



## **ACIP**

**Walter T. McKee Middle School**  
**Montgomery County Board of Education**

Mr. Patrick E Nelson  
4017 McInnis Road  
Montgomery, AL 36116

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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?**

Walter T. McKee Middle School was founded in August 2002 and opened its doors three miles south of the Southern Boulevard at 4017 McInnis Road (converging centrally, off Virginia Loop Road, Woodley Road and Narrow Lane Road), to over nine - hundred (900) students, which was two-hundred and twenty-four (224) over the projected enrollment of six-hundred and ninety (690). The student population consisted of children zoned for and/or living in the central and southern portions of the city of Montgomery, as well as those grandfathered in from the former Cloverdale Junior High School, which was a long time leader in academic and athletic excellence in the historic Old Cloverdale/Huntingdon College section of the city. Cloverdale Junior High School closed its public school doors in May 2002. During that time Southern Association of Colleges and Schools scheduled the school for its Annual Review Renewal. An appeal was filed to delay the review until the new school was opened. Mr. Jimmy Lawrence presented a temporary accreditation in the spring of 2003. McKee Middle School was named after former Montgomery County Public Schools' Superintendent, Walter T. McKee who served in the early 1960's. Mr. McKee's son, Walter T. McKee, Jr. served as the designing architect of the enormous state of the art, non-traditional architectural campus structure housing both the junior high school and its sister, Walter T. McKee Elementary School. The entire structure sits in a valley of a former cattle farm, and still contains the original silo as the school's identifying mark.

The students of Walter T. McKee Middle School are residents of Montgomery, AL an urban community with a population of 226,519. The average income is \$43,103, and the median home value is approximately \$116,300. The community has 89,143 families with an average family size of 2.48. The percentage of residents with school-age children has remained the same over the past four years. The racial composition of the community is predominantly black (58.1%), with approximately 34.5% white, 3.7% Hispanic, 2.2% Asian, and 1.06% other. The community has a mix of service industries, manufacturing, and retail businesses. The largest single employer is the federal government (Maxwell Air Force Base) with approximately 12,280 employees followed by State of Alabama with 11,830 employees. The religious orientation of the community is varied including the following houses of worship: Baptist, Catholic, Christian Scientists, Episcopalian, Greek Orthodox, Jewish, Lutheran, Methodist, Mormon, and Presbyterian.

Today, Walter T. McKee Middle School, designated Title I School-Wide, consists of fifty-five (55) certified staff members. The school administrative staff has been in place for the last five years, the principal has been at McKee for the last nine years. The faculty consists of two assistant principals, two guidance counselors, one media center specialist, one literacy coach, and forty-seven (40) classroom teachers. In addition to the certified staff, there are nineteen (19) support staff members including: five special education aides, five custodians, four Montgomery County Public Schools' (MPS) security officers, one secretary, one bookkeeper, one data entry person, one registrar, one retract aide, and one school nurse. Other support staff members include sixteen child nutrition workers, and fourteen bus drivers. One hundred of the certified staff members are Highly Qualified (HQ) according to the No Child Left Behind Act of 2001.

McKee Middle School currently has a student enrollment of 770 students: 371 males, and 399 females. There are 240 sixth graders, 265 seventh graders, and 265 eighth graders. The student population consists of 754 African-American students, 1 White student, 12 Hispanic students, 2 multi race students and 1 Native Hawaiian or other Pacific Islander. The 6th grade feeder elementary schools are Fitzpatrick, Seth Johnson, Floyd, Dannelly, Vaughn Road, E. D. Nixon, and Peter Crump Elementary.



## School's Purpose

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

The McKee Middle School Mission is to set high academic standards in a safe and nurturing learning environment in order to produce productive members of a diverse society. In keeping with the Montgomery Public School Vision: One focus...preparing students for life McKee Middle has aligned our vision with the districts. With our mission and our vision as our guide we have created an educational environment that prepares students academically, socially and emotionally for life. We have included in our ACIP goals and strategies designed to meet the academic needs of our students.

The goal of McKee Middle School is to have all students proficient on the state student performance assessment. The ACT Aspire was administered to 6th, 7th and 8th grade students at McKee Middle School in May 2017. Based on the ACT Aspire school wide results, 21% of our students were ready in Reading and 13% were ready in math. Global Scholar performance series is a computer-based assessment used to assess student performance in reading and is administered to students at McKee Middle School three times each year. The results of the assessment are used to make curriculum and instructional decisions and to ensure that we continue to focus on the mission and vision of McKee Middle School. Response to Instruction (RTI) is an instructional framework that is used to ensure that we are meeting the individual needs of our students academically and emotionally. (RTI) is designed to provide accommodations in the general education curriculum to better serve students who are struggling academically or not meeting the minimum criteria to pass. The ultimate purpose of the RTI process is to enhance the success of students with a variety of academic and/or behavior needs. McKee Middle School teachers incorporate instructional strategies and discipline plans based on RTI.

McKee Middle School will also implement Positive Action. Positive action will be used as a school wide model to improve student behavior. Positive Action focuses on social and character development in students. The goal is to promote positive actions from our students which will reduce instances of inappropriate behavior and enhance student academic performance.

## 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.**

Walter T. McKee Middle School has had several areas of noticeable achievement. There were school wide and grade level gains based on the ACT Aspire results. The school participates in initiatives that are designed to improve teaching and learning such as RTI, Positive Action and Global Scholar. These programs are designed to improve teaching and learning, to assist students emotionally, to assess student achievement, and to make the changes required so that our focus continues to preparing our students academically, socially and emotionally for life.

The school choir and band participate in competitions throughout the school year and have won several awards in those competitions. Students participate on athletics teams and have vied for city wide championships in several sports. The football team and the basketball team have won the city championship several times over the last five years. Many students are involved in clubs and other organizations and have at least one adult advocate in the school.

Teachers routinely participate in professional development activities that enhance their ability to deliver lessons that are engaging and meaningful. As a result of the hard work of our teachers students have participated in the system wide Math Bowl and have won awards at the science competition held at Alabama State University. Students participate yearly in the SECME math and science competition and have won various awards. Teachers have been recognized as Class Act Award Teachers and were presented with awards and featured on the local television station.

The school has partners in education that provide volunteers and resources for the school. The school sponsors a Pre-American Education Week luncheon for city leaders. Dignitaries from city and state agencies and churches are invited to the school for lunch as a way to celebrate mentors and to kick off American Education Week. Areas of improvement include reviewing and if necessary revising the school's mission statement. A committee will be created to review annually and revise, if necessary, the mission statement to reflect the commitment that McKee Middle School has to our students and staff.

Special challenges faced by McKee Middle School include the number of special education students. With the large number of special education students the teacher student ratio is disproportionate. Currently there 149 special education students in the general education population being serviced by five special education teachers and five paraprofessionals. Another area of focus is based on Survey indicator 5.3 which was rated at level 3, additional improvements can be made in training teachers to use testing data to plan for instruction, reteach and remediate students. The last areas of improvement are academic as described in the Continuous Improvement Plan. Instructional Strategies will continually be implemented to improve areas of weakness that were identified during the assessment of school data. The school focus areas of improvement include proficiency on academic performance test. We have included in our ACIP goals, strategies, and activities designed to help our students improve academically and to meet the achievement goals set.

ACT-Aspire data for 2016-2017 show that 19% of 6th grade students were proficient in reading; 17% of 7th grade students were proficient in reading, and 26% of 8th grade students were proficient in reading. Overall there was a 3% increase in the percentage of students scoring proficient in reading. In math 23% of 6th grade students were proficient in math; 8% of 7th grade students were proficient in math; and 7% of 8th grade students were proficient in math. School wide there was a 2% increase in the percentage of students scoring proficient in math. ACT Aspire data for 2015-2016 shows that 17% of six graders are proficient in reading; 18% of seven graders are proficient in reading; and 21% of 8th graders scored proficient in reading. Overall there was a 1% decrease in reading proficiency rate for all students on ACT Aspire from 19% in 2014-2015 to 18% in 2015-2016. In math 17% of sixth grade are proficient in math, 10% in seven grade, and 8% in 8th grade. There was a 3% decrease in 6th grade math in 2015-2016 from 20% in 2014-2015. However, the data from this assessment also revealed that there was a 6% decrease in reading proficiency rate for all students in grade 8 on the ACT Aspire from 27% in 2014-2015 to 21% in the SY 2017-2018

2015-2016 assessment.

The specific domains from ACT Aspire 2016-2017 show deficits in reading are in: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. These domains will be areas of focus. Deficits in math are in: Grade Level Progress, Foundation Skills, Modeling, The Number System, Expressions and Equations, Ratios and Proportional Relationships, Geometry, and Statistics and Probability.

For the 2016-2017 school year, all students were tested on Scantron Performance series. The 2016-17 data show that 38% of all students met the annual target in reading and 32% met the target in math. The data shows that there was a 3% increase school wide in reading and a 3% decrease school wide in math. Grade level reports show that 30% of 6th grade students met the annual target in reading; 43% of 7th grade students met the target in reading; and 42% of 8th grade students met the annual target in reading.

Scantron Performance data for 2015-2016 shows that 35% of all students met their annual growth target in reading and 35% in math.

Individual grade level reports in reading show that six grade 27%; seven grade 43% and 8th grade 37% did not meet the annual growth target. In math six grade 20 percent; seven grade 42 percent; and 8th grade 44 percent. There were 181 students far below the growth target in math and 154 in reading. There were 107 students who did not test. McKee Middle School showed improvement in the local school indicator of 3% decrease in defiance, disobedience, disrespectful words, and fighting.

The number of office referrals has decreased over the last two years. There were 525 office referrals in 2016-17. The number of office referrals decreased from 705 in 2015-16 and 1006 office referrals in 2014-2015. Absenteeism is critical to student achievement.

The student attendance rate has increased. Student attendance rate was 95.81% in 2016-17. Student attendance rate was 95.03 in 2015-16. The number of unexcused absentees decreased in 2015-2016 from 2042 to 1924. A comparative analysis was conducted of all students' unexcused absences for all grades between 2014-2015 school year. Data results revealed that there was an increase of 559 students (2014-2015) to 571 students during the 2015-2016 school year. Although enrollment increased, unexcused absences decreased.

## **Additional Information**

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

The faculty and staff at McKee Middle School recognize the importance of parents and other community stakeholders. We have included activities designed to improve community and family engagement.

# **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.**

McKee Middle School's stakeholders consist of parents, students, community members and school staff. There are several community churches and businesses that work closely with the school . These stakeholders are frequently informed of McKee Middle School's long-term goals, program changes, and curriculum development.

