



## **ACIP**

# Steele Junior High School

## St. Clair County Board of Education

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Steele, AL 35987

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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?**

Education has been a part of the Steele, Alabama community since its founding in the 1850s. Steele's first school was a one room log structure, heated by a log fireplace. There was another school located in the Baptist Church, also built of logs. As Steele's population grew so did the number of school houses. Aside from the school, located in Steele proper, there were others erected in various locations in the surrounding area. These were Union, Deerman's Chapel, and Rock Hill. In the early twentieth century an all girls' college was created named Valley Grove. It was at this site later in that century that all the surrounding schools would eventually be consolidated into one school. That school would become known as Steele Junior High School. This school is therefore woven into the very fabric of the Steele Community.

Steele Junior High School is part of the Saint Clair County Board of Education. The school is located in Steele, Alabama, nestled in the shadow of the Chandler Mountain Plateau. This plateau is six miles wide and sits at 1,500 feet above sea level. This feature not only affects the school geographically but also demographically. Chandler Mountain's flat top is conducive to growing crops, specifically tomatoes. From spring to early fall it plays host to a large population of Hispanic migrant farmers. (2) Consequently, at the beginning of the school year Steele Jr. High has an enrollment of about 190 students Pre-K -8th grades. In October when the migrant population, which is around 4.7%, begins to leave for other destinations, the school's enrollment decreases to about 180 students.

Aside from the migrant population there is very little racial or economic diversity among the students. Only a small percentage of Hispanic students remain after the migrants withdraw. Seventy-two percent of the student population lives under the federal poverty line. This percentage is much higher than the Saint Clair County average.

The faculty is comprised of ten classroom teachers, one special education teacher, one physical education teacher, one reading interventionist, and one principal. The staff is comprised of one bookkeeper/secretary, one Prek aide, three lunchroom CNPs, one custodian, one school nurse, and one part time migrant aide which is only funded the first two months of the school year. The school is also serviced by an ELL teacher, speech pathologist, and gifted teacher. Steele is a feeder school for Ashville High School. Athletics and community involvement are usually intertwined with the Ashville schools.

The high poverty rate and the migrant population present unique challenges for the Steele Junior High School faculty and staff. Many families do not have internet access which hinders communication efforts and limits resources for academic support. Many of the migrant students do not live in English speaking households. Communication with these parents offers its own set of challenges. Letters and other forms of communication must be provided in Spanish for these parents. Communication has been fostered by the addition of the bilingual aide, SchoolCast automated calling system in Spanish, and TransAct services.



## 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 purpose of Steele Junior High School is to develop each student to his/her fullest potential. It is our vision that all students will be challenged and provided opportunities that will ready each student for college, career, and adulthood in the 21st Century. We strive to ensure that high expectations are maintained for all students by providing a safe, inclusive environment, instruction with rigor but relevance, and good character development so that each student is prepared to succeed in an ever-changing world. The faculty and staff want to maintain these standards while continuing to grow in size and scope. The continuing development of curriculum, parental and community involvement, and facility enhancement are strong goals set by the principal, the faculty, and staff of Steele Junior High School. Consistency and growth of this school are important objectives of not only the faculty and staff but the Steele community as well.

## 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.**

The faculty and staff of Steele Junior High School are always working to improve all aspects of the school. Academically, Steele Junior High School has always been one of the more successful schools in the Saint Clair County system. Former Steele Junior High School students are routinely in Ashville High School's Super Seven, which are the seven students with the highest cumulative grade point averages in 9th through 12th grades. Nearly one half of Ashville High School's valedictorians since 2000 have been Steele Junior High graduates. This year Steele's Performance Series state test scores were among the best in the school district.

The most telling aspects of those scores were grades 3rd - 5th who scored 70% or better as proficient and/or distinguished learners on the math assessment of the Performance Series test. Grade 4 scored 62% and grade 5 scored 72% as proficient and/or distinguished learners on the reading assessment of the Performance Series test. These scores are indicative of the hard work by the administration, faculty, staff, parents, and students. The reading scores can also be attributed to research based teaching methods, a strong focus on the teaching standards, intervention programs like Scholastic Read 180 and Lexia and increased library circulation.

