

Critical Initiative

Facilitate strategies taught in KidsFirst professional development

Objective:

Enhance student achievement by providing students and teachers with appropriate technologies.

Technology

Critical Initiative

Update desktops for faculty, staff PD, and purchase program subscriptions / create lessons designed to incorporate technologies.

Objective:

Enhance student achievement by providing students and teachers with appropriate technologies.

Activity

Updated technology in classrooms

Person responsible: Teachers

Launch Date: 08/09/2022

Required Resource(s):

Financial Resource: \$4000.00

Other Resource: Teacher computers, classroom furniture

Source of Funding: Non-capitalized Computer Hardware

Activity Measure(s)

Use of smart technologies witnessed in walk throughs

Benchmark(s)

Benchmark: Targeted walk throughs to witness the use of smart technologies

Date: 07/28/2023

Stakeholder Communication

Critical Initiative

Increase communication between the school and parents in regards to grades, upcoming events, and school contact information.

Objective:

Provide multiple opportunities for communication between the school and all stakeholders.

Activity

Purchases to encourage communication

Person responsible: Title 1 Committee

Launch Date: 08/09/2022

Required Resource(s):

Financial Resource: \$885.60

Source of Funding: Title 1

Other Resource: Parental communication newsletter and paper

Activity Measure(s)

Increase of parental involvement-
Parental communication newsletter

Benchmark(s)

Benchmark: Communication maximized

Date: 07/28/2023

Stakeholder Communication

Critical Initiative

Create and maintain contact logs as well as maintain and update school website and Facebook page, as well as provide parents/guardians a monthly newsletter.

Objective:

Provide multiple opportunities for communication between the school and all stakeholders.

Learning Experience

Critical Initiative

Review of instructional lessons and plans to observe strategies taught in KidsFirst professional development

Objective:

Ensure rigorous instruction and student engagement experiences are provided in all courses taught, especially math & science.

Learning Experience

Critical Initiative

Utilize the professional developments provided through AMSTI & KidsFirst

Objective:

Ensure rigorous instruction and student engagement experiences are provided in all courses taught, especially math & science.

Critical Initiative

- 1) Conduct reviews of instructional lessons to ensure lessons meet intended standard of rigor
- 2) Increase classroom walk-through
- 3) Provide professional development for strategic teaching activities

Objective:

Ensure rigorous instruction and student engagement experiences are provided in all courses taught, especially math & science.

Activity

Professional Development

Person responsible: Title 1 Committee

Launch Date: 10/15/2021

Required Resource(s):

Financial Resource: \$400.00

Other Resource:

Source of Funding: Title 1

Activity Measure(s)

Implementation of knowledge gained from professional development opportunities witnessed in walk throughs.

Benchmark(s)

Benchmark: Walk throughs targeted from PD experiences

Date: 07/28/2023

Activity

Employ a contract instructional aide

Person responsible: Title 1 Committee

Launch Date: 08/09/2022

Required Resource(s):

Financial Resource: \$72805.04

Other Resource:

Source of Funding: Title 1

Activity Measure(s)

Employment of a contract instructional aide to increase the rigor and differentiated instruction provided in a small group setting.

Benchmark(s)

Benchmark: Increased data driven from differentiated instruction

Date: 07/28/2023

Learning Experience

Critical Initiative

Utilize differentiated instruction to reach all learners.

Objective:

Ensure rigorous instruction and student engagement experiences are provided in all courses taught, especially math & science.

Activity

Software purchases (Rti Rails/Flocabulary)

Person responsible: Teachers

Launch Date: 08/09/2022

Required Resource(s):

Financial Resource: \$4841.20

Source of Funding: Title Dollars

Other Resource: Quizizz, Generation Genius, Renaissance

Activity Measure(s)

Data tracking, data talks, and feedback within PST Meetings

Benchmark(s)

Benchmark: Increase in data and participation in PST/DATA meetings

Date: 07/28/2023

Objective

Enhance student achievement by providing students and teachers with appropriate technologies.

