



ACIP

Bellingrath Middle School

Montgomery County Board of Education

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Bellingrath Middle School, constructed in 1950, was located at 3380 South Court Street in West Montgomery, Alabama. The original school served students in grades 7th, 8th, and 9th. In 2010, a new building was constructed, and Bellingrath Junior High School became Bellingrath Middle School located at 3350 South Court Street serving students in grades 6, 7, and 8. The construction of the new school began in January 2009 and was completed in June 2010.

The school is 142,000 square feet and includes two stories of classrooms, a media center wing, an administrative wing, a cafeteria, a band room, a choir room, a gymnasium wing, and a central court yard. The new Bellingrath is located one block away from the former campus in West Montgomery in the Ridgecrest community. Ridgecrest is an area with high poverty, but rich in pride, vigor and community spirit. As a result, Bellingrath is the heart of Ridgecrest through athletics and community organization meetings.

The school is a constant reminder of the community's past and the current progress towards a brighter future. Ninety percent of the students live in this neighborhood and walk to and from school; the students are second or third generation Bellingrath students. Several teachers and administrators attended Bellingrath; this adds to the uniqueness of the school as we strive to make Bellingrath the center of this community and surrounding areas. Bellingrath students are 99% African American with Hispanics totaling less than one percent. Ninety percent (90%) of our teachers are highly qualified and certified. Bellingrath Middle School currently houses sixth through eighth grades. The current enrollment average is 459 students. The average teacher-student ratio in grades 6-8 is 1:25. One hundred percent of the students are on free/reduced lunch status, as per State Department of Education new initiative.

The administrative staff consists of one Principal, three Assistant Principal and one Academic Interventionist. There are 33 certified personnel that include 22 regular classroom teachers, 6 special education teachers, two behavior interventionists, one academic interventionist, one counselor and one librarian. Non-certified staff includes three front-office secretaries, a bookkeeper, four custodians, four paraprofessionals, and 5 cafeteria workers. There are 19 female teachers: 18 African American and one Caucasian, and 9 male teachers: 7 African-Americans and two Caucasians. There are 15 support staff members: 7 males and 8 females. Of the certified staff members, 57% have less than 10 years of teaching experience; 30% have between 11 and 20 years of experience; and 13% have more than 20 year of experience. Thirty percent of the staff members have earned bachelors' degrees, 64% have earned masters' degrees, and 6% have earned doctoral degrees.

The major challenges we currently face are severe behavior issues and high percentage of overage students. All of these challenges are being addressed and resolved within district policies and expectations. Although Bellingrath has overcome obstacles to educating students and communicating with parents, many challenges are still visible. One challenge that administrators face is the ability to create more extracurricular activities that will allow students to participate in projects or hobbies that may interest them. The nearest YMCA is too far for students to walk. The school administrators and staff try to provide many outside opportunities to increase the advancement of the whole child; however, limitations are caused by the lack of funding, rules, and regulations. Nonetheless, during the 21st Century Afterschool Enrichment classes, students are allowed to participate in art, music, band and technology. Students also participate in sports (afterschool). Another problem is the busy street in which the school is located; sometimes speeding cars present problems for students walking to school and returning home.

School's Purpose

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

The mission of Bellingrath Middle School is to engage and inspire students to become successful while teaching responsibilities and setting high expectations.

The mission statement was developed by a team of administrators, teachers, parents, and students and revised in July 2016. The team conducted weekly meetings during the summer and at the beginning of the year. The mission statement is designed to convey to stakeholders the school's educational process. Presently, the school administrators and staff are in the process of fulfilling the school's mission statement. The school and community members are working collaboratively to address the needs of the school and students.

Bellingrath Vision: Our vision is to provide students with a nurturing and safe environment that fosters rigorous academics and a technological curriculum that will prepare students for tomorrow. The teachers and students are encouraged to share in this vision so that Bellingrath can become one of the school system's productive middle schools. Students are provided opportunities to excel academically regardless of their socio-economical backgrounds, environments, or household deficiencies. To further obtain this vision, the administrators and staff have high expectations of all students and express that failure is not an option. Students are encouraged to perform to their highest academic abilities. With the integration of technology within each classroom, each teacher is able to create a learning environment that addresses the diverse learning styles of students. Through effective learning activities and instructional strategies, students will be able to increase test scores (State Board Initiatives and Local Board Initiatives) and other academic assessments mandated by the Montgomery Public School District.

Bellingrath Middle School's primary goal is to educate each student to his or her fullest potential and create a middle school that can compete academically with other middle schools within the city, state, and nation. To monitor the academic progress of students, the Scantron Performance Series, Edgenuity, Read 180, Math 180, and teachers' assessments will be used. Teachers will be monitored through their use of instructional strategies, learning activities, integration of technology, and implementation of the Depth of Knowledge (DOK) and the Response to Instruction Plan (RTI). Several forms of data collection will be collected and analyzed by teachers: data meetings, grade levels and departmental meetings, instructional walk-throughs, leadership team meetings, and leadership council meetings. Each meeting will be guided by data that is collected prior to each meeting. The data will be explained, disaggregated, and assessed for the next plan of action. RTI will be implemented and used for intervention in the areas of academics and behavior problems reinforced with the Positive Behavioral Instructional Support Program (PBIS).

Our assessments are used to target each area of a student's successes and failures. Thus, the administrator and staff are able to engage in analyzing student work in order to modify instruction and behavior. In addition to the assessments, high quality site-based professional development to improve instructional practices is offered to all teachers on a monthly basis. Recently, the Middle School Acceleration Program (MSAP) has been implemented to address the needs of students who have failed two or more years. This program is designed to provide site-based content area acceleration via research-based computer-assisted instruction (CAI) and teacher-directed instruction that will allow students to achieve two grade-level promotions at the end of one academic school year. Teachers are also provided the opportunity to participate in district and state level professional learning opportunities. Ninety-five percent of our teachers are well versed in the use of technology.

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.

Our notable achievements have been the Alabama Math, Science, and Technology Initiative (AMSTI) training for teachers. This training has provided effective research-based strategies for increasing achievements in math. Other notable areas include our basketball team which has won championships in the last 3 years. As a part of the school culture and climate, support programs are the backbone of providing the students with the extra support needed to be successful. The following programs are examples of support systems that are in place: Positive Behavior Intervention Support (PBIS); Parents and Teachers Association (PTA); School Clubs/Organizations; Alabama Education Association Priority Schools Campaign; Parent Teacher Home Visit Project; Tutorial Programs/Volunteers; Bullying Conferences and Seminars; Conferences and Seminars; and all state, local and district support programs, etc. The above mentioned items aid in ensuring the success of the school's academic programs, students support programs, and the community/parental involvement program.

Bellingrath's Intervention Program will meet the needs of all students with below benchmark in reading and math of the Global Performance Series. Students in need of instructional support in reading and math will be assigned to an intervention class. Intervention classes will consist of 15 to 20 students where support in reading and math deficiencies can be addressed immediately. Teachers will consistently use the selected program and rotate into the computer lab for Edgenuity (formerly know as Compass Learning). Students will attend Extended Day Learning Opportunities after school to enhance reading and math skills.

Additional Information

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

Bellingrath Middle School was awarded the 2016 - 2017 School Improvement Grant (SIG) to improve student achievement using the Transformational Model. The design and implementation of the Bellingrath Middle School SIG Transformation Model requires activities anchored in the following five domains:

- Leader Success
- Teacher Success
- Student Success
- Parent and Stakeholder Success
- Systems Success

Through the intervention model activities led by the school principal, the objectives of the grant interventions are to increase student academic achievement, close the academic achievement gap, and increase student academic learning gains from scholastic year to scholastic year.

Montgomery Public Schools (MPS) is implementing the Community Eligibility Provision (CEP) program. All enrolled students of MPS are eligible to receive breakfast and lunch at no charge.

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.

Stakeholders (faculty, two students, two parents, and administrators) are engaged in the development of BMS's improvement plan. The leadership team is represented by selected faculty members, two parents, and one student as champions of the improvement plan. The principal/designee identified parents based on their request to volunteer in certain capacities. Those selected members are identified as the PAC (Parent Advisory Committee). We have identified two parent representatives on our A-CIP and PAC committee. Our principal or designee will meet with the PAC members once a quarter to review plans, data, and expectations including input from those representing the parents of BMS. During the PAC meeting, roles were identified and communicated.

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

The principal, interposition member, parents, and the leadership team participated in the development of the improvement plan. The assigned School Improvement Specialist also provided initial training and ongoing support in creating the improvement plan. Each member of the team contributed in the strategy and activity development for each identified goal:

Sonya Floyd, Principal

Andre' Hodges, Assistant Principal

Janeke Mitchell, Technology Coordinator

Carolyn Berry, Media Specialist

Forrest Hillary, 8th Grade English

Joselyn Quinn, 7th Grade English

Deanka Hart, 6th Grade English

Quinton Lindsey, 7th Grade Math

Mariah Green, Special Education

Parent

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

Hard copies of the A-CIP will be given to the faculty as well as emailed to the faculty. The library, main office, parenting center, and counselor's office will have hard copies of the A-CIP. The A-CIP will be reviewed with parents and other stakeholders at a school's parent meeting. A link to the A-CIP is on the school's website. Changes will be made on an as needed basis. Stakeholders will receive updates as changes are made.