Prior to each school year, the stakeholders are notified via phone and mail that meetings concerning the Continuous Improvement Plan will take place. The meetings are scheduled during a time that is feasible for the stakeholders. During the initial continuous improvement plan meeting, the goals, strategies, and action steps from the previous year's plan are assessed. Additionally school data was analyzed to determine strengths and weaknesses. Data analyzed include Scantron Performance and Achievement results, ACT-Aspire results, attendance data, discipline data, and classroom assessment data. A new School Improvement Plan will be developed based on the needs of the students at McKee Middle School. Stakeholders are asked their input in areas of the parental and community engagement as well as academic, social and emotional supports. They also offer suggestions for reading and math strategies. The ACIP is reviewed every thirty days to add progress notes. The ACIP is also reviewed by the State yearly.

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

The stakeholders that participated in the development of the continuous improvement plan included teachers, counselors, parents, community members and administrators. Teachers were selected by administrators to serve on the ACIP Committee. There is one teacher from each content area;

math, science, English, social studies and special education. All stakeholders were responsible for reviewing school assessment data to determine strengths and weaknesses. ACIP participants then developed strategies based on identified weaknesses which would improve teaching and learning. Stakeholder groups participate in the continuous review process. The ACIP committee included the following:

Patrick Nelson-Principal

Melissa Williams-Assistant Principal

Jennifer Julius-Math Teacher

Monica Jackson-Science Teacher

Joseph Seals-English Teacher

Shayla Tullis-Math

Bennie Webb-Community Member

Cheray Williams-ELA

Gary Coleman- Technology Coordinator

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

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The final draft of the improvement plan will first be communicated to faculty and staff during faculty meetings. The entire plan will be discussed and reviewed. All faculty and staff members will also receive a copy of the ACIP by email. Parents and community members will be made aware of the ACIP when it is reviewed at the Title I Parental Engagement meeting. A paper copy will be available at the Title I Parental Involvement Meeting. Copies of the ACIP will be maintained in the main office, administrators office and the school library. Additionally a copy will be downloaded to the school website. The improvement plan will be reviewed several times each year. The plan will be updated monthly with progress notes included. The plan will also be reviewed in 2018 to determine if goals, objectives, strategies and activities are achieving the desired results.

The initial Title I Parental Engagement Meeting has been scheduled for October 3, 2017.



# 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	The Student Performance Data documents have been completed and uploaded.	ACT-Aspire School wide Report 2016-17 Scantron Performance Comparative Data ACT-Aspire Comparative Data

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

	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 well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

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

## Areas of Notable Achievement

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

Results of the Needs Assessment for McKee Middle School revealed that McKee Middle School has an overall combined school proficiency rate 17% on ACT Aspire in reading and math in 2016-2017 this shows an increase from 14.5% in 2015-16 and 14.01% in reading and math in 2014-2015.

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

An analysis of the ACT-Aspire data show overall there was a 3% increase in the percentage of students scoring proficient in reading. School wide there was a 2% increase in the percentage of students scoring proficient in math.

### Which area(s) indicate the overall highest performance?

The overall highest performing areas were 8th grade reading. For these students the proficiency level increased from 21% in 2016 to 26% in 2017. There was also an increase in the percentage of 6th grade students who were proficient in math. The proficiency rate for 6th grade students increased from 17% in 2016 to 23% in 2017.

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

The data for subgroups is not available at this time.

### Between which subgroups is the achievement gap closing?

The data for subgroups is not available at this time.

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

The findings from ACT Aspire are not consistent with finding from Scantron Performance Series assessment.

## **Areas in Need of Improvement**

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

The areas of math and reading school wide and all grade levels are below the expected levels of performance.

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

The areas that show a negative trend in performance are 7th and 8th grade reading. The ACT-Aspire scores decreased from 10% of students proficient in 2106 to 8% proficient in 2017. Eighth grade proficiency decreased from 11% proficient in 2016 to 7% proficient in 2017.

### **Which area(s) indicate the overall lowest performance?**

The areas that indicate the lowest areas of performance is 7th and 8th grade math.

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

Data for subgroups is not available at this time.

### **Between which subgroups is the achievement gap becoming greater?**

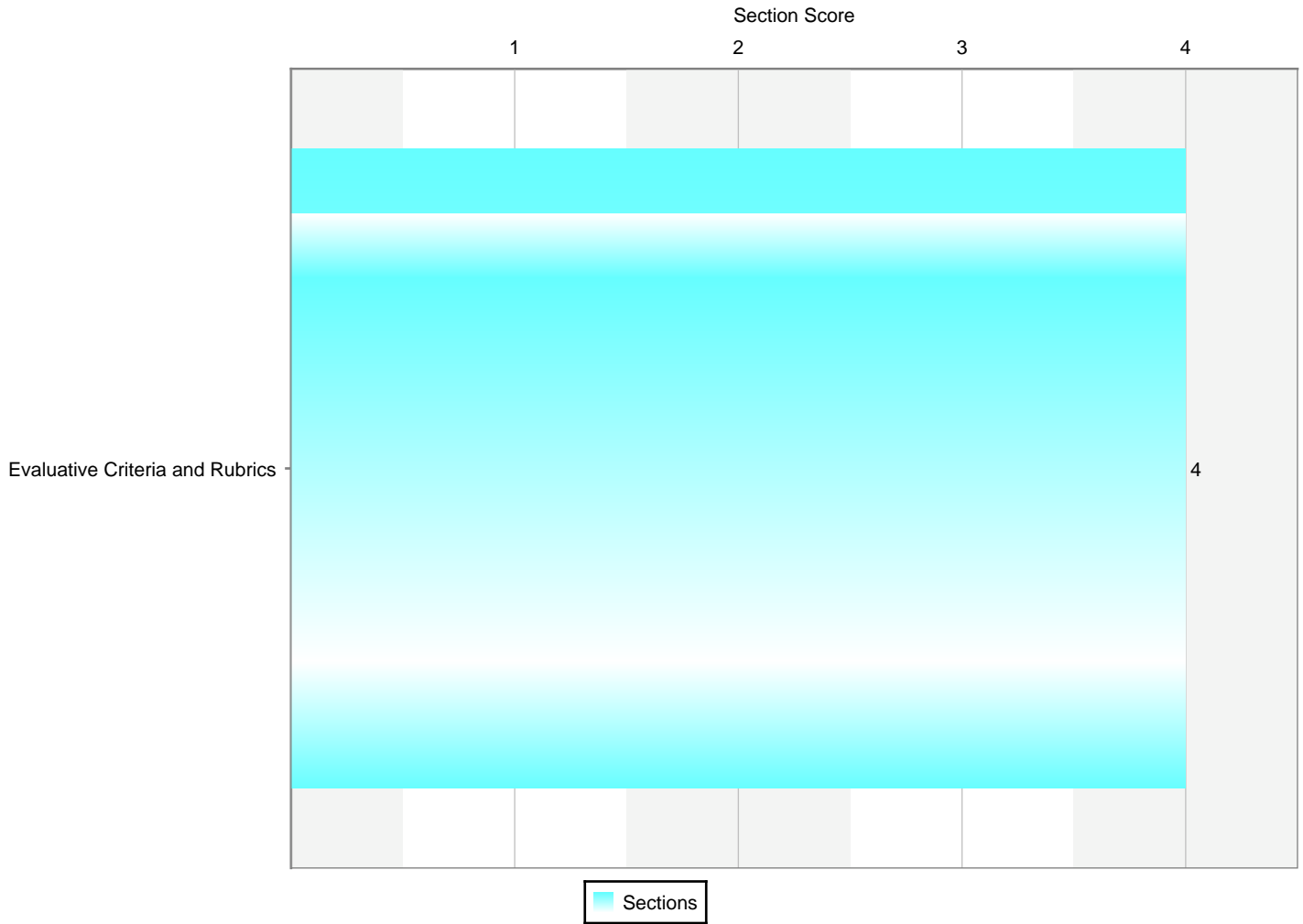
Data for subgroups is not available at this time.

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

The data is not consistent with the Scantron Performance data.

## Report Summary

### Scores By Section



# **ACIP Assurances**



## **Introduction**

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

## ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	The school has an instructional Leadership team composed of the following members Patrick Nelson-Principal Courtney Blackledge-Assistant Principal Melissa Williams-Assistant Principal Robyn Lindsey-Counselor Connie Lawhorne-Special Education Facilitator Victor Davis-Literacy Coach Shayla Chambliss-Math Teacher Merita Stovall-English Monica Jackson-Science Anita Watson-Social Studies	

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

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	Human Resources - Kim Pitts, Director of Human Resources and Ann Sippial, Director of Human Resources	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	The Parental Involvement Plan is attached.	

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	A copy of the School's Parent-Compact is attached.	Parent Compact

# **2017-2018 Plan for ACIP**

## **Overview**

### **Plan Name**

2017-2018 Plan for ACIP

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Goal 1: A High Reliable Organization (HRO) and High Performance Organization (HPO): We will significantly improve internal and external stakeholder satisfaction and perception by focusing on the delivery of high quality service.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0
2	Goal 4: Ready for College and Career (Reading) : We will ensure our students graduate college and career-ready by inspiring all students to successfully pursue multiple college and career paths.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
3	Goal 4: Ready for College and Career (Math): We will ensure our students graduate college and career ready by inspiring all students to successfully pursue multiple college and career paths.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
4	Goal 5: Support the Whole Child: We will support every child, every day through increased learning supports to meet their academic and social-emotional needs, ensuring they are ready to learn and be successful in school.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

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

### Measurable Objective 1:

demonstrate a behavior by creating supports that promote greater consistency in the quality of teaching and learning and increase parental and community engagement to promote and support students by 05/24/2018 as measured by Instructional monitoring documents and stakeholder survey results.

### Strategy 1:

Administrative monitoring - Administrators will conduct classroom observations, review grade books and lesson plans to ensure teachers are in compliance with Montgomery Public Schools policies and procedures and are delivering high quality instruction.

Category: Develop/Implement Learning Supports

Activity - Monitoring Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create an administrative monitoring schedule 30 day-The instructional leadership team will create a schedule for conducting classroom observations, reviewing lesson plan, and grade books. 60 day-Observation and audits will be conducted and feedback provided to teachers within 24-48 hours 90 day-Observation results will be used to provide needed instructional supports Class Measures Priority Strategy I (IAP)	Policy and Process	10/02/2017	05/24/2018	\$0	Other	Administrators and other members of the instructional leadership team.

