



ACIP

Capitol Heights Middle School

Montgomery County Board of Education

Mr. Cheryl Fountain
116 Federal Drive
Montgomery, AL 36107

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	6
Additional Information	7

Improvement Plan Stakeholder Involvement

Introduction.....	9
Improvement Planning Process.....	10

Student Performance Diagnostic

Introduction.....	13
Student Performance Data.....	14
Evaluative Criteria and Rubrics.....	15
Areas of Notable Achievement.....	16
Areas in Need of Improvement.....	18
Report Summary.....	20

ACIP Assurances

Introduction 22

ACIP Assurances 23

2017-2018 ACIP Goals

Overview 26

Goals Summary 27

 Goal 1: Goal 5. Support the Whole Child We will support every child, every day through increased learning supports to meet their academic and social-emotional needs, ensuring they are ready to learn and be successful in school. 28

 Goal 2: Goal 1: A High Reliable Organization (HRO) and High Performance Organization (HPO) We will significantly improve internal and external stakeholder satisfaction and perception by focusing the delivery of high quality service. 28

 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. 30

Activity Summary by Funding Source 34

Stakeholder Feedback Diagnostic

Introduction 38

Stakeholder Feedback Data 39

Evaluative Criteria and Rubrics 40

Areas of Notable Achievement 41

Areas in Need of Improvement 42

Report Summary 43

Title I Schoolwide Diagnostic

Introduction 45

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6)) 46

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(l)(II)(III))..... 48

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))..... 57

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))..... 58

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))..... 59

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))..... 60

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))..... 62

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))..... 63

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))..... 65

Component 10: Evaluation (Sec.1114(b)(3))..... 66

Coordination of Resources - Comprehensive Budget

Introduction..... 68

FTE Teacher Units..... 69

Administrator Units..... 70

Assistant Principal..... 71

Counselor..... 72

Librarian..... 73

Career and Technical Education Administrator..... 74

Career and Technical Education Counselor..... 75

Technology..... 76

Professional Development..... 77

EL Teachers 78

Instructional Supplies 79

Library Enhancement 80

Title I 81

Title II 82

Title III 83

Title IV 84

Title V 85

Career and Technical Education-Perkins IV 86

Career and Technical Education-Perkins IV 87

Other 88

Local Funds 89

Parent and Family Engagement

Introduction 91

Parent and Family Engagement 92

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?

Capitol Heights Middle School is located at the corner of Madison Avenue and Federal Drive. It sits in the historic Capitol Heights neighborhood. It is one of eleven middle schools in the district. The current student enrollment is 614 with a staff of 33 certified personnel which includes 1 principal, 2 assistant principals, 1 curriculum specialist, 2 guidance counselors, a nurse, and a social worker. This is the first year in several years that the administrative staff is remaining in tact with the principal, and both assistant principals are returning. The staff also includes 2 main office secretaries, 1 guidance office secretary, 1 bookkeeper, 1 parent liaison, 9 CNP staff, 4 maintenance staff members, and 4 paraprofessionals. Capitol Heights houses a Behavior Intervention unit for special needs students within the Lee High School feeder pattern.

To assist with safety measures, there is 1 resource officer and 3 security officers. The school caters to several communities north of midtown Montgomery and draws from the feeder schools of Highland Avenue Elementary, Highland Garden Elementary, Chisholm Elementary, and Morning View Elementary. Students leaving Capitol Heights feed into Robert E. Lee High School. The current student body is approximately 80% African-American, 15% Hispanic, 5% Caucasian, less than 1% Multi-race and less than 1% Asian-American. The main structure currently consists of two floors with half floors on both the north and south ends of the building. This structure has 30 classrooms, 8 offices, one main office, a library/media center, and an auditorium. Adjacent to the main building is the lunchroom that has a seating capacity of approximately 312 and the Capitol Heights Community Center. The school facility also has a football field used for home games and soccer games.

Capitol Heights Middle School is located in District 2, an area where many of its students are from lower-middle income families. This community has an income lower than 82.6% of U.S. neighborhoods. With 64.4% of the children here below the federal poverty line, this neighborhood has a higher rate of childhood poverty than 96.6% of U.S. neighborhoods. The community is an inner-city urban community where it is estimated that at least 19% of the households earn less than \$10,000 per year. (2011-2015 American Community Survey). The racial composition of the community is comprised of African Americans, Caucasians, and Hispanics.

The community has a mix of service industry, manufacturing, retail, public service, telecommunication businesses, and military. The religious orientation of the community varies. Many consider themselves to be Baptist, Catholic, Christian Scientists, Episcopalian, Greek Orthodox, Jewish, Lutheran, Methodist, Mormon, Presbyterian, Muslim, and Agnostic.

Students who attend Capitol Heights are often faced with many challenges. Many come from single-parent homes or are raised by extended family members. To assist students with social and emotional challenges they face, CHMS has a full-time social worker on staff to meet the needs of these students.

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.

Capitol Heights Middle School maintains and communicates a purpose and direction that is committed to high expectations for learning as well as shared values and beliefs about teaching and learning. Capitol Heights Middle School subscribes and implements the Montgomery Public School system-wide purpose and direction for student achievement. The purpose and mission of Capitol Heights Middle School (CHMS) is to provide students with quality educational experiences in a safe and nurturing environment so that they meet their full academic potential and become responsible, respectful, and resourceful citizens. The vision of CHMS is to educate children to become critical thinkers and lifelong learners.

The administration of Capitol Heights Middle School involves teachers, support staff, parents, students, and community members in the fulfillment of our commitment to the vision and mission of our school. Our stakeholders are made aware of our mission through the school website, newsletters, school messenger system, public announcements, parental activities, and other public relations opportunities. Academic progress reports are sent to parents twice each nine-week grading period. Parents can come to the school daily to observe and meet with teachers and to speak with counselors concerning their student's progress.

CHMS has established an exceptional learning environment through an effective and comprehensive curriculum that engages, challenges, and supports all students so that they may thrive and achieve their academic potential every year while pursuing college and career readiness opportunities to become global citizens. Diagnostic instruction provided to students guarantees competency in core subjects of reading/language, math, science, and social studies which creates, provides, and models a culture of equity, efficacy, and respect for all students.

At CHMS, we believe that all children, when challenged, can learn at a higher level. In order to improve the achievement of students and the overall instructional program, the staff at CHMS analyzes assessment results to drive instruction and to plan professional development strategies. Teachers meet regularly to evaluate the needs of students and to measure their progress. CHMS uses the results of data to identify students who are having difficulty meeting proficient or advanced levels of academic achievement.

Capitol Heights Middle School has a Problem-Solving Team/Response to Instruction (RTI) that writes and carries out the strategies of the Continuous Improvement Plan. This team looks at and interprets results of state accountability data and shares it with faculty, staff and parents. Included in the CIP are strategies that Capitol Heights uses to support learning. During the summer of 2016, a summer orientation program for incoming 6th graders was held to assist students in the transitioning process. CHMS follows federal guidelines for the education of special needs students to ensure that they are educated when possible with non-disabled students.

CHMS also has provisions to assist English Language Learners with the support of an ELL facilitator. CHMS has a population of ninety Hispanic students. When needed or requested, workshops and training sessions are held for parents to learn computer skills or other skills to help assist their children at home. CHMS administration and staff strive to ensure that the school is responsive to community expectations, parents, students and stakeholder satisfaction. The school has been able to facilitate responses to parents in a timely manner by way of letters, call outs, conferences, surveys, and social media. The hiring of a full-time parent liaison for the 2016-2017 school term has helped make this process possible. Conferences with teachers are scheduled through the guidance office. School administrators are available for conferences as the need arises. Telephone calls from parents are normally returned the same day or within a 24 hour period.

Parents are given the opportunity to be actively involved in school activities. Parents are informed through newsletters, progress reports, conferences, and call outs. Parents are invited to participate in District Parenting Meeting that will be held at the school once a month. WE C.A.N is a meeting to get parents, community, and staff involved so that CHMS kids can achieve their goals! The staff communicates all expectations for students. Information is available through the MPS Policy Handbook, the CHMS Handbook, Code of Student Behavior, and copies of the Continuous Improvement Plan. Through these same means The school's leadership ensures that the school is responsive to community expectations and stakeholder satisfaction through parent workshops conducted through the Parent Liaison Center, our Partners in Education, and INOW Home. The school welcomes stakeholders to observe in classrooms, tutor students, and enjoy lunch with the students at any time. The faculty at CHMS works hard to provide clear information regarding reports to parents at the midway point of each grading period. Teachers strive to contact parents throughout the nine-week grading period. Contact addresses student strengths and weaknesses. At the beginning of the school year, teachers prepare and distribute information packets. Other avenues that are used to communicate information to stakeholders about students, their performance, and school effectiveness are: District-produced pamphlets, school flyers, school website, district website, parent conferences, Public announcements, assemblies, State Department of Education Website, progress reports, report cards, school newsletters, INow home, attendance reports, and various surveys.

