



ACIP

West Point Middle School

Cullman County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Located in rural Cullman County, West Point Middle School was established in 1997 as a consolidated school with a separate administration. In 1999, under the supervision of the Cullman County Commission on Education, a new middle school campus was constructed. The middle school population currently consists of about 402 students, 23 teacher units (with some staff shared by other local county schools), a school secretary, a bookkeeper, a school counselor, and a school nurse.

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

School's Purpose

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

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

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

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

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

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

As a faculty, we feel that West Point Middle School is the best! We strive every day to ensure that we are challenging our students to be the very best they can be, not only academically, but in all their endeavors. All faculty members are Highly Qualified in the content they are teaching and all do an outstanding job keeping up to date with the latest changes in their content like Common Core. We work diligently to attend appropriate professional development to ensure we are reaching all types of learners in our classrooms. The faculty has received the 2015 - 2016 ASPIRE data and are working diligently to assess strengths and weaknesses for students and themselves. Our students work hard on representing our school well and we are pleased with the results.

We are also proud of our students' achievements outside the classroom. In the past four years, we have won several county championships in sports, scholars' bowl and math team. Last year, our archery team did so well at the National competition in Kentucky they were invited to compete in the World competition in South Carolina this summer. We feel that providing students with these types of activities helps them to become well rounded citizens. To our community, this is as important as our test scores. As we enter the next three years, many changes are upon us. We are working hard to implement common core in our classrooms and prepare our students for the ASPIRE test, as well as PreAP courses in every subject at all grade levels. Since so much of this content is new and unknown to us, our faculty has made the commitment to do professional development to address these changes. This summer 12 of our faculty members attended Laying the Foundations Training as a partnership with West Point High School and A+College Ready. Science teachers then spent additional days of training with AMSTI and Discovery Education preparing for the new science adoption. This shows tremendous dedication on the part of our teachers.

Additional Information

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

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

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

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

An informal meeting was held at open house with the CIP plan for stakeholders to review and suggest any corrections, or additions. Members from local businesses in the community (restaurant and stores) were also invited to view our plan. Our annual Title I parent meeting was held at 3:15 on Wednesday, August 31, 2016

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

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

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

Once board approved, the plan will be available in the school office and on the school website (wpm.ccboe.org). We will also have it available for parents to review on October 24 at Parent Teacher conferences

Student Performance Diagnostic

Introduction

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

Student Performance Data

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

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

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

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

Areas of Notable Achievement

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

While our 2015-16 ASPIRE scores are not where we want to be as a school, we are pleased that all grade levels and subjects have either shown an improvement or remained the same from our 2013-14 (baseline) scores. Also according to the Supplemental Scores Report from the ASPIRE website, our 7th and 8th grade in all subject areas tested scored at or above the 50th National Percentile Rank. This rank shows how the groups performed in comparisons to others in the same grade throughout the nation. It is our goal to improve all grades and subjects to above the 50% percentile ranking

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

According to the Three Year Student Growth Reports for ASPIRE (2013-14 to 2015-16), all grade levels and all subjects either showed improvement or stayed the same. Sixth grade reading has improved 4%. Seventh grade math has improved 21%. Eighth grade reading has improved 2% and math has improved 13%. Over the two year period for science, 6th grade showed a 7% improvement, while 8th grade showed 1% improvement. The report also shows a comparison of the same group of students over a three year period. Our 8th grade students showed an increase as a group in reading. As 6th graders this group of students only had 43% proficient in reading, while as 8th graders, there were 60% in the proficient range.

Which area(s) indicate the overall highest performance?

As a school, reading scores are showing the most consistent increase in achievement. However, we are pleased with growth in all areas.

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

According to the 2015-16 ASPIRE Subject Proficiency by Demographics report, the 6th grade was the only grade with a reported Hispanic/Latino subgroup. Thirty eight percent (3 of the 8) of the students scored in the ready range in all three subjects.

Between which subgroups is the achievement gap closing?

Since we have only one grade with a reported subgroup, we feel like this subgroup is performing well.

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

Final Growth Reports from our STAR data in the Spring of 2016 are consistent with the APISRE 2015-16 data. All grades showed a positive change in reading scores from the beginning of the year until the end of the year. 6th grade had a +143 change, 7th grade showed a +137 change and 8th grade showed +127 change. Math also showed improvement in STAR. 6th grade has a +58 change, 7th grade had a +97

change, and 8th grade had a +84 change. The list of students in the ready range was also fairly consistent.

Areas in Need of Improvement

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

While we were pleased with the increase with all grade levels showing some improvement over the 3 year period, we are still not where we would like to be as a school in any subject or grade level. This list shows our proficiency percentages on the 2015-16 ASPIRE assessment.

6th Grade Reading 47% 6th Grade Math 48%, 6th Grade Science 43%

7th Grade Reading 42% 7th Grade Math 50%, 7th Grade Science 33%

8th Grade Reading 60% 8th Grade Math 34%, 8th Grade Science 40%

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

According to the Three Year Student Growth Reports for ASPIRE (2013-14 to 2015-16), showing comparison of the same group of students over a three year period, our 8th grade students showed a decrease as a group in Math. As a group in 6th grade 48% were proficient in Math, but as an 8th grade group only 34% of them scored in the proficient range. Our teachers have looked at student weaknesses, and also, group weaknesses and will address these as the year progresses.

Which area(s) indicate the overall lowest performance?

Math schoolwide showed the lowest performance. Our 8th grade group was our lowest with only 34% scoring in the proficient range. Our math teachers realize that the transition to Common Core standards and the rigor of questioning is still a challenge for our students. Math teachers are working to integrate these types of questions into their daily class.

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

According to the 2015-16 ASPIRE Subject Proficiency by Demographics report, 38% (3 out of 8) of our Hispanic/Latino subgroup scored in the "in need of support" range in both reading and science in 6th grade.

Between which subgroups is the achievement gap becoming greater?

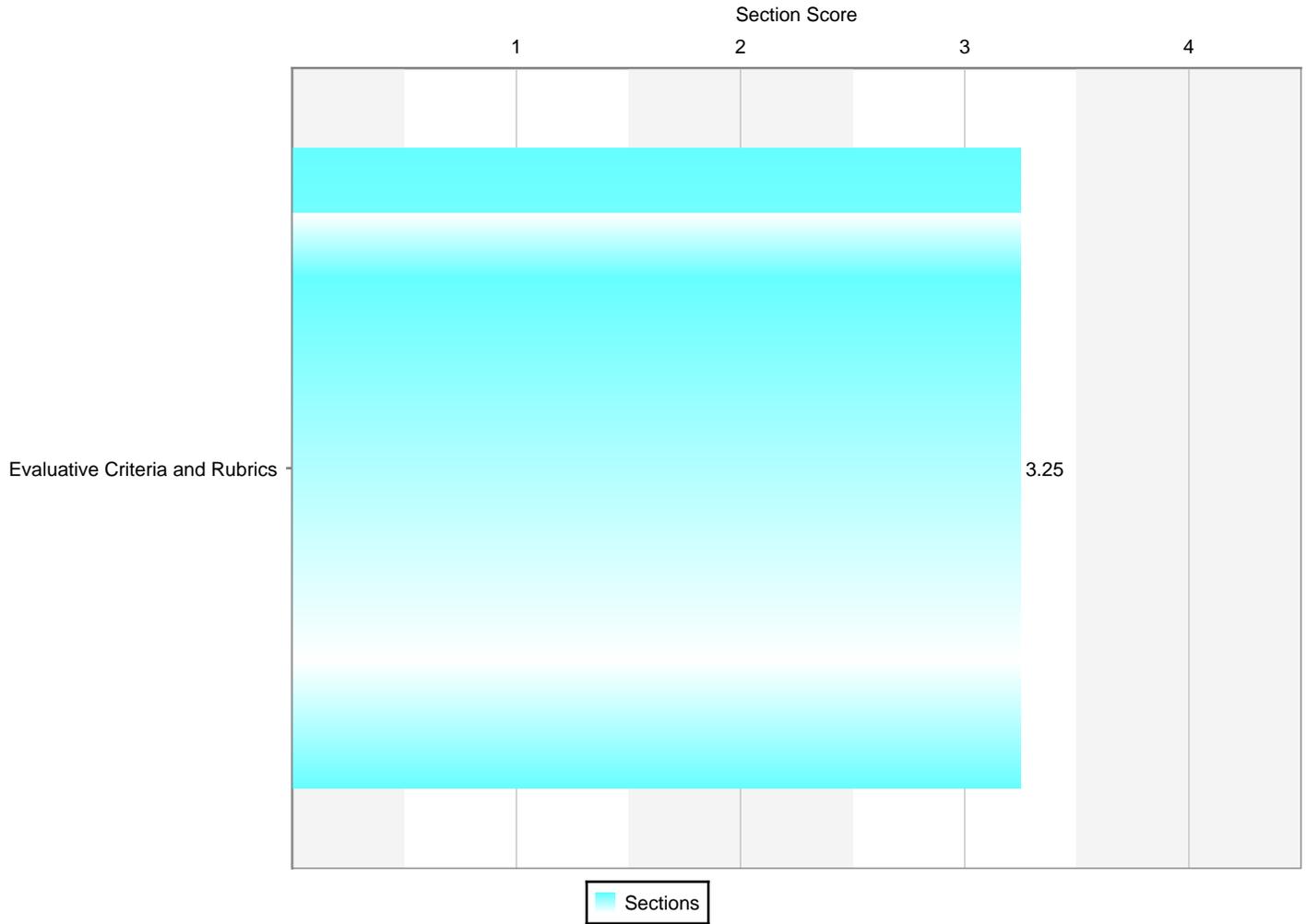
According to the 2015-16 ASPIRE Subject Proficiency by Demographics report, the report shows that our 6th grade Hispanic and Latino students need more help understanding reading and science.

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

This data is consistent with the STAR End of Year Growth Report for the Spring of 2016. This subgroup had about the same number of students in the "in need of support" range in the spring in reading.

