals from the previous year are being used in the current plan for 2015-2016. New strategies have been added to some of the goals and existing strategies have been tweaked in hopes to have better final outcomes.

Goal 1: Handley Middle School's faculty and staff will collaborate with stakeholders to facilitate student learning and well-being.

Our school constantly strives to find new ways to seek parental involvement. The teachers have chosen this goal as a goal in their Educate
SY 2015-2016

Alabama. Teachers must provide evidence that they have met this goal.

Goal 2: Handley Middle School will see a decrease in the overall achievement gap among subgroups.

We have implemented and intervention plan for all students based on the benchmark scores from the ACT Aspire Periodic Assessments and formative assessments given by the classroom teacher.

Goal 3: Decrease the number of discipline incidents among minority males.

HMS has adopted some of the strategies from the CHAMPS. All grade levels use a behavior tracking log to record misbehaviors. Students receive a weekly conduct grade that is posted in Chalkable so that parents are able to view. At the end of each six weeks, students who have not received behavior marks are rewarded.

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

None

DRAFT

Coordination of Resources - Comprehensive Budget

DRAFT

Introduction

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

DRAFT

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	27.65	27.65	1,724,772.90
Administrator Units	1.00	1.0	100,961.00
Assistant Principal	1.00	1.0	89,388.00
Counselor	1.50	1.0	73,084.73
Librarian	1.00	1.0	68,352.55
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	27.65	37.65	2,051.00
Professional Development	27.65	27.65	2,125.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	27.65	27.65	12,017.00
Library Enhancement	27.65	27.65	684.00
Totals			2,073,436.18

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	120638.0

Provide a brief explanation and breakdown of expenses.

Class Reduction 5th grade reading teacher & .50 math teacher (salary & benefits) 84,439
Tech Coach (.50 salary & benefits) 15,255
Parental involvement 1,994
Set aside for Focus School 5,304
Software to improve One to the World 3,646
Chromebooks 10,000

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

Provide a brief explanation and a breakdown of expenses.

n/a

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	4365.0

Provide a brief explanation and a breakdown of expenses.

.9 Classroom reduction math teacher HMS 4365

DRAFT

Title III

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

Provide a brief explanation and a breakdown of expenses.

n/a

DRAFT

Title IV

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

Provide a brief explanation and a breakdown of expenses.

n/a

DRAFT

Title VI

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	15255.0

Provide a brief explanation and a breakdown of expenses.

Tech Coach (.50 Salary & benefits)

DRAFT

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

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

Provide a brief explanation and breakdown of expenses.

n/a

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	61445.0

Provide a brief explanation and a breakdown of expenses.

School Improvement Grant

25500 software for student learning

8000 unstick the middle/summer enrichment program for at risk students

11000 Chromebooks for One to the World Initiative

1400 iPads for One to the World Initiative

12000 Consultant for Data to Drive Instruction

3545 Professional Development for teachers/administrator to attend conferences, pay registration, etc.

DRAFT

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses

n/a

DRAFT

Strategies to Increase Parental Involvement

DRAFT

Introduction

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

DRAFT

Strategies to Increase Parental Involvement

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

Each year, the school includes Title I information at orientation . A parent involvement committee also meets to review plans for the year, Title I and take suggestions for improvement. A system-wide Title I meeting is also held at the beginning of the school year.

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

Handley Middle School offers many opportunities for parents to become involved in their child's education. Parents are encouraged to attend orientation at the beginning of each school year to meet and greet the faculty and staff at HMS. Parents are also invited to formal meetings during Parenting Day. The administration at HMS makes personal contact with a diverse group of parents and extends an invitation for them to serve on the Continuous Improvement Committee.

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

Various modes of communication will be involved at HMS. Parents will be notified through HMS website, email, automated phone system, parent portal INOW, Remind101, text messages, newsletters, letters US mail, marquee and conferences. The CIP plan may be accessed on the school's website.

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

The school-parent compact is reviewed yearly with the parent involvement committees and teachers. Suggestions are made to update that should be made to the document. This is a key document given to parents during orientation, It is also used during parent conferences.

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

parents. We use many different forms of communications to get news to our parent. Parents are encourage to bring any concerns to administration. Contact forms are available for all school faculty on the Roanoke City webpage.

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

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

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

Handley Middle School is devoted to making parents equal partners in their child's education early on. We have an open door policy that encourages our parents to communicate with teachers about their child's progress. The new CCRS standards are discussed during parent meetings and they are given information to research the topic further. Parents are encouraged to visit the school and classrooms. During conferences, teachers are able to share student state and local assessment results with the parents and give them strategies to use to help improve their child's achievement.

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

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

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

Handley Middle School teachers host a Parent Training Night where teachers present and train parent on the different programs that are used in their classrooms and at home by the students. Parents are trained on the iNow Parent Portal, Google Classroom, Accelerated Reader, IXL, and Weebly.

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

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

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

At opening faculty meeting the principal and counselor discuss the importance of parents as partners. The teachers are also required to contact parents (phone call, email, conferences) to communicate the academic progress and concerns of their child . At data meetings, specific strategies to help increase student achievement are discussed. Many times it is suggested that a parent conference is held to review activities that the parents can help with at home.

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

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

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

Roanoke City Schools has set aside money that is used for Parental Involvement. This money is used to pay for the automated phone system that is used to send out attendance information and important announcements. A portion of that money is used to support a parent resource center located at the central office.

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

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

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

The use of social media to keep our parents informed of the activities that are going on in our schools is one way we partner with our parents.

We have a school system liaison we can use as an interpreter when needed. Translations of all documents can be made (if needed) through an automated/computerized process powered by Google Translate, a free translation service.

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

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

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

The administration, teachers, and staff are committed to address any and all parent concerns or needs in a timely fashion.

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

Migrant: Parents/Guardians of new enrollees complete an "Alabama State Department of Education Employment Survey" form which determines Migrant status. These completed forms are sent by Counselors' Assistant to appropriate director at Central Office.

English Learners: Parents/Guardians of new enrollees complete a "Home Language Form" which determines ELL status. If any language other than English is indicated on Home Language Form, the form is sent to ELL director at Central Office. Students are tested using ACCESS ELL test, and then conduct I-ELP meetings, and send copies of I-ELPs to appropriate teachers.

Economically Disadvantaged: Parents/Guardians of new enrollees have the option to complete a "Free and Reduced Lunch Form" paper form, or an online version. When/If parents return paper version, Counselors' Assistant gives form to school lunchroom manager, who then sends form to CNP director at Central Office.

Special Education: Identified special education students are distributed among special education teachers by grade level. These case managers manage IEP's, inclusion, IEP meetings, etc. Students referred to special education through PST are tested according to federal guidelines and time lines.

Homeless Students: Parents/Guardians of new enrollees complete a Student Residency Questionnaire; if "homeless" is indicated, then parent/guardian completes the "Referral for Homeless Services" form.