Status	Progress Notes	Created On	Created By
In Progress	90 Day Progress note: Classroom observations are being conducted, Lesson plans and grade books (activity counts) are being reviewed. Teachers and administrators are using monitoring feedback to improve instruction. Intervention classes are also being monitored and observed daily.	January 24, 2018	Ms. Melissa Williams

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In Progress	Classroom observations are being conducted using the Teaching Effectiveness Evaluation Form by administrators with feedback given to teachers. A monitoring sheet for lesson plans and grade books has also been developed.	December 11, 2017	Ms. Melissa Williams
In Progress	Observation schedules have been created and classroom observations are being conducted daily with feedback given to teachers.	December 10, 2017	Ms. Melissa Williams
In Progress	Classroom observations are being conducted by administrators with feedback given to teachers.	November 09, 2017	Ms. Melissa Williams

Activity - Revise Observation Document	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review/revise the current observation documents to make it specific for the needs of McKee Middle School. 30 day- Create/revise the classroom observation form 60 day-provide teachers with PD on the new observation document and conduct classroom observations 90 day-Review data to determine if classroom instruction is more effective  Class Measures Priority Strategy I (IAP)	Academic Support Program	10/02/2017	05/24/2018	\$0	Title I Schoolwide	School Instructional Leadership Team

Status	Progress Notes	Created On	Created By
In Progress	Observation documents were reviewed. Administrators are using Teaching Effectiveness Observation form for formal and informal classroom observations. All administrators recently became ELEOT 2.0 certified and the ELEOT Tool will also be used to conduct observations and provide feedback to teachers.	January 24, 2018	Ms. Melissa Williams
Completed	Administrators are using the Teaching Effectiveness Evaluation Form to complete observation. ELEOT Tool is also being used.	December 11, 2017	Ms. Melissa Williams
In Progress	Administrators are using the Teaching Effectiveness document to conduct classroom observations.	December 10, 2017	Ms. Melissa Williams
In Progress	The observation documents were reviewed. Administrators are using the Teaching Effectiveness Evaluations tools for classroom observations.	November 09, 2017	Ms. Melissa Williams

**Strategy 2:**

Parental and Community Engagement - McKee Middle School will conduct a series of stakeholder meetings and offer a broad range of school-parent-community activities and communications that engage all parties and help meet students needs.

Category: Implement Community Based Support and Intervention System

Research Cited: Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer and enroll in higher level programs. Family involvement Network of Educators (FINE).



**ACIP**

Walter T. McKee Middle School

Activity - Parental and Community Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McKee Middle School will conduct a series of community meetings and activities designed to support teaching and learning and address students academic, social and emotional needs. (PTSA meetings, open House, Positive Action Program community meetings, activities involving Partners in Education to include the Optimist Club) McKee Middle School will conduct a series of parental workshops to include: math, reading and technology.	Community Engagement, Behavioral Support Program, Parent Involvement, Academic Support Program	10/02/2017	05/24/2018	\$0	Title I Schoolwide	All School faculty and staff.

Status	Progress Notes	Created On	Created By
In Progress	Parent meetings for the second semester are being scheduled.	January 24, 2018	Ms. Melissa Williams
In Progress	Parent meetings are being held.	December 11, 2017	Ms. Melissa Williams
In Progress	Community meetings were held one September 5th, September 13, and October 3rd. Additional parent and community meetings have also been scheduled.	November 09, 2017	Ms. Melissa Williams

Activity - Parental Notifications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be kept informed of activities, programs and general information relating to students through phone calls, school messenger, school website, and flyers, and parental conferences.	Community Engagement, Behavioral Support Program, Parent Involvement, Academic Support Program	10/02/2017	05/24/2018	\$0	Title I Schoolwide	All certified personnel and the Positive Action Coordinator will be responsible

Status	Progress Notes	Created On	Created By
In Progress	McKee Middle School faculty and staff make parents aware of school related events and parental meetings through school messenger, teacher phone calls and flyers.	January 24, 2018	Ms. Melissa Williams
In Progress	McKee faculty and staff continue to make parents aware of school related events and notifications throughout this school year by school messenger and flyers.	December 11, 2017	Ms. Melissa Williams
In Progress	Parents have been made aware of school related events and notifications throughout this school year.	November 09, 2017	Ms. Melissa Williams

## Goal 2: Goal 4: Ready for College and Career (Reading) : We will ensure our students graduate college and career-ready by inspiring all students to successfully pursue multiple college and career paths.

### Measurable Objective 1:

demonstrate a proficiency McKee Middle School 6-8 grade students will show a 50 point increase in reading by 05/24/2018 as measured by Scan tron Performance series.

### Strategy 1:

Questioning and discussion - Focus on questioning and discussion using Text-Dependent Questions as a priority in planning and instruction.

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

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>ELA and supporting subjects (science and history) will utilize a variety of strategic teaching strategies to improve student comprehension of complex text ie., close reading, timed reading, literacy strategies, annotating text, DOK and text dependent questions</p> <p>30 day- PD provided to teachers on Strategic Teaching and teachers will implement strategic teaching strategies</p> <p>60 day- The literacy coach will model effective strategic lessons emphasizing strategic teaching strategies.</p> <p>90 day- ELA and supporting subject teachers (science and history) will effectively implement strategic teaching strategies.</p>	Academic Support Program	09/25/2017	05/24/2018	\$0	Title I Schoolwide	Teachers, administrators , and the literacy coach.

Status	Progress Notes	Created On	Created By
In Progress	<p>Classroom observations conducted by administrators indicate teachers are using various instructional strategies to teach standards/lessons.</p> <p>Scantron Performance Series data has been reviewed during data meetings with adjustment made to instruction based on the data.</p> <p>The district benchmark assessment will be given the week of 1/29-2/2/2018.</p>	January 24, 2018	Ms. Melissa Williams

**ACIP**

Walter T. McKee Middle School

In Progress	Classroom observations conducted by administrators show most teachers are continuing to use various strategies to teach lessons. Lesson plans show that teachers are using close reads, various graphic organizers, etc. as before during and after strategies.	December 11, 2017	Ms. Melissa Williams
In Progress	Classroom observations conducted by administrators show most teachers are using various strategies to teach lessons. Teachers have been provided PD on using strategies to teach lessons.	November 09, 2017	Ms. Melissa Williams

Activity - Planning and Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will hold grade level and content level meetings to review data, review strategies, and plan for instruction. 30 day-Teachers and administrators will review data to determine standards that require additional emphasis for remediation and reteaching during weekly grade level and content level meetings. 60 day-Teachers will use data to plan collaboratively for instruction by planning lessons and activities that are aligned to standards and have the amount of rigor required to effectively teach standards. 90 day-District benchmark assessment data will be reviewed to determine the level of mastery and to make the instructional adjustments required to more effectively teach standards.	Academic Support Program	09/25/2017	05/24/2018	\$0	Title I Schoolwide	Teachers and administrators

Status	Progress Notes	Created On	Created By
In Progress	Grade level meetings are held weekly. Teachers, the literacy coach and administrators are present during these meetings. Data is used to determine standards to focus on during core and intervention classes. The district benchmark has not been given for the first semester. It is scheduled for 1/29-2/2/2018.	January 24, 2018	Ms. Melissa Williams
In Progress	Teachers meet regularly to review data, plan for instruction. Grade level and content level meetings continue to be held weekly.	December 11, 2017	Ms. Melissa Williams
In Progress	Teachers meet regularly to monitor student data. Grade level and content level meetings are held.	November 09, 2017	Ms. Melissa Williams

**Strategy 2:**

Professional Development - Teachers will participate in various professional development activities (Lesson planning, strategic teaching, formative and summative assessments, and data analysis)

Category: Develop/Implement Professional Learning and Support

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Walter T. McKee Middle School

Teachers and the ILT will create a list of Professional Development Activities/Workshops that will meet professional development needs of ELA teachers and supporting content area teachers (reading and science) and special education teachers.	Professional Learning, Academic Support Program	10/02/2017	05/24/2018	\$0	Title I Schoolwide	Administrators, and teachers
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Status	Progress Notes	Created On	Created By
In Progress	Teachers have participated in school level and district level professional development related to to planning effective lessons and choosing activities that are standard aligned. Multiple school level professional development meetings have been held on reviewing Scantron Performance Series Data and utilizing standard aligned resources located in that engine.	January 24, 2018	Ms. Melissa Williams
In Progress	Professional development activities are held to review data and to plan for instruction.	December 11, 2017	Ms. Melissa Williams
In Progress		November 09, 2017	Ms. Melissa Williams

**Goal 3: Goal 4: Ready for College and Career (Math): We will ensure our students graduate college and career ready by inspiring all students to successfully pursue multiple college and career paths.**

**Measurable Objective 1:**

demonstrate a proficiency McKee Middle School 6-8 grade students will show a 50 point increase in math by 05/24/2018 as measured by Scantron Performance Series.

**Strategy 1:**

High-quality questioning and problems - McKee Middle School math teachers will focus on high-quality questioning and problems to engage students in meaningful work and discussions and deliberately check for understanding as a priority in planning and instruction.

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

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Walter T. McKee Middle School

Math teachers will use before, during and after strategies based on the level of rigor (conceptual, procedural, or application) to include DOK questioning, academic vocabulary, modeling, manipulatives, etc., to enhance student engagement and to effectively teach the standard.	Academic Support Program	09/25/2017	05/24/2018	\$0	Title I Schoolwide	Teachers, administrators
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Status	Progress Notes	Created On	Created By
In Progress	Classroom observations conducted by administrators indicate teachers are using various instructional strategies to teach standards/lessons. Scantron Performance Series data has been reviewed during data meetings with adjustment made to instruction based on the data. The district benchmark assessment will be given the week of 1/29-2/2/2018.	January 24, 2018	Ms. Melissa Williams
In Progress	Classroom observations conducted by administrators show most teachers are using various strategies to teach lessons. Teachers have been provided PD on using strategies to teach lessons.	December 11, 2017	Ms. Melissa Williams
In Progress	Some math teachers a utilizing instructional strategies to teach standards. This is based on classroom observations.	November 09, 2017	Ms. Melissa Williams

Activity - Planning and Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will hold grade level and content level meetings to review data, review strategies and plan for instruction.	Professional Learning, Academic Support Program	09/25/2017	05/24/2018	\$0	Title I Schoolwide	Teachers and administrators

Status	Progress Notes	Created On	Created By
In Progress	Grade level meetings are held weekly. Teachers, the literacy coach and administrators are present during these meetings. Data is used to determine standards to focus on during core and intervention classes. The district benchmark has not been given for the first semester. It is scheduled for 1/29-2/2/2018.	January 24, 2018	Ms. Melissa Williams
In Progress	Teachers meet regularly to monitor student data. Grade level and content level meetings are held.	December 11, 2017	Ms. Melissa Williams
In Progress	Grade level and content level meetings have been held.	November 09, 2017	Ms. Melissa Williams

**Strategy 2:**

Professional Developments - Teachers will participate in various professional development activities (Lesson planning, strategic teaching, formative and summative assessments, and data analysis)

Category: Develop/Implement Professional Learning and Support

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and the ILT will create a list of Professional Development Activities/Workshops that will meet professional development needs of Math teachers and special education teachers.	Professional Learning, Academic Support Program	10/02/2017	05/24/2018	\$0	Title I Schoolwide	Administrators and math teachers.