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, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Clark Farley - Principal Beverly Jenkins - Assistant Principal Diane Culpepper - Counselor Leah Drauch - Technology Coordinator/8th grade Amanda Cates - 8th Grade Michael Burks - 7th grade Kristie Farley - 6th grade Lauren Taylor - student Johnny Roy - parent Tiffany Whitesell - parent Derinda Duke - District Office Amy Griffin - ELL	WPM Committee Signatures

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		WPM 2016 Assurances #2

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	Clark Farley Principal West Point Middle School 4545 County Road 1141 Vinemont, AL 35179	2016 WPM Assurances #3

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		2016 WPM Assurances #4

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		2016 WPM Compact

2016-17 WPM CIP Goals

Overview

Plan Name

2016-17 WPM CIP Goals

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Establish an informative two-way dialogue between home and school to engage parents in the school environment.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$1196
2	Transition Goal	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	Progression of EL students toward language acquisition	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
4	Engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.	Objectives: 2 Strategies: 2 Activities: 8	Organizational	\$7610
5	Identify barriers to teaching and learning	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$3600

Goal 1: Establish an informative two-way dialogue between home and school to engage parents in the school environment.

Measurable Objective 1:

collaborate to build a good foundation of communication between school and home. by 05/25/2017 as measured by Parent Survey in May.

Strategy 1:

Engaging Parents/Teachers - Build a sense of school community by exchanging information about upcoming events in the school or in a child's life will enable parents and teachers to monitor a student's progress and reinforce key messages.

Category: Implement Community Based Support and Intervention System

Research Cited: This is the most important method for engaging parents as all other types of involvement depend on a foundation of good communication.

Activity - School newsletters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Newsletters will be sent home twice in a grading period, with progress reports and report cards. Communication folders and student planners will also be used to enhance communication between school and home.	Parent Involvement	08/10/2016	05/25/2017	\$1196	Title I Part A	School faculty and staff

Activity - Websites - schools, classes, departments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
West Point Middle School has a website that can be accessed directly with the web address or through the system's web site. This site is wpm.ccboe.org . Teachers post their lesson plans as well as messages to parents and students. Announcements of events can be found here as well as helpful information such as science fair rules, a school calendar, and contact information for special programs or parent concerns.	Parent Involvement	08/10/2016	05/25/2017	\$0	No Funding Required	School faculty and staff

ACIP

West Point Middle School

Activity - Use of a voicemail system to share information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WPMS utilizes the Connect Ed phone system to keep parents informed of upcoming events, as well as emergency situations	Parent Involvement	08/10/2016	05/25/2017	\$0	No Funding Required	School faculty and staff

Goal 2: Transition Goal**Measurable Objective 1:**

collaborate to assist students in transitioning from one grade to the next and one school to the next. by 05/25/2017 as measured by observations and discussions.

Strategy 1:

Transitioning Students- Orientation programs - Students enrolled in West Point Intermediate are oriented to the middle school in the spring before they attend the middle school. When a new student enrolls at West Point Middle School during the school year, the student is introduced to classmates and teachers. When eighth grade students leave West Point Middle to attend ninth grade at West Point High School many transition activities occur. West Point High School counselors meet in the spring with the eighth grade students during their History class to talk with the students and assist them with selecting correct courses.

Category: Implement Guidance and Counseling Plan

Research Cited: Alabama Course of Study and Graduation Requirements

Activity - Student Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Beginning in Spring 2015, we started a "Move-Up" day. Our 6th grader moved to 7th grade, our 7th grade moved to 8th grade and our 8th grade went to the high school. The students spent about 2 hours switching classes in the "new grade" getting to know the teachers and learning a little about the differences in grade levels. The students enjoyed the opportunity and so did the teachers. It is a tradition we will continue. Students enrolled in West Point Intermediate were also oriented to the middle school in the spring. They came to our building one afternoon and switched classes between the 6th grade teachers. A parent meeting was also offered in May for all upcoming 6th graders. An open house for 6th grade students only was held on Sunday, August 7, 2016. The open house for all other students was held on Monday, August 8. New students are enrolled during the summer. The guidance counselor is always available to help identify current ability and placement of students. Parents receive a materials list to assist students in acquiring the needed materials to succeed. When a new student enrolls at West Point Middle School during the school year, the student is introduced to classmates and teachers. Parents and Guardians are informed of class rules, supplies needed, and other pertinent information deemed necessary. When eighth grade students leave West Point Middle to attend ninth grade at West Point High School many transition activities occur. West Point High School counselors meet in the spring with the eighth grade students during their science class to talk with the students and assist them with selecting correct courses. Assistance is provided to the eighth grade students by the faculty and administration in their selection of freshman courses. The eighth grade students participate in a field trip to tour the high school campus and are given the opportunity to meet and talk with the faculty and administration of the high school. This occurs during the last month of the school year. Orientation is provided for eighth grade students and their parents at the high school. This event is held just a few days following the meeting of the counselors with the students in the spring. Counselors from the Career Center meet with the 8th grade students to introduce them to the programs available at the Cullman County Career Center. Agribusiness teacher and Home Ec teacher meets with all 8th graders to inform them of the opportunities available to them as 9th graders</p>	<p>Career Preparation/Orientation, Other</p>	<p>08/10/2016</p>	<p>05/25/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Principals, guidance counselors, teachers from WPM, WPI, and WPH</p>
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Goal 3: Progression of EL students toward language acquisition

Measurable Objective 1:

demonstrate a proficiency Of 57% of English Learner Students in achieving adequate progress language acquisition (APLA). The number of ELL students district wide attaining English Proficiency will be at least 22% in English Language Arts by 05/25/2017 as measured by ACCESS for ELLs 2.0.

Strategy 1:

Core EL Instruction - EL Teachers will engage in student goal setting for ELLs who did not show adequate progress during the school year. EL and classroom teachers will collaborate to determine an instructional plan for ELL students. EL and Classroom teachers will collaborate to implement instructional strategies using core EL program SDAIE-Specially Designed Academic Instruction in English, to assure achievement of Reading and Math goals.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACCESS for ELLs 2.0 score reports, SDAIE Research

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of school, the EL Teachers will review and analyze comprehensive data for identified Limited English Proficient (LEP) students who have not shown adequate progress and will collaborate these findings with the EL Committee.	Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	EL Teachers, Classroom Teachers with ELL students.

Activity - Green Folder Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL teachers will facilitate training for all teachers to provide information about the core EL program, WIDA standards, ACCESS Reports, Individualized English Language Plan (IELP), and distribute green EL folders to share components of the EL Plan and to be used as a tool to collect information and accommodations.	Professional Learning, Academic Support Program, Direct Instruction	08/10/2016	05/25/2017	\$0	No Funding Required	EL Teacher, Classroom Teachers, Administration

Activity - Teacher Collaboration for Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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EL teacher, classroom teacher, and EL Committee will determine accommodations for LEP students, monitor progress for LEP students, and adjust IELP as needed throughout the year. EL teacher will document IELP using Ellevation. EL Teachers will monitor FLEP students throughout the year.	Behavioral Support Program, Academic Support Program, Direct Instruction	08/10/2016	05/25/2017	\$0	No Funding Required	EL Teacher, Classroom Teachers, Administration
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Goal 4: Engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.

Measurable Objective 1:

demonstrate student proficiency (pass rate) of a 5% increase in Reading from 50% to 55% and a 5% increase in Math from 44% to 49% by 05/25/2017 as measured by ACT Aspire.

Strategy 1:

Instructional Diversity - West Point Middle School faculty will implement various teaching resources aligned to college and career ready standards in all subject areas to help align learning to meet the individual student and improve student achievement. These include, but are not limited to: A+ College Ready curriculum, AMSTI resources, I21 Zone materials, Google Apps, Discovery Education, and SCANTRON assessment. This strategy will be monitored with walk-through evaluations and assessment results.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama College and Career Ready Standards

Activity - PreAP Laying the Foundations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English/Reading and Mathematics teachers will implement the curriculum provided by A+ College Ready. Teachers attended four days of summer training and will continue to attend follow-up sessions during the school year. A+ representatives also visit the school to provide support.	Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	School faculty and staff.

Activity - Discovery Education Science Techbook	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will implement curriculum provided to them through Discovery Education Techbook, as well as A+ College Ready and AMSTI. All activities are aligned to the College and Career Ready Standards. Teachers attended six days of training this summer and will continue to attend follow up sessions throughout the year.	Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	School faculty and staff

Activity - I21 Zone Phase II	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will continue to move toward implementation of technology in the classroom. I21 Zone training will provide teachers the opportunity to learn new and innovative ways to use technology in the classroom to improve student achievement.	Technology	08/10/2016	05/25/2017	\$0	No Funding Required	School faculty and staff

Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate technology into the lessons they are teaching as much as possible in an effort to reach every learner. Chromebooks and computers in the computer labs will be available for teachers to use in their lessons. Digital projectors, document cameras, Apple TV's and other digital devices will allow for easier integration.	Technology	08/10/2016	05/25/2017	\$7610	Title I Part A	School faculty and staff

Activity - Universal Screener -- Scantron	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scantron, a universal screener, will be used to assess students three times a year for progress monitoring. This assessment will allow teachers to gauge their instruction and make changes as needed. Scantron will also help to identify at-risk students who can be placed in skills classes to provide the support they need.	Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	School faculty and staff

Measurable Objective 2:

collaborate to effectively collect, analyze, and use data to improve teaching and learning experiences for all students by 05/25/2017 as measured by increased assessment scores.

Strategy 1:

Data Analysis - Teachers will meet in data meeting, vertical team meetings, and grade level meetings during Early Release professional development and informal meetings to analyze student achievement throughout the year. This is an on-going process.

Category: Implement Guidance and Counseling Plan

Research Cited: Alabama College and Career Ready Standards

Activity - Vertical Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in vertical teams within our school and with the high school to align standards for student success. Student data will be analyzed.	Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	School faculty and staff

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in data meetings, both grade level and subject area, to analyze student data. Teachers will identify strengths and weaknesses to adapt their classroom instruction.	Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	School faculty and staff

Activity - Scantron Management	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Scantron reports to analyze student strengths and weaknesses. Classroom instruction will be adjusted to focus on the weaknesses.	Academic Support Program	08/10/2016	05/25/2017	\$0	No Funding Required	School faculty and staff

Goal 5: Identify barriers to teaching and learning

Measurable Objective 1:

collaborate to find foundational documents, materials, and training to teach academic, personal/social standards, as well as College and Career Ready Standards by 05/25/2017 as measured by improved assessment scores and student survey results.