Capitol Heights Middle School follows a researched-based curriculum that is aligned to the Common Core and College and Career Ready Standards. The curriculum framework, Alabama State Course of Study, academic calendars and pacing guides are used to plan instruction and determine time frames. The curriculum challenges by utilizing research-based strategies, higher-order thinking skills, and interdisciplinary activities with attention to cognitive, affective, and psychomotor domains. The Alabama State Department of Education mandates the content standards. However, the school increases the students' chances for success in a variety of ways. All teachers use the Alabama Course of Study for his or her content area. A Curriculum Framework is used as a pacing guide. It specifies student learning goals within a specified time framework. State issued textbooks are assigned to every student for each course taken.

CHMS is working to integrate inter-curriculum lesson plans, increase technology, and provide research-based instructional strategies to provide students with high quality, rigorous instruction. These strategies will reinforce our mission to help students achieve their highest academic potential. Additionally, the faculty is continuing to implement strategies that foster higher level critical thinking skills. This element is critical to the growth and development of our student population as scholars and as citizens. A continued emphasis has been placed on Reading and Mathematics, as data suggests these to be the critical areas of focus for our students. We have placed emphasis on increasing the use of research-based instructional strategies and technology. To assist us in reaching our academic goals, we are implementing the mandatory use of Compass Learning to help reinforce and remediate students with weak skills in Reading and Math. For our advanced students, we offer Pre-Advanced Placement (AP) courses to offer more rigorous content and help foster the critical thinking skills needed to be a life-long learner. In addition to AP courses, we currently offer Band and Computer Technology classes to all students. Furthermore, all classes are equipped with SmartBoards, Elmos, laptops, and desktops available for student use. In order to reach the desired outcome of successful student achievement, all students are provided with researched-based instructional strategies. Teachers have been provided with professional development training in the areas of Strategic Teaching, Purposeful Planning, Classroom Management, Small-group instruction and on-going professional development to ensure instructional effectiveness. CHMS conducts a weekly review of data via teacher lesson plans, grade books, student progress reports, and Global Scholar scores. The data gathered is analyzed in team data meetings in which core teachers meet to discuss and plan implementation of best practices for student achievement

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.

Capitol Heights Middle School services about 614 students in grades 6-8.

CHMS has made several academic accomplishments since the start of the 2017-2018 school year. These academic accomplishments include:

66% of the overall student population made gains in reading on Global Scholar Performance Series

-% of the overall student population made gains in math on Global Scholar Performance Series

CHMS also has several other points of pride such as Manhood Challenge Mentoring Program, the food bank, the creation of several clubs, an at-risk feeding program. A decrease in the number of office referrals has also been a point of pride for CHMS during the 2016-2017 school year. The school has seen a dramatic decrease in the number of student infractions based on data from the 2015-2016 (1076 infractions) to 2016-2017 school year (376 total infractions). The majority of offenses were fighting and disobedience infractions.

To assist with improving academics, Capitol Heights has been able to purchase resources for teachers, students, including stationary and portable computer labs through funding from grants. Various forms of technology such as iPads, , chromebooks, laptops, ELMOs, and SMART Boards, have been purchased to use in the classrooms to increase students' ability to improve scores in reading and math through engagement. Capitol Heights has been able to obtain extensive professional development for teachers to enhance their teaching abilities. We will continue to implement an Extending Day Tutoring Program in conjunction with an At Risk Feeding Program. The tutoring program engages students in additional enrichment activities focusing on levels of reading and math not mastered. The feeding Program provides a snack and meal for students participating in the tutoring program as well as any other child on campus participating in an extra-curricular programs.

Areas of focus for the next three years include continuing professional development, improving effective instructional practices to include student-centered, research-based strategies and strategic teaching to enhance teacher leadership in support of the school's vision. Also, we will continue to learn, understand, and rectify the underlying issues that lie within our students so that we may meet them where they are and lead them to their full academic potential and become responsible, respectful, and resourceful citizens.

Additional Information

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

Capitol Heights Middle School is committed to providing all students with a high-quality, rigorous public education. It is our mission to provide our students with the knowledge and tools necessary to achieve critical thinking and lifelong learning skills. We are dedicated to the belief that all students can achieve high academic gains when engaged in challenging, research-based instruction and combined with a nurturing, structured environment for learning. By collaborating with community stakeholders who have a genuine investment in the success of our students, we are able to inform our instructional decisions to best suit the needs of our scholars. The purpose of our Executive Summary is to inform our stakeholders of the standards to which we hold ourselves and our students in the classroom on a daily basis.

We anticipate introducing monthly awards programs in which teachers, staff members, and students are recognized for their efforts in promoting school improvement utilizing Positive Behavior Intervention and Support (PBIS). With this student-centered program, teachers write positive referrals indicating good behavior witnessed on school site. In turn, the students take the acknowledgement home to inform parents of their positive behavior. The parents sign and return the form to the PBIS Facilitator in exchange for Good to the Bone cards. These cards can be traded for various prizes and treats. The information is also shared with the students during the morning announcements and monthly festivities. In addition to reinforcing positive behavior, Caught Doing Good increases positive parental involvement with students.

We have also increased our relationship with partners in education. Montgomery 1st Assembly of God Church has adopted Capitol Heights Middle School for the 2017-2018 school year. Pilgrim Rest Baptist Church, Judy Campbell (a retired educator), Walmart, Montgomery Area Food Bank, and Publix all have volunteered their services in agreement to help improve the school climate at CHMS through donations and support.

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.

Meetings, monthly parental involvement meetings and informational meetings are held to discuss the improvement plan for CHMS. Many of the stakeholders have been Partners in Education with CHMS during previous school terms and make monetary contributions and donations, as well as visits to our school. We also believe that our teachers play a vital role in our improvement plan. Thus, we will have a teacher work session where teachers will provide their input on the plan.

The teacher were selected on prior experiences and informed during a summer faculty meeting which was held at CHMS. Parents volunteered to participate in the ACIP planning process. Meeting are schedule based on the availability of parents and staff schedules.

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

Capitol Heights Middle School invited various stakeholders to participate in the decision making process of the continuous improvement plan. The following representations of our stakeholder groups include: community businesses(Publix, Walmart, etc.) teachers (active and retired), students, parents, Alabama State University and Montgomery 1st Assembly of God. The stakeholders are all active participants in Campus Clean-Ups and contribute supplies,materials, and monetary donations to assist our school.

Members of the Continuous Improvement Plan:

1. Cheryl Smith Fountain - Principal
2. Shenita Perry - Assistant Principal
3. Angelo Wheeler - Assistant Principal
4. Keisha Howard - Curriculum Instructional Assistant
7. Loretta Latimer - Counselor
8. Patricia McBrayer - Special Education Facilitator
9. Marice Buie - ELA Teacher
10. Kenneth White - History
11. Monica Thomas - Parent
12. Lakita Carter - Parent
13. Julian McCord - Community Stakeholder
14. Shaniece P. Williams- Instructional Support Partner

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

An initial meeting was called to orient all stakeholders to the process of the school improvement meeting. Afterwards, meetings will be held to
SY 2017-2018

discuss the process of the plan. Before the final plan is submitted, a final meeting will be held to make any revisions to the plan. A meeting will be held during the morning and afternoon to accommodate the needs of parents and community stakeholders.

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	A copy of the data analysis form from 2016-2017 Scantron Performance Series is attached.	Student Performance Data Analysis form

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is not aligned and thus valid inferences are unlikely to be reached regarding students' status with respect to those curricular aims regarded as high-priority instructional targets. No documentation in support of alignment has been provided or, if provided, it is not persuasive. Few of the assessments used are accompanied by evidence demonstrating that they satisfy technical requirements.	Level 1

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

8th Grade Reading was 43% of the annual meet target and 7th Grade Math was 32% of the annual meet target

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

The area of Reading (8th Grade) shows a positive trend in performance. According to the Performance Series 43% of 8th grade students meet their target in 2016-2017.

Which area(s) indicate the overall highest performance?

The overall Highest Performance was in the area of English and Math:

Grade	% English	% Math
6	30%	23%
7	40%	32%
8	43%	27%

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

8th Grade students exhibited the highest increase in Reading with 43% annual meet target and 7th Grade students showed a highest increase in Math with 32% of the annual meet target.

Between which subgroups is the achievement gap closing?

The 2016 - 2017 assessment year is the baseline for our student data:

6th Grade Performance Series Reading Spring 15-16 (20%) Spring 16-17 (30%)

7th Grade Performance Series Reading Spring 15-16 (29%) Spring 16-17 (40%)

8th Grade Performance Series Reading Spring 15-16 (29%) Spring 16-17 (43%)

6th Grade Performance Series Math Spring 15-16 (18%) Spring 16-17 (23%)

8th Grade Performance Series Math Spring 15-16 (18%) Spring 16-17 (27%)

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

The Performance Series data taken during the 2016 -2017 school term was similar to the data from the ACT Aspire testing during the 2016-2017 school term.

Areas in Need of Improvement

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

Reading and Math for Grade 6-8 According to the 2016-2017 Performance Series results:

Category:

Grade 6 - Reading , 30% Math 23%

Grade 7 - Reading 40% Math 32 %

Grade 8 - Reading 43% Math 27 %

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

Capitol Heights showed from Fall to Spring administration net score of 23% total of 48 students scored Far Below for the year in Math.