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		

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 indifferently analyzed and presented with little clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is below what would otherwise be expected.	Level 2

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

Areas of Notable Achievement

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

The area(s) of expected level of student performance were in Reading (as identified by grade level). Based on the data 14% of 6th graders scored at ready, and 21% of 8th graders scored at ready on the Reading section of the ACT Aspire. However on the Performance Series, there were increases in the percentage of annual target goal and of the scale score. In 6th grade, the scale score increased 140 points, 7th graders scale score increased by 39 points, and 8th graders increased by 123 points.

According to the Math ACT Aspire assessment data, 6th graders increased from 14% to 17% which was a 3% increase of students scoring at ready. For the Performance Series, there were increases with students scale score. In 6th grade, students gained 42 points, 7th graders gained 41 points, and 8th graders gained 36 points.

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

The areas that show positive trend in performance are Reading for 8th and 6th grade Math. In comparison to the 2016 ACT Aspire data, some data from the 2017 ACT Aspire reflects slight increases among 6th and 8th grade but the overall performance shows decrease in trends.

For 6th graders, there was a 3% increase of students scoring ready (14% to 17%) on the 2016 ACT Aspire Math section of the assessment. 6th grade students also increased from 8% to 14% which was 6% increase on the Reading section of the ACT Aspire assessment. For 8th graders, the Reading assessment reflects an 8% increase (13% to 21%) of students scoring at ready. In Math, there was an increase of 2% (0% to 2%) in the 8th grade. And, 7th graders increased by 2% from 3% to 5% in comparison to the 2016 data. However on the Performance Series, there were increases in the percentage of annual target goal and of the scale score. In 6th grade, the scale score increased 140 points, 7th graders scale score increased by 39 points, and 8th graders increased by 123 points.

According to the Math, For the Performance Series, there were increases with students scale score. In 6th grade, students gained 42 points, 7th graders gained 41 points, and 8th graders gained 36 points.

Which area(s) indicate the overall highest performance?

Based on ACT ASPIRE the overall highest performance was in Reading (6th and 8th grades) and Math (6th grade). Students in 6th and 8th grades: 6th (14%) and 8th (21%) scored at ready on the Reading section of the ACT Aspire. In Math, the overall highest performance was at the 6th grade which reflects a 3% increase (14% to 17%).

However on the Performance Series, there were increases in the percentage of annual target goal and of the scale score. In 6th grade, the scale score increased 140 points, 7th graders scale score increased by 39 points, and 8th graders increased by 123 points.

According to the Performance Series, there were increases with students scale score. In 6th grade, students gained 42 points, 7th graders gained 41 points, and 8th graders gained 36 points.

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

According to 2016 - 2017 ACT Aspire and Performance Series testing data, female students at all grade levels shows a trend toward increasing performance in all reporting subject areas (Reading and Math).

Between which subgroups is the achievement gap closing?

According to 2016 - 2017 ACT Aspire testing data, the visible achievement gap that shows closing is represented with the 6th and 8th grade male and female students as compared to the previous year data. There was a gap of 21% of students scoring at ready on the 8th grade Reading assessment with the females (24%) and males (16%) on the 2016 - 2017 ACT Aspire. However on the 2015-2016 assessment, male and female students were scoring at the same level of 13%. Whereas at the 6th grade, female students continue to out perform the male students in Math and Reading, male students are closing the gap in Reading: female (17%) and male (11%) as compared to the 2016 - 2017 ACT Aspire. .

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

The test results from ACT Aspire shows a correlation of findings from Global Scholar (Performance Series) test results. Reading and Math scores from Global Scholar (Performance Series) show 6th thru 8th grade students perform below grade level. According to the data, the following has been noted as consistent data with Global Scholar and ACT Aspire: Students are scoring lower on the Key Ideas and Details in Reading. In Math, Foundation and Modeling are just two of the lowest of the math reporting categories.

Areas in Need of Improvement

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

Based on results from ACT Aspire, students in all grades performed below the expected levels in Reading and Math. According to the 2016 - 2017 Reading ACT Aspire data, 6th graders increased from 8% to 14% which was a 6% decrease in comparison to the 2015 - 2016 students scoring at ready. 7th graders showed a 4% decrease of students scoring at ready (11% to 7%), they scored below the expected levels of performance. Eighth grade had an increase of 8% of students scoring at ready (21% to 13%).

The results on the 2015 - 2016 Math ACT Aspire reflects below expected levels of performance with the following data noted: The percentage of 6th grade students scoring at ready increased from 14% to 17% (which is a 3% increase); the percentage of 7th graders scoring at ready increased from 3% to 5% which is a 2% increase; and 8th graders increased from 0% to 2% which was a 2% increased.

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

Based on results from 2016 - 2017 ACT Aspire, the accountability report indicates that the scores show a negative trend in performance in Reading (7th), Math (7th - 8th), and Science scores shows a negative trend in performance.

In Reading, 7th graders decreased from 11% to 7% which is a 4% decrease in comparison to the 2016-2017 students scoring at ready. The results on the 2016 - 2017 Math ACT Aspire shows a negative trend in performance: The percentage of 7th graders scoring at ready increased from 3% to 5% which is a 2% increase. And, 8th graders increased from 0% to 2% which reflects an overall 2% increase of students scoring at ready.

In Science, 7th graders decreased from 6% to 5% which is a 1% decrease in students scoring at ready which does not reflect the national standard of percentage of students scoring at ready. .

Which area(s) indicate the overall lowest performance?

Based on ACT Aspire, 7th and 8th grade math indicates the overall lowest performance with a 2% increase of students scoring at ready (3% to 5%); and 8th graders increased from 0% to 2% which represents 2% of students scoring at ready on the ACT Math assessment (which represents less than 3% of students at both grade levels scoring at ready). In Reading, 7th grade students also scored the lowest with a decrease from 11% to 6%.

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

Testing data from 2016 - 2017 ACT Aspire did not indicated trends in subgroups for this testing cycle; however, the data shows that a high percentage of female students are scoring at ready in comparison to their male counterpart. This is also a aligned with the Global Performance Series.

Between which subgroups is the achievement gap becoming greater?

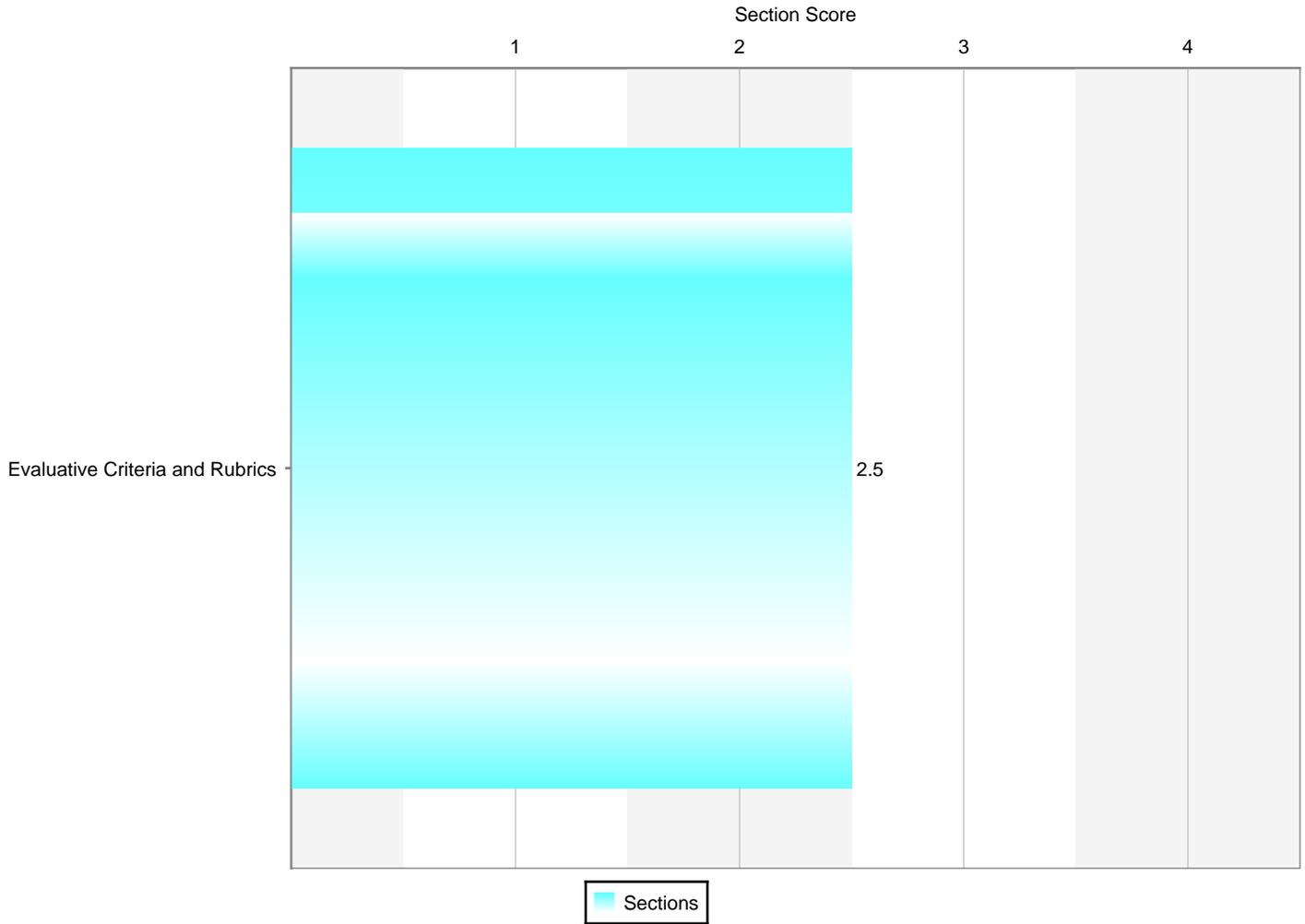
Testing data from 2016 - 2017 ACT Aspire did not indicate trends in subgroups becoming greater; however, the data shows that male and female students are closing the achievement gap. This is also a reflection of the Global Scholars Assessment.