Academic improvements are not the only enhancements being made to Steele Junior High. The school received the state's Pre-K School Readiness grant. This will benefit the school and community tremendously. The Steele community does not have any pre school facilities, therefore, most children enter school with no prior educational setting. The School Readiness grant will help ensure four year old students will enter kindergarten ready to learn. Steele Junior High also started an after school program this year. Parent survey data indicated a need for after school care. As a result of this data, the principal contacted the community education coordinator to assist in establishing an after school program for SJHS. There have been numerous improvements to the facilities both aesthetically and motivationally to create a positive sense of self worth. The library had a complete renovation. It is now student-centered and the learning hub of the school. Over 300 books were added to the collection to support the reading initiative of the school and promote the love of literature. The entire school had a new, fresh coat of paint with positive quotes and/or motivational sayings to promote character education and self esteem. The lunchroom also had much needed improvements. It received a fresh, new paint job and flooring. We are excited about these improvements in that it shows a long term investment in the students, school, and community. In addition to these school improvements, the local community outreach groups such as the United Fellowship and Outreach of Steele (UFOs) have scheduled workdays in which in volunteers conduct an in-depth cleaning of the school, complete minor repairs, and spruce up the outside of the campus. Great strides have been made by the administrator towards updating the technology infrastructure and hardware. Four classrooms have interactive projectors. An iPad cart was purchased with 20 iPads for grades K - 2 to utilize. A new Stream cart was also purchased with 30 new Streams. Grades 6-8 are now a 1:1 digital environment. Steele Junior High School has a certified Microsoft Innovative Educator. This allows quality in-house professional development for the faculty and standards aligned instruction for students.

The academic goals of Steele Junior High School for the next three years are to continue to improve math and reading proficiency. The accomplishment of these goals will be supported through continuous monitoring of teaching and learning through formative assessments, strategically planned lessons, explicit instruction with high levels of student engagement, a restructured student support team, and on-going professional development based on student and teacher needs. In addition to these academic goals, Steele Junior High School has a cultural goal of providing each student with an adult advocate. The school has implemented our promotion coaching team for students in and 8th grade. The promotion coaching team meets every student in eighth grade after progress reports and report card period ends. The team mentors students to address academic weaknesses and build on their strengths. Any barriers to the student's success is also addressed.



## **Additional Information**

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

Steele Junior High School is a true community school. We are supported year round through community service projects such as back pack buddies, community work days, and student support projects such as hygiene bags, community collection drives for school supplies, clothing, and nurse supplies. School sponsored events such as the fall festival, Veterans Day program, the Thanksgiving Feast, and 5K Run /Walk are only possible with the support of our community.

Each summer, students enrolled at Steele attend the St. Clair County Migrant program, which is housed at Ashville Elementary school. This program is one of the state's premier programs and is an invaluable service to the migrant families of St. Clair County and our community. The program is educational in nature but also provides opportunities for physical education, art, music, and enrichment. Through a partnership with local nonprofit agencies additional services are provided to support the health and well-being of this unique population.

The Steele Junior High student population has declined in the past couple of years, however, the community and school is striving to continue a bright future for the school and the community. Continual improvements in all aspects of the school are planned and the faculty and staff are excited about the future. The faculty, staff, parents, and students are dedicated to the school and the community- a community born with education of its children at the forefront.

# **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.**

A variety of stakeholders were utilized in the development and the implementation of the Continuous Improvement Plan. Stakeholders were selected by the principal to represent those directly involved in the education of the students and those who support the education system outside of the school.

Stakeholders were invited to be part of the team personally by the principal. They were informed of their roles and responsibilities at that time. Committee representatives were selected because of their dedication and interest in the success of our students and school.

Stakeholders are parents, faculty members, community leaders, and special population leaders. Meeting times were flexible with some occurring during the school day and others occurring in the afternoons to accommodate work schedules.