Critical Initiative

Update desktops for faculty, staff PD, and purchase program subscriptions / create lessons designed to incorporate technologies.

Start Date: 10/15/2021

End Date: 07/28/2023

Key Measures

Formative Assessments, Engagement

Critical Initiative

Facilitate strategies taught in KidsFirst professional development

Start Date: 09/21/2022

End Date: 05/26/2023

Key Measures

1) Observation data 2) Formative Test Data

Objective

Provide multiple opportunities for communication between the school and all stakeholders.

Critical Initiative

Create and maintain contact logs as well as maintain and update school website and Facebook page, as well as provide parents/guardians a monthly newsletter.

Start Date: 10/15/2021

End Date: 07/28/2023

Key Measures

Website and Facebook hits, Communication Logs

Critical Initiative

Increase communication between the school and parents in regards to grades, upcoming events, and school contact information.

Start Date: 10/15/2021

End Date: 07/28/2023

Key Measures

Website and Facebook hits, Communication Logs

Objective
Ensure rigorous instruction and student engagement experiences are provided in all courses taught, especially math & science.

Critical Initiative

Utilize differentiated instruction to reach all learners.

Start Date: 10/15/2021 **End Date:** 07/28/2023

Critical Initiative

- 1) Conduct reviews of instructional lessons to ensure lessons meet intended standard of rigor
- 2) Increase classroom walk-through
- 3) Provide professional development for strategic teaching activities

Start Date: 10/15/2021 **End Date:** 07/28/2023

Critical Initiative

Utilize the professional developments provided through AMSTI & KidsFirst

Start Date: 09/21/2022 **End Date:** 05/26/2023

Critical Initiative

Review of instructional lessons and plans to observe strategies taught in KidsFirst professional development

Start Date: 09/21/2022 **End Date:** 05/26/2023

Key Measures

- 1) Observation data 2) Formative Test Data

Key Measures

- 1) Observation data 2) Formative Test Data

Key Measures

Formative Assessments, Engagement

Key Measures

- 1) Observation data 2) Formative Test Data

<p>Critical Initiatives</p> <ul style="list-style-type: none"> • Review of instructional lessons and plans to observe strategies taught in KidsFirst professional development 	<p>Critical Initiatives</p>	<p>Critical Initiatives</p>
<p>Key Measures</p> <ul style="list-style-type: none"> • 1) Observation data 2) Formative Test Data • Formative Assessments, Engagement 	<p>Key Measures</p> <ul style="list-style-type: none"> • Website and Facebook hits, Communication Logs 	<p>Key Measures</p> <ul style="list-style-type: none"> • Formative Assessments, Engagement • 1) Observation data 2) Formative Test Data

Samson Middle School

<p>Vision</p> <hr/> <p>Achieving Excellence Together</p>	<p>Mission</p> <hr/> <p>Our mission, in partnership with family and the community, is to educate all students for success in a diverse world.</p>	<p>Beliefs</p> <hr/> <ul style="list-style-type: none"> • Provide rigorous curriculum and engaging instruction • Maintain high expectations and performance standards for all stakeholders • Provide quality opportunities to enhance student achievement • Enhance trust through communication, distribution of resources, fiscal responsibility and academic achievement
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<p>Learning Experience</p>	<p>Stakeholder Communication</p>	<p>Technology</p>
<p>Objectives</p>	<p>Objectives</p>	<p>Objectives</p>
<ul style="list-style-type: none"> • Ensure rigorous instruction and student engagement experiences are provided in all courses taught, especially math & science. 	<ul style="list-style-type: none"> • Provide multiple opportunities for communication between the school and all stakeholders. 	<ul style="list-style-type: none"> • Enhance student achievement by providing students and teachers with appropriate technologies.
<p>Critical Initiatives</p>	<p>Critical Initiatives</p>	<p>Critical Initiatives</p>
<ul style="list-style-type: none"> • Utilize differentiated instruction to reach all learners. • 1) Conduct reviews of instructional lessons to ensure lessons meet intended standard of rigor • 2) Increase classroom walk-through • 3) Provide professional development for strategic teaching activities • Utilize the professional developments provided through AMSTI & KidsFirst 	<ul style="list-style-type: none"> • Create and maintain contact logs as well as maintain and update school website and Facebook page, as well as provide parents/guardians a monthly newsletter. • Increase communication between the school and parents in regards to grades, upcoming events, and school contact information. 	<ul style="list-style-type: none"> • Update desktops for faculty, staff PD, and purchase program subscriptions / create lessons designed to incorporate technologies. • Facilitate strategies taught in KidsFirst professional development