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

The testing results from 2016 - 2017 ACT Aspire shows a correlation of findings from Global Scholar (Performance Series) test results. Reading and Math scores from Global Scholar (Performance Series) show all students (6th - 8th) performing below grade level.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Sonya Floyd, Principal Andre Hodges, Assistant Principal Edward Williams Jr., Assistant Principal Thomas Tullis, Counselor Monica Smith, Read 180 Instructor Dr. Carolyn Elam, Academic Interventionist Denise Whittle, Behavioral Interventionist Forrest Hillary, ELA Champion Holandria Johnson, History Champion Quandria Battle, Science Champion Shawntara Jackson, Math Champion Janetta Mitchell, Technology Instructor , Parent , Parent , Student	Bellingrath's Leadership Team 2017-2018

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	See attachment as signed by Sonya Floyd, Principal of Bellingrath Middle School.	Bellingrath's Non-Discrimination 2017

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	Bellingrath Middle School has designated Sonya Floyd to coordinate efforts to comply with and carry out non-discrimination responsibilities: Sonya Floyd, Principal 3350 South Court Street Montgomery, AL 36105 334-269-3623	Bellingrath's Responsibility for non-discrimination 2017

ACIP

Bellingrath Middle School

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 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 (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes		Bellingrath's Parent Compact 2017

ACIP: Bellingrath Middle School 2017 - 2018

Overview

Plan Name

ACIP: Bellingrath Middle School 2017 - 2018

Plan Description

2017 - 2018

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	Goal 5: Support The Whole Child. We will identify barriers that effect teaching and learning with the alignment of support systems to address barriers to create a positive learning environment that is conducive to learning.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	Goal 1: A High Reliable Organization (HRO) and High Performance Organization (HPO). We will significantly improve internal and external stakeholders satisfaction and perception by focusing on the delivery of high quality service.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$6500
3	Goal 4: Ready for College and Career. We will ensure our students graduate college and career-ready by inspiring all students to successfully pursue multiple college and career paths.	Objectives: 2 Strategies: 3 Activities: 3	Organizational	\$0

Goal 1: Goal 5: Support The Whole Child. We will identify barriers that effect teaching and learning with the alignment of support systems to address barriers to create a positive learning environment that is conducive to learning.

Measurable Objective 1:

collaborate to We will identify barriers that effect teaching and learning with the alignment of support systems to address barriers to create a positive learning environment that is conducive to learning by 05/24/2018 as measured by disciplinary suspensions from the 2017 - 2018 School Incident Report (SIR)..

Strategy 1:

School-wide Discipline - (TP: 2 and 6) Leadership team and administrators will develop a school-wide discipline plan that defines expectations in the halls, classrooms, lunchroom, gym, restrooms, and on the bus while identifying consequences and giving rewards.

Category: Develop/Implement Student and School Culture Program

Research Cited: Alabama Code of Ethics

Positive Behavior Support Plan

Activity - Positive Behavioral Interventions and Supports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership and administrators will develop and implement a discipline plan that emulates desired and expected behavior for all students. This includes but is not limited to positive behavior support strategies and the MPS Code of Conduct	Behavioral Support Program	08/10/2017	05/24/2018	\$0	No Funding Required	All faculty and staff

Goal 2: Goal 1: A High Reliable Organization (HRO) and High Performance Organization (HPO). We will significantly improve internal and external stakeholders satisfaction and perception by focusing on the delivery of high quality service.

Measurable Objective 1:

collaborate to increase internal and external stakeholders' satisfaction and perception by 10% by focusing on the delivery of high quality services and instruction by 05/24/2018 as measured by stakeholders diagnostic feedback and surveys.

Strategy 1:

Community and Parental Engagement - Bellingrath Middle School will collaborate and partner with businesses and community leaders to provide parents with multiple opportunities and approaches to learn about constructed responses, rigorous instruction, literacy strategies, and technology resources to help improve awareness and

to increase their child's academic and social success.

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

Research Cited: Parent Involvement

Community Engagement

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bellingrath will provide ongoing communication to parents on a series of community and parental engagement meetings that will not only increase awareness but also build positive relationships among all stakeholders.	Community Engagement, Parent Involvement	10/02/2017	05/24/2018	\$0	No Funding Required	All stakeholders

Activity - Instructional and Engagement Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly community engagement meetings	Community Engagement, Parent Involvement	10/02/2017	05/24/2018	\$0	No Funding Required	All stakeholders

Strategy 2:

Professional Development - Teachers will participate in high quality professional development that will prepare them to teach rigorous and engaging lessons by implementing strategies and adjusting instruction after reviewing their classroom assessments, Scantron Performance Series and ANet assessment data.

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

Research Cited: College and Career Standards and

Rigor, Relevant, and Relationship

Activity - Common Planning Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and staff will participate in professional learning to increase quality of instruction and professional practice during their planning time. Common planning team (CPT) meetings will be utilized for writing/building assessments, planning curriculum alignment, data meetings, school-wide instructional walk-throughs, and analyzing student work samples. CPT meetings are conducted on Tuesday and Thursday of each week. The instructional leadership team creates monthly focus calendars that correlate with the CPT meetings.	Professional Learning	10/02/2017	05/24/2018	\$0	No Funding Required	Instructional Leadership Team, Administrator Team, and grade level faculty/staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Faculty and staff will attend content related professional development events locally and out of the district such as: National Reading Conference, National Science Conference, National Conference of Differentiated Instruction, Association of Middle Level Educators Conference, Model School Conference, MEGA Conference, Nuts & Bolts, National Math Conference, SECME Conference, PBIS, At-Risk, and NCTM Conferences.	Professional Learning	10/02/2017	05/24/2018	\$6500	Title I Part A	Instructional Leadership Team, Administrator Staff, and selected faculty/staff members
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Goal 3: Goal 4: Ready for College and Career. We will ensure our students graduate college and career-ready by inspiring all students to successfully pursue multiple college and career paths.

Measurable Objective 1:

increase student growth by 50-100 overall scale score points in grades 6-8th in Reading. The annual proficiency target will increase from 46% to 50% by 05/24/2018 as measured by the Spring 2017 - 2018 Scantron Performance Series..

Strategy 1:

Questioning and Discussion - Bellingrath Middle School will focus on questioning and discussion using text-dependent questions when guiding their instruction and planning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: College and Career Ready Standards, Webb's Depth of Knowledge, Differentiated Instruction

Activity - Close Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement close reading strategies to ensure students are able to cite-evidence using text-dependent questions from complex text and understanding academic vocabulary.	Direct Instruction	10/02/2017	05/24/2018	\$0	No Funding Required	All faculty and staff

(shared) Strategy 2:

Strategic Teaching - Teachers will implement differentiated instructional strategies to ensure students are engaged in lessons that are rigorous and relevant to the content standard.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Differentiated Instruction

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bellingrath will implement student centered instruction using the highest levels of DOKs to ensure that the cycle of instruction, higher order questioning, and thoughtful work are implemented to increase student engagement and retention of content knowledge.	Direct Instruction	10/02/2017	05/24/2018	\$0	No Funding Required	All faculty members

Measurable Objective 2:

increase student growth by 50-100 overall scale score points in grades 6th - 8th in Math. The annual proficiency target will increase from 26% to 30% by 05/24/2018 as measured by 2017 - 2018 Scantron State Assessment.