Strategy 1:

Professional Development Opportunities - Teachers will look for and attend professional learning opportunities to address student needs. These are not only content related, but also social and personal need related.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Alabama College and Career Read Standards

Activity - Conference/Workshop Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend conferences/workshops they may find to help improve students' academic and personal/social skills.	Academic Support Program	08/10/2016	05/25/2017	\$3600	Title I Part A	School 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
Vertical Team Meetings	Teachers will meet in vertical teams within our school and with the high school to align standards for student success. Student data will be analyzed.	Academic Support Program	08/10/2016	05/25/2017	\$0	School faculty and staff
Green Folder Training	EL teachers will facilitate training for all teachers to provide information about the core EL program, WIDA standards, ACCESS Reports, Individualized English Language Plan (IELP), and distribute green EL folders to share components of the EL Plan and to be used as a tool to collect information and accommodations.	Professional Learning, Academic Support Program, Direct Instruction	08/10/2016	05/25/2017	\$0	EL Teacher, Classroom Teachers, Administration
PreAP Laying the Foundations	English/Reading and Mathematics teachers will implement the curriculum provided by A+ College Ready. Teachers attended four days of summer training and will continue to attend follow-up sessions during the school year. A+ representatives also visit the school to provide support.	Academic Support Program	08/10/2016	05/25/2017	\$0	School faculty and staff.

<p>Student Orientation</p>	<p>Beginning in Spring 2015, we started a "Move-Up" day. Our 6th grader moved to 7th grade, our 7th grade moved to 8th grade and our 8th grade went to the high school. The students spent about 2 hours switching classes in the "new grade" getting to know the teachers and learning a little about the differences in grade levels. The students enjoyed the opportunity and so did the teachers. It is a tradition we will continue. Students enrolled in West Point Intermediate were also oriented to the middle school in the spring. They came to our building one afternoon and switched classes between the 6th grade teachers. A parent meeting was also offered in May for all upcoming 6th graders. An open house for 6th grade students only was held on Sunday, August 7, 2016. The open house for all other students was held on Monday, August 8.</p> <p>New students are enrolled during the summer. The guidance counselor is always available to help identify current ability and placement of students. Parents receive a materials list to assist students in acquiring the needed materials to succeed. When a new student enrolls at West Point Middle School during the school year, the student is introduced to classmates and teachers. Parents and Guardians are informed of class rules, supplies needed, and other pertinent information deemed necessary. When eighth grade students leave West Point Middle to attend ninth grade at West Point High School many transition activities occur. West Point High School counselors meet in the spring with the eighth grade students during their science class to talk with the students and assist them with selecting correct courses. Assistance is provided to the eighth grade students by the faculty and administration in their selection of freshman courses. The eighth grade students participate in a field trip to tour the high school campus and are given the opportunity to meet and talk with the faculty and administration of the high school. This occurs during the last month of the school year. Orientation is provided for eighth grade students and their parents at the high school. This event is held just a few days following the meeting of the counselors with the students in the spring. Counselors from the Career Center meet with the 8th grade students to introduce them to the programs available at the Cullman County Career Center.</p> <p>Agribusiness teacher and Home Ec teacher meets with all 8th graders to inform them of the opportunities available to them as 9th graders</p>	<p>Career Preparation/Orientation, Other</p>	<p>08/10/2016</p>	<p>05/25/2017</p>	<p>\$0</p>	<p>Principals, guidance counselors, teachers from WPM, WPI, and WPH</p>
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Teacher Collaboration for Goal Setting	EL teacher, classroom teacher, and EL Committee will determine accommodations for LEP students, monitor progress for LEP students, and adjust IELP as needed throughout the year. EL teacher will document IELP using Ellevation. EL Teachers will monitor FLEP students throughout the year.	Behavioral Support Program, Academic Support Program, Direct Instruction	08/10/2016	05/25/2017	\$0	EL Teacher, Classroom Teachers, Administration
Discovery Education Science Techbook	Science teachers will implement curriculum provided to them through Discovery Education Techbook, as well as A+ College Ready and AMSTI. All activities are aligned to the College and Career Ready Standards. Teachers attended six days of training this summer and will continue to attend follow up sessions throughout the year.	Academic Support Program	08/10/2016	05/25/2017	\$0	School faculty and staff
Universal Screener -- Scantron	Scantron, a universal screener, will be used to assess students three times a year for progress monitoring. This assessment will allow teachers to gauge their instruction and make changes as needed. Scantron will also help to identify at-risk students who can be placed in skills classes to provide the support they need.	Academic Support Program	08/10/2016	05/25/2017	\$0	School faculty and staff
Scantron Management	Teachers will use Scantron reports to analyze student strengths and weaknesses. Classroom instruction will be adjusted to focus on the weaknesses.	Academic Support Program	08/10/2016	05/25/2017	\$0	School faculty and staff
Use of a voicemail system to share information	WPMS utilizes the Connect Ed phone system to keep parents informed of upcoming events, as well as emergency situations	Parent Involvement	08/10/2016	05/25/2017	\$0	School faculty and staff
Data Analysis	At the beginning of school, the EL Teachers will review and analyze comprehensive data for identified Limited English Proficient (LEP) students who have not shown adequate progress and will collaborate these findings with the EL Committee.	Academic Support Program	08/10/2016	05/25/2017	\$0	EL Teachers, Classroom Teachers with ELL students.
Data Meetings	Teachers will meet in data meetings, both grade level and subject area, to analyze student data. Teachers will identify strengths and weaknesses to adapt their classroom instruction.	Academic Support Program	08/10/2016	05/25/2017	\$0	School faculty and staff
I21 Zone Phase II	All teachers will continue to move toward implementation of technology in the classroom. I21 Zone training will provide teachers the opportunity to learn new and innovative ways to use technology in the classroom to improve student achievement.	Technology	08/10/2016	05/25/2017	\$0	School faculty and staff
Websites - schools, classes, departments	West Point Middle School has a website that can be accessed directly with the web address or through the system's web site. This site is wpm.ccboe.org . Teachers post their lesson plans as well as messages to parents and students. Announcements of events can be found here as well as helpful information such as science fair rules, a school calendar, and contact information for special programs or parent concerns.	Parent Involvement	08/10/2016	05/25/2017	\$0	School faculty and staff

Total

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Conference/Workshop Attendance	Teachers will attend conferences/workshops they may find to help improve students' academic and personal/social skills.	Academic Support Program	08/10/2016	05/25/2017	\$3600	School faculty and staff
Digital Curriculum Implementation	Teachers will integrate technology into the lessons they are teaching as much as possible in an effort to reach every learner. Chromebooks and computers in the computer labs will be available for teachers to use in their lessons. Digital projectors, document cameras, Apple TV's and other digital devices will allow for easier integration.	Technology	08/10/2016	05/25/2017	\$7610	School faculty and staff
School newsletters	Newsletters will be sent home twice in a grading period, with progress reports and report cards. Communication folders and student planners will also be used to enhance communication between school and home.	Parent Involvement	08/10/2016	05/25/2017	\$1196	School faculty and staff
Total					\$12406	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	See attached Stakeholder Feedback Worksheet and additional Survey data.	WPM Survey Compiled Data WPM Survey Needs of Improvement WPM Survey Notable Achievement Stakeholder Feedback Diagnostic

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?

Student Survey results in the highest marks in the following.

- 26. In my school, computers are up-to-date and used by teachers to help me learn. 4.08
- 23. In my school, the building and grounds are safe, clean, and provide a healthy place for learning. 4.0
- 8. In my school, the principal and teachers have high expectations of me. 4.1
- 3. In my school, a high quality education is offered. 4.12

Parent Survey results in the highest marks in the following.

- 20. My child has at least one adult advocate in the school. 4.38
- 19. My child knows the expectations for learning in all classes 4.26
- 21. My child is given multiple assessments to measure his/her understanding of what was taught. 4.24
- 26. Our school provides a safe learning environment. 4.34
- 27. Our school provides students with access to a variety of information resources to support their learning. 4.24
- 30. Our school ensures that the facilities support student learning. 4.29

Staff Survey results in the highest marks in the following.

- 6. Our school's governing body or school board complies with all policies, procedures, laws, and regulations. 4.91
- 28. In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience. 4.82
- 46. Our school maintains facilities that contribute to a safe environment. 4.82
- 42. Our school provides a plan for the acquisition and support of technology to support the school's operational needs. 4.86
- 50. Our school ensures all staff members are trained in the evaluation, interpretation, and use of data. 4.82

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

The parent survey revealed they feel like our school is a safe, clean and healthy environment (Indicator 4.3). Also, parents showed they feel like their student has an adult advocate on campus (Indicator 3.9).

The student survey revealed that they thought we were offering them a high quality education is offered (Indicator 1.2). Students also believe the principal and teachers have high expectations of them (Indicator 2.1).

All surveys revealed that stakeholder felt like we were offering a high quality education in a safe and clean learning environment. Also, both parents and students felt like the students have an adult advocate on our campus.

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

The survey results were right in line with the ELEOT results from our Spring Accreditation visit of 2015. A high expectation and supportive learning environment were some of the areas we scored highest in on both findings. At our school we feel that we use what is learned from professional learning to adjust and inform teaching practice. Based on the surveys, results indicate that our teachers take an interest and are cooperative in discussing a student's academic progress with parents. Students feel like the teachers provide them with challenging curriculum and learning experiences, and explain their expectations for learning for students to be successful. The majority of students surveyed think WPMS prepares them for success in the next school year.

Areas in Need of Improvement

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

Student Survey results scored us lowest in the following.

- 4. In my school, all students are treated with respect. 3.29
- 24. In my school, students respect the property of others. 2.98
- 27. In my school, students help each other even if they are not friends 3.19

Parent Survey results scored us lowest in the following.

- 16. All of my child's teachers keep me informed regularly of how my child is being graded. 3.9
- 35. My child has administrators and teachers that monitor and inform me of his/her learning progress. 4.07
- 32. Our school ensures that instructional time is protected and interruptions are minimized. 4.08
- 2. Our school's purpose statement is formally reviewed and revised with involvement from parents. 4.01

Staff Survey results scored us lowest in the following.

- 2. Our school's purpose statement is formally reviewed and revised with involvement from stakeholders. 4.5
- 1. Our school's purpose statement is clearly focused on student success. 4.55
- 5. Our school has a continuous improvement process based on data, goals, actions, and measures for growth. 4.55
- 34. In our school, all school personnel regularly engage families in their children's learning progress. 4.55

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

One thing that stood out to us was that parent feel like we need to improve on keeping them informed regularly of how my child is being graded. The main concern from students seems to be with respect from other students

What are the implications for these stakeholder perceptions?