Mission

Our mission, in partnership with family and the community, is to educate all students for success in a diverse world.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Facilitate strategies taught in KidsFirst professional development

Key Measures

- 1) Observation data 2) Formative Test Data

Intended Outcome(s)

- Encouragement of student engagement through technology

Objective

Enhance student achievement by providing students and teachers with appropriate technologies.

Vision

Achieving Excellence Together

Samson Middle School

Mission

Our mission, in partnership with family and the community, is to educate all students for success in a diverse world.

Resource(s)

Total Financial Resources: \$4000.00

Source of Funding: Non-capitalized Computer Hardware

Other

- Teacher computers, classroom furniture

Critical Initiative

Update desktops for faculty, staff PD, and purchase program subscriptions / create lessons designed to incorporate technologies.

Key Measures

- Formative Assessments, Engagement

Intended Outcome(s)

- Increased rigor, increase technology usage. Increased student achievement.

Objective

Enhance student achievement by providing students and teachers with appropriate technologies.

Vision

Achieving Excellence Together

Mission

Our mission, in partnership with family and the community, is to educate all students for success in a diverse world.

Resource(s)

Total Financial Resources: \$885.60

Source of Funding: Title 1

Other

- Parental communication newsletter and paper

Critical Initiative

Increase communication between the school and parents in regards to grades, upcoming events, and school contact information.

Key Measures

- Website and Facebook hits, Communication Logs

Intended Outcome(s)

- Increase communication levels and provide needed information

Objective

Provide multiple opportunities for communication between the school and all stakeholders.

Vision

Achieving Excellence Together

Samson Middle School

Mission

Our mission, in partnership with family and the community, is to educate all students for success in a diverse world.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Create and maintain contact logs as well as maintain and update school website and Facebook page, as well as provide parents/guardians a monthly newsletter.

Key Measures

- Website and Facebook hits, Communication Logs

Intended Outcome(s)

- Increase communication levels and provide needed information.

Objective

Provide multiple opportunities for communication between the school and all stakeholders.

Vision

Achieving Excellence Together

Mission

Our mission, in partnership with family and the community, is to educate all students for success in a diverse world.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Review of instructional lessons and plans to observe strategies taught in KidsFirst professional development

Key Measures

- 1) Observation data 2) Formative Test Data

Intended Outcome(s)

- Closing of achievement gaps and students overall well being

Objective

Ensure rigorous instruction and student engagement experiences are provided in all courses taught, especially math & science.

Vision

Achieving Excellence Together

Samson Middle School

Mission

Our mission, in partnership with family and the community, is to educate all students for success in a diverse world.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

Utilize the professional developments provided through AMSTI & KidsFirst

Key Measures

- Formative Assessments, Engagement

Intended Outcome(s)

- Increased student engagement and data

Objective

Ensure rigorous instruction and student engagement experiences are provided in all courses taught, especially math & science.

Vision

Achieving Excellence Together

Mission

Our mission, in partnership with family and the community, is to educate all students for success in a diverse world.

Resource(s)

Total Financial Resources:

Source of Funding:

Other

Critical Initiative

- 1) Conduct reviews of instructional lessons to ensure lessons meet intended standard of rigor
- 2) Increase classroom walk-through
- 3) Provide professional development for strategic teaching activities

Key Measures

- 1) Observation data 2) Formative Test Data

Intended Outcome(s)

- Students engagement will increase

Objective

Ensure rigorous instruction and student engagement experiences are provided in all courses taught, especially math & science.