Capitol Heights showed from Fall to Spring administration net scored of 30% total of 38 students scored Far Below for the year in Reading.

Which area(s) indicate the overall lowest performance?

Grade 6th Grade had the lowest performance from Fall to Spring administration net with an overall gain of 60% scale score

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

Capitol Heights 6th, 7th, 8th Grade showed a trend in decrease performance with SS(Scaled Score) point gains from Fall to Winter and from Winter to Spring:

Math:	Fall to Winter	Winter to Fall
6th Grade	+73	+ 32
7th Grade	+107	+83
8th Grade	+ 82	+ 42

Reading	Fall to Winter	Winter to Fall
6th Grade	+108	+60
7th Grade	+144	+113
8th Grade	+185	+64

Between which subgroups is the achievement gap becoming greater?

The 2016 - 2017 assessment year is the baseline for our student data:

6th Grade Reading

Far Below	Below	Above	Far Above
38	67	33	12

6th Grade Math

Far Below	Below	Above	Far Above
48	64	32	1

7th Grade Reading

Far Below	Below	Above	Far Above
35	77	51	25

7th Grade Math

Far Below	Below	Above	Far Above
27	96	49	9

8th Grade Reading

Far Below	Below	Above	Far Above
31	46	46	13

8th Grade Math

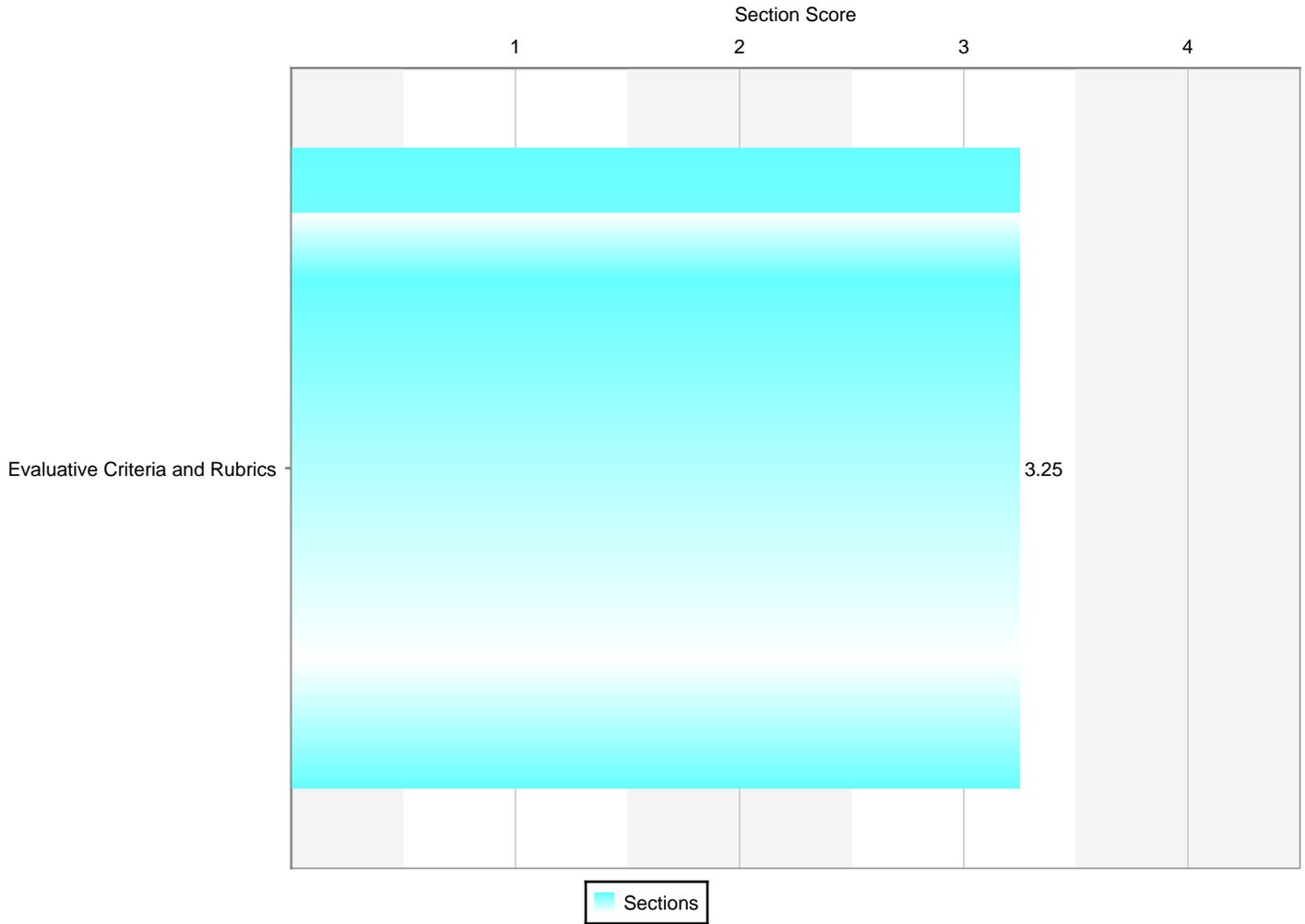
Far Below	Below	Above	Far Above
36	62	32	4

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

Performance Series data taken during the 2016 -2017 school term was similar to the data from the ACT Aspire testing during the 2016-2017 school term

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	ACIP will be reviewed monthly during Building Leadership team meetings and Central Office Support Team meetings by the Executive Director, School Improvement Specialist, and other Curriculum and Instruction specialists.	

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	MPS EQUAL EMPLOYMENT OPPORTUNITY The Montgomery County Board of Education operates under the following policy: " No person shall be denied employment, be excluded from participation in, or denied the benefits of, or be subjected to discrimination in any program or activity on the basis of disability, sex, race, religion, national origin, color, or age." (Board Policy GAAA)	

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	Cheryl Smith-Fountain, Principal 116 Federal Dr. Montgomery, AL 36108 Phone: 334-260-1000	

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	Cheryl Smith-Fountain, Principal School-Parent involvement Plan, Parents Right To Know, and Parent/Family Involvement Policies were distributed on October 1, 2017	

ACIP

Capitol Heights Middle School

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

2017-2018 ACIP Goals

Overview

Plan Name

2017-2018 ACIP Goals

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Goal 5: Support the Whole Child We will support every child, every day through increased learning supports to meet their academic and social-emotional needs, ensuring they are ready to learn and be successful in school.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
2	Goal 1: A High Reliable Organization (HRO) and High Performance Organization (HPO) We will significantly improve internal and external stakeholder satisfaction and perception by focusing the delivery of high quality service.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0
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: 3 Strategies: 5 Activities: 7	Organizational	\$0

Goal 1: Goal 5. Support the Whole Child We will support every child, every day through increased learning supports to meet their academic and social-emotional needs, ensuring they are ready to learn and be successful in school.

Measurable Objective 1:

collaborate to implement a comprehensive learning supports system providing behavior programs, health initiative programs with a physical and mental focus, safety support from caring adults, and academic interventions for all students by 05/24/2018 as measured by a 3% decrease in office referrals, out of school suspensions, and student absences.

Strategy 1:

School-wide Discipline Plan - Leadership team and administrators will develop a school-wide discipline plan that defines expectations in the halls, classrooms, lunchroom, gym, and restrooms while identifying consequences and giving rewards.

Category: Develop/Implement Student and School Culture Program

Research Cited: Alabama Code of Ethics; Positive Behavior Intervention Support

Activity - Positive Behavior Intervention Supports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership and administration will develop and implement a discipline plan that emulates desired and expected behaviors for all students. This includes but is not limited to positive behavior support strategies, sessions with the site-based social worker, and use of the MPS Code of Conduct.	Academic Support Program, Behavioral Support Program	10/02/2017	05/24/2018	\$0	No Funding Required	All Faculty and Staff

Activity - Response to Instruction/Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All faculty and staff will conduct themselves as caring adults that will provide continuous supports throughout the 2017-2018 school year. Teachers, staff, and administration will model appropriate behaviors to all children, use RtI, monitor student progress, conduct monthly problem solving team meetings and use relevant data to make decisions.	Academic Support Program, Behavioral Support Program	10/02/2017	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 stakeholder satisfaction and perception by focusing the delivery of high quality service.

Measurable Objective 1:

collaborate to increase internal and external stakeholder involvement by actively communicating school goals and expectations through monitored monthly activities by 05/24/2018 as measured by Stakeholder Feedback Survey Data..

Strategy 1:

Increase Stakeholder Participation - Capitol Heights Middle School will implement various student organizations throughout the 2017-2018 school year. School leaders will create a calendar of events/meetings for students and teachers. The following clubs/activities will be implemented for the this school year: Student Council, Ambassadors, Sports Center, Book Club, Sign Language, Chess Club, Library Club, and Gardening Club.

Category: Develop/Implement Student and School Culture Program

Research Cited: Baker, D. P., Day, R. and Salas, E. (2006), Teamwork as an Essential Component of High-Reliability Organizations. Health Services Research, 41: 1576–1598. doi:10.1111/j.1475-6773.2006.00566.