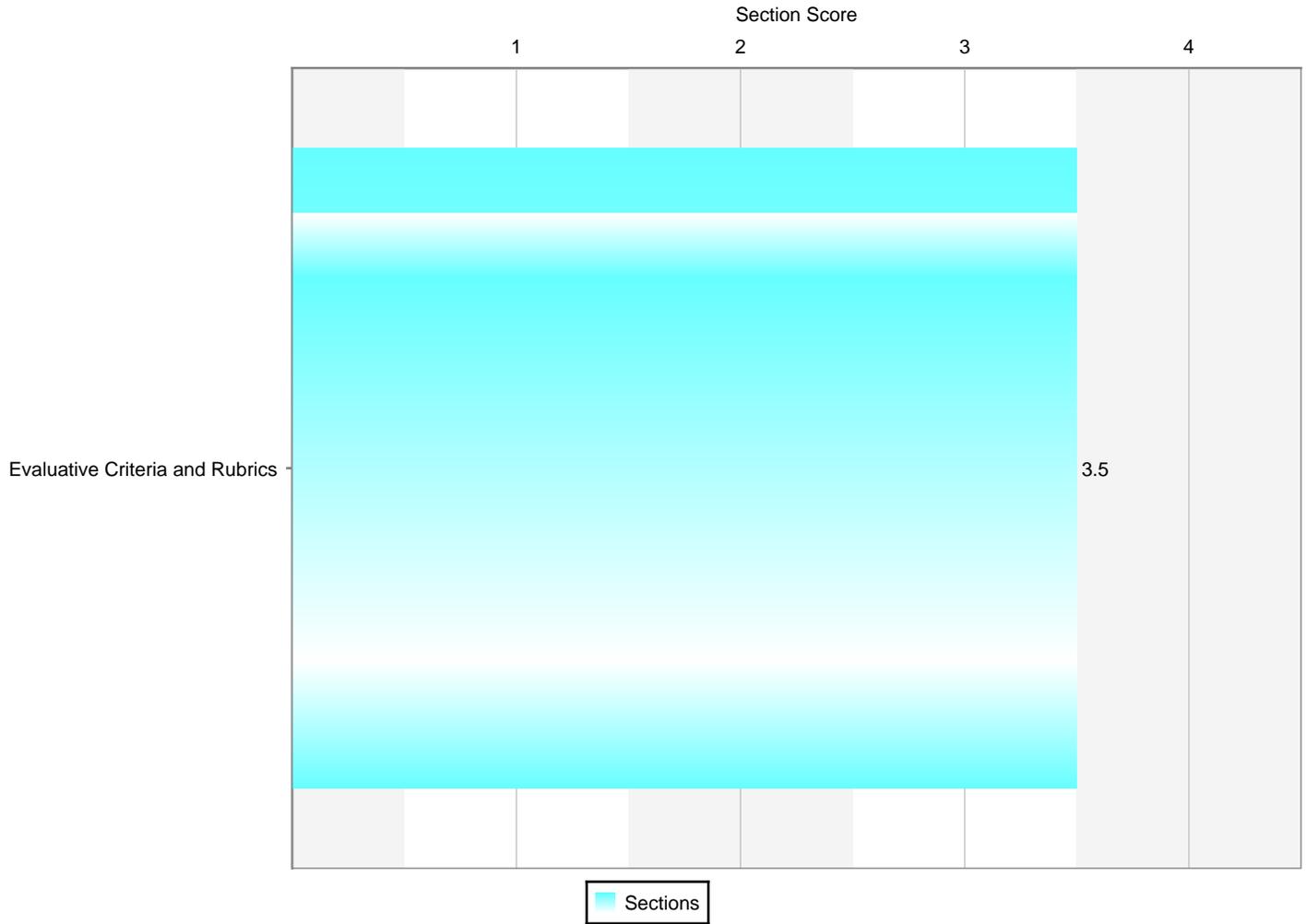
Teachers will continue to try to improve on these things. We currently have district wide initiatives in place to help address these concerns. We hope to see some improvements this year

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

The Spring 2015 ELEOT observations revealed that we need to work on ongoing opportunities to learn about their own and other's backgrounds/cultures/differences which falls tight in line with student survey results.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

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

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

All teachers at West Point Middle are highly effective in the content area they are teaching and most hold Master's Degrees. Attendance by students and teachers last year was not an issue. Our student attendance rate was 95.87% and the faculty rate was 96.92%. Many changes are taking place in the curriculum we are offering students. Common Core Standards are being implemented in Mathematics, Reading, English and Science classes. Our faculty members are working diligently to address these new changes in curriculum and textbooks. Over half of them attended various summer training offered by A+ College Ready, AMSTI, and Discovery Education. According to the Three Year Student Growth Reports for ASPIRE (2013-14 to 2015-16), we are showing improvement in most grade levels and subject areas. We are pleased with those results. Our 7th and 8th grade students scored at or above the 50th percentile in the National Rankings Report in all subject areas. We also scored at or above the District level in most of the grades and subject areas.

3. What conclusions were drawn from the results?

West Point Middle School has a large percentage of students that are at-risk. These include students who are living at the poverty level, migrant, have limited English proficiency, and Hispanic. Factors that contribute to the prevalence of these problems are: low socioeconomic, non traditional family environments, immaturity, lack of parental involvement, parents who are illiterate and students who are entering middle school unprepared academically and emotionally. Students who are at-risk receive additional help through enrichment/skills classes, special education teachers, speech teachers, and ELL teacher. Services will be provided through the school program to at-risk students. Reading, mathematics and writing assistance will be provided through individualized planning of needs identified by the classroom teacher in cooperation with the parent/guardian. The administration and the classroom teacher will monitor homeless and economically disadvantaged students in order to ensure that the educational needs of these students are being met. Classroom teachers have gone through test scores of all students. They are aware of the students who are in the "In need of support" and "close" categories on the ASPIRE. They are working with programs within their classroom to reach those students.

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

West Point Middle School will continue to provide opportunities for all students to meet the state's proficient and exceeding levels of student academic achievement through many different strategies. These include, but are not limited to: teacher participation in grade level and cross
SY 2016-2017

grade level meetings to coordinate reading and mathematics skills and to identify reading, mathematics and writing deficiencies. Accelerated reader and Scantron Assessment will continue to be used to promote reading comprehension. Math teachers, working closely with AMSTI and A+ College Ready, will continue to use resources to build test taking skills in preparation for standardized testing in the spring. Services will be provided for at-risk students through enrichment/skills classes taught in each of the three grade levels. Teachers of these classes will work closely with the identified kids to close the gap that has been identified for these students. Compass Learning, Icurio, and Discovery Education will be used as a way of integrating technology in to the classroom. Teachers will use Google Classroom and Google Apps to help with technology integration. I21 Zone training will continue to be a part of our Professional Development this year.

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

All of our school goals are directly connected to the needs of all students. Our academic goals are for all students. Our culture goal is for increased parental involvement. Our goals were identified after the needs assessment was completed

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

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

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

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

Component 2: Schoolwide Reform Strategies

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

Goal 1:

Establish an informative two-way dialogue between home and school to engage parents in the school environment.

Measurable Objective 1:

collaborate to build a good foundation of communication between school and home. by 05/25/2017 as measured by Parent Survey in May.

Strategy1:

Engaging Parents/Teachers - Build a sense of school community by exchanging information about upcoming events in the school or in a child's life will enable parents and teachers to monitor a student's progress and reinforce key messages.

Category: Implement Community Based Support and Intervention System

Research Cited: This is the most important method for engaging parents as all other types of involvement depend on a foundation of good communication.

Activity - Websites - schools, classes, departments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Middle School has a website that can be accessed directly with the web address or through the system's web site. This site is wpm.ccboe.org . Teachers post their lesson plans as well as messages to parents and students. Announcements of events can be found here as well as helpful information such as science fair rules, a school calendar, and contact information for special programs or parent concerns.	Parent Involvement	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Activity - School newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Newsletters will be sent home twice in a grading period, with progress reports and report cards.	Parent Involvement	08/10/2016	05/25/2017	\$500 - Title I Schoolwide	School faculty and staff

Activity - Use of a voicemail system to share information	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WPMS utilizes the Connect Ed phone system to keep parents informed of upcoming events, as well as emergency situations	Parent Involvement	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Goal 2:

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

Measurable Objective 1:

demonstrate student proficiency (pass rate) of a 5% increase in Reading from 50% to 55% and a 5% increase in Math from 44% to 49% by 05/25/2017 as measured by ACT Aspire.

Strategy1:

Instructional Diversity - West Point Middle School faculty will implement various teaching resources aligned to college and career ready standards in all subject areas to help align learning to meet the individual student and improve student achievement. These include, but are not limited to: A+ College Ready curriculum, AMSTI resources, I21 Zone materials, Google Apps, Discovery Education, and SCANTRON assessment. This strategy will be monitored with walk-through evaluations and assessment results.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama College and Career Ready Standards

Activity - Universal Screener -- Scantron	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Scantron, a universal screener, will be used to assess students three times a year for progress monitoring. This assessment will allow teachers to gauge their instruction and make changes as needed. Scantron will also help to identify at-risk students who can be placed in skills classes to provide the support they need.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate technology into the lessons they are teaching as much as possible in an effort to reach every learner. Chromebooks and computers in the computer labs will be available for teachers to use in their lessons. Digital projectors, document cameras, Apple TV's and other digital devices will allow for easier integration.	Technology	08/10/2016	05/25/2017	\$4000 - Title I Part A	School faculty and staff

Activity - I21 Zone Phase II	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will continue to move toward implementation of technology in the classroom. I21 Zone training will provide teachers the opportunity to learn new and innovative ways to use technology in the classroom to improve student achievement.	Technology	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Activity - PreAP Laying the Foundations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English/Reading and Mathematics teachers will implement the curriculum provided by A+ College Ready. Teachers attended four days of summer training and will continue to attend follow-up sessions during the school year. A+ representatives also visit the school to provide support.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff.