(shared) Strategy 1:

Strategic Teaching - Teachers will implement differentiated instructional strategies to ensure students are engaged in lessons that are rigorous and relevant to the content standard.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Differentiated Instruction

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bellingrath will implement student centered instruction using the highest levels of DOKs to ensure that the cycle of instruction, higher order questioning, and thoughtful work are implemented to increase student engagement and retention of content knowledge.	Direct Instruction	10/02/2017	05/24/2018	\$0	No Funding Required	All faculty members

Strategy 2:

High-Quality Questioning and Problem Solving - Bellingrath Middle School focus on high-quality questioning and problems to engage students in meaningful work and discussion and deliberately checking for understanding as a priority in planning and instruction.

Category: Develop/Implement College and Career Ready Standards

Activity - Daily Open-Ended Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will provide daily open-ended questions to students as before, during, or after strategies throughout the lesson. Students will be assessed on these open-ended questions through classroom assessments, as well as, district benchmark assessments.	Academic Support Program	10/02/2017	05/24/2018	\$0	No Funding Required	All math teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Positive Behavioral Interventions and Supports	Leadership and administrators will develop and implement a discipline plan that emulates desired and expected behavior for all students. This includes but is not limited to positive behavior support strategies and the MPS Code of Conduct	Behavioral Support Program	08/10/2017	05/24/2018	\$0	All faculty and staff
Close Reading	Teachers will implement close reading strategies to ensure students are able to cite-evidence using text-dependent questions from complex text and understanding academic vocabulary.	Direct Instruction	10/02/2017	05/24/2018	\$0	All faculty and staff
Common Planning Team Meetings	Faculty and staff will participate in professional learning to increase quality of instruction and professional practice during their planning time. Common planning team (CPT) meetings will be utilized for writing/building assessments, planning curriculum alignment, data meetings, school-wide instructional walk-throughs, and analyzing student work samples. CPT meetings are conducted on Tuesday and Thursday of each week. The instructional leadership team creates monthly focus calendars that correlate with the CPT meetings.	Professional Learning	10/02/2017	05/24/2018	\$0	Instructional Leadership Team, Administrator Team, and grade level faculty/staff
Daily Open-Ended Questioning	All math teachers will provide daily open-ended questions to students as before, during, or after strategies throughout the lesson. Students will be assessed on these open-ended questions through classroom assessments, as well as, district benchmark assessments.	Academic Support Program	10/02/2017	05/24/2018	\$0	All math teachers
Communication	Bellingrath will provide ongoing communication to parents on a series of community and parental engagement meetings that will not only increase awareness but also build positive relationships among all stakeholders.	Community Engagement, Parent Involvement	10/02/2017	05/24/2018	\$0	All stakeholders
Instructional and Engagement Workshops	Monthly community engagement meetings	Community Engagement, Parent Involvement	10/02/2017	05/24/2018	\$0	All stakeholders
Differentiated Instruction	Bellingrath will implement student centered instruction using the highest levels of DOKs to ensure that the cycle of instruction, higher order questioning, and thoughtful work are implemented to increase student engagement and retention of content knowledge.	Direct Instruction	10/02/2017	05/24/2018	\$0	All faculty members

Total

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Faculty and staff will attend content related professional development events locally and out of the district such as: National Reading Conference, National Science Conference, National Conference of Differentiated Instruction, Association of Middle Level Educators Conference, Model School Conference, MEGA Conference, Nuts & Bolts, National Math Conference, SECME Conference, PBIS, At-Risk, and NCTM Conferences.	Professional Learning	10/02/2017	05/24/2018	\$6500	Instructional Leadership Team, Administrator Staff, and selected faculty/staff members
Total					<input style="width: 80px;" type="text" value="\$6500"/>	

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		

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?

Based on the AdvancED surveys, students noted that Teaching and Assessment for Learning is the overall highest with total average for this category is averaging 3.88. This indicates that students stated that teachers not only communicate expectations to them; but they also help them with their learning and explain the learning process to them. According to the parent surveys, all categories scored at average. However, due to the disparity in the number of parents taking the survey, we will work to ensure that more parents have access to the survey. According to the faculty and staff, Using Results for Continuous Improvement was the overall highest level of satisfaction with a average score of 3.97. And, Resources and Support Systems was a tenth of point behind the overall at 3.96.

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

According to the data of the AdvancED's stakeholder survey, the area that shows increasing trend by the stakeholder's satisfaction or approval is Governance and Leadership, Resources and Support System, and Using Results for Continuous Improvements.

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

According to the findings, the AdvancED is the only reporting resource that BMS were able to analyze for their stakeholder feedback sources at this time.

Areas in Need of Improvement

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

The overall lowest level of satisfaction reported from the surveys was Resources and Support for the middle school students (reporting 6th - 8th graders). As reported, an average of 3.55 were reported with an average of 2.83 students noting that the level of respect for adults are not valued.

Data from our parent's survey notes that all reporting category is averaging a 4.5 or satisfactory (however, due to the low percentage of parents taking the survey, we will develop a more of efficient plan to administer surveys to parents).

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

The areas that show a trend toward decreasing stakeholder's satisfaction or approval is Resources and Support Systems for Students.

What are the implications for these stakeholder perceptions?

The implications of these stakeholder perceptions are the noted according to the findings from the surveys:

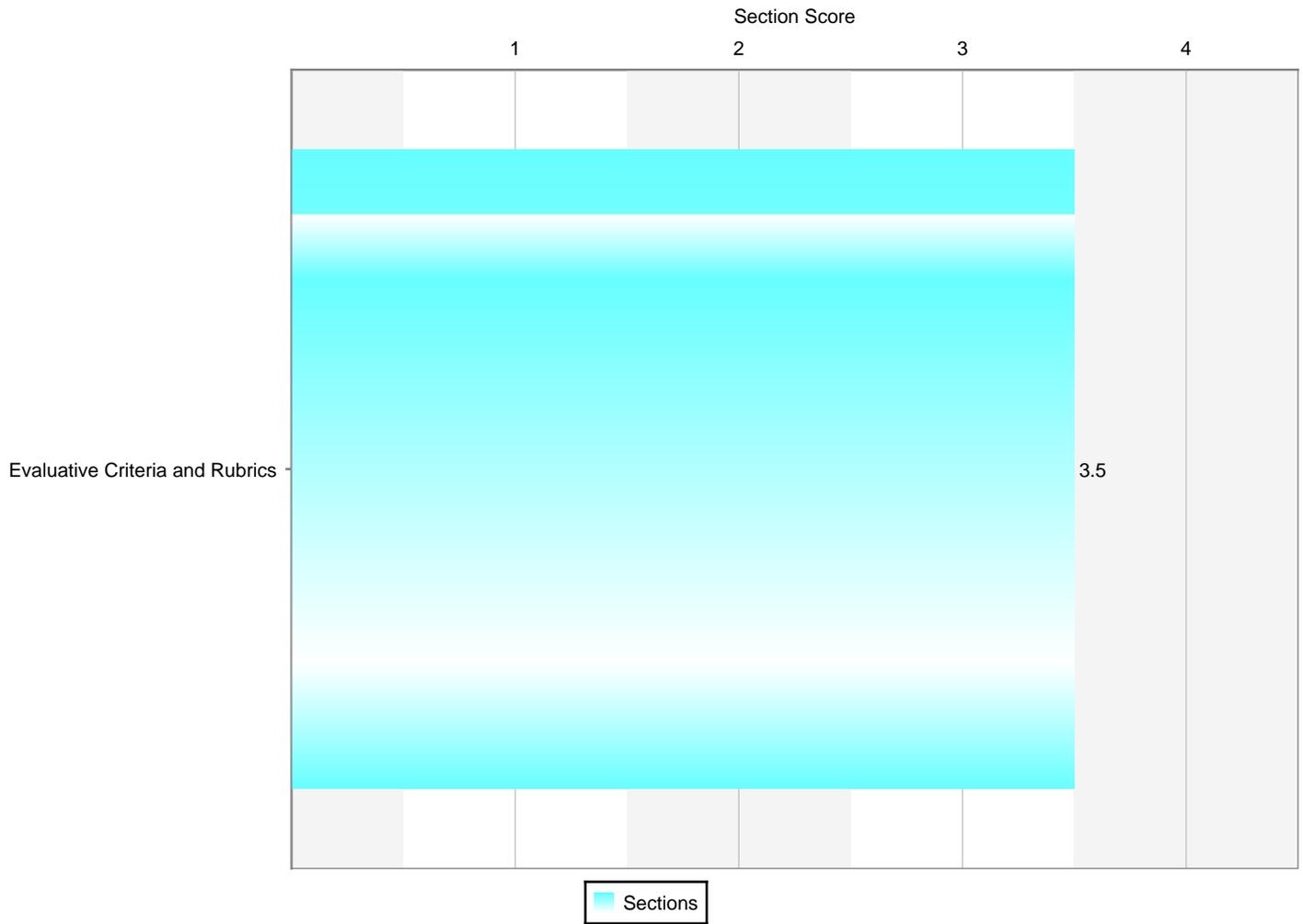
The purpose and directions need to be clearly communicated to the parent in numerous output such as newsletters, handbook, and parent conferences. Students need to see that teachers care and respect from their teachers while high expectations are being communicated effectively. For Continuous Improvements, teachers and administrators, need to provide students with a transitional program (as to preparing them for the next grade). For faculty/staff, administrators will continue to work to ensure that all stakeholders are provided an opportunity to make decisions (by establishing community or committees).