Vision

Achieving Excellence Together

Samson Middle School

Mission

Our mission, in partnership with family and the community, is to educate all students for success in a diverse world.

Resource(s)

Total Financial Resources: \$78046.24

Source of Funding: Title Dollars, Title 1, Title 1

Other

- Quizizz, Generation Genius, Renaissance

Critical Initiative

Utilize differentiated instruction to reach all learners.

Key Measures

- 1) Observation data 2) Formative Test Data

Intended Outcome(s)

- Increased student engagement and student academic success



Objective

Ensure rigorous instruction and student engagement experiences are provided in all courses taught, especially math & science.

Vision

Achieving Excellence Together

Attachment Summary

Attachment Name	Description	Associated Item(s)
 ACIP Sign In Sheet		• 1
 Coordination of Resources		•

eProve™ strategies: Goals & Plans

The school has completed all components of its ACIP in eProve™ strategies.

- Yes
- No

Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the Comprehensive Budget Document under the Federal Programs tab found here <https://alsde.onlinehelp.cognia.org/>.

Step 2: Upload the completed Coordination of Resources - Comprehensive Budget document.

I have completed and uploaded the Coordination of Resources - Comprehensive Budget.

I have not completed and uploaded the Coordination of Resources - Comprehensive Budget.

ATTACHMENTS

Attachment Name

Coordination of Resources

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.

Parent Information Night; Title I Meeting; Open House. The school has also planned monthly events to encourage parents to attend and play an active role in their child's success.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See 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 such other reasonable support for parental involvement activities as parents may request.

Parents may request teacher conferences, counselor and/or administrator conferences. Parents may email teachers and administration directly from the school website. Parents may request for students to attend additional tutoring provided after school. Parents may message teachers and administration directly from the school website.

7. 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))

Translator services (TransAct) provided to the teachers to send documents home to parents. ELL and Migrant Services Coordinator is utilized to communicate verbally.

(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 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.

PowerSchool Parent Access provides parents the opportunity to monitor their child's grades and assignments in real time, BlackBoard, SMS Website, Google Classroom, the REMIND App, and Facebook page provide real time modes of communication to parents

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See 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 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.

Parent teacher conferences; Access to email teachers directly from the school website; BlackBoard; SMS Facebook Page; Google Classroom

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See 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:

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))

Progress Reports; BlackBoard; SMS Website and Facebook Page; Geneva County Schools Website, the REMIND app., and the school sign.

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

The School-Parent Compact is updated annually through the Title I Committee, which includes parent representation.

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

Parents are given the opportunity to express concerns by contacting the school administration via the school website, email, phone, or in person. They also have a survey that is sent annually to them so they are able to provide feedback anonymously if desired.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See 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.

Parent Information Night; PowerSchool Parent Access; Progress Reports; Report Cards; Parent/Teacher Conferences; Google Classroom. The school has also planned monthly events to encourage parents to attend and play an active role in their child's success.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children.

Parent and Family Engagement

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

Samson Middle School holds an annual Title I meeting to inform parents of the requirements concerning Title 1. The information from that meeting covered what it means to be a Title I school, how to request Title I documents from the school, School-Parent Compact, and Parental Involvement funds.

2a. Describe 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.

Samson Middle School offers the following programs to provide an avenue to support parental involvement in addition to parent-teacher meetings upon request: 6th Grade Orientation and Schedule pick up day. Parental involvement funds are used to provide newsletters that are easily obtained via hard copy given to students or electronically on social media, paper for parent communication, and poster maker supplies. Samson Middle School has also partnered with the City of Samson to be involved in the community events such as the Christmas at the Cabins and Fall Festival. Samson Middle School has scheduled an event monthly to encourage parents to attend and promote success with all of our students.

2b. Describe 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).

At Samson Middle School, the Title 1 committee is composed by faculty, staff, and parent advocates. Surveys are also sent in an effort to get immediate feedback from all parents and stakeholders.

2c. Describe how funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3)).