Activity - Discovery Education Science Techbook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will implement curriculum provided to them through Discovery Education Techbook, as well as A+ College Ready and AMSTI. All activities are aligned to the College and Career Ready Standards. Teachers attended six days of training this summer and will continue to attend follow up sessions throughout the year.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Measurable Objective 2:

collaborate to effectively collect, analyze, and use data to improve teaching and learning experiences for all students by 05/25/2017 as measured by increased assessment scores.

Strategy1:

Data Analysis - Teachers will meet in data meeting, vertical team meetings, and grade level meetings during Early Release professional development and informal meetings to analyze student achievement throughout the year. This is an on-going process.

Category: Implement Guidance and Counseling Plan

Research Cited: Alabama College and Career Ready Standards

Activity - Scantron Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Scantron reports to analyze student strengths and weaknesses. Classroom instruction will be adjusted to focus on the weaknesses.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Activity - Vertical Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in vertical teams within our school and with the high school to align standards for student success. Student data will be analyzed.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

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West Point Middle School

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in data meetings, both grade level and subject area, to analyze student data. Teachers will identify strengths and weaknesses to adapt their classroom instruction.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Goal 3:

Identify barriers to teaching and learning

Measurable Objective 1:

collaborate to find foundational documents, materials, and training to teach academic, personal/social standards, as well as College and Career Ready Standards by 05/25/2017 as measured by improved assessment scores and student survey results.

Strategy1:

Professional Development Opportunities - Teachers will look for and attend professional learning opportunities to address student needs. These are not only content related, but also social and personal need related.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Alabama College and Career Read Standards

Activity - Conference/Workshop Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend conferences/workshops they may find to help improve students' academic and personal/social skills.	Academic Support Program	08/10/2016	05/25/2017	\$4000 - Title I Part A	School faculty and staff

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.**Goal 1:**

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

Measurable Objective 1:

collaborate to effectively collect, analyze, and use data to improve teaching and learning experiences for all students by 05/25/2017 as measured by increased assessment scores.

Strategy1:

Data Analysis - Teachers will meet in data meeting, vertical team meetings, and grade level meetings during Early Release professional development and informal meetings to analyze student achievement throughout the year. This is an on-going process.

Category: Implement Guidance and Counseling Plan

Research Cited: Alabama College and Career Ready Standards

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in data meetings, both grade level and subject area, to analyze student data. Teachers will identify strengths and weaknesses to adapt their classroom instruction.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Activity - Vertical Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in vertical teams within our school and with the high school to align standards for student success. Student data will be analyzed.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Activity - Scantron Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Scantron reports to analyze student strengths and weaknesses. Classroom instruction will be adjusted to focus on the weaknesses.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Measurable Objective 2:

demonstrate student proficiency (pass rate) of a 5% increase in Reading from 50% to 55% and a 5% increase in Math from 44% to 49% by 05/25/2017 as measured by ACT Aspire.

Strategy1:

Instructional Diversity - West Point Middle School faculty will implement various teaching resources aligned to college and career ready standards in all subject areas to help align learning to meet the individual student and improve student achievement. These include, but are not limited to: A+ College Ready curriculum, AMSTI resources, I21 Zone materials, Google Apps, Discovery Education, and SCANTRON assessment. This strategy will be monitored with walk-through evaluations and assessment results.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama College and Career Ready Standards

Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate technology into the lessons they are teaching as much as possible in an effort to reach every learner. Chromebooks and computers in the computer labs will be available for teachers to use in their lessons. Digital projectors, document cameras, Apple TV's and other digital devices will allow for easier integration.	Technology	08/10/2016	05/25/2017	\$4000 - Title I Part A	School faculty and staff

ACIP

West Point Middle School

Activity - I21 Zone Phase II	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will continue to move toward implementation of technology in the classroom. I21 Zone training will provide teachers the opportunity to learn new and innovative ways to use technology in the classroom to improve student achievement.	Technology	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Activity - Discovery Education Science Techbook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will implement curriculum provided to them through Discovery Education Techbook, as well as A+ College Ready and AMSTI. All activities are aligned to the College and Career Ready Standards. Teachers attended six days of training this summer and will continue to attend follow up sessions throughout the year.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Activity - PreAP Laying the Foundations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English/Reading and Mathematics teachers will implement the curriculum provided by A+ College Ready. Teachers attended four days of summer training and will continue to attend follow-up sessions during the school year. A+ representatives also visit the school to provide support.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff.

Activity - Universal Screener -- Scantron	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Scantron, a universal screener, will be used to assess students three times a year for progress monitoring. This assessment will allow teachers to gauge their instruction and make changes as needed. Scantron will also help to identify at-risk students who can be placed in skills classes to provide the support they need.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Goal 2:

Identify barriers to teaching and learning

Measurable Objective 1:

collaborate to find foundational documents, materials, and training to teach academic, personal/social standards, as well as College and Career Ready Standards by 05/25/2017 as measured by improved assessment scores and student survey results.

Strategy1:

Professional Development Opportunities - Teachers will look for and attend professional learning opportunities to address student needs. These are not only content related, but also social and personal need related.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Alabama College and Career Read Standards

Activity - Conference/Workshop Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend conferences/workshops they may find to help improve students' academic and personal/social skills.	Academic Support Program	08/10/2016	05/25/2017	\$4000 - Title I Part A	School faculty and staff

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

Goal 1:

Establish an informative two-way dialogue between home and school to engage parents in the school environment.

Measurable Objective 1:

collaborate to build a good foundation of communication between school and home. by 05/25/2017 as measured by Parent Survey in May.

Strategy1:

Engaging Parents/Teachers - Build a sense of school community by exchanging information about upcoming events in the school or in a child's life will enable parents and teachers to monitor a student's progress and reinforce key messages.

Category: Implement Community Based Support and Intervention System

Research Cited: This is the most important method for engaging parents as all other types of involvement depend on a foundation of good communication.

Activity - Use of a voicemail system to share information	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WPMS utilizes the Connect Ed phone system to keep parents informed of upcoming events, as well as emergency situations	Parent Involvement	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Activity - Websites - schools, classes, departments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
West Point Middle School has a website that can be accessed directly with the web address or through the system's web site. This site is wpm.ccboe.org . Teachers post their lesson plans as well as messages to parents and students. Announcements of events can be found here as well as helpful information such as science fair rules, a school calendar, and contact information for special programs or parent concerns.	Parent Involvement	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

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Activity - School newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Newsletters will be sent home twice in a grading period, with progress reports and report cards.	Parent Involvement	08/10/2016	05/25/2017	\$500 - Title I Schoolwide	School faculty and staff

Goal 2:

Transition Goal

Measurable Objective 1:

collaborate to assist students in transitioning from one grade to the next and one school to the next. by 05/25/2017 as measured by observations and discussions.

Strategy1:

Transitioning Students- Orientation programs - Students enrolled in West Point Intermediate are oriented to the middle school in the spring before they attend the middle school. When a new student enrolls at West Point Middle School during the school year, the student is introduced to classmates and teachers. When eighth grade students leave West Point Middle to attend ninth grade at West Point High School many transition activities occur. West Point High School counselors meet in the spring with the eighth grade students during their History class to talk with the students and assist them with selecting correct courses.

Category: Implement Guidance and Counseling Plan

Research Cited: Alabama Course of Study and Graduation Requirements

Activity - Student Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Beginning in Spring 2015, we started a "Move-Up" day. Our 6th grader moved to 7th grade, our 7th grade moved to 8th grade and our 8th grade went to the high school. The students spent about 2 hours switching classes in the "new grade" getting to know the teachers and learning a little about the differences in grade levels. The students enjoyed the opportunity and so did the teachers. It is a tradition we will continue. Students enrolled in West Point Intermediate were also oriented to the middle school in the spring. They came to our building one afternoon and switched classes between the 6th grade teachers. A parent meeting was also offered in May for all upcoming 6th graders. An open house for 6th grade students only was held on Sunday, August 7, 2016. The open house for all other students was held on Monday, August 8.</p> <p>New students are enrolled during the summer. The guidance counselor is always available to help identify current ability and placement of students. Parents receive a materials list to assist students in acquiring the needed materials to succeed. When a new student enrolls at West Point Middle School during the school year, the student is introduced to classmates and teachers. Parents and Guardians are informed of class rules, supplies needed, and other pertinent information deemed necessary. When eighth grade students leave West Point Middle to attend ninth grade at West Point High School many transition activities occur. West Point High School counselors meet in the spring with the eighth grade students during their science class to talk with the students and assist them with selecting correct courses. Assistance is provided to the eighth grade students by the faculty and administration in their selection of freshman courses. The eighth grade students participate in a field trip to tour the high school campus and are given the opportunity to meet and talk with the faculty and administration of the high school. This occurs during the last month of the school year. Orientation is provided for eighth grade students and their parents at the high school. This event is held just a few days following the meeting of the counselors with the students in the spring. Counselors from the Career Center meet with the 8th grade students to introduce them to the programs available at the Cullman County Career Center. Agribusiness teacher and Home Ec teacher meets with all 8th graders to inform them of the opportunities available to them as 9th graders</p>	<p>Other Career Preparation/ Orientation</p>	<p>08/10/2016</p>	<p>05/25/2017</p>	<p>\$0 - No Funding Required</p>	<p>Principals, guidance counselors, teachers from WPM, WPI, and WPH</p>

Goal 3:

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

Measurable Objective 1:

demonstrate student proficiency (pass rate) of a 5% increase in Reading from 50% to 55% and a 5% increase in Math from 44% to 49% by 05/25/2017 as measured by ACT Aspire.

Strategy1:

Instructional Diversity - West Point Middle School faculty will implement various teaching resources aligned to college and career ready standards in all subject areas to help align learning to meet the individual student and improve student achievement. These include, but are not limited to: A+ College Ready curriculum, AMSTI resources, I21 Zone materials, Google Apps, Discovery Education, and SCANTRON assessment. This strategy will be monitored with walk-through evaluations and assessment results.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama College and Career Ready Standards

Activity - PreAP Laying the Foundations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English/Reading and Mathematics teachers will implement the curriculum provided by A+ College Ready. Teachers attended four days of summer training and will continue to attend follow-up sessions during the school year. A+ representatives also visit the school to provide support.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff.