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

The Continuous Improvement Planning Committee is made up of teacher representatives from lower elementary, upper elementary, and middle school content areas, as well as, the principal, interventionist, teachers servicing special populations, parents, and community leaders. Stakeholders reviewed and analyzed multiple data sources to determine needs specific to our school. The selected members are responsible for the development, implementation, and review of the Continuous Improvement Plan as well as distributing any information needed to their constituency groups.

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

The ACIP plan is published to the school website and available to view at any time. A printed copy of the plan is available in the office and in our parent resource center. Portions of the plan, such as the parental involvement plan, are printed and sent home with the first grading period reports. The academic and organizational goals established by the ACIP committee are included each month on our newsletter. In addition, an update on our progress toward meeting these goals is also included in the newsletter. Copies of the newsletter are sent to local government offices and community groups such as the United Fellowship Organization of Steele. The school operates an official Facebook page and information is also sent out to stakeholders via social media.

# **Student Performance Diagnostic**



## **Introduction**

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

### Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		2018-19 Data Document

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

## Areas of Notable Achievement

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

Third grade scored 13% higher than the district average for meeting the target in reading gains analysis and sixth grades scored almost 10% higher the district average for meeting the target in reading gains analysis. First grade scored 24% higher than the district average in meeting the target for reading foundations gains analysis. Second grade scored 19% higher than the district average in meeting the target for reading foundations gains analysis.

First and second grade scored 14% higher than the district average in meeting the target for math gains analysis. Third and fourth grade scored 17% higher than the district average in meeting the target for math gains analysis.

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

Grades 2nd and 3rd showed an increase in overall student performance in oral reading fluency as indicated in the DIBLES assessment in both 2017-18 end of the year assessments and 2018-19 beginning of the year assessments.

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

Seventy-four percent of 3rd grade met their annual growth target in reading. Fifty-six percent of 6th grade met their annual target in reading, which was the highest in the district. Eighty percent of 1st grade met their annual growth target for reading foundations, which was the highest in the district. Seventy-eight percent of 2nd grade met their annual growth target for reading foundations, which was tied with highest in the district. Seventy-eight percent of 3rd graders met their annual growth target in math, the highest in the district. Sixty-five percent of 4th grade met their annual growth target in math, the highest in the district.

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

Although Steele does not have subgroups for race or special education, trends were identified in grade-level performance. Students living in non-poverty homes scored about 200 points more than their peers living in poverty in reading as shown on the Performance Series reading assessment.

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

Steele Junior High School does not have enough diversity to report subgroups for race or special education. While non-poverty students scored higher percentage of proficient scores on the Performance Series (both math and reading) than poverty students, less of a gap exists  
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among scores in mathematics based on the beginning of the year assessments.

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

STAR Reading / STAR Math and DIBELS reports are additional data sources which support these findings. ScanTron Performance Series also provides an additional data source for longitudinal analysis by subgroup.

## Areas in Need of Improvement

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

Although Steele does not have subgroups for race or special education, trends were identified in grade-level performance. Students living in - poverty homes scored about 200 points less than their peers living in non-poverty homes as shown on the Performance Series reading assessment.

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

Kindergarten end of the year 2017-18 school year showed a decrease in performance as measured by DIBLES assessment. Kindergarten students also performed below average on the end of the year Performance Series Reading Foundations assessment. First grade scored below average on the beginning of the year Performance Series Reading Foundation assessment for 2018-19 school year. First grade DIBLES score for the beginning of the 2018-19 school year also showed a negative trend in non-sense word fluency.

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

33% of kindergarten met their end of the year bench mark goal for non-sense word fluency as indicated on the DIBLES assessment. 35% of fifth grade reached their annual target in reading as indicated on the Performance Series assessment in reading. 50% of 5th grade reached their annual target in math as indicated on the Performance Series assessment in math.