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

According to the findings, the AdvancED is the only reporting resource that BMS were able to analyze for their stakeholder feedback sources at this time.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

All stakeholders (teachers, students, and parents) are involved in the decision-making regarding all facets of the educational experiences at Bellingrath Middle School. Surveys are given to students and parents at the end of each year for the overall process/experiences (such as expectations, technology usage, discipline, safety, assessment, instruction, and administrator's communication) at BMS. Academic and discipline data are constantly being reviewed throughout the school year (at the beginning of the year, data meetings, and end of each quarter). Using this data, teachers are given an opportunity to identify the needs for their classroom and instructional practices to implement strategies for students to meet proficiency.

What were the results of the comprehensive needs assessment?

The overall results were outlined in the surveys as well as the multiple data sources for the needs assessment are noted below:

Based on the 2016 - 2017 Performance Series in Reading, Bellingrath did not meet their overall goal. There were some increases in individual grade level performance such as in Reading 6th grade had a gain of 140 points from fall to spring. 7th grade had a gain of 39 points and 8th grade had an overall gain of 123 points as noted on the Performance series. As noted from spring to spring data, 6th and 8th grades had a increase in student proficiency level whereas 7th graders decreased by 3%.

In Math, there were some gains at each grade level from Fall to Spring. In comparison of the scale score, 6th grade had an increase of 42 points, 7th graders had a gain of 41 points, and 8th graders has gain 36 points. There was an increase in the level of proficiency for 6th and 8th. However, 7th graders decreased by 8%.

The results from instructional walk-throughs, assessment data, observations, and surveys indicated that teachers are not implementing level 3 DOKs and providing students with engaging activities. Based on the data from walk-through's, the cycle of instruction and differentiated instruction were observable in some classrooms; however, 100% of the faculty and staff did not implement to fidelity.

What conclusions were drawn from the results?

The following results were drawn from the results of the needs assessment: Based on these results grades 6-8 did not make gains as identified for growth within their grade level as measured by Math and Reading target goals. Therefore, the following will be implemented:

- 1) The leadership champions met in August 2017-2018 school year to discuss changes or revisions to the CIP plan based on current data.
- 2) Upon reviewing the strategies, the champions decided to make revisions to the strategies in order to ensure a seamless set of activities designed specifically for reading and math while implementing the cycle of instruction to fidelity and using differentiated instruction throughout their lessons by increasing the rigor and ensuring the learners are connected to the experiences in the classroom.
- 3) Survey will be given to identify instructional needs in the building and to assist with professional development such as Higher Order Thinking Questioning Techniques (HOTS), Technology, and Differentiated Instructional Strategies

4) We will continue to review our state assessment data and other pertinent data (quarterly assessments, Global Performance Series in SY 2017-2018

Reading and Math, review feeder pattern data, and other baseline data/information) to make adjustments or changes to our strategies and instructional plans for the 2017 - 2018 school year.

5) Parent & student surveys will be given to identify their concerns and needs at the end of the school year.

6) Identified teachers will also attend conferences hosted by district, in-state, and out of state

7) The overall outcome or goal for BMS for all teachers is to increase the academic success for all students in Reading and Math per Class Measure Audit.

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

Upon analyzing the perception, student achievement, school programs, and demographics data, the following was concluded for discipline and attendance: the total number of suspensions decreased at percentage of 12 % from the previous year; although the suspensions decreased, our attendance increased from 93% to 94% which is 1% below the expected attendance accountability of 95%.

In addition, the following school processes have been uncovered by the analysis of the curriculum alignment, instructional materials, strategies, and extended learning opportunities:

a) Teachers are constantly reviewing their pacing guide and college career readiness standards to ensure that instructional strategies and activities are engaging and rigorous.

b) 67 % Science teachers have been AMSTI trained.

c) Leadership team will meet each quarter to discuss improvements for BMS

d) School-wide intervention has been implemented for all students. The curriculum is designed to review non-proficient skills as well as target those reporting categories as outlined on the Scantron Assessment.

f) Data meetings are held monthly (bi-weekly) for analysis of assessments and review of implemented strategies.

g) Teachers are required to provide data for non-proficient students and re-teaching/re-assessing strategies for all content areas,

h) After-school tutoring (Extended Day & Saturday School) is being requested for all students.

i) MSAP is being implemented for students repeating two or more times at their current grade level (overage students).

j) Implementation of instructional support through the district by outside providers such as Math Solution for Math teachers and for AMSTI Science teachers (along with Discovery for Stemscope).

Upon reviewing the data/assessments, teachers are to use rigor throughout their lessons by implementing higher order questions at DOK levels 3 and 4 (throughout the year) with engaging activities for all students by assigning thoughtful work and implementing the cycle of instruction to fidelity.

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

All goals, strategies and activities are connected to increase student achievement through strategic teaching, differentiated instruction, interventions, implementation of technology strategies, and professional development for teacher growth and knowledge to implement best practices.

Based on the Global Scholar (Performance Series) results in Reading and Math, 85% of our students are reading below grade level. It is our goal to ensure that Performance Series is implemented to fidelity with a research-based assessment in place to assist teachers in monitoring

individual student's progress. To assist teachers with improving our reading data, a more individualized reading and math intervention will be implemented to assist those students who are having difficulty with reading comprehension and Foundations and Geometry skills in math.

According to the data that supports our Extended Day program, tutoring does not target individualized student needs and was offered to all students during the 2017 - 2018 school year. With the use of Edgenuity, Extended Day for 2017 - 2018 will be more specific (targeted) for individual students with rotation schedule implemented with various activities, and the implementation of pre-and post assessments as well as monthly monitoring throughout the year (and students will be provided small group instruction and a technology component throughout the week).

In order to ensure that teachers are supported with targeted professional development, ongoing job-embedded training (given by Administration, Achievement Interventionist, and Lead Teachers) will be offered to ensure that teachers are able to implement differentiated instruction and standardized formal assessment aligned with Scantron. Identified staff members will be able to attend national conferences and workshops for various initiatives at the district, national, and school level: ISTE Conference, Model School Conference, any other workshops on rigor/higher order, Nuts & Bolts, State Level Counselor's Conference, and content related conferences (Math, Reading, Science, and History).

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

Multiple types of data have been used to ensure clarity with a detailed analysis of the goals being implemented. The following data has been consistently used:

- 1) Our goals, objectives, strategies, and activities outlined in our continuous improvement plan will be incorporated in our daily instruction and assessments to increase student achievement in reading and math.
- 2) Performance Series in Reading and Math have been used for the past several years with teachers monitoring student progress for reading and math.
- 3) Comparison of the Performance Series for the past couple of years is a reflection of strategies and activities being implemented.
- 4) Feeder pattern data will be used to identify areas of focus and to close the gap that will help increase graduation rate at the high school.
- 5) Technology surveys will be administered to identify parent, student, and faculty needs
- 6) Surveys will be given to teachers to identify their areas of instructional focus/concerns
- 7) Discipline/Attendance data have been used to identify areas of focus for suspension/attendance

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

A variety of instructional strategies and approaches will be incorporated into daily classroom and the use of strategic teaching. Goals are addressing the strategies and activities that are put into place to increase rigor, raise DOK level of questioning, provide intervention through differentiated instruction, Honor's Program to recognize those students with perfect attendance, top readers, top scores in each content area and leadership; and Edgenuity to reinforce those skills being taught that aligns with the reporting categories of the Performance Series.

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

Measurable Objective 1:

increase student growth by 50-100 overall scale score points in grades 6-8th in Reading. The annual proficiency target will increase from 46% to 50% by 05/24/2018 as measured by the Spring 2017 - 2018 Scantron Performance Series..