Activity - Universal Screener -- Scantron	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Scantron, a universal screener, will be used to assess students three times a year for progress monitoring. This assessment will allow teachers to gauge their instruction and make changes as needed. Scantron will also help to identify at-risk students who can be placed in skills classes to provide the support they need.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate technology into the lessons they are teaching as much as possible in an effort to reach every learner. Chromebooks and computers in the computer labs will be available for teachers to use in their lessons. Digital projectors, document cameras, Apple TV's and other digital devices will allow for easier integration.	Technology	08/10/2016	05/25/2017	\$4000 - Title I Part A	School faculty and staff

Activity - I21 Zone Phase II	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will continue to move toward implementation of technology in the classroom. I21 Zone training will provide teachers the opportunity to learn new and innovative ways to use technology in the classroom to improve student achievement.	Technology	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

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West Point Middle School

Activity - Discovery Education Science Techbook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will implement curriculum provided to them through Discovery Education Techbook, as well as A+ College Ready and AMSTI. All activities are aligned to the College and Career Ready Standards. Teachers attended six days of training this summer and will continue to attend follow up sessions throughout the year.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Measurable Objective 2:

collaborate to effectively collect, analyze, and use data to improve teaching and learning experiences for all students by 05/25/2017 as measured by increased assessment scores.

Strategy1:

Data Analysis - Teachers will meet in data meeting, vertical team meetings, and grade level meetings during Early Release professional development and informal meetings to analyze student achievement throughout the year. This is an on-going process.

Category: Implement Guidance and Counseling Plan

Research Cited: Alabama College and Career Ready Standards

Activity - Scantron Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Scantron reports to analyze student strengths and weaknesses. Classroom instruction will be adjusted to focus on the weaknesses.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Activity - Vertical Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in vertical teams within our school and with the high school to align standards for student success. Student data will be analyzed.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in data meetings, both grade level and subject area, to analyze student data. Teachers will identify strengths and weaknesses to adapt their classroom instruction.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Goal 4:

Identify barriers to teaching and learning

Measurable Objective 1:

collaborate to find foundational documents, materials, and training to teach academic, personal/social standards, as well as College and SY 2016-2017

Career Ready Standards by 05/25/2017 as measured by improved assessment scores and student survey results.

Strategy1:

Professional Development Opportunities - Teachers will look for and attend professional learning opportunities to address student needs. These are not only content related, but also social and personal need related.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Alabama College and Career Read Standards

Activity - Conference/Workshop Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend conferences/workshops they may find to help improve students' academic and personal/social skills.	Academic Support Program	08/10/2016	05/25/2017	\$4000 - Title I Part A	School faculty and staff

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

By the end of the 2015-16 school year, 100% of all students will score At or Above the proficiency level on the ASPIRE Reading Assessment.

Measurable Objective 1:

100% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency scoring in Levels 3 or 4 in Reading by 05/25/2016 as measured by ASPIRE Results.

Strategy1:

Improve reading skills for the Common Core objectives - Improve reading instruction in all reading classes to improve comprehension and thinking skills.

Category:

Research Cited: Staff will implement appropriate strategies to improve reading instruction in all class.

Activity - Pace, Monitor and Assess Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will create lesson plans on a weekly basis to ensure all objectives are covered throughout the year. Teacher will use the lesson plans to determine strategies to be used and resources needed. The objective for each day will be posted in the classroom.	Academic Support Program	08/05/2015	05/25/2016	\$0 - No Funding Required	All reading and language teachers.

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Activity - Integrate Technology in Classroom Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use a variety of instructional technology to help students master standards being taught in the reading classroom. These will include: Compass Learning, Icurio, Discovery Education, Nearpod, Google Apps, and other strategies that are taught through I21Zone training.	Academic Support Program Technology	08/05/2015	05/25/2016	\$0 - District Funding	All reading, language and skills teachers.

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use a variety of instructional strategies. These will include: monitor the reading by using before, during, and after questioning strategies in reading lessons and the use of I do, We do, and You do strategy, when appropriate.	Direct Instruction	08/05/2015	05/25/2016	\$0 - No Funding Required	All reading and language teachers. All teachers are responsible for implementation of ELA this year, as addressed by Common Core.

Goal 2:

Transition Goal

Measurable Objective 1:

collaborate to assist students in transitioning from one grade to the next and one school to the next. by 05/25/2017 as measured by observations and discussions.

Strategy1:

Transitioning Students- Orientation programs - Students enrolled in West Point Intermediate are oriented to the middle school in the spring before they attend the middle school. When a new student enrolls at West Point Middle School during the school year, the student is introduced to classmates and teachers. When eighth grade students leave West Point Middle to attend ninth grade at West Point High School many transition activities occur. West Point High School counselors meet in the spring with the eighth grade students during their History class to talk with the students and assist them with selecting correct courses.

Category: Implement Guidance and Counseling Plan

Research Cited: Alabama Course of Study and Graduation Requirements

Activity - Student Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Beginning in Spring 2015, we started a "Move-Up" day. Our 6th grader moved to 7th grade, our 7th grade moved to 8th grade and our 8th grade went to the high school. The students spent about 2 hours switching classes in the "new grade" getting to know the teachers and learning a little about the differences in grade levels. The students enjoyed the opportunity and so did the teachers. It is a tradition we will continue. Students enrolled in West Point Intermediate were also oriented to the middle school in the spring. They came to our building one afternoon and switched classes between the 6th grade teachers. A parent meeting was also offered in May for all upcoming 6th graders. An open house for 6th grade students only was held on Sunday, August 7, 2016. The open house for all other students was held on Monday, August 8.</p> <p>New students are enrolled during the summer. The guidance counselor is always available to help identify current ability and placement of students. Parents receive a materials list to assist students in acquiring the needed materials to succeed. When a new student enrolls at West Point Middle School during the school year, the student is introduced to classmates and teachers. Parents and Guardians are informed of class rules, supplies needed, and other pertinent information deemed necessary. When eighth grade students leave West Point Middle to attend ninth grade at West Point High School many transition activities occur. West Point High School counselors meet in the spring with the eighth grade students during their science class to talk with the students and assist them with selecting correct courses. Assistance is provided to the eighth grade students by the faculty and administration in their selection of freshman courses. The eighth grade students participate in a field trip to tour the high school campus and are given the opportunity to meet and talk with the faculty and administration of the high school. This occurs during the last month of the school year. Orientation is provided for eighth grade students and their parents at the high school. This event is held just a few days following the meeting of the counselors with the students in the spring. Counselors from the Career Center meet with the 8th grade students to introduce them to the programs available at the Cullman County Career Center. Agribusiness teacher and Home Ec teacher meets with all 8th graders to inform them of the opportunities available to them as 9th graders</p>	<p>Other Career Preparation/ Orientation</p>	<p>08/10/2016</p>	<p>05/25/2017</p>	<p>\$0 - No Funding Required</p>	<p>Principals, guidance counselors, teachers from WPM, WPI, and WPH</p>

Goal 3:

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

Measurable Objective 1:

demonstrate student proficiency (pass rate) of a 5% increase in Reading from 50% to 55% and a 5% increase in Math from 44% to 49% by 05/25/2017 as measured by ACT Aspire.

Strategy1:

Instructional Diversity - West Point Middle School faculty will implement various teaching resources aligned to college and career ready standards in all subject areas to help align learning to meet the individual student and improve student achievement. These include, but are not limited to: A+ College Ready curriculum, AMSTI resources, I21 Zone materials, Google Apps, Discovery Education, and SCANTRON assessment. This strategy will be monitored with walk-through evaluations and assessment results.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama College and Career Ready Standards

Activity - Discovery Education Science Techbook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will implement curriculum provided to them through Discovery Education Techbook, as well as A+ College Ready and AMSTI. All activities are aligned to the College and Career Ready Standards. Teachers attended six days of training this summer and will continue to attend follow up sessions throughout the year.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Activity - PreAP Laying the Foundations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English/Reading and Mathematics teachers will implement the curriculum provided by A+ College Ready. Teachers attended four days of summer training and will continue to attend follow-up sessions during the school year. A+ representatives also visit the school to provide support.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff.

Activity - I21 Zone Phase II	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will continue to move toward implementation of technology in the classroom. I21 Zone training will provide teachers the opportunity to learn new and innovative ways to use technology in the classroom to improve student achievement.	Technology	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Activity - Universal Screener -- Scantron	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Scantron, a universal screener, will be used to assess students three times a year for progress monitoring. This assessment will allow teachers to gauge their instruction and make changes as needed. Scantron will also help to identify at-risk students who can be placed in skills classes to provide the support they need.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

ACIP

West Point Middle School

Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate technology into the lessons they are teaching as much as possible in an effort to reach every learner. Chromebooks and computers in the computer labs will be available for teachers to use in their lessons. Digital projectors, document cameras, Apple TV's and other digital devices will allow for easier integration.	Technology	08/10/2016	05/25/2017	\$4000 - Title I Part A	School faculty and staff

Measurable Objective 2:

collaborate to effectively collect, analyze, and use data to improve teaching and learning experiences for all students by 05/25/2017 as measured by increased assessment scores.

Strategy1:

Data Analysis - Teachers will meet in data meeting, vertical team meetings, and grade level meetings during Early Release professional development and informal meetings to analyze student achievement throughout the year. This is an on-going process.

Category: Implement Guidance and Counseling Plan

Research Cited: Alabama College and Career Ready Standards

Activity - Scantron Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Scantron reports to analyze student strengths and weaknesses. Classroom instruction will be adjusted to focus on the weaknesses.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Activity - Vertical Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in vertical teams within our school and with the high school to align standards for student success. Student data will be analyzed.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in data meetings, both grade level and subject area, to analyze student data. Teachers will identify strengths and weaknesses to adapt their classroom instruction.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Goal 4:

Identify barriers to teaching and learning

Measurable Objective 1:

collaborate to find foundational documents, materials, and training to teach academic, personal/social standards, as well as College and SY 2016-2017

Career Ready Standards by 05/25/2017 as measured by improved assessment scores and student survey results.

Strategy1:

Professional Development Opportunities - Teachers will look for and attend professional learning opportunities to address student needs. These are not only content related, but also social and personal need related.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Alabama College and Career Read Standards

Activity - Conference/Workshop Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend conferences/workshops they may find to help improve students' academic and personal/social skills.	Academic Support Program	08/10/2016	05/25/2017	\$4000 - Title I Part A	School faculty and staff

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

Goal 1:

Progression of EL students toward language acquisition

Measurable Objective 1:

demonstrate a proficiency Of 57% of English Learner Students in achieving adequate progress language acquisition (APLA). The number of ELL students district wide attaining English Proficiency will be at least 22% in English Language Arts by 05/25/2017 as measured by ACCESS for ELLs 2.0.