Status	Progress Notes	Created On	Created By
In Progress	Teachers have participated in school level and district level professional development related to to planning effective lessons and choosing activities that are standard aligned. Multiple school level professional development meetings have been held on reviewing Scantron Performance Series Data and utilizing standard aligned resources located in that engine.	January 24, 2018	Ms. Melissa Williams
In Progress	Professional development activities are held to review data and to plan for instruction.	December 11, 2017	Ms. Melissa Williams
In Progress		November 09, 2017	Ms. Melissa Williams

**Goal 4: Goal 5: Support the Whole Child: We will support every child, every day through increased learning supports to meet their academic and social-emotional needs, ensuring they are ready to learn and be successful in school.**

**Measurable Objective 1:**

demonstrate a proficiency decreasing by 3% the number of office referrals received in the areas of fighting, defiance, disobedience, and disrespectful words by 05/24/2018 as measured by Title IX and INOW Discipline Data .

**Strategy 1:**

Learning Supports - McKee Middle School will implement learning supports that focus on academic, social and emotional assistance for students. Learning supports will include Postive Action Program, RTI, and intervention classes.

Category: Develop/Implement Learning Supports

**ACIP**

Walter T. McKee Middle School

Activity - Positive Action	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Positive Action Lessons will be delivered in 15 minute increments twice weekly. 30 day-Faculty and staff will be trained to use Positive Action 60 day-Positive Action Lessons will be delivered through the health classes twice weekly 90 day-Discipline data will be reviewed	Behavioral Support Program, Academic Support Program	09/25/2017	05/24/2018	\$0	Title I SIG	McKee Middle School Positive Action Coordinator, teachers, counselors, and administrators

Status	Progress Notes	Created On	Created By
In Progress	The Positive Action Coordinator continue to present lessons to students weekly.	December 11, 2017	Ms. Melissa Williams
In Progress	All faculty members who will implement Positive Active Program have been trained. Positive Actions lessons were being taught by the Positive Action Coordinator.	November 09, 2017	Ms. Melissa Williams

Activity - RTi	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
30 day-Tier I RTI interventions will be provided to all students 60 day-Tier II RTI students will be identified and academic and or behavior interventions/accommodations will be provided to identified students. 90 day-Tier III RTI students will be identified and referred to the Problem Solving Team and intervention plans will be created and implemented for these students.	Behavioral Support Program, Academic Support Program	09/25/2017	05/24/2018	\$0	Title I Schoolwide	All faculty and staff members

Status	Progress Notes	Created On	Created By
In Progress	Tier III students have been identified for academics and for behavior. The problem solving teams for each grade level is in the process of creating intervention plans for these students.	January 24, 2018	Ms. Melissa Williams
In Progress	Tier II RTI students have been identified and academic and or behavior interventions/accommodations are being provided to identified students	December 11, 2017	Ms. Melissa Williams
In Progress	Students who require RTI have been identified. Academic and behavior RTI plans have been created by PST and implemented for students who need them. RTI plans have been modified as required.	November 09, 2017	Ms. Melissa Williams

**ACIP**

Walter T. McKee Middle School

Activity - Intervention Classes (Tiger Academy)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School wide intervention periods will be developed for all students based on Global Scholar Performance Series Data. 30 day- Global Scholar Performance Series Data will be reviewed to assign students to Intervention classes. 60 day-	Academic Support Program	09/25/2017	05/24/2018	\$0	Title I Schoolwide	All faculty and staff

Status	Progress Notes	Created On	Created By
In Progress	School wide intervention classes are being held daily from 7:45-8:30. Math and reading are taught during intervention. Data was reviewed to determine which standards we would focus on during intervention classes. Administrators monitor Intervention classes.	January 24, 2018	Ms. Melissa Williams
In Progress	Interventions classes are being taught daily beginning at 7:45 and ending at 8:30. Teachers are using resources based on student needs as determined by Performance Series.	December 11, 2017	Ms. Melissa Williams
In Progress	School wide intervention classes have been developed and students have been placed in these classes based on Global Scholar Performance Series Data.	November 09, 2017	Ms. Melissa Williams



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring Schedule	Create an administrative monitoring schedule 30 day-The instructional leadership team will create a schedule for conducting classroom observations, reviewing lesson plan, and grade books. 60 day-Observation and audits will be conducted and feedback provided to teachers within 24-48 hours 90 day-Observation results will be used to provide needed instructional supports  Class Measures Priority Strategy I (IAP)	Policy and Process	10/02/2017	05/24/2018	\$0	Administrators and other members of the instructional leadership team.
<b>Total</b>					\$0	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Planning and Collaboration	Teachers and administrators will hold grade level and content level meetings to review data, review strategies and plan for instruction.	Professional Learning, Academic Support Program	09/25/2017	05/24/2018	\$0	Teachers and administrators
RTI	30 day-Tier I RTI interventions will be provided to all students 60 day-Tier II RTI students will be identified and academic and or behavior interventions/accommodations will be provided to identified students. 90 day-Tier III RTI students will be identified and referred to the Problem Solving Team and intervention plans will be created and implemented for these students.	Behavioral Support Program, Academic Support Program	09/25/2017	05/24/2018	\$0	All faculty and staff members

**ACIP**

Walter T. McKee Middle School

Parental and Community Meetings	McKee Middle School will conduct a series of community meetings and activities designed to support teaching and learning and address students academic, social and emotional needs. (PTSA meetings, open House, Positive Action Program community meetings, activities involving Partners in Education to include the Optimist Club) McKee Middle School will conduct a series of parental workshops to include: math, reading and technology.	Community Engagement, Behavioral Support Program, Parent Involvement, Academic Support Program	10/02/2017	05/24/2018	\$0	All School faculty and staff.
Professional Development	Teachers and the ILT will create a list of Professional Development Activities/Workshops that will meet professional development needs of Math teachers and special education teachers.	Professional Learning, Academic Support Program	10/02/2017	05/24/2018	\$0	Administrators and math teachers.
Revise Observation Document	Review/revise the current observation documents to make it specific for the needs of McKee Middle School. 30 day- Create/revise the classroom observation form 60 day-provide teachers with PD on the new observation document and conduct classroom observations 90 day-Review data to determine if classroom instruction is more effective  Class Measures Priority Strategy I (IAP)	Academic Support Program	10/02/2017	05/24/2018	\$0	School Instructional Leadership Team
Intervention Classes (Tiger Academy)	School wide intervention periods will be developed for all students based on Global Scholar Performance Series Data. 30 day- Global Scholar Performance Series Data will be reviewed to assign students to Intervention classes. 60 day-	Academic Support Program	09/25/2017	05/24/2018	\$0	All faculty and staff
Parental Notifications	Parents will be kept informed of activities, programs and general information relating to students through phone calls, school messenger, school website, and flyers, and parental conferences.	Community Engagement, Behavioral Support Program, Parent Involvement, Academic Support Program	10/02/2017	05/24/2018	\$0	All certified personnel and the Positive Action Coordinator will be responsible

**ACIP**

Walter T. McKee Middle School

Planning and Collaboration	Teachers and administrators will hold grade level and content level meetings to review data, review strategies, and plan for instruction. 30 day-Teachers and administrators will review data to determine standards that require additional emphasis for remediation and reteaching during weekly grade level and content level meetings. 60 day-Teachers will use data to plan collaboratively for instruction by planning lessons and activities that are aligned to standards and have the amount of rigor required to effectively teach standards. 90 day-District benchmark assessment data will be reviewed to determine the level of mastery and to make the instructional adjustments required to more effectively teach standards.	Academic Support Program	09/25/2017	05/24/2018	\$0	Teachers and administrators
Strategic Teaching	Math teachers will use before, during and after strategies based on the level of rigor (conceptual, procedural, or application) to include DOK questioning, academic vocabulary, modeling, manipulatives, etc., to enhance student engagement and to effectively teach the standard.	Academic Support Program	09/25/2017	05/24/2018	\$0	Teachers, administrators
Strategic Teaching	ELA and supporting subjects (science and history) will utilize a variety of strategic teaching strategies to improve student comprehension of complex text i.e., close reading, timed reading, literacy strategies, annotating text, DOK and text dependent questions 30 day- PD provided to teachers on Strategic Teaching and teachers will implement strategic teaching strategies 60 day- The literacy coach will model effective strategic lessons emphasizing strategic teaching strategies. 90 day- ELA and supporting subject teachers (science and history) will effectively implement strategic teaching strategies.	Academic Support Program	09/25/2017	05/24/2018	\$0	Teachers, administrators, and the literacy coach.
Professional Development	Teachers and the ILT will create a list of Professional Development Activities/Workshops that will meet professional development needs of ELA teachers and supporting content area teachers (reading and science) and special education teachers.	Professional Learning, Academic Support Program	10/02/2017	05/24/2018	\$0	Administrator s, and teachers
<b>Total</b>					\$0	

**Title I SIG**

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

Walter T. McKee Middle School

Positive Action	Positive Action Lessons will be delivered in 15 minute increments twice weekly. 30 day-Faculty and staff will be trained to use Positive Action 60 day-Positive Action Lessons will be delivered through the health classes twice weekly 90 day-Discipline data will be reviewed	Behavioral Support Program, Academic Support Program	09/25/2017	05/24/2018	\$0	McKee Middle School Positive Action Coordinator, teachers, counselors, and administrators
<b>Total</b>					\$0	

# Stakeholder Feedback Diagnostic

## **Introduction**

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

## Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	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	Student Survey Results McKee Staff Survey Results McKee Parent Survey Results

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3



## Areas of Notable Achievement

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

The areas that indicate the overall highest level of satisfaction or approval were:

Student Surveys: Question 6 with an average score of 4.18, question 8 with an average score of 4.18 and question 32 with an average score of 4.25.

Parent Surveys: Question 1 average score 4.35, question 3 average score 4.35, question 6 4.33, and question 10 average score 4.23.

Staff Surveys: Question 1 average score 4.56, question 3 average score 4.42, question 4 average score 4.35, question 11 average score 4.37, question 18, 4.39, question 36 average score 4.41, question 46 average score 4.37, question 47 average score 4.41, question 48 average score 4.35 and question 52 average score 4.35.

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

The areas that show a trend toward increasing stakeholder satisfaction or approval are questions 1, question 3, and 32.

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

All of the reported findings are consistent with other stakeholder feedback sources.

## **Areas in Need of Improvement**

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

The areas that indicate the overall lowest level of satisfaction or approval are:

Student surveys: Question 7 average score 2.96, question 24 average score 2.8, and question 27 average score 2.89.

Parent surveys: Question 5 average score 3.8

Staff surveys: Question 39 average score 3.96

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

There was not a trend toward decreasing stakeholder satisfaction or approval.