Strategy1:

Questioning and Discussion - Bellingrath Middle School will focus on questioning and discussion using text-dependent questions when guiding their instruction and planning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: College and Career Ready Standards, Webb's Depth of Knowledge, Differentiated Instruction

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement close reading strategies to ensure students are able to cite-evidence using text-dependent questions from complex text and understanding academic vocabulary.	Direct Instruction	10/02/2017	05/24/2018	\$0 - No Funding Required	All faculty and staff

Strategy2:

Strategic Teaching - Teachers will implement differentiated instructional strategies to ensure students are engaged in lessons that are rigorous and relevant to the content standard.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Differentiated Instruction

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bellingrath will implement student centered instruction using the highest levels of DOKs to ensure that the cycle of instruction, higher order questioning, and thoughtful work are implemented to increase student engagement and retention of content knowledge.	Direct Instruction	10/02/2017	05/24/2018	\$0 - No Funding Required	All faculty members

Measurable Objective 2:

increase student growth by 50-100 overall scale score points in grades 6th - 8th in Math. The annual proficiency target will increase from 26% to 30% by 05/24/2018 as measured by Spring 2017 - 2018 Scantron State Assessment.

Strategy1:

Strategic Teaching - Teachers will implement differentiated instructional strategies to ensure students are engaged in lessons that are rigorous and relevant to the content standard.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Differentiated Instruction

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bellingrath will implement student centered instruction using the highest levels of DOKs to ensure that the cycle of instruction, higher order questioning, and thoughtful work are implemented to increase student engagement and retention of content knowledge.	Direct Instruction	10/02/2017	05/24/2018	\$0 - No Funding Required	All faculty members

Strategy2:

High-Quality Questioning and Problem Solving - Bellingrath Middle School focus on high-quality questioning and problems to engage students in meaningful work and discussion and deliberately checking for understanding as a priority in planning and instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Daily Open-Ended Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will provide daily open-ended questions to students as before, during, or after strategies throughout the lesson. Students will be assessed on these open-ended questions through classroom assessments, as well as, district benchmark assessments.	Academic Support Program	10/02/2017	05/24/2018	\$0 - No Funding Required	All math teachers

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

Measurable Objective 1:

increase student growth by 50-100 overall scale score points in grades 6-8th in Reading. The annual proficiency target will increase from 46% to 50% by 05/24/2018 as measured by the Spring 2017 - 2018 Scantron Performance Series..

Strategy1:

Strategic Teaching - Teachers will implement differentiated instructional strategies to ensure students are engaged in lessons that are rigorous and relevant to the content standard.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Differentiated Instruction

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bellingrath will implement student centered instruction using the highest levels of DOKs to ensure that the cycle of instruction, higher order questioning, and thoughtful work are implemented to increase student engagement and retention of content knowledge.	Direct Instruction	10/02/2017	05/24/2018	\$0 - No Funding Required	All faculty members

Strategy2:

Questioning and Discussion - Bellingrath Middle School will focus on questioning and discussion using text-dependent questions when guiding their instruction and planning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: College and Career Ready Standards, Webb's Depth of Knowledge, Differentiated Instruction

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement close reading strategies to ensure students are able to cite-evidence using text-dependent questions from complex text and understanding academic vocabulary.	Direct Instruction	10/02/2017	05/24/2018	\$0 - No Funding Required	All faculty and staff

Measurable Objective 2:

increase student growth by 50-100 overall scale score points in grades 6th - 8th in Math. The annual proficiency target will increase from 26% to 30% by 05/24/2018 as measured by Spring 2017 - 2018 Scantron State Assessment.

Strategy1:

High-Quality Questioning and Problem Solving - Bellingrath Middle School focus on high-quality questioning and problems to engage students in meaningful work and discussion and deliberately checking for understanding as a priority in planning and instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

ACIP

Bellingrath Middle School

Activity - Daily Open-Ended Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will provide daily open-ended questions to students as before, during, or after strategies throughout the lesson. Students will be assessed on these open-ended questions through classroom assessments, as well as, district benchmark assessments.	Academic Support Program	10/02/2017	05/24/2018	\$0 - No Funding Required	All math teachers

Strategy2:

Strategic Teaching - Teachers will implement differentiated instructional strategies to ensure students are engaged in lessons that are rigorous and relevant to the content standard.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Differentiated Instruction

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bellingrath will implement student centered instruction using the highest levels of DOKs to ensure that the cycle of instruction, higher order questioning, and thoughtful work are implemented to increase student engagement and retention of content knowledge.	Direct Instruction	10/02/2017	05/24/2018	\$0 - No Funding Required	All faculty members

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

Measurable Objective 1:

increase student growth by 50-100 overall scale score points in grades 6-8th in Reading. The annual proficiency target will increase from

46% to 50% by 05/24/2018 as measured by the Spring 2017 - 2018 Scantron Performance Series..

Strategy1:

Strategic Teaching - Teachers will implement differentiated instructional strategies to ensure students are engaged in lessons that are rigorous and relevant to the content standard.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Differentiated Instruction

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bellingrath will implement student centered instruction using the highest levels of DOKs to ensure that the cycle of instruction, higher order questioning, and thoughtful work are implemented to increase student engagement and retention of content knowledge.	Direct Instruction	10/02/2017	05/24/2018	\$0 - No Funding Required	All faculty members

Strategy2:

Questioning and Discussion - Bellingrath Middle School will focus on questioning and discussion using text-dependent questions when guiding their instruction and planning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: College and Career Ready Standards, Webb's Depth of Knowledge, Differentiated Instruction

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement close reading strategies to ensure students are able to cite-evidence using text-dependent questions from complex text and understanding academic vocabulary.	Direct Instruction	10/02/2017	05/24/2018	\$0 - No Funding Required	All faculty and staff

Measurable Objective 2:

increase student growth by 50-100 overall scale score points in grades 6th - 8th in Math. The annual proficiency target will increase from 26% to 30% by 05/24/2018 as measured by Spring 2017 - 2018 Scantron State Assessment.

Strategy1:

High-Quality Questioning and Problem Solving - Bellingrath Middle School focus on high-quality questioning and problems to engage students in meaningful work and discussion and deliberately checking for understanding as a priority in planning and instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

ACIP

Bellingrath Middle School

Activity - Daily Open-Ended Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will provide daily open-ended questions to students as before, during, or after strategies throughout the lesson. Students will be assessed on these open-ended questions through classroom assessments, as well as, district benchmark assessments.	Academic Support Program	10/02/2017	05/24/2018	\$0 - No Funding Required	All math teachers

Strategy2:

Strategic Teaching - Teachers will implement differentiated instructional strategies to ensure students are engaged in lessons that are rigorous and relevant to the content standard.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Differentiated Instruction

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bellingrath will implement student centered instruction using the highest levels of DOKs to ensure that the cycle of instruction, higher order questioning, and thoughtful work are implemented to increase student engagement and retention of content knowledge.	Direct Instruction	10/02/2017	05/24/2018	\$0 - No Funding Required	All faculty members

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

Goal 4: Ready for College and Career. We will ensure our students graduate college and career-ready by inspiring all students to successfully pursue multiple college and career paths.

Measurable Objective 1:

increase student growth by 50-100 overall scale score points in grades 6-8th in Reading. The annual proficiency target will increase from 46% to 50% by 05/24/2018 as measured by the Spring 2017 - 2018 Scantron Performance Series..

Strategy1:

Questioning and Discussion - Bellingrath Middle School will focus on questioning and discussion using text-dependent questions when guiding their instruction and planning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: College and Career Ready Standards, Webb's Depth of Knowledge, Differentiated Instruction

ACIP

Bellingrath Middle School

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement close reading strategies to ensure students are able to cite-evidence using text-dependent questions from complex text and understanding academic vocabulary.	Direct Instruction	10/02/2017	05/24/2018	\$0 - No Funding Required	All faculty and staff

Strategy2:

Strategic Teaching - Teachers will implement differentiated instructional strategies to ensure students are engaged in lessons that are rigorous and relevant to the content standard.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Differentiated Instruction

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bellingrath will implement student centered instruction using the highest levels of DOKs to ensure that the cycle of instruction, higher order questioning, and thoughtful work are implemented to increase student engagement and retention of content knowledge.	Direct Instruction	10/02/2017	05/24/2018	\$0 - No Funding Required	All faculty members

Measurable Objective 2:

increase student growth by 50-100 overall scale score points in grades 6th - 8th in Math. The annual proficiency target will increase from 26% to 30% by 05/24/2018 as measured by Spring 2017 - 2018 Scantron State Assessment.

Strategy1:

Strategic Teaching - Teachers will implement differentiated instructional strategies to ensure students are engaged in lessons that are rigorous and relevant to the content standard.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Differentiated Instruction

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bellingrath will implement student centered instruction using the highest levels of DOKs to ensure that the cycle of instruction, higher order questioning, and thoughtful work are implemented to increase student engagement and retention of content knowledge.	Direct Instruction	10/02/2017	05/24/2018	\$0 - No Funding Required	All faculty members

Strategy2:

High-Quality Questioning and Problem Solving - Bellingrath Middle School focus on high-quality questioning and problems to engage students in meaningful work and discussion and deliberately checking for understanding as a priority in planning and instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

ACIP

Bellingrath Middle School

Activity - Daily Open-Ended Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will provide daily open-ended questions to students as before, during, or after strategies throughout the lesson. Students will be assessed on these open-ended questions through classroom assessments, as well as, district benchmark assessments.	Academic Support Program	10/02/2017	05/24/2018	\$0 - No Funding Required	All math teachers

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

Parents and students are provided the same academic achievement results in the same format; however, for parents of English Learners we provide academic results in a language they can understand.