Monthly newsletters are also being created to include information that is pertinent to middle school students and will be sent for communication. Poster maker supplies and paper were purchased to communicate upcoming information regarding upcoming information, progress reports and report cards.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the

ACIP Assurances

Instructions:

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

1. The school's ACIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. (Sec. 1114, (b) (2))

Upload the signature page of your ACIP committee members. Upload any additional attachments if needed regarding your ACIP.

YES

NO

N/A

ATTACHMENTS

Attachment Name



ACIP Sign In Sheet

2. 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

NO

N/A

3. 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

NO

N/A

dinner program, which helps all students, including athletes, to make sure they have proper nutrition for growth and development, especially in a low income area.

Samson Middle School

10/11/2022

2. 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?

STAR is used triennially county wide to determine student achievement. Locally the test is given every four weeks to progress monitor all intervention and special education students. If a desired outcome is not achieved, we increase rigor, depth of knowledge, and intervention services. After these determinations are made and there is not substantial growth, new programs are sought.

3. 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?

STAR is used both locally and county-wide to determine student achievement. If a desired outcome is not achieved, we increase rigor, depth of knowledge, and intervention services. After these determinations are made and there is not substantial growth, new programs are sought. The ACIP, PST, and Title 1 committees then meet to adjust the plans / budgets and make amendments as needed.

Component 4: Coordination and Integration of Federal, State and Local Programs and Resources (Sec. 1114(b)(V))

NOTE: Not all schools receive all of the funding sources mentioned.

1. 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.

Samson Middle School coordinates Federal, State, and Local programs / resources to meet the diverse needs of our students. The services provided by these funds include the following: teachers, paraprofessionals, assessments, technology, and professional development.

2. 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).

Samson Middle School participates and encourages the Universal Breakfast in the classroom to provide breakfast to all enrolled students to help improve academic achievement, decrease tardiness, decrease discipline problems, and promote a family type atmosphere. The SFSP (Summer Food Service Program) is being utilized to provide free lunch to all enrolled students. We also participate in the after school

13. 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.

Fifth graders are invited to attend a tour of the middle school campus that includes key steps in becoming a middle school student. Eighth grade students work with our school counselor and county career coach in development of the high school class schedule to determine their diploma track. Resource teachers work with special needs students in developing transition goals that incorporate student interest surveys, parent surveys, teacher surveys, and meetings with a vocational counselor.

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

(N/A for Elementary Schools)

Migrant / ML students' needs are met through an ML committee to complete plans that are individually based on the students needs. Students that are identified through parent communication as "homeless" are able to receive assistance with clothing, school supplies, and hygiene supplies. Students with Special Education needs are provided individualized education plans annually to address both academic and behavior concerns. Victims of neglect are identified and if it can be addressed at the school level, we provide for their needs. If it is outside of our control, they are reported to our local Department of Human Resources for assistance. Delinquent students are identified through daily and period absences by our attendance clerk. The clerk then completes daily communication with the guardians, Saturday School days are signed, and court petitions are filed.

Component 3: Evaluation (How does the school evaluate the implementation of the schoolwide program?)

1. 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?

Data meetings and PST meetings are held to look at state testing scores and based on the results, students are placed in tiered interventions. As needed, students are referred through tier 3 intervention for testing to receive special services.

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

Currently there is a good mix of newer teachers, between 1-5 years experience, and veteran teachers with 16+ years experience.

8. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate (recruitment and retention strategies)?

In an attempt to retain teachers, our district has implemented a mentoring program. First year teachers are paired with experience teachers to provide guidance and assistance when needed in an effort to help make the novice teacher's first year more successful.

9. Describe how data is used from academic assessments to determine professional development.

When analyzing data, programs and initiatives are sought to assist with increasing student achievement. Professional development opportunities are provided according to the needs of the programs. Data from surveys with faculty are also used to determine what faculty feel is a personal need and is addressed in the faculty professional learning plans.

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

Our system provides local professional development opportunities as well as off site trainings to assist in the development of improved instruction, ie KidsFirst, Insights, AMSTI, and multiple peer coaching opportunities.