### **What are the implications for these stakeholder perceptions?**

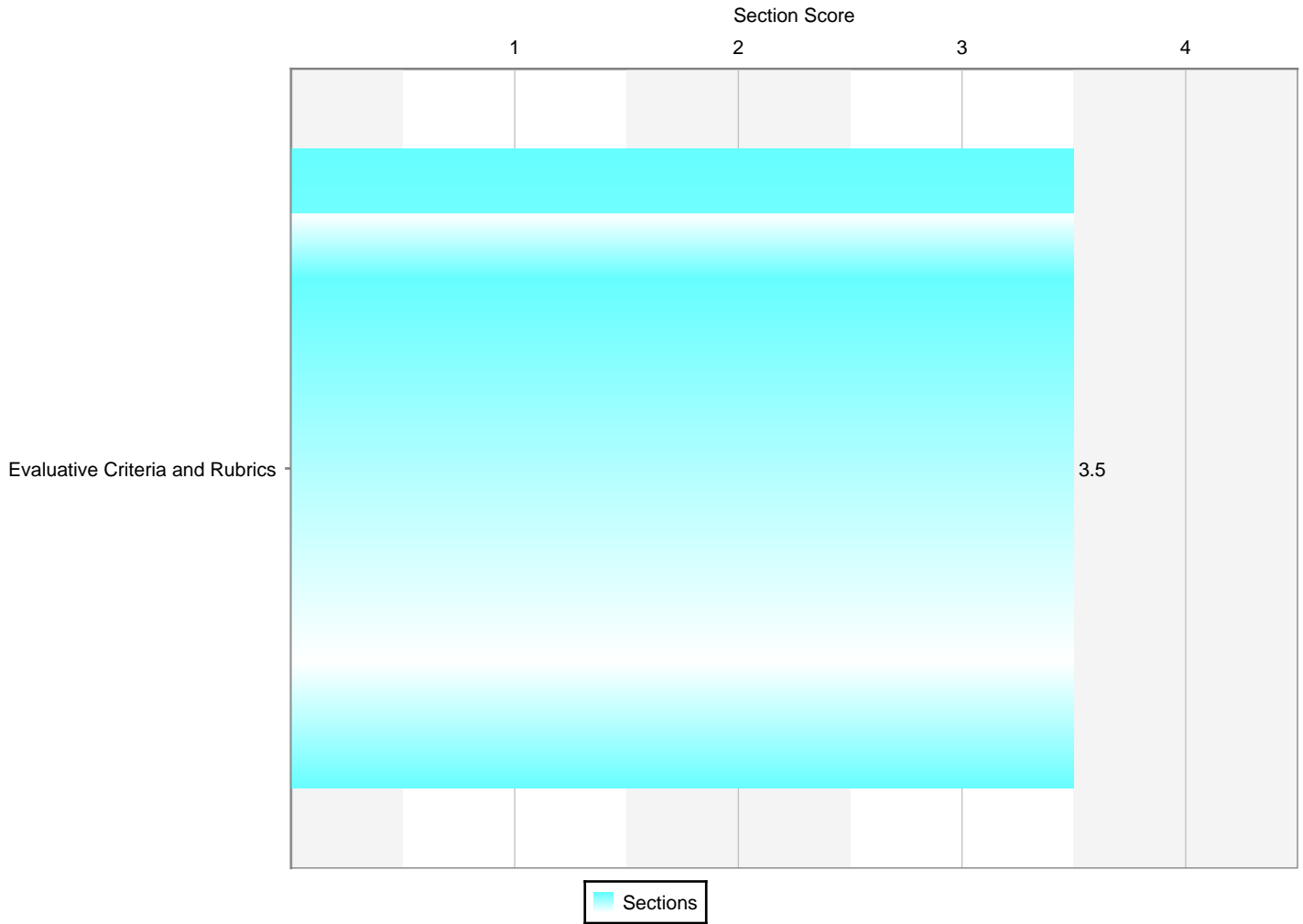
The implications for students is that they feel that other students do not treat others with respect (question 7) and students do not respect the property of others (question . The school will review/research programs designed to provide students with lessons on character building.

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

The findings from the various stakeholder groups differed. Student surveys showed the lowest areas were not consistent among stakeholder groups.

## Report Summary

### Scores By Section



# **Title I Schoolwide Diagnostic**

## Introduction

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

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

### How was the comprehensive needs assessment conducted?

Members of each department devoted a significant amount of time interpreting the school's data, discussing various strategies and techniques that will affect the overall academic achievement of McKee Middle School students. Each department analyzed data associated with ACT Aspire, Scantron Performance, attendance, discipline, curriculum and stakeholder surveys.

### What were the results of the comprehensive needs assessment?

Results of the Needs Assessment for McKee Middle School revealed that McKee Middle School has an overall combined school proficiency rate 17% on ACT Aspire in reading and math in 2016-2017 this shows an increase from 14.5% in 2015-16 and 14.01% in reading and math in 2014-2015.

ACT-Aspire data for 2016-2017 show that 19% of 6th grade students were proficient in reading; 17% of 7th grade students were proficient in reading, and 26% of 8th grade students were proficient in reading. Overall there was a 3% increase in the percentage of students scoring proficient in reading. In math 23% of 6th grade students were proficient in math; 8% of 7th grade students were proficient in math; and 7% of 8th grade students were proficient in math. School wide there was a 2% increase in the percentage of students scoring proficient in math. ACT Aspire data for 2015-2016 shows that 17% of six graders are proficient in reading; 18% of seven graders are proficient in reading; and 21% of 8th graders scored proficient in reading. Overall there was a 1% decrease in reading proficiency rate for all students on ACT Aspire from 19% in 2014-2015 to 18% in 2015-2016. In math 17% of sixth grade are proficient in math, 10% in seven grade, and 8% in 8th grade. There was a 3% decrease in 6th grade math in 2015-2016 from 20% in 2014-2015. However, the data from this assessment also revealed that there was a 6% decrease in reading proficiency rate for all students in grade 8 on the ACT Aspire from 27% in 2014-2015 to 21% in the 2015-2016 assessment.

The specific domains from ACT Aspire 2016-2017 show deficits in reading are in: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. These domains will be areas of focus. Deficits in math are in: Grade Level Progress, Foundation Skills, Modeling, The Number System, Expressions and Equations, Ratios and Proportional Relationships, Geometry, and Statistics and Probability.

For the 2016-2017 school year, all students were tested on Scantron Performance series. The 2016-17 data show that 38% of all students met the annual target in reading and 32% met the target in math. The data shows that there was a 3% increase school wide in reading and a 3% decrease school wide in math. Grade level reports show that 30% of 6th grade students met the annual target in reading; 43% of 7th grade students met the target in reading; and 42% of 8th grade students met the annual target in reading.

Scantron Performance data for 2015-2016 shows that 35% of all students met their annual growth target in reading and 35% in math. Individual grade level reports in reading show that six grade 27%; seven grade 43% and 8th grade 37% did not meet the annual growth target. In math six grade 20 percent; seven grade 42 percent; and 8th grade 44 percent. There were 181 students far below the growth target in math and 154 in reading. There were 107 students who did not test. McKee Middle School showed improvement in the local school indicator of 3% decrease in defiance, disobedience, disrespectful words, and fighting.

The number of office referrals has decreased over the last two years. There were 525 office referrals in 2016-17. The number of office referrals decreased from 705 in 2015-16 and 1006 office referrals in 2014-2015. Absenteeism is critical to student achievement.

The student attendance rate has increased. Student attendance rate was 95.81% in 2016-17. Student attendance rate was 95.03 in 2015-16. The number of unexcused absentees decreased in 2015-2016 from 2042 to 1924. A comparative analysis was conducted of all students' unexcused absences for all grades between 2014-2015 school year. Data results revealed that there was an increase of 559 students (2014-2015) to 571 students during the 2015-2016 school year. Although enrollment increased, unexcused absences decreased.

**What conclusions were drawn from the results?**

ACT-Aspire data for 2016-2017 show that 19% of 6th grade students were proficient in reading; 17% of 7th grade students were proficient in reading, and 26% of 8th grade students were proficient in reading. Overall there was a 3% increase in the percentage of students scoring proficient in reading. In math 23% of 6th grade students were proficient in math; 8% of 7th grade students were proficient in math; and 7% of 8th grade students were proficient in math. School wide there was a 2% increase in the percentage of students scoring proficient in math. ACT Aspire data for 2015-2016 shows that 17% of six graders are proficient in reading; 18% of seven graders are proficient in reading; and 21% of 8th graders scored proficient in reading. Overall there was a 1% decrease in reading proficiency rate for all students on ACT Aspire from 19% in 2014-2015 to 18% in 2015-2016. In math 17% of sixth grade are proficient in math, 10% in seven grade, and 8% in 8th grade. There was a 3% decrease in 6th grade math in 2015-2016 from 20% in 2014-2015. However, the data from this assessment also revealed that there was a 6% decrease in reading proficiency rate for all students in grade 8 on the ACT Aspire from 27% in 2014-2015 to 21% in the 2015-2016 assessment.

The specific domains from ACT Aspire 2016-2017 show deficits in reading are in: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. These domains will be areas of focus. Deficits in math are in: Grade Level Progress, Foundation Skills, Modeling, The Number System, Expressions and Equations, Ratios and Proportional Relationships, Geometry, and Statistics and Probability.

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

The conclusions drawn from the results indicate that English is an area of strength, however based on ACT ASPIRE scores it still remains an area of concern. Math, English and science are areas of concern and the ACIP goals and activities have been developed to address these areas. Although math is an area of concern at McKee schoolwide the level of student proficiency has increased each year: 7% in 2015, 10% in 2016 and 11% in 2016

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

The school goals are based on areas that need improvement as determined by the needs assessment. The goals are designed to improve proficiency in reading, math, and to assist them academically, socially and emotionally.

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

An analysis of school wide and grade level data as well as an analysis of each standard was conducted to get a clear view how students performed.

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

The goals address the needs of the students by providing standards based instruction, formative assessment, strategic teaching, RTI and behavior modification through positive action students that is based on student data results from ACT/ASPIRE and Global Scholar. These goals address the needs of all students and recognize the needs of disadvantaged students.



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

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

**Goal 1:**

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

**Measurable Objective 1:**

demonstrate a behavior by creating supports that promote greater consistency in the quality of teaching and learning and increase parental and community engagement to promote and support students by 05/24/2018 as measured by Instructional monitoring documents and stakeholder survey results.

**Strategy1:**

Parental and Community Engagement - McKee Middle School will conduct a series of stakeholder meetings and offer a broad range of school-parent-community activities and communications that engage all parties and help meet students needs.

Category: Implement Community Based Support and Intervention System

Research Cited: Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer and enroll in higher level programs. Family involvement Network of Educators (FINE).

Activity - Parental and Community Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McKee Middle School will conduct a series of community meetings and activities designed to support teaching and learning and address students academic, social and emotional needs. (PTSA meetings, open House, Positive Action Program community meetings, activities involving Partners in Education to include the Optimist Club) McKee Middle School will conduct a series of parental workshops to include: math, reading and technology.	Community Engagement Parent Involvement Behavioral Support Program Academic Support Program	10/02/2017	05/24/2018	\$0 - Title I Schoolwide	All School faculty and staff.