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

Although Steele does not have subgroups for race or special education, trends were identified in grade-level performance. Kindergarten end of the year 2017-18 school year showed a decrease in performance as measured by DIBLES assessment. Kindergarten students also performed below average on the end of the year Performance Series Reading Foundations assessment. First grade scored below average on the beginning of the year Performance Series Reading Foundation assessment for 2018-19 school year. First grade DIBLES score for the beginning of the 2018-19 school year also showed a negative trend in non-sense word fluency.

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

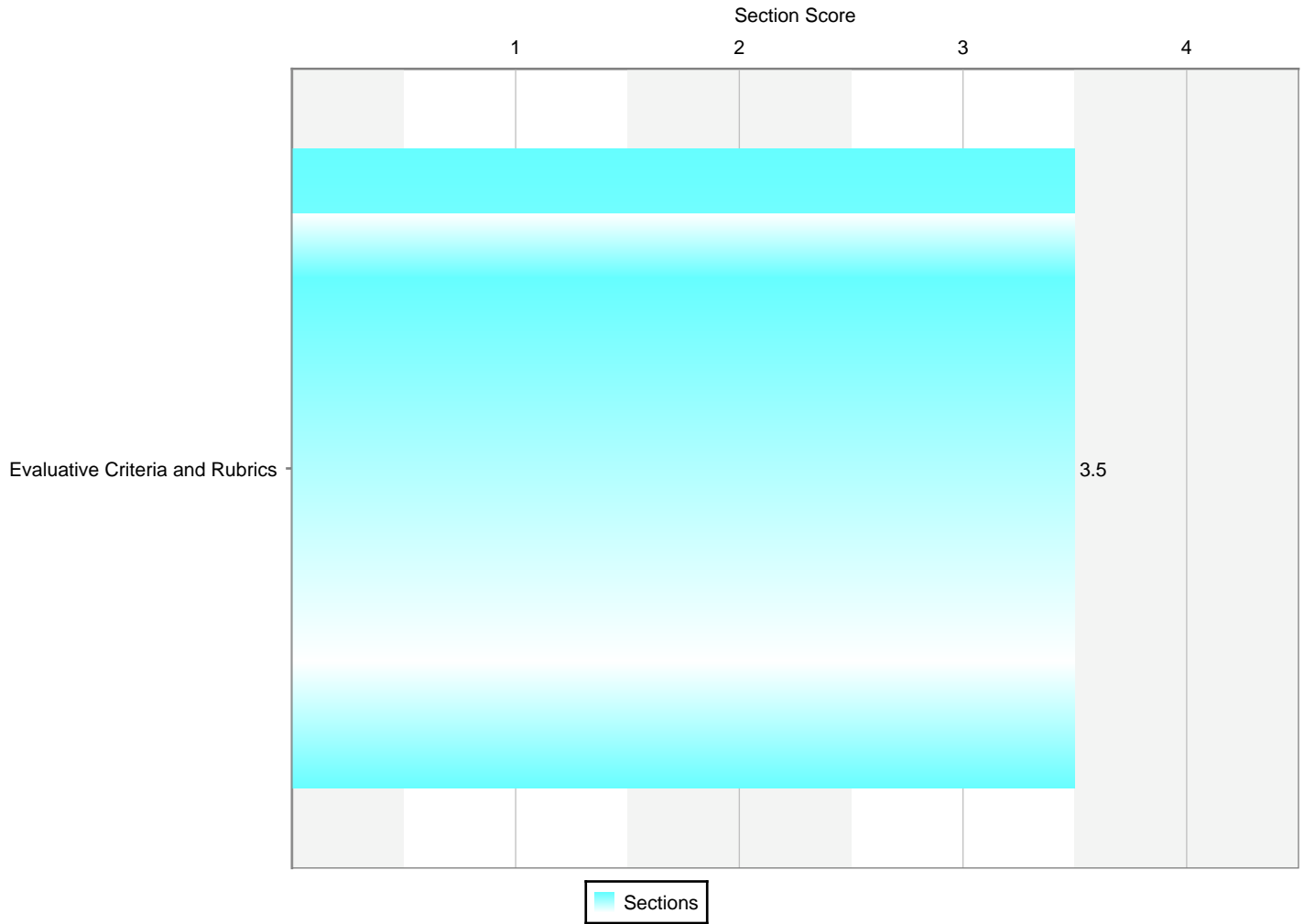
Steele Junior High School does not have enough diversity to report subgroups for race or special education. In comparison of poverty and non-poverty students, non-poverty students had a higher percentage of proficient scores on Performance Series tests (both math and reading) than poverty students.