Activity - School-wide Clubs and Organizations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Capitol Heights Middle School will implement various student organizations throughout the 2017-2018 school year. School leaders will create a calendar of events/meetings for students and teachers. The following clubs/activities will be implemented for the this school year: Student Council, Ambassadors, Sports Center, Book Club, Sign Language, Chess Club, Library Club, and Gardening Club.	Behavioral Support Program, Extra Curricular	10/02/2017	05/24/2018	\$0	No Funding Required	All staff members

Activity - Continuous Parental Engagement Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Capitol Heights Middle School's parent liaison conducts monthly meetings and activities for parents and community members. The parent liaison will create a calendar of activities and fundraisers for the 2017-2018 school year.	Behavioral Support Program, Community Engagement, Parent Involvement	10/02/2017	05/24/2018	\$0	No Funding Required	Parent Liaison and Instructional Leadership Team

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 and Scantron Performance Series.

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

Research Cited: College and Career Standards and Rigor, Relevance and Relationships

Activity - Common Planning Time	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 time (CPT) meeting will be utilized for writing/building assessments, planning curriculum alignment, data meetings, school-wide instructional walk-through, and analyzing student work samples. CPT meetings are conducted on Tuesdays and Thursdays 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, Administration Team and grade level faculty/staff
---	-----------------------	------------	------------	-----	---------------------	--

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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 on Differentiated Instruction, Association of Middle Level Educator Conference, Model School Conference, MEGA Conference, Nuts & Bolts Conference, National Math Conference, SECME Conference, PBIS, At-Risk, NCTM Conference, New Tech Annual conference, ASCD, Learning and the Brain Conferences, Alabama Annual Technology Conference, and SDE National Conferences. Faculty and staff will attend additional conferences that are not listed based on relevance of content presented.	Professional Learning	10/02/2017	05/24/2018	\$0	No Funding Required	All Faculty and Staff

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 target proficiency will increase from 38% to 45% by 05/24/2018 as measured by the Spring 2017-2018 Scantron Performance Series assessment..

(shared) Strategy 1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: Rosenshine, B. (2012). Principles of instruction: Research based strategies that all teachers should know. American Educator. 36(1). 12-19.

Subban, P. (2006). Differentiated instruction: A research basis. International Education Journal, 7(7). 935-947.

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

ACIP

Capitol Heights Middle School

Capitol Heights Middle School will implement student centered instruction using DOK levels 2 and 3 to ensure that the cycle of instruction(before, during, after strategies), higher order questioning and thoughtful work are implemented to increase student engagement and relevance of content knowledge.	Direct Instruction	10/02/2017	05/24/2018	\$0	No Funding Required	All Faculty and Staff
---	--------------------	------------	------------	-----	---------------------	-----------------------

(shared) Strategy 2:

Increase High Quality Instruction - Teachers will implement rigorous research based instruction aligned with CCRS. Teachers will adhere to the High Quality Instruction framework to ensure that all elements of High Quality Instruction occur in every classroom every day. Each element (standards based instruction, student centered instruction, student engagement, balanced assessment systems, and positive behavior management/PBIS should be adhered to.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Association of Supervision and Curriculum Development (ASCD) and Center for Educator Effectiveness

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on how to write effective lessons using the High Quality Instructional Framework. Teachers will use the lesson plan template provided and incorporate all required components. The agenda board in the classroom should reflect the lesson plan including objectives, essential question and utilization of Purposeful Planning Guide.	Direct Instruction	10/02/2017	05/24/2018	\$0	No Funding Required	All Faculty and Staff

Strategy 3:

Questioning and Discussion - Focusing on questioning and discussion through planning and instruction.

Category: Develop/Implement College and Career Ready Standards

Activity - Text Dependent Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize text dependent questioning throughout delivery of instruction. The ILT will provide all teachers and staff continuous professional development on text dependent questioning and various instructional strategies through common planning time. In addition to weekly school-wide professional development meetings.	Academic Support Program	10/02/2017	05/24/2018	\$0	No Funding Required	All teachers and staff.

Measurable Objective 2:

increase student growth 50-100 overall scale score points in grades 6-8 in Math. The annual target proficiency will increase from 27% to 30% by 05/24/2018 as measured by the Spring 2017-2018 Scantron Performance Series Assessment.

(shared) Strategy 1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: Rosenshine, B. (2012). Principles of instruction: Research based strategies that all teachers should know. American Educator. 36(1). 12-19.

Subban, P. (2006). Differentiated instruction: A research basis. *International Education Journal*, 7(7). 935-947.

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Capitol Heights Middle School will implement student centered instruction using DOK levels 2 and 3 to ensure that the cycle of instruction(before, during, after strategies), higher order questioning and thoughtful work are implemented to increase student engagement and relevance of content knowledge.	Direct Instruction	10/02/2017	05/24/2018	\$0	No Funding Required	All Faculty and Staff

(shared) Strategy 2:

Increase High Quality Instruction - Teachers will implement rigorous research based instruction aligned with CCRS. Teachers will adhere to the High Quality Instruction framework to ensure that all elements of High Quality Instruction occur in every classroom every day. Each element (standards based instruction, student centered instruction, student engagement, balanced assessment systems, and positive behavior management/PBIS should be adhered to.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Association of Supervision and Curriculum Development (ASCD) and Center for Educator Effectiveness

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on how to write effective lessons using the High Quality Instructional Framework. Teachers will use the lesson plan template provided and incorporate all required components. The agenda board in the classroom should reflect the lesson plan including objectives, essential question and utilization of Purposeful Planning Guide.	Direct Instruction	10/02/2017	05/24/2018	\$0	No Funding Required	All Faculty and Staff

Strategy 3:

High Quality Questioning and Problem Solving - Focusing on high quality questioning and problem solving strategies to engage students and support planning and instruction.

Category: Develop/Implement College and Career Ready Standards

Activity - Word Problems Focusing on Procedural Skills (BDA Strategies)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will focus on procedural skills and high quality questioning through word problems and other district/state supported curriculum. The ILT will provide continuous professional development that supports the aforementioned.	Academic Support Program	10/02/2017	05/24/2018	\$0	No Funding Required	All teachers and staff.

Measurable Objective 3:

increase student growth by 50 overall scale score points in grade 7 Science by 05/24/2018 as measured by the Spring 2017-2018 Scantron Performance Series Assessment.

Strategy 1:

High Quality Instruction and Planning - Teachers will implement rigorous research based instructional aligned with CCRS. Teachers will adhere to the High Quality Instruction framework to ensure that all elements of High Quality Instruction occur in every classroom everyday. Each element (standard based instruction, student centered instruction, student engagement, balanced assessment systems, and response to instruction/ RtI) should be adhered to. The common planning time will serve as a bi-weekly period for collaborative planning between teachers and professional development time.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Association of Supervision and Curriculum Development (ASCD) and Center for Educator Effectiveness

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Science teachers will utilize the High Quality Instructional Framework to write effective lesson plans that incorporate the 5 E's of Science (Engage, Explore, Explain, Elaborate, and Evaluate). The agenda board in the classroom should reflect the lesson plan including objectives, essential questions and utilization of the Purposeful Planning Guide.	Academic Support Program	10/02/2017	05/24/2018	\$0	No Funding Required	Leadership Team and Science Teachers
Activity - Common Planning Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet bi-weekly to collaborate on lesson planning, data analysis and assessment development. Additionally, the ILT (Instructional Leadership Team) will provide teachers with continuous professional learning activities that support the aforementioned.	Academic Support Program	10/17/2017	05/24/2018	\$0	No Funding Required	All Faculty and Staff
Activity - Literacy in Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the use of the CCRS Reading standards and strategies into the components of student centered lessons to increase student engagement and relevance of content knowledge.	Direct Instruction	10/02/2017	05/24/2018	\$0	No Funding Required	All Faculty and Staff

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
Lesson Planning	Teachers will be trained on how to write effective lessons using the High Quality Instructional Framework. Teachers will use the lesson plan template provided and incorporate all required components. The agenda board in the classroom should reflect the lesson plan including objectives, essential question and utilization of Purposeful Planning Guide.	Direct Instruction	10/02/2017	05/24/2018	\$0	All Faculty and Staff
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 on Differentiated Instruction, Association of Middle Level Educator Conference, Model School Conference, MEGA Conference, Nuts & Bolts Conference, National Math Conference, SECME Conference, PBIS, At-Risk, NCTM Conference, New Tech Annual conference, ASCD, Learning and the Brain Conferences, Alabama Annual Technology Conference, and SDE National Conferences. Faculty and staff will attend additional conferences that are not listed based on relevance of content presented.	Professional Learning	10/02/2017	05/24/2018	\$0	All Faculty and Staff
Text Dependent Questioning	All teachers will utilize text dependent questioning throughout delivery of instruction. The ILT will provide all teachers and staff continuous professional development on text dependent questioning and various instructional strategies through common planning time. In addition to weekly school-wide professional development meetings.	Academic Support Program	10/02/2017	05/24/2018	\$0	All teachers and staff.
Response to Instruction/Intervention	All faculty and staff will conduct themselves as caring adults that will provide continuous supports throughout the 2017-2018 school year. Teachers, staff, and administration will model appropriate behaviors to all children, use Rtl, monitor student progress, conduct monthly problem solving team meetings and use relevant data to make decisions.	Academic Support Program, Behavioral Support Program	10/02/2017	05/24/2018	\$0	All Faculty and Staff
Word Problems Focusing on Procedural Skills (BDA Strategies)	Teachers and staff will focus on procedural skills and high quality questioning through word problems and other district/state supported curriculum. The ILT will provide continuous professional development that supports the aforementioned.	Academic Support Program	10/02/2017	05/24/2018	\$0	All teachers and staff.