**ACIP**

Walter T. McKee Middle School

Activity - Parental Notifications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be kept informed of activities, programs and general information relating to students through phone calls, school messenger, school website, and flyers, and parental conferences.	Behavioral Support Program Academic Support Program Parent Involvement Community Engagement	10/02/2017	05/24/2018	\$0 - Title I Schoolwide	All certified personnel and the Positive Action Coordinator will be responsible

**Strategy2:**

Administrative monitoring - Administrators will conduct classroom observations, review grade books and lesson plans to ensure teachers are in compliance with Montgomery Public Schools policies and procedures and are delivering high quality instruction.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Monitoring Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create an administrative monitoring schedule 30 day-The instructional leadership team will create a schedule for conducting classroom observations, reviewing lesson plan, and grade books. 60 day-Observation and audits will be conducted and feedback provided to teachers within 24-48 hours 90 day-Observation results will be used to provide needed instructional supports Class Measures Priority Strategy I (IAP)	Policy and Process	10/02/2017	05/24/2018	\$0 - Other	Administrators and other members of the instructional leadership team.

Activity - Revise Observation Document	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review/revise the current observation documents to make it specific for the needs of McKee Middle School. 30 day- Create/revise the classroom observation form 60 day-provide teachers with PD on the new observation document and conduct classroom observations 90 day-Review data to determine if classroom instruction is more effective Class Measures Priority Strategy I (IAP)	Academic Support Program	10/02/2017	05/24/2018	\$0 - Title I Schoolwide	School Instructional Leadership Team

**Goal 2:**

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

**Measurable Objective 1:**

demonstrate a proficiency McKee Middle School 6-8 grade students will show a 50 point increase in reading by 05/24/2018 as measured by Scan tron Performance series.

**Strategy1:**

Professional Development - Teachers will participate in various professional development activities (Lesson planning, strategic teaching, formative and summative assessments, and data analysis)

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and the ILT will create a list of Professional Development Activities/Workshops that will meet professional development needs of ELA teachers and supporting content area teachers (reading and science) and special education teachers.	Professional Learning Academic Support Program	10/02/2017	05/24/2018	\$0 - Title I Schoolwide	Administrators, and teachers

**Strategy2:**

Questioning and discussion - Focus on questioning and discussion using Text-Dependent Questions as a priority in planning and instruction.

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

Research Cited:

Activity - Planning and Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will hold grade level and content level meetings to review data, review strategies, and plan for instruction. 30 day-Teachers and administrators will review data to determine standards that require additional emphasis for remediation and reteaching during weekly grade level and content level meetings. 60 day-Teachers will use data to plan collaboratively for instruction by planning lessons and activities that are aligned to standards and have the amount of rigor required to effectively teach standards. 90 day-District benchmark assessment data will be reviewed to determine the level of mastery and to make the instructional adjustments required to more effectively teach standards.	Academic Support Program	09/25/2017	05/24/2018	\$0 - Title I Schoolwide	Teachers and administrators

**ACIP**

Walter T. McKee Middle School

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>ELA and supporting subjects (science and history) will utilize a variety of strategic teaching strategies to improve student comprehension of complex text ie., close reading, timed reading, literacy strategies, annotating text, DOK and text dependent questions</p> <p>30 day- PD provided to teachers on Strategic Teaching and teachers will implement strategic teaching strategies</p> <p>60 day- The literacy coach will model effective strategic lessons emphasizing strategic teaching strategies.</p> <p>90 day- ELA and supporting subject teachers (science and history) will effectively implement strategic teaching strategies.</p>	Academic Support Program	09/25/2017	05/24/2018	\$0 - Title I Schoolwide	Teachers, administrators, and the literacy coach.

**Goal 3:**

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

**Measurable Objective 1:**

demonstrate a proficiency McKee Middle School 6-8 grade students will show a 50 point increase in math by 05/24/2018 as measured by Scantron Performance Series.

**Strategy1:**

Professional Developments - Teachers will participate in various professional development activities (Lesson planning, strategic teaching, formative and summative assessments, and data analysis)

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and the ILT will create a list of Professional Development Activities/Workshops that will meet professional development needs of Math teachers and special education teachers.	Academic Support Program Professional Learning	10/02/2017	05/24/2018	\$0 - Title I Schoolwide	Administrators and math teachers.

**Strategy2:**

High-quality questioning and problems - McKee Middle School math teachers will focus on high-quality questioning and problems to engage students in meaningful work and discussions and deliberately check for understanding as a priority in planning and instruction.

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

Research Cited:

**ACIP**

Walter T. McKee Middle School

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will use before, during and after strategies based on the level of rigor (conceptual, procedural, or application) to include DOK questioning, academic vocabulary, modeling, manipulatives, etc., to enhance student engagement and to effectively teach the standard.	Academic Support Program	09/25/2017	05/24/2018	\$0 - Title I Schoolwide	Teachers, administrators

Activity - Planning and Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will hold grade level and content level meetings to review data, review strategies and plan for instruction.	Academic Support Program Professional Learning	09/25/2017	05/24/2018	\$0 - Title I Schoolwide	Teachers and administrators

**Goal 4:**

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

**Measurable Objective 1:**

demonstrate a proficiency decreasing by 3% the number of office referrals received in the areas of fighting, defiance, disobedience, and disrespectful words by 05/24/2018 as measured by Title IX and INOW Discipline Data .

**Strategy1:**

Learning Supports - McKee Middle School will implement learning supports that focus on academic, social and emotional assistance for students. Learning supports will include Postive Action Program, RTI, and intervention classes.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Positive Action	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Positive Action Lessons will be delivered in 15 minute increments twice weekly. 30 day-Faculty and staff will be trained to use Positive Action 60 day-Positive Action Lessons will be delivered through the health classes twice weekly 90 day-Discipline data will be reviewed	Behavioral Support Program Academic Support Program	09/25/2017	05/24/2018	\$0 - Title I SIG	McKee Middle School Positive Action Coordinator, teachers, counselors, and administrators.

**ACIP**

Walter T. McKee Middle School

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
30 day-Tier I RTI interventions will be provided to all students 60 day-Tier II RTI students will be identified and academic and or behavior interventions/accommodations will be provided to identified students. 90 day-Tier III RTI students will be identified and referred to the Problem Solving Team and intervention plans will be created and implemented for these students.	Behavioral Support Program Academic Support Program	09/25/2017	05/24/2018	\$0 - Title I Schoolwide	All faculty and staff members

Activity - Intervention Classes (Tiger Academy)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School wide intervention periods will be developed for all students based on Global Scholar Performance Series Data. 30 day- Global Scholar Performance Series Data will be reviewed to assign students to Intervention classes. 60 day-	Academic Support Program	09/25/2017	05/24/2018	\$0 - Title I Schoolwide	All faculty and staff

**Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.**

**Goal 1:**

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

**Measurable Objective 1:**

demonstrate a proficiency McKee Middle School 6-8 grade students will show a 50 point increase in reading by 05/24/2018 as measured by Scan tron Performance series.

**Strategy1:**

Questioning and discussion - Focus on questioning and discussion using Text-Dependent Questions as a priority in planning and instruction.

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

Research Cited:

**ACIP**

Walter T. McKee Middle School

Activity - Planning and Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will hold grade level and content level meetings to review data, review strategies, and plan for instruction. 30 day-Teachers and administrators will review data to determine standards that require additional emphasis for remediation and reteaching during weekly grade level and content level meetings. 60 day-Teachers will use data to plan collaboratively for instruction by planning lessons and activities that are aligned to standards and have the amount of rigor required to effectively teach standards. 90 day-District benchmark assessment data will be reviewed to determine the level of mastery and to make the instructional adjustments required to more effectively teach standards.	Academic Support Program	09/25/2017	05/24/2018	\$0 - Title I Schoolwide	Teachers and administrators

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA and supporting subjects (science and history) will utilize a variety of strategic teaching strategies to improve student comprehension of complex text ie., close reading, timed reading, literacy strategies, annotating text, DOK and text dependent questions 30 day- PD provided to teachers on Strategic Teaching and teachers will implement strategic teaching strategies 60 day- The literacy coach will model effective strategic lessons emphasizing strategic teaching strategies. 90 day- ELA and supporting subject teachers (science and history) will effectively implement strategic teaching strategies.	Academic Support Program	09/25/2017	05/24/2018	\$0 - Title I Schoolwide	Teachers, administrators, and the literacy coach.

**Strategy2:**

Professional Development - Teachers will participate in various professional development activities (Lesson planning, strategic teaching, formative and summative assessments, and data analysis)

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and the ILT will create a list of Professional Development Activities/Workshops that will meet professional development needs of ELA teachers and supporting content area teachers (reading and science) and special education teachers.	Professional Learning Academic Support Program	10/02/2017	05/24/2018	\$0 - Title I Schoolwide	Administrators, and teachers

**Goal 2:**

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

**Measurable Objective 1:**

**ACIP**

Walter T. McKee Middle School

demonstrate a proficiency McKee Middle School 6-8 grade students will show a 50 point increase in math by 05/24/2018 as measured by Scantron Performance Series.

**Strategy1:**

Professional Developments - Teachers will participate in various professional development activities (Lesson planning, strategic teaching, formative and summative assessments, and data analysis)

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and the ILT will create a list of Professional Development Activities/Workshops that will meet professional development needs of Math teachers and special education teachers.	Academic Support Program Professional Learning	10/02/2017	05/24/2018	\$0 - Title I Schoolwide	Administrators and math teachers.

**Strategy2:**

High-quality questioning and problems - McKee Middle School math teachers will focus on high-quality questioning and problems to engage students in meaningful work and discussions and deliberately check for understanding as a priority in planning and instruction.

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

Research Cited:

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will use before, during and after strategies based on the level of rigor (conceptual, procedural, or application) to include DOK questioning, academic vocabulary, modeling, manipulatives, etc., to enhance student engagement and to effectively teach the standard.	Academic Support Program	09/25/2017	05/24/2018	\$0 - Title I Schoolwide	Teachers, administrators

Activity - Planning and Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will hold grade level and content level meetings to review data, review strategies and plan for instruction.	Academic Support Program Professional Learning	09/25/2017	05/24/2018	\$0 - Title I Schoolwide	Teachers and administrators

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

**•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas**



**ACIP**

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•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

**Goal 1:**

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

**Measurable Objective 1:**

demonstrate a proficiency decreasing by 3% the number of office referrals received in the areas of fighting, defiance, disobedience, and disrespectful words by 05/24/2018 as measured by Title IX and INOW Discipline Data .

**Strategy1:**

Learning Supports - McKee Middle School will implement learning supports that focus on academic, social and emotional assistance for students. Learning supports will include Postive Action Program, RTI, and intervention classes.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Intervention Classes (Tiger Academy)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School wide intervention periods will be developed for all students based on Global Scholar Performance Series Data. 30 day- Global Scholar Performance Series Data will be reviewed to assign students to Intervention classes. 60 day-	Academic Support Program	09/25/2017	05/24/2018	\$0 - Title I Schoolwide	All faculty and staff

Activity - Positive Action	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Positive Action Lessons will be delivered in 15 minute increments twice weekly. 30 day-Faculty and staff will be trained to use Positive Action 60 day-Positive Action Lessons will be delivered through the health classes twice weekly 90 day-Discipline data will be reviewed	Academic Support Program Behavioral Support Program	09/25/2017	05/24/2018	\$0 - Title I SIG	McKee Middle School Positive Action Coordinator, teachers, counselors, and administrators.