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

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

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	No	We are at 88% certified staff as required by the state. We currently have a substitutes serving in 6th grade, Reading, and Special Education.	

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

The Human Resource department ensures that all applicants are certified in their area of instruction and how their content area most effectively address identified academic needs.

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?

The teacher turnover rate for this school year is high. Based on the current data the turnover rate is averaging about 54% each year.

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

Of certified staff members, 90% have less than 10 years of teaching experience, 5% have between 11 and 20 years of experience, and 5% have more than 20 years of experience. Thirty percent of the staff members have earned bachelors' degrees, 61% have earned masters' degrees, and 9% have earned doctoral degrees.

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).

Bellingrath has established a teacher mentoring program. Each teacher is assigned a mentor teacher who of matched to the extent practicable, by subject, grade and proximity. The mentor meets with the teacher to discuss concerns and share ideas that are helpful to the new teacher. Also, there is a new teachers' orientation to the school to familiarize teachers with the layout of the school, daily routine and classroom preparation. Bellingrath provides professional development for new teachers throughout the school year. Human Resources recently re-introduced principals interviewing and hiring at the school level where the principal and a panel of teachers to interview prospective teacher.

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.

Data is used as a ongoing process for teachers and the administrative staff. Upon reviewing data, the leadership team determine what professional development is needed to assist teachers with instructional practices in order to increase student achievement.

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

All faculty and staff will receive training required by the district in addition to school based development. The professional development activities included in the schoolwide plan that are high quality, effective and research-based are Differentiated Instruction, Depth of Knowledge, Instructional Rounds, Math Solutions and STEM (science, technology, engineering and mathematics), Strategic Teaching, Rigor/Relevance, and implementation of Students Centers

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 provided support from an assigned mentor. Teachers and mentors are given opportunities to meet, plan and discuss support needed. Mentees are able to discuss what's working and what isn't and seek guidance, assistance and support to implement best practices. New or inexperienced teachers also receive support from Administration, Lead Teachers, and Academic Interventionist.

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

Professional development is sustained through continuous learning over an extended period of time through administrative support, collaboration and teacher practice. Strategic and recurring times to meet and plan during faculty, data and grade level meetings to ensure continued professional and personal growth for teachers to continue to implement best practices throughout instruction.

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:

Goal 1: A High Reliable Organization (HRO) and High Performance Organization (HPO). We will significantly improve internal and external stakeholders satisfaction and perception by focusing on the delivery of high quality service.

Measurable Objective 1:

collaborate to increase internal and external stakeholders' satisfaction and perception by 10% by focusing on the delivery of high quality services and instruction by 05/24/2018 as measured by stakeholders diagnostic feedback and surveys.

Strategy1:

Professional Development - Teachers will participate in high quality professional development that will prepare them to teach rigorous and engaging lessons by implementing strategies and adjusting instruction after reviewing their classroom assessments, and Scantron Performance Series.

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

Research Cited: College and Career Standards and Rigor, Relevant, and Relationship

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff will attend content related professional development events locally and out of the district such as: National Reading Conference, National Science Conference, National Conference of Differentiated Instruction, Association of Middle Level Educators Conference, Model School Conference, MEGA Conference, Nuts & Bolts, National Math Conference, SECME Conference, PBIS, At-Risk, and NCTM Conferences.	Professional Learning	10/02/2017	05/24/2018	\$6500 - Title I Part A	Instructional Leadership Team, Administrator Staff, and selected faculty/staff members

ACIP

Bellingrath Middle School

Activity - Common Planning Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff will participate in professional learning to increase quality of instruction and professional practice during their planning time. Common planning team (CPT) meetings will be utilized for writing/building assessments, planning curriculum alignment, data meetings, school-wide instructional walk-throughs, and analyzing student work samples. CPT meetings are conducted on Tuesday and Thursday of each week. The instructional leadership team creates monthly focus calendars that correlate with the CPT meetings.	Professional Learning	10/02/2017	05/24/2018	\$0 - No Funding Required	Instructional Leadership Team, Administrator Team, and grade level faculty/staff

Strategy2:

Community and Parental Engagement - Bellingrath Middle School will collaborate and partner with businesses and community leaders to provide parents with multiple opportunities and approaches to learn about constructed responses, rigorous instruction, literacy strategies, and technology resources to help improve awareness and to increase their child's academic and social success.

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

Research Cited: Parent Involvement

Community Engagement

Activity - Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bellingrath will provide ongoing communication to parents on a series of community and parental engagement meetings that will not only increase awareness but also build positive relationships among all stakeholders.	Community Engagement Parent Involvement	10/02/2017	05/24/2018	\$0 - No Funding Required	All stakeholders

Activity - Instructional and Engagement Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly community engagement meetings	Community Engagement Parent Involvement	10/02/2017	05/24/2018	\$0 - No Funding Required	All stakeholders

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?

Teachers, Academic Interventionist and Administrators meet to disaggregate data from state and school wide assessments throughout the school year. Teachers have data and grade level meetings with administration and principal to discuss and analyze student data. Teachers analyze and disaggregate the data and plan for differentiated instruction, intervention and enrichment to move students forward with support as needed.

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

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

The process used to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level is the disaggregation of Scantron Performance Series Assessment. Students are listed on a focus/target list that identify the levels of support being provided and needed at each grade level.

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?

Students who experience difficulty mastering the proficient or advanced standards will be provided with timely, effective and additional instructional assistance accomplished in the following ways: Students tiered based on needs identified through analysis of various data sources, small group and differentiated instructions, RTI interventions and special education accommodations, strategies and procedures that provide student engagement to encourage student success, re-teaching standards that are not mastered and re-assess and extended day learning opportunities.

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.

As funds allow, extended day (RAMP) programs (Tutoring & Saturday School) are offered as a means of supporting and reinforcing instruction beyond the regular school day.

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

Timely and additional assistance are provided for group named above through the McKinny-Vento specialist, the special education department and the Title I office. Students are provided uniforms, transportation services, extended day learning opportunities and shelter

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.

All students identified as Migrant, ELL, Economically Disadvantaged, special education, neglected and for delinquent and homeless students have access to all services and programs available at Bellingrath Middle and Montgomery Public Schools. These students are supported academically and socially. Students are afforded the opportunity to meet with counselors and to receive counseling and other resources available at the school and district levels. Students are provided remediation and tutoring before and after school hours. Homeless students are referred to DHR and other agencies to secure needed services and resources. In addition, our partners in education can provide students with resources such as clothes, school supplies and other needed items.

**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.

Bellingrath coordinates the use of all funding sources to meet our school-wide goals, strategies and objectives. Funds from Title I and the general funds are used to provide teachers resources to assist in the accomplishment of our school-wide plan, Title I funds are used to provide personnel, staff development, instructional materials and support parental involvement. The general funds provides highly qualified teachers and paraprofessionals.

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)?

Bellingrath coordinates the used of all Federal, State and local funds to support the different programs and services at the school level. Title I funds are used to provide services for goals in reading, math, science and parental involvement. The services provided with these funds to include teachers, paraprofessionals, professional development, materials and parental activities.

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

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

The school's leadership team meets weekly to review data and to discuss needed changes to programs as determined by observations, walk-throughs, assessments and mid year reviews of the continuous improvement plan. Data and grade level meetings are held weekly to evaluate grade level concerns and the needs of individual students. Progress monitoring is done every four weeks to make sure individual students are making progress and make the necessary instructional adjustments. Scantron's Performance Series Assessment is conducted three times a year to determine the effectiveness of instructions and if students are mastering CCRS while the Performance Series is given yearly to outline student and teacher progress.

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?

Assessment data from Scantron's Performance and Achievement Series assessments are evaluated during data, leadership team and grade level meetings to determine the effectiveness of instruction for the mastery of standards. Teachers use the data to differentiate instruction, determine RTI support and interventions and the adjustment of instruction.

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?

Administrators and teachers consistently review school data to determine the effectiveness of all schoolwide programs and if these programs are impacting and increasing student achievement. The observation of teachers instruction and quarterly Scantron test results, programs reports and nine week report cards help teacher determine which students are in need of more intensive remediation.

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?

A comprehensive needs assessment is conducted to determine the school's level of proficiency (strength/needs of support) on state assessment. Also, the ACIP is reviewed by-monthly to ascertain with strategies, goals and action steps are being implemented to fidelity. Also, a mid-year instructional round is conducted to determine if revisions are needed to the school's plan and what instructional adjustment are needed to support student achievement.