ACIP

Capitol Heights Middle School

Positive Behavior Intervention Supports	Leadership and administration will develop and implement a discipline plan that emulates desired and expected behaviors for all students. This includes but is not limited to positive behavior support strategies, sessions with the site-based social worker, and use of the MPS Code of Conduct.	Academic Support Program, Behavioral Support Program	10/02/2017	05/24/2018	\$0	All Faculty and Staff
Literacy in Science	Teachers will incorporate the use of the CCRS Reading standards and strategies into the components of student centered lessons to increase student engagement and relevance of content knowledge.	Direct Instruction	10/02/2017	05/24/2018	\$0	All Faculty and Staff
School-wide Clubs and Organizations	Capitol Heights Middle School will implement various student organizations throughout the 2017-2018 school year. School leaders will create a calendar of events/meetings for students and teachers. The following clubs/activities will be implemented for the this school year: Student Council, Ambassadors, Sports Center, Book Club, Sign Language, Chess Club, Library Club, and Gardening Club.	Behavioral Support Program, Extra Curricular	10/02/2017	05/24/2018	\$0	All staff members
Continuous Parental Engagement Activities	Capitol Heights Middle School's parent liaison conducts monthly meetings and activities for parents and community members. The parent liaison will create a calendar of activities and fundraisers for the 2017-2018 school year.	Behavioral Support Program, Community Engagement, Parent Involvement	10/02/2017	05/24/2018	\$0	Parent Liaison and Instructional Leadership Team
Common Planning Time	Faculty and Staff will participate in professional learning to increase quality of instruction and professional practice during their planning time. Common planning time (CPT) meeting will be utilized for writing/building assessments, planning curriculum alignment, data meetings, school-wide instructional walk-through, and analyzing student work samples. CPT meetings are conducted on Tuesdays and Thursdays 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, Administration Team and grade level faculty/staff
Differentiated Instruction	Capitol Heights Middle School will implement student centered instruction using DOK levels 2 and 3 to ensure that the cycle of instruction(before, during, after strategies), higher order questioning and thoughtful work are implemented to increase student engagement and relevance of content knowledge.	Direct Instruction	10/02/2017	05/24/2018	\$0	All Faculty and Staff
Common Planning Time	Teachers will meet bi-weekly to collaborate on lesson planning, data analysis and assessment development. Additionally, the ILT (Instructional Leadership Team) will provide teachers with continuous professional learning activities that support the aforementioned.	Academic Support Program	10/17/2017	05/24/2018	\$0	All Faculty and Staff

ACIP

Capitol Heights Middle School

Lesson Planning	All Science teachers will utilize the High Quality Instructional Framework to write effective lesson plans that incorporate the 5 E's of Science (Engage, Explore, Explain, Elaborate, and Evaluate). The agenda board in the classroom should reflect the lesson plan including objectives, essential questions and utilization of the Purposeful Planning Guide.	Academic Support Program	10/02/2017	05/24/2018	\$0	Leadership Team and Science Teachers
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

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?

Students showed the highest level of satisfaction in the area of "Governance and Leadership" with 4.12 for rules being applied equally to all students and 4.1 for the principal and teachers having high expectations of students.

Parents showed the highest level of satisfaction in the area "Purpose and Direction" with 4.46 for establishing goals and a plan for improving student learning and 4.32 for purpose statement being clearly focused on student success.

Staff showed the highest level of satisfaction in the area of "Purpose and Direction" with 4.46 purpose statement being clearly focused on student success and 4.24 for school purpose statement is supported by the policy and practice adopted by the school board or governing body.

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

For Students, the area that showed a trend toward increasing stakeholder satisfaction was the "Teaching and Assessing for Learning" category with a combined score of 74.61% strongly agree and agree.

For Parent, the area that showed a trend toward increasing stakeholder satisfaction was the "Purpose and Direction" category with a combined score of 90.09% strongly agree and agree.

For Staff, the area that showed a trend toward increasing stakeholder satisfaction was the "Purpose and Direction" category with a combined score of 85.08% strongly agree and agree.

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

N/A

Areas in Need of Improvement

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

Students showed the lowest level of satisfaction in the area of "Resource and Support System" with 3.26 for students help each other even if they are not friends.

Parents showed the lowest level of satisfaction in the area "Resources and Support System" with 3.94 for our school ensures the effective use of financial resources.

Staff showed the lowest level of satisfaction in the area of "Resource and Support System" with 3.46 for our school provides sufficient materials and resources to meet student needs.

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

For Students, the area that showed a trend toward decreasing stakeholder satisfaction was the "Resource and Support System" category with a combined score of 62.35% strongly agree and agree.

For Parent, the area that showed a trend toward decreasing stakeholder satisfaction was the "Resources and Support System" category with a combined score of 84.76% strongly agree and agree.

For Staff, the area that showed a trend toward decreasing stakeholder satisfaction was the "Resource and Support System" category with a combined score of 75.43% strongly agree and agree.

What are the implications for these stakeholder perceptions?

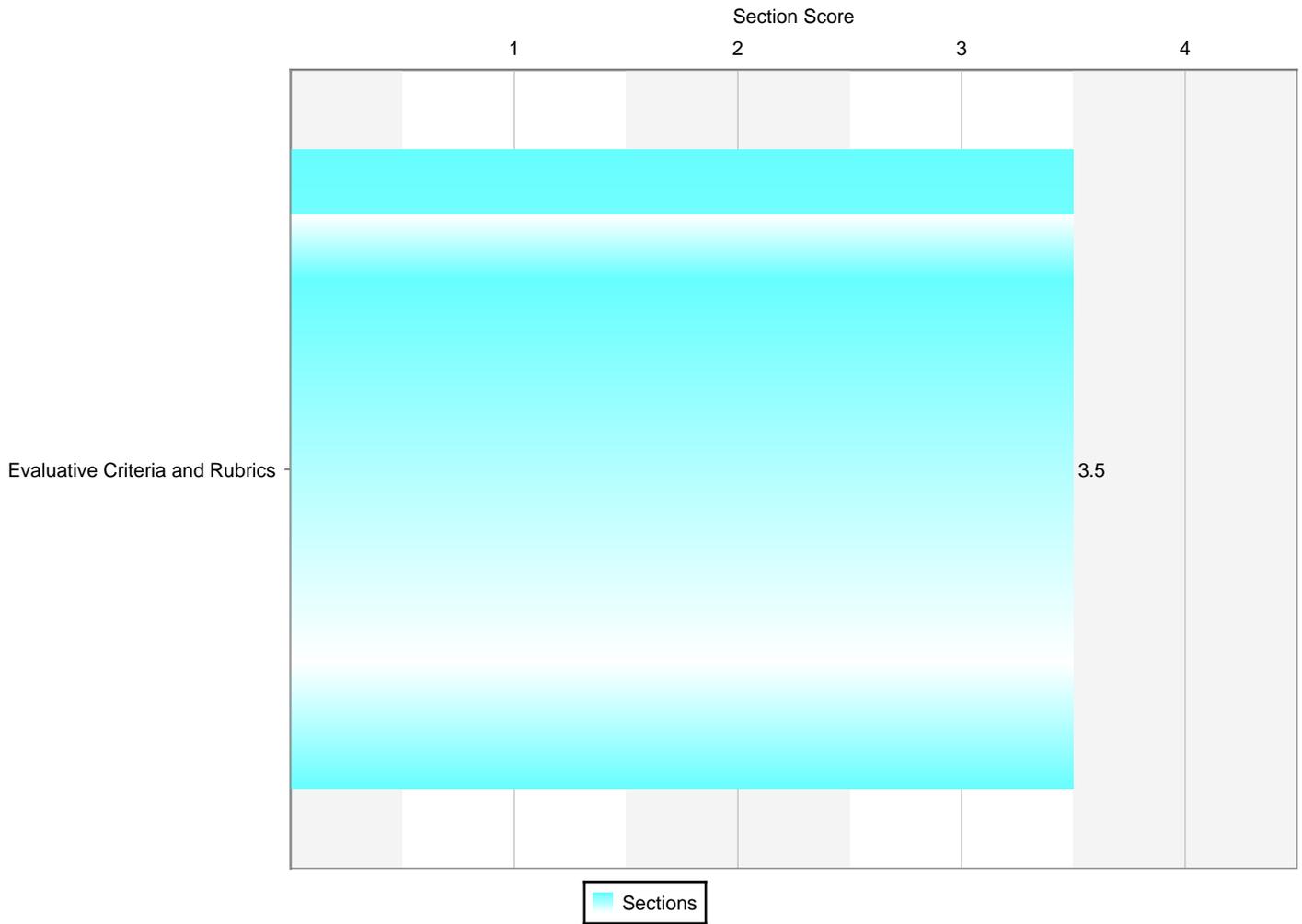
These implications suggest that parents, teachers and students have the same perception that resources and support for student needs is in need of improvement.