**ACIP**

Walter T. McKee Middle School

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
30 day-Tier I RTI interventions will be provided to all students 60 day-Tier II RTI students will be identified and academic and or behavior interventions/accommodations will be provided to identified students. 90 day-Tier III RTI students will be identified and referred to the Problem Solving Team and intervention plans will be created and implemented for these students.	Academic Support Program Behavioral Support Program	09/25/2017	05/24/2018	\$0 - Title I Schoolwide	All faculty and staff members

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

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

**Measurable Objective 1:**

demonstrate a behavior by creating supports that promote greater consistency in the quality of teaching and learning and increase parental and community engagement to promote and support students by 05/24/2018 as measured by Instructional monitoring documents and stakeholder survey results.

**Strategy1:**

Administrative monitoring - Administrators will conduct classroom observations, review grade books and lesson plans to ensure teachers are in compliance with Montgomery Public Schools policies and procedures and are delivering high quality instruction.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Monitoring Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create an administrative monitoring schedule 30 day-The instructional leadership team will create a schedule for conducting classroom observations, reviewing lesson plan, and grade books. 60 day-Observation and audits will be conducted and feedback provided to teachers within 24-48 hours 90 day-Observation results will be used to provide needed instructional supports Class Measures Priority Strategy I (IAP)	Policy and Process	10/02/2017	05/24/2018	\$0 - Other	Administrators and other members of the instructional leadership team.

**ACIP**

Walter T. McKee Middle School

Activity - Revise Observation Document	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review/revise the current observation documents to make it specific for the needs of McKee Middle School. 30 day- Create/revise the classroom observation form 60 day-provide teachers with PD on the new observation document and conduct classroom observations 90 day-Review data to determine if classroom instruction is more effective  Class Measures Priority Strategy I (IAP)	Academic Support Program	10/02/2017	05/24/2018	\$0 - Title I Schoolwide	School Instructional Leadership Team

**Strategy2:**

Parental and Community Engagement - McKee Middle School will conduct a series of stakeholder meetings and offer a broad range of school-parent-community activities and communications that engage all parties and help meet students needs.

Category: Implement Community Based Support and Intervention System

Research Cited: Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer and enroll in higher level programs. Family involvement Network of Educators (FINE).

Activity - Parental and Community Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McKee Middle School will conduct a series of community meetings and activities designed to support teaching and learning and address students academic, social and emotional needs. (PTSA meetings, open House, Positive Action Program community meetings, activities involving Partners in Education to include the Optimist Club) McKee Middle School will conduct a series of parental workshops to include: math, reading and technology.	Parent Involvement Behavioral Support Program Community Engagement Academic Support Program	10/02/2017	05/24/2018	\$0 - Title I Schoolwide	All School faculty and staff.

Activity - Parental Notifications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be kept informed of activities, programs and general information relating to students through phone calls, school messenger, school website, and flyers, and parental conferences.	Behavioral Support Program Parent Involvement Community Engagement Academic Support Program	10/02/2017	05/24/2018	\$0 - Title I Schoolwide	All certified personnel and the Positive Action Coordinator will be responsible

**Goal 2:**

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

**Measurable Objective 1:**

demonstrate a proficiency McKee Middle School 6-8 grade students will show a 50 point increase in reading by 05/24/2018 as measured by Scan tron Performance series.

**Strategy1:**

Professional Development - Teachers will participate in various professional development activities (Lesson planning, strategic teaching, formative and summative assessments, and data analysis)

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and the ILT will create a list of Professional Development Activities/Workshops that will meet professional development needs of ELA teachers and supporting content area teachers (reading and science) and special education teachers.	Academic Support Program Professional Learning	10/02/2017	05/24/2018	\$0 - Title I Schoolwide	Administrators, and teachers

**Strategy2:**

Questioning and discussion - Focus on questioning and discussion using Text-Dependent Questions as a priority in planning and instruction.

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

Research Cited:

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>ELA and supporting subjects (science and history) will utilize a variety of strategic teaching strategies to improve student comprehension of complex text ie., close reading, timed reading, literacy strategies, annotating text, DOK and text dependent questions</p> <p>30 day- PD provided to teachers on Strategic Teaching and teachers will implement strategic teaching strategies</p> <p>60 day- The literacy coach will model effective strategic lessons emphasizing strategic teaching strategies.</p> <p>90 day- ELA and supporting subject teachers (science and history) will effectively implement strategic teaching strategies.</p>	Academic Support Program	09/25/2017	05/24/2018	\$0 - Title I Schoolwide	Teachers, administrators, and the literacy coach.

**ACIP**

Walter T. McKee Middle School

Activity - Planning and Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will hold grade level and content level meetings to review data, review strategies, and plan for instruction. 30 day-Teachers and administrators will review data to determine standards that require additional emphasis for remediation and reteaching during weekly grade level and content level meetings. 60 day-Teachers will use data to plan collaboratively for instruction by planning lessons and activities that are aligned to standards and have the amount of rigor required to effectively teach standards. 90 day-District benchmark assessment data will be reviewed to determine the level of mastery and to make the instructional adjustments required to more effectively teach standards.	Academic Support Program	09/25/2017	05/24/2018	\$0 - Title I Schoolwide	Teachers and administrators

**Goal 3:**

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

**Measurable Objective 1:**

demonstrate a proficiency McKee Middle School 6-8 grade students will show a 50 point increase in math by 05/24/2018 as measured by Scantron Performance Series.

**Strategy1:**

Professional Developments - Teachers will participate in various professional development activities (Lesson planning, strategic teaching, formative and summative assessments, and data analysis)

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and the ILT will create a list of Professional Development Activities/Workshops that will meet professional development needs of Math teachers and special education teachers.	Academic Support Program Professional Learning	10/02/2017	05/24/2018	\$0 - Title I Schoolwide	Administrators and math teachers.

**Strategy2:**

High-quality questioning and problems - McKee Middle School math teachers will focus on high-quality questioning and problems to engage students in meaningful work and discussions and deliberately check for understanding as a priority in planning and instruction.

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

Research Cited:

**ACIP**

Walter T. McKee Middle School

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will use before, during and after strategies based on the level of rigor (conceptual, procedural, or application) to include DOK questioning, academic vocabulary, modeling, manipulatives, etc., to enhance student engagement and to effectively teach the standard.	Academic Support Program	09/25/2017	05/24/2018	\$0 - Title I Schoolwide	Teachers, administrators

Activity - Planning and Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will hold grade level and content level meetings to review data, review strategies and plan for instruction.	Academic Support Program Professional Learning	09/25/2017	05/24/2018	\$0 - Title I Schoolwide	Teachers and administrators

**Goal 4:**

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

**Measurable Objective 1:**

demonstrate a proficiency decreasing by 3% the number of office referrals received in the areas of fighting, defiance, disobedience, and disrespectful words by 05/24/2018 as measured by Title IX and INOW Discipline Data .

**Strategy1:**

Learning Supports - McKee Middle School will implement learning supports that focus on academic, social and emotional assistance for students. Learning supports will include Postive Action Program, RTI, and intervention classes.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Positive Action	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Positive Action Lessons will be delivered in 15 minute increments twice weekly. 30 day-Faculty and staff will be trained to use Positive Action 60 day-Positive Action Lessons will be delivered through the health classes twice weekly 90 day-Discipline data will be reviewed	Academic Support Program Behavioral Support Program	09/25/2017	05/24/2018	\$0 - Title I SIG	McKee Middle School Positive Action Coordinator, teachers, counselors, and administrators.

**ACIP**

Walter T. McKee Middle School

<b>Activity - Intervention Classes (Tiger Academy)</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
School wide intervention periods will be developed for all students based on Global Scholar Performance Series Data. 30 day- Global Scholar Performance Series Data will be reviewed to assign students to Intervention classes. 60 day-	Academic Support Program	09/25/2017	05/24/2018	\$0 - Title I Schoolwide	All faculty and staff

<b>Activity - RTI</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
30 day-Tier I RTI interventions will be provided to all students 60 day-Tier II RTI students will be identified and academic and or behavior interventions/accommodations will be provided to identified students. 90 day-Tier III RTI students will be identified and referred to the Problem Solving Team and intervention plans will be created and implemented for these students.	Behavioral Support Program Academic Support Program	09/25/2017	05/24/2018	\$0 - Title I Schoolwide	All faculty and staff members

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

Parents receive a copy of individual student achievement results. The results are sent home by students and they results are provided in the language spoken in the home.

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

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

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

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

Policies, processes, and procedures created at the district level ensure that school leaders have access to hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement



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

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

There is not a high teacher turnover based on the last three years data. This school year there were four certified teachers that did not return to McKee Middle School for the 2017-18 school year.

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

The experience level ranges from bachelors to masters degree and 2 teachers hold doctorate degrees.

**If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).**

There is not a high turnover rate.

**Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))****Describe how data is used from academic assessments to determine professional development.**

Data is analyzed to determine areas of strengths and areas of weakness. A needs assessment is conducted that analyze data relating to Achievement test (ACT-Aspire and Scantron Performance), discipline, teacher and student attendance, and stakeholder surveys. This data is used to plan goals, objectives, strategies and activities for the ACIP. The professional development activities are based on the weakness as determined by the data analysis and the ACIP goals and objectives.

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

Professional development opportunities identified for teachers, principals, paraprofessionals and other school personnel include the following:

Model Schools Conference  
Nuts and Bolts Symposium  
Mega Conference  
Annual Conference for Middle Level Educators  
Colonial Williamsburg Teacher Institute (Social Studies)  
Alabama Educational Technology Conference  
Conference of Minority Leaders in Public Admin.  
National Science Teachers Conference  
National Conference of Math Teachers  
National Council of English Teachers  
National Youth at Risk Conference  
SREB High Schools that Work/Making Middle Grades Work Conference  
Gulf Coast Conference on the Teaching of Writing  
CLAS Annual Conference  
STI/INOW User Conference  
National Differentiated Instruction Conference  
ASCD Conference on Teaching Excellence  
ASCD Conference on Educational Leadership  
National Title I Conference

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

Model teachers will assist new and inexperienced teachers by providing professional development, observations, and lesson modeling.

The literacy coaches will model lessons and provide professional development for all teachers. Teachers will be provided the opportunity to  
SY 2017-2018

attend

other professional development activities such as MEGA Conference, Middle School Conference, English Teachers Conference, Math Teacher's Conference, etc. Additionally, teacher mentoring programs are conducted at the district level.

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

Professional development will be held on a continuous basis. Teachers are provided professional development activities by grade level, subject area and school wide. Professional development activities presented are monitored to determine if they are being implemented effectively. Teachers and administrators meet routinely to collaborate and determine if professional development activities are working to improve student understanding of standards.