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.	33.0

Provide the number of classroom teachers.

21

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1280415.0

Total

1,280,415.00

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	4.0

Provide the number of administrators.

4

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	354651.0

Total

354,651.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	3.0

Provide the number of Assistant Principals.

3

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	239440.0

Total

239,440.00

Counselor

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

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	80872.0

Total

80,872.00

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	72262.0

Total

72,262.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	1.0

Provide the number of Career and Technical Education Administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	45999.0

Total

45,999.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

Technology

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

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

0

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

Total

0.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2559.0

Total

2,559.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	13910.0

Total

13,910.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1005.0

Total

1,005.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	215103.76

Provide a brief explanation and breakdown of expenses.

Personnel: \$117,502.10
Professional Development: \$25,830.40
Parental Involvement: \$3,603.76
Material & Supplies: \$22,047.00
Non.Cap Equipment: \$6,468.00
Copier Maintenance:\$10,000.00
Extended Day: \$27,713.07
Summer Enrichment: \$1,940.00

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	25830.0

Provide a brief explanation and a breakdown of expenses.

Selected administrators and teachers will participate in local, district, state and/or out- of-state professional development (ISTE) opportunities in order to enhance their skills and better prepare them to maximize technology-based teaching and learning opportunities. Rigor/Relevance Professional Development: Selected administrators and teachers will participate in local and/or out- of-state professional development (Model School's Conference) in order to increase the awareness and academic skill sets of implementing Rigor to the highest level of DOKs while developing lessons that are engaging and relevant for students' success. Other Professional Development will include job-embedded teachers being provided side by side coaching of the Cycle of Instruction and the Planning process of the Cycle of Instruction throughout the school year with Literacy and Academic Interventionist Coaches.

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	530000.0

Provide a brief explanation and a breakdown of expenses.

na

Local Funds

Label	Question	Value
1.	Provide the total	1.0

Provide a brief explanation and breakdown of expenses.

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Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

During the first month of the new school year, BMS held its annual Title I meeting for all parents (August 29, 2017). Parents were notified of the meeting through 1) notices sent home by students, and 3) public postings (marquee). To assist in providing the opportunity for all parents to attend, the meeting was offered at time that was welcoming to all parents. Topics discussed were the following but not limited to What It Means to be a Title I school, 1% Set Aside, LEA Parental Involvement Policy, LEA Parental Involvement Plan, Bellingrath's Parental Involvement Plan, Complaint Procedures for the Title I School, Parent's Right to Know, Annual Evaluation of the Parental Involvement Plan, Volunteering, and Parent Survey.

The Parent Advisory Committee (PAC) will meet quarterly to discuss the 1% Set Aside funds and how these funds should be spent. Expenditures are based on a needs assessment that aligns with the suggested uses of funds provided by MPS Federal and Special Programs. For example, funding may be used for parenting workshops, materials for newsletters, family literacy kits, or equipment for the parenting resource room just to name a few. BMS involves parents in all aspects of its Title I programs. Parent Advisory (PAC) and Continuous Improvement (A-CIP) Committees meet to review all aspects of the Title I program and plans. We have two parent representatives on our A-CIP and PAC Committees in addition all parents are given the opportunity to review the plan and offer their input before the plan is approved.

All parents are given an opportunity to complete surveys at the beginning and end of the school year seeking their input on activities, training, and materials that the school should offer to parents the following school year. Each year, the A-CIP Plan, including the parental involvement plan, is reviewed and evaluated. Results of parent surveys are reviewed by the Parent Advisory representatives and entire committee in determining needed changes

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))

BMS will offer parent meetings during and after school hours. We will use a variety of resources such as videos or guest speakers to share information about topics of interests to our parents. The A-CIP and PAC will share their views and complete evaluations at each quarterly meeting. They will also complete the end of the year parent involvement survey. Information will be sent home requesting input from parents regarding convenient times for parent meetings. The school will schedule meetings to accommodate working parents. The school solicits parent volunteers to allow parents the opportunity to become involved in the school improvement process. Parent interest sheets will be available in the office.

The A-CIP and PAC committees help us to insure that parents are involved in the planning, reviewing, and improving the Title I Program.

Parents are afforded the opportunity to have input on Title I funds during Parental Advisory Committee Meetings. The funds are used for
SY 2017-2018

instructional support and professional development. Supplies purchased for our parent center includes but not limited to resources used to conduct parent meetings, i.e. supplies (paper and pens), laptops and speakers.

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))

Parents are notified through our school messenger and webpage, flyers, newsletters, and the school marquis. In addition, Bellingrath provides communication with parents via the INOW Parent Portal, progress reports and through the parent resource center. All communications will be written in a practicable language that parents can read and understand. As needed communication will be translated by the district EL personnel specialist and/or teachers.

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))

BMS revised its school compact in September 2017. The new compact was developed through a coordinated effort by school staff members, PAC, and two students. All parents will be given a copy of the new compact at meetings and throughout the school year. The compact will be explained to the parents, and they will be asked to sign the compact signifying their commitment to partner with the school and their child to ensure that their he or she will receive the quality of education we all know they deserve. The compacts will be discussed with teachers at a faculty meeting. The teachers will house the compacts in his/her classroom for use during parent-teacher and/or student-teacher conferences

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

Each year, BMS's A-CIP committee meets to review and evaluate Parental Involvement. There are two parents on the committee and a copy of the plan is available for review in the library, parent center, and the website. During the review process, all parents are notified of the review through notices sent home. The notices make parents aware that the plan is under review and aware of their right to give input regarding the revision of the plan. The notice also states that after the plan is finalized and approved a parent still has the right to submit their concerns in writing to the school. The school will then submit the concerns to the central office while the plan is waiting for approval. The plan will be available on the school's web page and in the media 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 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)

The school will begin to work towards accomplishing this through a series of meetings for parents during the first three months of school and beyond. Parents will receive an overview of the state academic content standards, academic achievement standards, and assessment results. They will also be informed various ways to monitor their child progress through INOW parent portal and how to work with the teacher to improve their child's performance. A presentation will be given during Open House/Parent Meeting explaining goals from the school's status report. Additional explanations will be discussed during the Annual Title I meeting.

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 school's leadership team will work diligently to ensure that all parent literature and material is aligned with the school's identified goals and activities. The school will have their parent information in the school's library and the parenting center. The school will host workshops to assist parents on strategies to enhance academics. The resource room is accessible to all parents and students upon request through the principal. BMS's faculty and staff are very supportive of activities that will promote and foster parent involvement. All faculty and staff are available for Open House, Annual Title I Meeting, and Parent Meetings, and Parent Literacy are supported by the appropriate disciplines.

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)

The school will continue to work with its teachers, office personnel, and other school staff through staff development opportunities, grade level meetings/data meetings, and faculty meetings to understand the importance of parental involvement and parents as partners. BMS's

faculty and staff are very supportive of activities that will promote and foster parent involvement. All faculty and staff are available for Open House, Annual Title I Meeting, and Parent Meetings, and Parent Literacy are supported by the appropriate disciplines.

BMS's information related to school and the parenting program meetings along with other activities are communicated via our morning announcements (intercom), posted on the marquee (outside), distributed to all students, faculty and staff, sent by School Messenger (by telephone), emailed to all households, posted to BMS webpage, Notify Me (monitored using the (DMS) Digital Monitoring System.

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)

Parents will always be encouraged to take an active role in their child's education. Materials detailing community resources will be housed in the parent resource room detailing community resources. In addition to college and career readiness information, pamphlets on how to help your child succeed in school, and parenting and Web Sites. Further, books, videos, DVDs and Web Sites on various topics such as how parents can assist their children in academics and positive behavior will also be housed and available for check out from the library.

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)

The school will make every effort to work with parents in meeting their requests as related to their involvement in their children's education. Meetings will be scheduled in advance allowing parents the opportunity to attend. Not only are the parents asked to review and sign their school's compact, but parents are provided with the ACOS and CCRS along with MPS pacing guide (via webpage) to help increase student achievement. Parents are allowed to sign out textbooks for each of their child's class while having access to any technology resources. The parents have access to the parenting resource center in which opportunity to sign-out resources and take home brochures with tips for parents encountering various obstacles to the success of their child. Parents are also welcomed to attend various workshops that will increase awareness of their child academic experiences at BMS: Literacy, Mathematics, and Reading Workshops along with parent date meetings.

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))

BMS, to the extent of practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. BMS is a handicapped accessible building allowing for any parent with a physical disability to enter our facility. If a parent is homebound, special accommodations are made to communicate with the parent by letter, phone, and/or home visits when needed. BMS does not serve any ELL parents at this time. If the need arises, we will contact the parent in whatever way we can and communicate information to them in a language that they can understand via the TransAct Library or other means. The school will also utilize district specialists for translations when deemed necessary. Every effort will be made to accommodate parents with disabilities.