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

N/A

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?

The comprehensive needs assessment was conducted through various data analysis sources, which included attendance, discipline, and standardized test data. Teachers were given an opportunity review and discuss the needs of the school during a common planning time meeting.

What were the results of the comprehensive needs assessment?

The results of the comprehensive needs assessment showed the need to improve reading and math assessment scores, strengthen parental/ community involvement, improve student behavior, and decrease student discipline incidents within the classroom.

What conclusions were drawn from the results?

Based on the data analysis, the results of the comprehensive needs assessment indicated the need to improve student behavior by decreasing out-of-school suspensions, implement a teacher mentor program, build and strengthen parental and community involvement, and use the Global Scholars performance series scores to develop reading and math goals.

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

It was concluded the overall perception of Capitol Heights Middle School is an educational institution with high expectations regarding teaching and learning, providing academic and behavioral support to all students, as well as including parents in school activities. However, all stakeholders suggest that resources and other support systems is an area in need of improvement.

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

After we identify the priority needs of the school, we then meet to create goals and action steps to accomplish those goals in order to fulfill the academic and behavior needs of the student.

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

We use multiple types of the data and goals are generated from the data sources that are analyzed. Types of data include:

ACT Aspire

SY 2017-2018

© 2018 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Global Scholar Performance Series

Discipline Dashboard

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

Our goals are generated from school wide data and reflects the overall areas of need for the students. After reviewing the data, the goals created address the school population, behaviorally and academically (in the area of Reading and Math).

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 50-100 overall scale score points in grades 6-8 in Math. The annual target proficiency will increase from 27% to 30% by 05/24/2018 as measured by the Spring 2017-2018 Scantron Performance Series Assessment.

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: Rosenshine, B. (2012). Principles of instruction: Research based strategies that all teachers should know. American Educator. 36(1). 12-19.

Subban, P. (2006). Differentiated instruction: A research basis. International Education Journal, 7(7). 935-947.

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Capitol Heights Middle School will implement student centered instruction using DOK levels 2 and 3 to ensure that the cycle of instruction(before, during, after strategies), higher order questioning and thoughtful work are implemented to increase student engagement and relevance of content knowledge.	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 6-8th in Reading. The annual target proficiency will increase from 38% to 45% by 05/24/2018 as measured by the Spring 2017-2018 Scantron Performance Series assessment..

Strategy1:

Questioning and Discussion - Teachers will implement a system of

Category: Develop/Implement College and Career Ready Standards

Research Cited: Questioning

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 student-centered, rigorous and relevant to the content standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Rosenshine, B. (2012). Principles of instruction: Research based strategies that all teachers should know. American Educator. 36(1). 12-19.

Subban, P. (2006). Differentiated instruction: A research basis. International Education Journal, 7(7). 935-947.

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Capitol Heights Middle School will implement student centered instruction using DOK levels 2 and 3 to ensure that the cycle of instruction(before, during, after strategies), higher order questioning and thoughtful work are implemented to increase student engagement and relevance of content knowledge.	Direct Instruction	10/02/2017	05/24/2018	\$0 - No Funding Required	All Faculty and Staff

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 target proficiency will increase from 38% to 45% by 05/24/2018 as measured by the Spring 2017-2018 Scantron Performance Series assessment..

Strategy1:

Strategic Teaching - Teachers will implement differentiated instructional strategies to ensure students are engaged in lessons that are

ACIP

Capitol Heights Middle School

student-centered, rigorous and relevant to the content standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Rosenshine, B. (2012). Principles of instruction: Research based strategies that all teachers should know. American Educator. 36(1). 12-19.

Subban, P. (2006). Differentiated instruction: A research basis. International Education Journal, 7(7). 935-947.

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Capitol Heights Middle School will implement student centered instruction using DOK levels 2 and 3 to ensure that the cycle of instruction(before, during, after strategies), higher order questioning and thoughtful work are implemented to increase student engagement and relevance of content knowledge.	Direct Instruction	10/02/2017	05/24/2018	\$0 - No Funding Required	All Faculty and Staff

Strategy2:

Questioning and Discussion - Teachers will implement a system of

Category: Develop/Implement College and Career Ready Standards

Research Cited: Questioning

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 50-100 overall scale score points in grades 6-8 in Math. The annual target proficiency will increase from 27% to 30% by 05/24/2018 as measured by the Spring 2017-2018 Scantron Performance Series Assessment.

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: Rosenshine, B. (2012). Principles of instruction: Research based strategies that all teachers should know. American Educator. 36(1). 12-19.

Subban, P. (2006). Differentiated instruction: A research basis. International Education Journal, 7(7). 935-947.

ACIP

Capitol Heights Middle School

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Capitol Heights Middle School will implement student centered instruction using DOK levels 2 and 3 to ensure that the cycle of instruction (before, during, after strategies), higher order questioning and thoughtful work are implemented to increase student engagement and relevance of content knowledge.	Direct Instruction	10/02/2017	05/24/2018	\$0 - No Funding Required	All Faculty and Staff

Goal 2:

Goal 5. Support the Whole Child We will support every child, every day through increased learning supports to meet their academic and social-emotional needs, ensuring they are ready to learn and be successful in school.

Measurable Objective 1:

collaborate to implement a comprehensive learning supports system providing behavior programs, health initiative programs with a physical and mental focus, safety support from caring adults, and academic interventions for all students by 05/24/2018 as measured by a 3% decrease in office referrals, out of school suspensions, and student absences.

Strategy1:

School-wide Discipline Plan - Leadership team and administrators will develop a school-wide discipline plan that defines expectations in the halls, classrooms, lunchroom, gym, and restrooms while identifying consequences and giving rewards.

Category: Develop/Implement Student and School Culture Program

Research Cited: Alabama Code of Ethics; Positive Behavior Intervention Support

Activity - Positive Behavior Intervention Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership and administration will develop and implement a discipline plan that emulates desired and expected behaviors for all students. This includes but is not limited to positive behavior support strategies, sessions with the site-based social worker, and use of the MPS Code of Conduct.	Behavioral Support Program Academic Support Program	10/02/2017	05/24/2018	\$0 - No Funding Required	All Faculty and Staff

Activity - Response to Instruction/Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All faculty and staff will conduct themselves as caring adults that will provide continuous supports throughout the 2017-2018 school year. Teachers, staff, and administration will model appropriate behaviors to all children, use RtI, monitor student progress, conduct monthly problem solving team meetings and use relevant data to make decisions.	Academic Support Program Behavioral Support Program	10/02/2017	05/24/2018	\$0 - No Funding Required	All Faculty and Staff

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

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

Measurable Objective 1:

collaborate to increase internal and external stakeholder involvement by actively communicating school goals and expectations through monitored monthly activities by 05/24/2018 as measured by Stakeholder Feedback Survey Data..

Strategy1:

Increase Stakeholder Participation - Capitol Heights Middle School will implement various student organizations throughout the 2017-2018 school year. School leaders will create a calendar of events/meetings for students and teachers. The following clubs/activities will be implemented for the this school year: Student Council, Ambassadors, Sports Center, Book Club, Sign Language, Chess Club, Library Club, and Gardening Club.

Category: Develop/Implement Student and School Culture Program

Research Cited: Baker, D. P., Day, R. and Salas, E. (2006), Teamwork as an Essential Component of High-Reliability Organizations. Health Services Research, 41: 1576–1598. doi:10.1111/j.1475-6773.2006.00566.

Activity - Continuous Parental Engagement Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Capitol Heights Middle School's parent liaison conducts monthly meetings and activities for parents and community members. The parent liaison will create a calendar of activities and fundraisers for the 2017-2018 school year.	Behavioral Support Program Parent Involvement Community Engagement	10/02/2017	05/24/2018	\$0 - No Funding Required	Parent Liaison and Instructional Leadership Team

ACIP

Capitol Heights Middle School

Activity - School-wide Clubs and Organizations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Capitol Heights Middle School will implement various student organizations throughout the 2017-2018 school year. School leaders will create a calendar of events/meetings for students and teachers. The following clubs/activities will be implemented for the this school year: Student Council, Ambassadors, Sports Center, Book Club, Sign Language, Chess Club, Library Club, and Gardening Club.	Extra Curricular Behavioral Support Program	10/02/2017	05/24/2018	\$0 - No Funding Required	All staff members

Strategy2:

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, Relevance and Relationships

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 on Differentiated Instruction, Association of Middle Level Educator Conference, Model School Conference, MEGA Conference, Nuts & Bolts Conference, National Math Conference, SECME Conference, PBIS, At-Risk, NCTM Conference, New Tech Annual conference, ASCD, Learning and the Brain Conferences, Alabama Annual Technology Conference, and SDE National Conferences. Faculty and staff will attend additional conferences that are not listed based on relevance of content presented.	Professional Learning	10/02/2017	05/24/2018	\$0 - No Funding Required	All Faculty and Staff

Activity - Common Planning Time	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 time (CPT) meeting will be utilized for writing/building assessments, planning curriculum alignment, data meetings, school-wide instructional walk-through, and analyzing student work samples. CPT meetings are conducted on Tuesdays and Thursdays 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, Administration Team and grade level faculty/staff

Goal 2:

Goal 5. Support the Whole Child We will support every child, every day through increased learning supports to meet their academic and social-emotional needs, ensuring they are ready to learn and be successful in school.