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

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

### Goal 1:

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

### Measurable Objective 1:

demonstrate a proficiency decreasing by 3% the number of office referrals received in the areas of fighting, defiance, disobedience, and disrespectful words by 05/24/2018 as measured by Title IX and INOW Discipline Data .

### Strategy1:

Learning Supports - McKee Middle School will implement learning supports that focus on academic, social and emotional assistance for students. Learning supports will include Postive Action Program, RTI, and intervention classes.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Intervention Classes (Tiger Academy)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School wide intervention periods will be developed for all students based on Global Scholar Performance Series Data. 30 day- Global Scholar Performance Series Data will be reviewed to assign students to Intervention classes. 60 day-	Academic Support Program	09/25/2017	05/24/2018	\$0 - Title I Schoolwide	All faculty and staff

Activity - RTi	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
30 day-Tier I RTI interventions will be provided to all students 60 day-Tier II RTI students will be identified and academic and or behavior interventions/accommodations will be provided to identified students. 90 day-Tier III RTI students will be identified and referred to the Problem Solving Team and intervention plans will be created and implemented for these students.	Academic Support Program Behavioral Support Program	09/25/2017	05/24/2018	\$0 - Title I Schoolwide	All faculty and staff members

**ACIP**

Walter T. McKee Middle School

Activity - Positive Action	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Positive Action Lessons will be delivered in 15 minute increments twice weekly. 30 day-Faculty and staff will be trained to use Positive Action 60 day-Positive Action Lessons will be delivered through the health classes twice weekly 90 day-Discipline data will be reviewed	Academic Support Program Behavioral Support Program	09/25/2017	05/24/2018	\$0 - Title I SIG	McKee Middle School Positive Action Coordinator, teachers, counselors, and administrators.

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

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

Teachers are members of the Instructional leadership team. Teachers meetings are held weekly to discuss data including statewide academic assessments and to plan for instruction. Meetings include grade level, content level and school wide meetings. Teachers meet alone and with administrators. Additionally, teachers collaborate with other members of the ACIP committee to discuss statewide academic assessment and to determine goals, activities, and strategies to include in the ACIP based on statewide academic assessment

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

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

Data meetings are held to identify students who are not mastering standards. Teachers receive a copy of the ACT-Aspire and Scantron Performance data school wide and individual student reports. Teachers and administrators review this data in meetings to identify students who are not mastering standards. Teachers also have access to students testing data to review and determine students who are not mastering standards.

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

Students who are not mastering standards are provided alternative resources such as Compass Learning tutorial, support from academic interventionist and literacy coach, and remediation from core teaches on a daily basis. Students are also placed on RTi where they receive more intense interventions (Tier II and Tier III).

### **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.**

Students who experience difficulty mastering or becoming proficient in mastering standards will be provided timely and effective instructional assistance. After school tutoring will be provided on an as needed basis to address the concerns of academically needy students to receive support and reinforcement of academic skills beyond the regular school day. All students have access to Compass Learning (Edgenuity) at school and at home.

### **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.**

All students identified as Migrant, ELL, Economically disadvantaged, special education, neglected and/or delinquent, and homeless have access to all services and programs available at McKee Middle and Montgomery Public Schools. These students are supported academically and socially. Students are afforded the opportunity to meet with onsite ELL facilitator, counselors and to receive counseling and other resources available at the school and district level. Students are provided remediation and tutoring. Homeless students are referred to DHR and other agencies. In addition our partners in education can provide students with resources such as clothes, school supplies, etc.

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

All students identified as Special Population as listed in the Carl D. Perkins Career and Technical Education Act of 2006 have access to all programs and resources that are available at the school and district level



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

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

MSP/SECME Partnership

AMSTI

Global Scholar

Compass Learning (Edgenuity)

Positive Action

RTI

These programs are designed to help meet the academic, social and emotional needs of students and are included as a part of the Continuous Improvement Plan.

**How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?**

All students in all grade levels have access to all services and programs available at McKee Middle School and Montgomery Public Schools. All students are afforded an opportunity to participate and receive free breakfast and lunch on a daily basis. Students also participate and are enrolled in career tech classes. Students also participate in the annual violence prevention program initiated by the district and implemented at the school level. All students participate in Positive Action and RTI.

**Component 10: Evaluation (Sec.1114(b)(3)):****How does the school evaluate the implementation of the schoolwide program?**

Programs are reviewed by reviewing the data to determine if the programs are making progress towards meeting stated goals and objectives. Also, observations are conducted to ensure that school-wide programs are in place and implemented to fidelity. School wide programs are reviewed every 30 days.

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

The Collaborative Leadership Team along with teachers review the results of the state assessment to identify the standards students were proficient and non-proficient in mastering. Additionally, the team and teachers review individual student data to determine standards that were non mastery. The school wide programs are then used to improve student understanding of standards that students were deemed non proficient in mastering

**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?**

The school use assessment results, collaborative sessions, and observations to determine if the school wide program is effectively improving student achievement. The Collaborative Leadership Team and teachers share in data meetings the results of the state assessment to determine student mastery. The Collaborative Leadership Team along with teachers review the results of the state assessment to identify the standards students were proficient and non-proficient in mastering. Additionally, the team and teachers review individual student data to determine standards that were non mastery. The school wide programs are then used to improve student understanding of standards that students were deemed non proficient in mastering

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

A comprehensive needs assessment is conducted to determine school wide proficiency levels on state assessment and to determine areasthat are considered strengths and areas that are considered weaknesses. The plan is reviewed to determine if goals, objectives, strategies, and activities are effectively improving student understanding and mastery of standards based on the needs assessment. The Collaborative Leadership team meets to review the ACIP and to revise it if deemed necessary.

# **Coordination of Resources - Comprehensive Budget**

## **Introduction**

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

### FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	37.76

Provide the number of classroom teachers.

37.76

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1905500.0

Total

1,905,500.00

### Administrator Units

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

Provide the number of administrators.

3

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	172000.0

Total

172,000.00

### Assistant Principal

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

Provide the number of Assistant Principals.

2

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	132000.0

Total

132,000.00

### Counselor

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

Provide the number of Counselors.

2

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	115000.0

Total

115,000.00



### Librarian

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

Provide the number of Librarians.

0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	0.0

Total

0.00

### Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

### Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

### Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	7326.0

Total

7,326.00

### Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2759.0

Total

2,759.00

### EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

### Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	17540.0

Total

17,540.00

### Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	920.0

Total

920.00



**Title I**

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	353133.64

**Provide a brief explanation and breakdown of expenses.**

Personnel \$198,557.62: Teacher (1), Assistant Principal (.50), Literacy Coach (1) Behavior Aide

Parental Involvement \$5,283.64

Professional Development \$45000

Materials & Supplies \$27,218

Non-Cap Equipment \$29,998.00

Student Instructional Expenditures \$7,000.00

Equipment Maintenance \$25,000

**Title II**

Label	Question	Value
1.	Professional Development Activities. Provide the total.	45000.0

**Provide a brief explanation and a breakdown of expenses.**

Not Available

**Title III**

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

**Provide a brief explanation and a breakdown of expenses.**

Not available

**Title IV**

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

**Provide a brief explanation and a breakdown of expenses.**

n/a

**Title V**

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

**Provide a brief explanation and a breakdown of expenses.**

n/a

### Career and Technical Education-Perkins IV

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

**Provide a brief explanation and breakdown of expenses.**

n/a

### Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

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

Provide a brief explanation and breakdown of expenses.

n/a

**Other**

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

**Provide a brief explanation and a breakdown of expenses.**

n/a



### Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

n/a

# Parent and Family Engagement

## **Introduction**

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

## Parent and Family Engagement

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

During the month of September, the local school schedules an annual parent meeting. Meeting needs to be held by end of October. Parents are afforded the opportunity to have input on how the 1% set-aside allocation will be utilized and offer suggestions for the school continuous improvement plan

- Of that 1%, 5% may be reserved at the LEA for system-wide initiatives related to parental involvement. The remaining 95% must be allocated to all Title I schools in the LEA. Therefore each Title I school receives its portion of the 95% to implement school-level parental involvement.

**Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))**

A survey is sent out from the local school for input on times convenient for parent meetings. The school will schedule meetings to accommodate working parents. The school solicits parent volunteers to allow parents the opportunity to become involved in the school improvement process. Parent interest sheets are available in the office. Parents are afforded the opportunity to have input on Title I funds during Parental Advisory Committee Meetings.

**Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))**

- McKee Middle School provides regular communication with parents through school and classroom communications via homework folders, School Messenger, INOW Parent Portal, the school's web site, school's newsletters, progress reports and through the parent resource center. All communications are written in a practicable language that parents can read and understand. Communications are translated when deemed necessary by the district EL personnel specialist and/or teachers.

**Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))**

meetings. The compact is then distributed to each student to take home in the fall of each year. The compact is explained to parents in school meetings. A School Messenger recording is made also informing parents of the Compact and its relevance and that a copy needs to be signed and returned to the school. Revision and updates can be made to the compact as needed. The compact is a commitment with the school and home working in partnership to ensure the success of the child. The homeroom teacher maintain signed and returned School-Parent compact in students files.

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

The school's professional leadership team is comprised of parents and teachers. Parents have may give input regarding suggestion and/or revisions to the plan. Parents have the right to submit their concerns in writing to the leadership team and the district office. The plan is available on the school's web page, administrator offices and in the media center.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).**

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

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

The school will accomplish this through a series of meetings during the first two months of school. Parents will receive an overview of the state academic content standards, academic achievement standards, and assessment results. A presentation will be given during School Orientation and or Open House explaining goals from the school's status report. Additional comments and explanations will be discussed during the Title I annual school parenting meeting.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)**

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

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

The school's leadership team will work diligently to ensure that all parent literature and material is aligned with the school's identified goals and activities. The school will have their parent information in the school's library and the parenting center. The school will host workshops to

assist parents on strategies to enhance academics.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)**

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

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

The school will continue to work with its teachers, office personnel, and other school staff through staff development opportunities, grade level meetings/data meetings, and faculty meetings to understand the importance of parental involvement and parents as partners. Central office personnel will be contacted for additional support to enhance the overall parent programs.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)**

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

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

- Parents will always be encouraged to take an active role in their child's education. Materials detailing community resources will be housed in the parent resource room and media center detailing community resources. Books, videos, DVDs and Web Sites on various topics and how parents can assist their children in academics and positive behavior will also be housed and available for check out from the library.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)**

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

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

- Parents will always be encouraged to take an active role in their child's education. Information related to school and parent programs, meetings and other activities will be written in a practicable language to ensure understanding. The school will utilize district specialists for

translations when deemed necessary.

**Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))**

- The School will provide opportunities of parents with limited English proficiency and parents with disabilities. The school will utilize district specialists for translations when deemed necessary. Transact is also available to the schools to support language barriers Every effort is made to accommodate parents with disabilities. The school is a handicapped-accessible building