Strategy1:

Core EL Instruction - EL Teachers will engage in student goal setting for ELLs who did not show adequate progress during the school year. EL and classroom teachers will collaborate to determine an instructional plan for ELL students. EL and Classroom teachers will collaborate to implement instructional strategies using core EL program SDAIE-Specially Designed Academic Instruction in English, to assure achievement of Reading and Math goals.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACCESS for ELLs 2.0 score reports, SDAIE Research

ACIP

West Point Middle School

Activity - Green Folder Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teachers will facilitate training for all teachers to provide information about the core EL program, WIDA standards, ACCESS Reports, Individualized English Language Plan (IELP), and distribute green EL folders to share components of the EL Plan and to be used as a tool to collect information and accommodations.	Professional Learning Academic Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	EL Teacher, Classroom Teachers, Administration

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of school, the EL Teachers will review and analyze comprehensive data for identified Limited English Proficient (LEP) students who have not shown adequate progress and will collaborate these findings with the EL Committee.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	EL Teachers, Classroom Teachers with ELL students.

Activity - Teacher Collaboration for Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teacher, classroom teacher, and EL Committee will determine accommodations for LEP students, monitor progress for LEP students, and adjust IELP as needed throughout the year. EL teacher will document IELP using Ellevation. EL Teachers will monitor FLEP students throughout the year.	Academic Support Program Direct Instruction Behavioral Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	EL Teacher, Classroom Teachers, Administration

Goal 2:

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

Measurable Objective 1:

collaborate to effectively collect, analyze, and use data to improve teaching and learning experiences for all students by 05/25/2017 as measured by increased assessment scores.

Strategy1:

Data Analysis - Teachers will meet in data meeting, vertical team meetings, and grade level meetings during Early Release professional development and informal meetings to analyze student achievement throughout the year. This is an on-going process.

Category: Implement Guidance and Counseling Plan

Research Cited: Alabama College and Career Ready Standards

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in data meetings, both grade level and subject area, to analyze student data. Teachers will identify strengths and weaknesses to adapt their classroom instruction.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Activity - Scantron Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Scantron reports to analyze student strengths and weaknesses. Classroom instruction will be adjusted to focus on the weaknesses.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Activity - Vertical Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in vertical teams within our school and with the high school to align standards for student success. Student data will be analyzed.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Measurable Objective 2:

demonstrate student proficiency (pass rate) of a 5% increase in Reading from 50% to 55% and a 5% increase in Math from 44% to 49% by 05/25/2017 as measured by ACT Aspire.

Strategy1:

Instructional Diversity - West Point Middle School faculty will implement various teaching resources aligned to college and career ready standards in all subject areas to help align learning to meet the individual student and improve student achievement. These include, but are not limited to: A+ College Ready curriculum, AMSTI resources, I21 Zone materials, Google Apps, Discovery Education, and SCANTRON assessment. This strategy will be monitored with walk-through evaluations and assessment results.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama College and Career Ready Standards

Activity - PreAP Laying the Foundations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English/Reading and Mathematics teachers will implement the curriculum provided by A+ College Ready. Teachers attended four days of summer training and will continue to attend follow-up sessions during the school year. A+ representatives also visit the school to provide support.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff.

Activity - I21 Zone Phase II	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will continue to move toward implementation of technology in the classroom. I21 Zone training will provide teachers the opportunity to learn new and innovative ways to use technology in the classroom to improve student achievement.	Technology	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate technology into the lessons they are teaching as much as possible in an effort to reach every learner. Chromebooks and computers in the computer labs will be available for teachers to use in their lessons. Digital projectors, document cameras, Apple TV's and other digital devices will allow for easier integration.	Technology	08/10/2016	05/25/2017	\$4000 - Title I Part A	School faculty and staff

Activity - Discovery Education Science Techbook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will implement curriculum provided to them through Discovery Education Techbook, as well as A+ College Ready and AMSTI. All activities are aligned to the College and Career Ready Standards. Teachers attended six days of training this summer and will continue to attend follow up sessions throughout the year.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Activity - Universal Screener -- Scantron	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Scantron, a universal screener, will be used to assess students three times a year for progress monitoring. This assessment will allow teachers to gauge their instruction and make changes as needed. Scantron will also help to identify at-risk students who can be placed in skills classes to provide the support they need.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

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

Goal 1:

Progression of EL students toward language acquisition

Measurable Objective 1:

demonstrate a proficiency Of 57% of English Learner Students in achieving adequate progress language acquisition (APLA). The number of ELL students district wide attaining English Proficiency will be at least 22% in English Language Arts by 05/25/2017 as measured by ACCESS for ELLs 2.0.

Strategy1:

Core EL Instruction - EL Teachers will engage in student goal setting for ELLs who did not show adequate progress during the school year. EL and classroom teachers will collaborate to determine an instructional plan for ELL students. EL and Classroom teachers will collaborate to implement instructional strategies using core EL program SDAIE-Specially Designed Academic Instruction in English, to assure achievement of Reading and Math goals.

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACCESS for ELLs 2.0 score reports, SDAIE Research

Activity - Green Folder Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teachers will facilitate training for all teachers to provide information about the core EL program, WIDA standards, ACCESS Reports, Individualized English Language Plan (IELP), and distribute green EL folders to share components of the EL Plan and to be used as a tool to collect information and accommodations.	Academic Support Program Professional Learning Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	EL Teacher, Classroom Teachers, Administration

Activity - Teacher Collaboration for Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teacher, classroom teacher, and EL Committee will determine accommodations for LEP students, monitor progress for LEP students, and adjust IELP as needed throughout the year. EL teacher will document IELP using Ellevation. EL Teachers will monitor FLEP students throughout the year.	Behavioral Support Program Academic Support Program Direct Instruction	08/10/2016	05/25/2017	\$0 - No Funding Required	EL Teacher, Classroom Teachers, Administration

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of school, the EL Teachers will review and analyze comprehensive data for identified Limited English Proficient (LEP) students who have not shown adequate progress and will collaborate these findings with the EL Committee.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	EL Teachers, Classroom Teachers with ELL students.

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

Goal 1:

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

Measurable Objective 1:

demonstrate student proficiency (pass rate) of a 5% increase in Reading from 50% to 55% and a 5% increase in Math from 44% to 49% by 05/25/2017 as measured by ACT Aspire.

Strategy1:

Instructional Diversity - West Point Middle School faculty will implement various teaching resources aligned to college and career ready standards in all subject areas to help align learning to meet the individual student and improve student achievement. These include, but are not limited to, the following:

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not limited to: A+ College Ready curriculum, AMSTI resources, I21 Zone materials, Google Apps, Discovery Education, and SCANTRON assessment. This strategy will be monitored with walk-through evaluations and assessment results.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama College and Career Ready Standards

Activity - Universal Screener -- Scantron	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Scantron, a universal screener, will be used to assess students three times a year for progress monitoring. This assessment will allow teachers to gauge their instruction and make changes as needed. Scantron will also help to identify at-risk students who can be placed in skills classes to provide the support they need.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Activity - I21 Zone Phase II	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will continue to move toward implementation of technology in the classroom. I21 Zone training will provide teachers the opportunity to learn new and innovative ways to use technology in the classroom to improve student achievement.	Technology	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Activity - PreAP Laying the Foundations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English/Reading and Mathematics teachers will implement the curriculum provided by A+ College Ready. Teachers attended four days of summer training and will continue to attend follow-up sessions during the school year. A+ representatives also visit the school to provide support.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff.

Activity - Discovery Education Science Techbook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will implement curriculum provided to them through Discovery Education Techbook, as well as A+ College Ready and AMSTI. All activities are aligned to the College and Career Ready Standards. Teachers attended six days of training this summer and will continue to attend follow up sessions throughout the year.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Activity - Digital Curriculum Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate technology into the lessons they are teaching as much as possible in an effort to reach every learner. Chromebooks and computers in the computer labs will be available for teachers to use in their lessons. Digital projectors, document cameras, Apple TV's and other digital devices will allow for easier integration.	Technology	08/10/2016	05/25/2017	\$4000 - Title I Part A	School faculty and staff

Measurable Objective 2:

collaborate to effectively collect, analyze, and use data to improve teaching and learning experiences for all students by 05/25/2017 as measured by increased assessment scores.

Strategy1:

Data Analysis - Teachers will meet in data meeting, vertical team meetings, and grade level meetings during Early Release professional development and informal meetings to analyze student achievement throughout the year. This is an on-going process.

Category: Implement Guidance and Counseling Plan

Research Cited: Alabama College and Career Ready Standards

Activity - Vertical Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in vertical teams within our school and with the high school to align standards for student success. Student data will be analyzed.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in data meetings, both grade level and subject area, to analyze student data. Teachers will identify strengths and weaknesses to adapt their classroom instruction.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Activity - Scantron Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Scantron reports to analyze student strengths and weaknesses. Classroom instruction will be adjusted to focus on the weaknesses.	Academic Support Program	08/10/2016	05/25/2017	\$0 - No Funding Required	School faculty and staff

Goal 2:

Identify barriers to teaching and learning

Measurable Objective 1:

collaborate to find foundational documents, materials, and training to teach academic, personal/social standards, as well as College and Career Ready Standards by 05/25/2017 as measured by improved assessment scores and student survey results.

Strategy1:

Professional Development Opportunities - Teachers will look for and attend professional learning opportunities to address student needs. These are not only content related, but also social and personal need related.

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Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Alabama College and Career Read Standards

Activity - Conference/Workshop Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend conferences/workshops they may find to help improve students' academic and personal/social skills.	Academic Support Program	08/10/2016	05/25/2017	\$4000 - Title I Part A	School faculty and staff

Component 3: Instruction by Qualified Staff

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

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

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

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

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

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

Component 4: Strategies to Attract Qualified Teachers

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

This year has been one of our biggest turnover years. Our assistant principal took a position at another school. This is the first year for our new assistant in a leadership role. However, she has 20+ years experience in the classroom. One of our veteran math teachers also left us. He was replaced by a 4th year teacher who moved to middle school from high school. We also lost a history teacher, but he was replaced with an experienced teacher. Although we feel like we have had a lot of movement, we do not have any first year teachers on our campus. All teachers have 3+ years of experience.