Measurable Objective 1:

SY 2017-2018

© 2018 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

collaborate to implement a comprehensive learning supports system providing behavior programs, health initiative programs with a physical and mental focus, safety support from caring adults, and academic interventions for all students by 05/24/2018 as measured by a 3% decrease in office referrals, out of school suspensions, and student absences.

Strategy1:

School-wide Discipline Plan - Leadership team and administrators will develop a school-wide discipline plan that defines expectations in the halls, classrooms, lunchroom, gym, and restrooms while identifying consequences and giving rewards.

Category: Develop/Implement Student and School Culture Program

Research Cited: Alabama Code of Ethics; Positive Behavior Intervention Support

Activity - Response to Instruction/Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All faculty and staff will conduct themselves as caring adults that will provide continuous supports throughout the 2017-2018 school year. Teachers, staff, and administration will model appropriate behaviors to all children, use Rtl, monitor student progress, conduct monthly problem solving team meetings and use relevant data to make decisions.	Behavioral Support Program Academic Support Program	10/02/2017	05/24/2018	\$0 - No Funding Required	All Faculty and Staff

Activity - Positive Behavior Intervention Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership and administration will develop and implement a discipline plan that emulates desired and expected behaviors for all students. This includes but is not limited to positive behavior support strategies, sessions with the site-based social worker, and use of the MPS Code of Conduct.	Academic Support Program Behavioral Support Program	10/02/2017	05/24/2018	\$0 - No Funding Required	All Faculty and Staff

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 target proficiency will increase from 38% to 45% by 05/24/2018 as measured by the Spring 2017-2018 Scantron Performance Series assessment..

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: Rosenshine, B. (2012). Principles of instruction: Research based strategies that all teachers should know. American Educator. 36(1). 12-19.

Subban, P. (2006). Differentiated instruction: A research basis. International Education Journal, 7(7). 935-947.

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Capitol Heights Middle School will implement student centered instruction using DOK levels 2 and 3 to ensure that the cycle of instruction(before, during, after strategies), higher order questioning and thoughtful work are implemented to increase student engagement and relevance of content knowledge.	Direct Instruction	10/02/2017	05/24/2018	\$0 - No Funding Required	All Faculty and Staff

Strategy2:

Questioning and Discussion - Teachers will implement a system of

Category: Develop/Implement College and Career Ready Standards

Research Cited: Questioning

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 50-100 overall scale score points in grades 6-8 in Math. The annual target proficiency will increase from 27% to 30% by 05/24/2018 as measured by the Spring 2017-2018 Scantron Performance Series Assessment.

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: Rosenshine, B. (2012). Principles of instruction: Research based strategies that all teachers should know. American Educator. 36(1). 12-19.

Subban, P. (2006). Differentiated instruction: A research basis. International Education Journal, 7(7). 935-947.

ACIP

Capitol Heights Middle School

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Capitol Heights Middle School will implement student centered instruction using DOK levels 2 and 3 to ensure that the cycle of instruction(before, during, after strategies), higher order questioning and thoughtful work are implemented to increase student engagement and relevance of content knowledge.	Direct Instruction	10/02/2017	05/24/2018	\$0 - No Funding Required	All Faculty and Staff

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.

The English Language Learner (ELL) facilitator for the school meets with students on a weekly basis to discuss grades and provide any assistance needed. The school ELL facilitator coordinates with the district ELL facilitator to provide students and parents with academic achievement results in the language they can understand and an interpreter for meeting with individuals.

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	Teachers not meeting the state requirement are in areas (math) of high need throughout the state. The teachers not meeting the highly qualified status are currently in school programs to obtain passing test scores and proper certification requirements.	

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

During the interview process, teachers are carefully screened on their knowledge of proper implementation of the CCRS and ACOS standards. Teacher certification is monitored by human resources and teacher credentials are reviewed carefully. Teachers are provided with an extensive amount of professional development to ensure that they are utilizing the proper interventions and strategies to increase overall student achievement and meet student 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?**

We had 12 teachers, 1 Literacy Coach, 1 Academic Interventionist, 1 paraprofessional and 1 secretary not return. The Literacy Coach, Academic Interventionist and Career Tech position was lost due to predicted low numbers. However, due to actual increase in students, we gained 2 Six Grade units and a Special Education Unit. For the 2017-2018 school year, we hired 13 new teachers, a Literacy Coach, 1 paraprofessional and 1 secretary.

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

Of the 14 new teachers hired for the school term, 2017-2018 4 teachers have over 3 years teaching experience. All other teachers have an average of 1-2 years teaching experience. Teachers demonstrate knowledge of the content area.

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).

Mentors are provided to new hires to the building. Additionally, professional development is offered to all new hires through Montgomery Public Schools and Capitol Heights Middle School. A new teacher summit is offered to all new hires through Montgomery Public Schools.

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 to determine the areas that students perform low in to assist teachers in providing proper instructional strategies to engage students more meaningfully. Data is reviewed with staff members to get their perception on needed professional development in the areas of improvement for both teachers and students.

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

Teachers and Staff are provided with on-site, high-quality professional development opportunities on a monthly basis. Montgomery Public Schools district provides professional development opportunities to all staff members on an as needed basis. Additionally, teachers and staff may request to attend professional development sessions they feel will assist them with improving their professional practices. Some past professional development opportunities include, Compass Learning training, Digital Classroom, Classroom management, Differentiated Instruction, ongoing STEM training, Math Solutions coaching, Technology in Motion monthly training onsite, etc.

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 hires to the building are assigned to a building veteran teacher or staff member. The Mentor/ Mentee pairing is selected by subject areas or similar characteristics. These pairings have the opportunity to meet throughout the day or week based on their schedule and need to meet.

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

Our professional development is sustained and ongoing throughout the year. The leadership team, including instructional specialist will inspect the expectations as it pertains to teachers properly implementing the practices and strategies. Data meetings and faculty meetings are used to discuss professional development and its effectiveness in the classrooms.

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 stakeholder satisfaction and perception by focusing the delivery of high quality service.

Measurable Objective 1:

collaborate to increase internal and external stakeholder involvement by actively communicating school goals and expectations through monitored monthly activities by 05/24/2018 as measured by Stakeholder Feedback Survey Data..

Strategy1:

Increase Stakeholder Participation - Capitol Heights Middle School will implement various student organizations throughout the 2017-2018 school year. School leaders will create a calendar of events/meetings for students and teachers. The following clubs/activities will be implemented for the this school year: Student Council, Ambassadors, Sports Center, Book Club, Sign Language, Chess Club, Library Club, and Gardening Club.

Category: Develop/Implement Student and School Culture Program

Research Cited: Baker, D. P., Day, R. and Salas, E. (2006), Teamwork as an Essential Component of High-Reliability Organizations. Health Services Research, 41: 1576–1598. doi:10.1111/j.1475-6773.2006.00566.

Activity - Continuous Parental Engagement Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Capitol Heights Middle School's parent liaison conducts monthly meetings and activities for parents and community members. The parent liaison will create a calendar of activities and fundraisers for the 2017-2018 school year.	Community Engagement Behavioral Support Program Parent Involvement	10/02/2017	05/24/2018	\$0 - No Funding Required	Parent Liaison and Instructional Leadership Team

Activity - School-wide Clubs and Organizations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Capitol Heights Middle School will implement various student organizations throughout the 2017-2018 school year. School leaders will create a calendar of events/meetings for students and teachers. The following clubs/activities will be implemented for the this school year: Student Council, Ambassadors, Sports Center, Book Club, Sign Language, Chess Club, Library Club, and Gardening Club.	Extra Curricular Behavioral Support Program	10/02/2017	05/24/2018	\$0 - No Funding Required	All staff members

Strategy2:

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, Relevance and Relationships

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 on Differentiated Instruction, Association of Middle Level Educator Conference, Model School Conference, MEGA Conference, Nuts & Bolts Conference, National Math Conference, SECME Conference, PBIS, At-Risk, NCTM Conference, New Tech Annual conference, ASCD, Learning and the Brain Conferences, Alabama Annual Technology Conference, and SDE National Conferences. Faculty and staff will attend additional conferences that are not listed based on relevance of content presented.	Professional Learning	10/02/2017	05/24/2018	\$0 - No Funding Required	All Faculty and Staff

Activity - Common Planning Time	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 time (CPT) meeting will be utilized for writing/building assessments, planning curriculum alignment, data meetings, school-wide instructional walk-through, and analyzing student work samples. CPT meetings are conducted on Tuesdays and Thursdays 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, Administration Team and grade level faculty/staff

Narrative:

The counselors from the feeder high schools (Robert E. Lee High School and Jefferson Davis High School) come over to orient the student to the courses, procedures, expectations, and culture of the high schools they will be entering. Additionally, our counselors visit the feeder elementary schools to orient the entering students to the culture, climate, expectations, procedures and courses of Capitol Heights Middle School.