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

New teachers are assigned to a veteran teacher to assist in mentoring. This includes completion of weekly meetings (documented on a mentor log), observation of the mentor teacher, and completion of before/after needs assessment. They are also teamed to co teach lessons of instruction that incorporate increased student engagement.

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

These professional developments are conducted annually and state mandated for CEU hours for teaching certificates. The strategies and implementations are observed and documented through walk through feedback as well as in the faculty professional learning plans evidence.

provide strategies to improve behaviors on both a short and long term basis. This is completed by the behavior team which includes the resource personnel, school counselor, and administrator.

3. 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**.

Parent conferences are held to discuss activities that can be completed outside of the regular school day that include independent practice, IXL, and before/after school tutoring.

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

Migrant ML students' needs are met through an ML committee to complete plans that are individually based on students' needs. Students that are identified through parent communication as "homeless" are able to receive assistance with clothing, school supplies, and hygiene supplies. Students with Special Education needs are provided individualized education plans annually to address both academic and behavior concerns. Victims of neglect are identified and if it can be addressed at the school level, we provide for their needs. If it is outside of our control, they are reported to our local Department of Human Resources for assistance. Delinquent students are identified through daily and period absences by our attendance clerk. The clerk then completes daily communication with the guardians, Saturday School days are assigned, and court petitions are filed.

5. 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.

Our school utilizes the students' home language surveys to identify and then students are screened through the WIDA test process. Scores are used in the development of plans. Our county Migrant / ML Liaison is invited to a parent meeting in which she communicates/translates the information between the committee and guardians as needed. Imagine Learning, a computer based program, is available when needed to decrease the language barrier in their academic vocabulary. We also have the ability to provide material in their native language.

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

For the 22-23 school year, 2 Special Education teachers were hired to replace the previous teachers.

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

These goals address increasing academic achievements, proficiency in the area of science and mathematics, technology, and incorporate encouraging teaching strategies.

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

1. 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.

Samson Middle School utilizes Strategic Teaching techniques and technology to encourage 100% engagement. Math courses are taught utilizing Eureka Math curriculum and science incorporates both AMSTI methods as well as engaging teaching strategies. Students are provided small group instruction that is taught in a small group setting. A variety of online tools and programs are used and include: STAR Math, Prodigy, FRECKLE, IXL, and Gizmos.

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

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

Students that are identified as "at risk" are entered in to PST and are provided small group instruction that is taught in a small group setting for both math and science. Counseling services are provided by both the school counselor and contract counseling services are provided as needed on a referral basis. As a school, we also utilize the INSIGHTS to Behavior computer based program to identify students

2022-23 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

An electronic survey was completed by students, faculty, and community members. We also used STAR and ACAP Summative test results to determine our academic needs.

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

Through analysis of the data collected, it was noted that of our lowest scores for area of need were: math data, science data, and encouragement/ engagement with students.

3. What conclusions were drawn from the results?

Through analysis of the data collected, it was noted that: more students needed to feel engaged/ encouraged by faculty, math data has to increase, and science needs a more allocated time to be discussed in regards to needs and performance.

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

In conclusion, it was noted that Samson Middle School needs to improve math interventions, enrichments and engagements in science, incorporate encouraging teaching strategies.

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

The goals are determined based off the results of the priority needs and needs assessment. Once these needs are determined, our Title 1 budget is used to accommodate these needs.

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

After analyzing multiple sources of data from 2021-2022, such as STAR assessment results, and survey results, and student discussions- we concluded that our goals should focus on these areas.

Instructions

Title I Schoolwide schools, must complete all of the following sections of this ACIP diagnostic:

- **Title I Schoolwide Diagnostic**
- **ACIP Assurances**
- **Parent and Family Engagement Diagnostic**
- **Coordination of Resources - Comprehensive Budget Diagnostic**
- **eProve™ strategies - Goals & Plans**

Parent Surveys must be done annually, but it can be done electronically in eProve or by paper.

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