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

We have 3 teachers on staff who are beginning their 4th year.. All other teachers on staff have been teaching for 8+ years. Many of our teachers are at the 10+ mark and a few are at the 20+ mark. A high percentage of teachers have attained Master's Degrees in their certification area.

3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

Again, while we have experienced change this year, we have replaced those teachers with experienced effective teachers. All the teachers who left us moved on in their career to a leadership role. Therefore, we do not feel like we need initiatives to lower this rate.

Component 5: High Quality and Ongoing Professional Development

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

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

A+ College Ready workshops (summer and fall)

AMSTI workshops held throughout the year

I21Zone training from the district level.

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

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

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

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

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

Teachers, principals, and other staff will attend professional development opportunities offered to them that are relevant to student success in the classroom and creating a whole school environment. I21 Zone training is being offered to teachers at the district level. All of our teachers are participating. Early Release days (first Wednesday of each month) are also being used to train teachers on technology, safety, and additional professional development opportunities. AMSTI continues to offer training for math and science teachers. Laying the Foundation training is being offered for 6-8 grade science, math, reading, and history teachers. Grade level meetings to discuss assessment results and student achievement will be used throughout the year. The county Technology conference was held just before school started with all teachers attending and learning new ideas.

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

Although we have no new teachers, in the past, new teachers on our campus have been assigned a mentor and who work on a daily basis to ensure the new teachers are getting the support they need to be successful. The district has develop guidelines which will be followed to ensure that new teachers acquire the assistance they need to be successful.

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

Teachers will be evaluated through the use of the Educate Alabama system. They are required each year to develop a PLP which identifies
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standards they wish to focus their learning on. Teachers will be given the opportunity to attend professional learning opportunities to help strengthen these areas.

Component 6: Transition Strategies

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

Beginning in Spring 2015, we started a "Move-Up" day. Our 6th grade moved to 7th grade, our 7th grade moved to 8th grade and our 8th grade went to the high school. The students spent about 2 hours switching classes in the "new grade" getting to know the teachers and learning a little about the differences in grade levels. The students enjoyed the opportunity and so did the teachers. It is a tradition we continued last spring and will continue for a while. Students enrolled in West Point Intermediate were also oriented to the middle school in the spring. They came to our building one afternoon and switched classes between the 6th grade teachers. A parent meeting was also offered in May for all upcoming 6th graders. An open house for 6th grade students only was held on Sunday, August 7, 2016. The open house for all other students was held on Monday, August 8.

New students are enrolled during the summer. The guidance counselor is always available to help identify current ability and placement of students. Parents receive a materials list to assist students in acquiring the needed materials to succeed. When a new student enrolls at West Point Middle School during the school year, the student is introduced to classmates and teachers. Parents and Guardians are informed of class rules, supplies needed, and other pertinent information deemed necessary.

When eighth grade students leave West Point Middle to attend ninth grade at West Point High School many transition activities occur. West Point High School counselors meet in the spring with the eighth grade students during their science class to talk with the students and assist them with selecting correct courses. Assistance is provided to the eighth grade students by the faculty and administration in their selection of freshman courses. The eighth grade students participate in a field trip to tour the high school campus and are given the opportunity to meet and talk with the faculty and administration of the high school. This occurs during the last month of the school year. Orientation is provided for eighth grade students and their parents at the high school. This event is held just a few days following the meeting of the counselors with the students in the spring. Counselors from the Career Center meet with the 8th grade students to introduce them to the programs available at the Cullman County Career Center. Agribusiness teacher and Home Ec teacher meets with all 8th graders to inform them of the opportunities available to them as 9th graders

Component 7: Teacher Participation in Making Assessment Decisions

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

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

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

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

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

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

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

- At -risk 6th, 7th, and 8th grade students are scheduled in a study skills/enrichment class that meets each day. The teachers of those classes use that time for peer-tutoring, homework help, reading, AR tests, and time in the computer lab working on sites geared toward one of the four-core areas.
- Parent/Teacher conferences are scheduled regularly, either by the parent or the teacher.
- The school website lists resources that students and parents can use for additional academic help.
- Parents may use email to communicate with teachers about student progress or other questions.
- Each teacher has a website that is updated at least weekly. The websites list assignments and test dates so the parents can keep informed of classroom activities.
- Progress Reports are sent home at the middle of each grading period. Academic Report cards are sent home at the end of every 9 week grading period. With each of these reports, a parent newsletter is sent home. We include upcoming events, school happenings and a little helpful hints for parents on each newsletter.
- Special Education and some reading classes use the Auto Skills computer program to help the lower level reading students.
- 6th grade students are enrolled in an advisory class. These classes are used to help reinforce materials being taught during the school day and give the students a feeling of security.
- We encourage parental involvement in education through school conferences, telephone conversations and notes home.
- All teachers are available before school and during break for additional help to struggling students.

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

West Point Middle School teachers are utilizing many teaching strategies to differentiate instruction in an attempt to reach all learners. These

vary from classroom to classroom depending on what that particular teacher has found works for them and their students. Through I21Zone training, the teachers are learning to incorporate technology in their classroom. Compass Learning, Icurio, and Discovery Education are also being used to help differentiate instruction. Many teachers use Google Classroom as a resource to help students stay organized with information.

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

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

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

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

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

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

Regularly scheduled parent/teacher conferences

Phone calls to communicate with the parent

School Website

Academic progress reports every four weeks

INow at Home

Report cards at the end of the nine weeks.

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

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

Coordination and integration of federal, state and local services and programs is a collaborative effort between faculty, staff, parents, administration and county office officials. In order to ensure the collaboration between the various groups, the principal will work diligently to ensure the plan is implemented and evaluated effectively. These funds will be coordinated to meet the needs of the school. West Point Middle School will use Title I monies to fund a portion of 2 teachers salaries, acquire parental involvement resources and provide professional development opportunities. Additional monies will be allocated for instructional materials that the teachers need in their classrooms.

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

Our Title I budget this year is \$61, 548.00. West Point Middle School will use Title I monies to fund a portion of 2 teachers salaries. Parental involvement is being enhanced through the purchase of calendars and planners for at-risk students. Also paper and toner cartridges will be purchased for sending home newsletters, progress reports and other materials. Teachers will be using a portion of the money to attend professional development opportunities. The remainder of the money will be use for instructional supplies that teachers need for their classroom. These will include projectors, computers, reading, writing, and mathematics material.

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

Title I funds a portion of 2 teachers salaries for WPMS. DARE officers are funded through grants. Social Workers are funded at selected schools.

Component 10: Evaluation

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

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

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

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

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

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

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

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

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

Our transition goal and our communication goal are the same as last year. While we feel like we did a good job with these goals, these are
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goals we want to address every year.

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

Our reading and math goals were changed from last year to address our ASPIRE results from last year.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	19.39	19.39	949,264.00
Administrator Units	1.00	1	85,860.00
Assistant Principal	0.50	.5	32,970.00
Counselor	1.00	1	54,120.00
Librarian	1.00	1	54,816.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	3,876.00
Professional Development	0.00	0	1,460.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	9,281.00
Library Enhancement	0.00	0	487.00
Totals			1,192,134.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	62744.54

Provide a brief explanation and breakdown of expenses.

T-1 (61548.00)

P/I (1196.54)

Teacher = 2 FTE = .86 Salary and Benefits = 50337.80

Classroom Materials and Supplies - (400 - 499) = 7610.19

Parental Involvement - (413) Folders and Planners = 1196.54

Professional Development - (180 & 200-299) = 387.65

Professional Development - (300 - 399) Registration and Travel = 3212.35

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title VI

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

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	19176.0

Provide a brief explanation and breakdown of expenses

.50 FTE

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

On August 30, 2016, the annual meeting for Title I parents was held in the Middle School library. Parents were notified of the meeting through announcements made at our Open House night and announcements on our school website, and through the all call system. Topics that were discussed at this year's meeting include:

What it means to be a Title I school

The 1% Set-Aside

The LEA Title I Plan

The LEA Parental Involvement Plan

The CIP

The School Parental Involvement Plan

School Parent Compacts

Introduction of Parent Leaders/Contacts

Requesting Qualifications of your child's teacher

The annual evaluation of the Parental Involvement Plan

During these meetings, parents had the opportunity to gather information about the existing plan, review the program components and requirements, and make suggestions concerning the improvements. They also had the opportunity to ask questions and voice concerns. Parents were given the opportunity to give their input into the schools program, school parental involvement policy and plan, LEA Parent Involvement Policy and Plan, periodic evaluation of the content and effectiveness of the Parental Involvement Policy and Plan. West Point Middle School has parent volunteers on the CIP who will be consulted in the spending of the funds. The representative parents will survey other parents for input on how parental involvement funds should be spent. They will be given the opportunity to approve purchases before funds are spent. Another meeting will be held annually to reconvene and make all final decisions on Parental Involvement Opportunities for the school year.

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

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

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

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

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

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

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

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

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

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

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

-This year INow Home Portal will be available. This system allows parents to access their child's grades through the internet. Student ID number and PIN numbers will be sent home with the progress reports first nine weeks.

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

Our school compact acknowledges the need for parents, school staff and West Point Middle School students to share responsibility for

improvement of student academic achievement. It will be used as a means to develop a partnership to help all students achieve or exceed proficiency of the state's academic content and performance standards. A form was produced and sent home with each student. Parent and students were to discuss what their responsibilities are and mark each of the items they feel they are responsible for in improving student achievement. These compacts will be kept on file at the school for use by all teachers. These school/parent compacts will be updated annually.

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

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

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

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

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

WPMS will accomplish this through its Open House held at the beginning of the school year. At this time, parents will receive information to help them understand the state's academic content and student academic achievement standards, the state and local academic assessments, requirements, and how to monitor student progress so they can work with teachers to improve their child's achievement. This will be accomplished through regularly scheduled meetings and through meetings with the system coordinator of the ELL program. The school will utilize the services of the system personnel to translate important messages into the native language of the students. The schools state report card, student standardized testing scores and other information is sent home to parents as these items are gathered.

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

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

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

Parents will be encouraged to take advantage of GED classes, technology training, and parenting classes offered in the county. When

programs are introduced by the county, information is sent out to our parents with flyers. We also include this information in our newsletters and on our school website.

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

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

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

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

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

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

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

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

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

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

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of

participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

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

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

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

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

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

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

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