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 are provided with a copy of the data in order to analyze the areas of need and strength. The leadership team and teachers have made the decision to adopt a Review, Reteach, Remediate motto with our students for academics. Teachers review data weekly in the Common Planning Time Data Meeting. The results of the statewide academic assessments are used by our teachers as benchmarks to measure student achievement.

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?

First, teachers are provided with a copy of the data for the purpose of analyzing the standards that must be reviewed, retaught, and re-mediated. Then, the student population is identified and students are provided with individualized learning plans and goals through Edgenuity, Intervention classes, and tutoring.

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?

Data meetings are held to review the interventions and strategies that are being provided for Tier 2 and Tier 3 students. Teachers use Rtl to document the strategies and interventions used. Furthermore, teachers will use Edgenuity and Performance Series Scores to review and re-mediate areas in need of improvement.

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.

All students are provided with additional support in the area of math or reading. Students are assigned a learning path in Edgenuity based on their needs from Global Scholars and standards taught during classes. Tutoring is offered to students who desire additional assistance in the areas of reading and math.

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.

Special Education students receive all of the accommodations within their IEP. Students also have access to the case managers daily during Intervention class. We utilize the Co-teaching model within Math and English classes to provide additional support for those students. We have an ESL teacher on staff for English Language Learners students. Homeless, neglected or delinquent students are identified and monitored through the guidance office and social services.

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 are provided with additional tutoring and remediation. Students are allotted extra time to complete assignments. All IEP's, 504's, and EL plans are implemented in all classes.

**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.

Proper planning sessions and leadership meetings are held to coordinate the projected student levels of achievement with the projected school-wide goals. The progress is monitored through data meetings and by analyzing the data for statewide assessments.

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)?

Academic support is grade level specific and students are provided with sessions to review, reteach, and re-mediate.

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

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

The Building Leadership Team meets regularly to discuss the progress of the goals set for the school-wide program. Academic goals are evaluated through data meetings.

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?

We use the Global Scholars, district, and schoolwide common assessments as benchmarks to compare our school data to statewide assessment.

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

We use the data provided from statewide assessments and we compare it to the student assessments and standards based assignments provided by the teacher. We then review the strategies and interventions that we are using and we make adjustments to those strategies and interventions based off student increase in achievement. We also document these practices using Rtl.

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

The leadership team, faculty and staff will meet monthly to evaluate the progress of the current plan. Revisions are then made to the plan to fulfill the goals that we have in place.

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.	36.5

Provide the number of classroom teachers.

34.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1542226.8

Total

1,542,226.80

Administrator Units

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

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	101844.0

Total

101,844.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	2.0

Provide the number of Assistant Principals.

2.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	125625.96

Total

125,625.96

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.5

Provide the number of Counselors.

1.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	100795.98

Total

100,795.98

Librarian

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

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	55374.96

Total

55,374.96

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0.0

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0.0

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.

0.0

Label	Question	Value
3.	Provide the total of all funding for Technology.	7720.12

Total

7,720.12

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.

0.0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2830.57

Total

2,830.57

EL Teachers

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

Provide the number of EL Teachers.

0.0

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.

0.0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	15385.11

Total

15,385.11

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.

0.0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1111.06

Total

1,111.06

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	268589.01

Provide a brief explanation and breakdown of expenses.

Personnel \$196,891: Social Worker (1), Parent Liaison (1), Counselor (.5), Curriculum Instruction Assistant (1)

Parental Involvement \$4,439.01

Professional Development \$48,546

Materials & Supplies \$9,170

Non-Cap Equipment \$4,363 Equipment Maintenance \$5,190

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

During the first month of school, CHMS holds its annual Open House. At that time parents are informed about Parental Involvement Month and the annual Title I meeting for Parents. The building leadership team met and composed a school calendar that scheduled the 2016-2017 Annual Title I Meeting for Parents on September 12, 2016. The Building Leadership Team will facilitate the meeting that will include the following topics: how CHMS participates in Title I, Requirements of Title I schools, the 1% set aside for Parental Involvement, the School Parent Compact, Parents Right to Know, the Assessments, School Data , volunteer opportunities, school-wide operations, scheduled parental involvement activities and how messages will be delivered to parents about activities. CHMS holds a monthly Parent Involvement meeting this is required from the Alabama State Department. This meeting inform parents about any changes or updates to the ACIP

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))

We are in the process of creating a parental advisory committee and the initial meeting will be held during the month of October 11,2017 (morning and afternoon). During the meeting the Principal, Parent Liaison, and parents will meet and discuss the parents role in the Title I Program. They will also create a schedule for parent meetings and future PTA meetings. To meet the availability needs of all school parents, meetings are schedules during the school day as well as after school. All meetings dates and times are posted on the school marquee and flyers are distributed to parents and students prior to the meeting date. Parents are provided with a survey at the end of each meeting, which gives them an opportunity to discretely express their needs or concerns. Members of the Parental Advisory Committee will also be invited to review the ACIP with the staff. Parents will be informed about the allocated funds for parental involvement and how the funds are being used.

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))

CHMS holds its annual Back to School Orientation in September where information is shared about its Title I program, curriculum and academic progress. Parents are provided information about subjects taught, classroom activities, schedules, and discipline plans. Parents are also provided with a copy of the CHMS handbook and the MPS Code of student behavior. Information relating to academic assessments and achievement expectations are communicated during meetings as well as conferences with teachers. Parents are informed of students grades using INOW at home and detailed progress reports sent home every 3 weeks. School messenger is used to inform parents of emergency information.

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))

Student achievement is a shared responsibility between the staff, students, and parents. The school staff is responsible for providing the curriculum information and standards for the parents and students. The data is also available for teachers, students, and parents to assess the students and identify areas of efficiency and deficiency. Detailed progress reports and assistance from the Curriculum Instructional Assistance will all be means of increasing student achievement. During the first month of school, the parent advisory committee collaborate to develop the School- Parent compact. Parents are encouraged to read and sign the compacts. The compacts are reviewed and referred to during parent/teacher/administration conferences.

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

The school will utilize the suggestion box outside the main office that parents will be allowed to submit concerns or requests. Parents will receive copies of the identified sections of the ACIP once it has been approved by the LEA. A survey will be issued to address any concerns or dissatisfaction of the ACIP.

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)

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

Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. Parents will be informed of academic content standards and student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children during the annual Title One Meeting. Parents of students will be provided with workshops to acquaint them with the information regarding CCRS, Global Scholars and District Benchmarks, and common formative assessments. Each grade level will train the parents from their grade level. They will also participate in a make-and-take session so that they will have resources at home to assist in the students' learning process. These workshops will be offered throughout the

school year. At the opening of school, parents will receive information regarding attendance, conferences, and other information. The students received a handbook on the first day of school. It is used to communicate information including expectations and when progress reports are coming home. At the beginning of school, a syllabus of what is to be covered throughout the year is sent home.

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)

We will also offer training sessions for parents in using technology to help students in various subjects such as reading comprehension and mathematics skills through Edgenuity. It is a priority that all are made to feel welcome and a part of our school. Staff is apprised of procedures and updated regularly to ensure all parents are viewed as equitable partners. Parents are informed with through various media: school messenger call, school newsletter and individual classroom reminders. Some teachers also use Remind. We have two counselors and seek ways to involve and keep our parents informed. The staff is also monitored by administration to insure compliance to policy.

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)

We will 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.

It is a priority that all are made to feel welcome and a part of our school. Staff is informed of procedures and updated regularly to ensure all parents are viewed as equitable partners. Parents are informed through various media:school messenger call, school newsletter and individual classroom notes. We have two counselors and seek ways to involve and keep our parents informed. The staff is also monitored by administration to insure compliance to policy.

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)

It is our goal to integrate all programs and activities for a common increase in student achievement and success. It is our belief that all stakeholders play an important role in the accomplishment of our goals. The school-based Social Worker and Parent Liaison is used to train parents on strategies to advance students academic and behavior needs. Parents will be trained on Edgenuity and given strategies to assist their children in reaching benchmarks.

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)

Capitol Heights Middle School has over 40 ELL students. CHMS coordinates with its Parent Liaison to meet the needs of all parents. CHMS works with community agencies to address the needs of our growing EL population. Vital written information is translated in their native language and sent to Title I/III for evaluation/ approval before its distributed to parents. CHMS ensures parents with limited English proficiency has access to at least one certified MPS employee who is proficient in speaking/ interpreting their languages. The school's ESL teacher and Guidance Counselor are also available to provide the building leadership team with information to better meet the needs of parents and students with disabilities and migratory statuses. We utilize various communicative techniques in order to ensure that all materials are understood by our parents.

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))

All communications, materials and meetings are translated for parents with limited English proficiency. Teachers are also available to conference with parents.