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

STAR Reading / STAR Math and DIBELS reports are additional data sources which support these findings. Performance Series also provides an additional data source for longitudinal analysis by subgroup

## 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		CIP Team 2018-19

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		Equal Education Opportunity Statement 2018-19

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	Joe Goble 410 Roy Drive Ashville, AL 35953  (205) 594-7131	Non-Discrimination Policy

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		Parent and Family Engagement Plan 2018-19

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

# **2018 -19 Plan for ACIP**

## Overview

### Plan Name

2018 -19 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	EL students will improve their overall English language proficiency.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	Kindergarten - 2nd Grade students will increase foundation skills.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	Students in 8th grade will successfully transition to high school.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
4	Students in 1st - 8th grade will increase number fluency with two one-digit numbers in addition, subtraction, and multiplication.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
5	Students in 3rd - 8th Grade will increase their overall vocabulary usage.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: EL students will improve their overall English language proficiency.

### Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in improved language arts skills in English Language Arts by 05/23/2019 as measured by an increase in ACCESS test scores..

### Strategy 1:

Online Speaking Guidance - Students will visit the EL classroom to receive online speaking guidance through documents provided by ACCESS to help prepare students for the online portion of ACCESS test.

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

Research Cited: Best Practices of English Language Learners; WIDA Standards

Activity - Online Speaking Guidance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL teachers will implement strategies suggested from the ACCESS guidance documents to help prepare students for the online speaking portion of the assessment.	Academic Support Program	08/08/2018	05/16/2019	\$0	No Funding Required	EL teachers, Classroom teachers, Administrators

## Goal 2: Kindergarten - 2nd Grade students will increase foundation skills.

### Measurable Objective 1:

increase student growth in beginning reading skills by 2% by 05/10/2019 as measured by on state/district assessments..

### Strategy 1:

Professional development utilizing Wiley Blevins' A Fresh Look at Phonics aligned with Saxon Phonics. - Teachers will utilize Wiley Blevins' A Fresh Look at Phonics aligned with Saxon Phonics.

- 1) Daily lessons consist of Lesson Warm-ups involving multiple modalities
- 2) Lessons focus on introduction of new increments
- 3) Teacher provides ample modeling and guidance of new skill
- 4) Students engage in application and continual review

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

Research Cited: A Fresh Look at Phonics Common Causes of Failure and 7 Ingredients for Success. Corwin Pr, 2016.

Activity - instruction implementing phonics instruction based on Wiley Blevins' best practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will implement daily Phonics lessons daily with their students in Grades K - 2nd.	Direct Instruction	08/09/2017	05/23/2019	\$0	State Funds	All Kindergarten - 2nd Grade teachers will be responsible for the delivery of instruction.
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### Goal 3: Students in 8th grade will successfully transition to high school.

#### Measurable Objective 1:

achieve college and career readiness 90% of 8th graders transitioning to high school by 05/17/2019 as measured by surveys.

#### Strategy 1:

Extracurricular Activities - Students will attend various extracurricular activities throughout the year in order for students to become accustomed to high school. By attending these activities, students will become familiar with school facility and the activities that are offered to get middle school students excited about attending high school and give them some ideas about the academic path they would like to implement.

Category: Develop/Implement Student and School Culture Program

Research Cited: Education Resource Center (U.S. Department of Education)

Activity - Athletic Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle school students will attend various high school athletic events throughout the year at no charge.	Extra Curricular	08/08/2018	05/10/2019	\$0	No Funding Required	Administrator Classroom teachers

Activity - School Visit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will visit the high school during the spring to tour the facility and to become informed of all the programs that are offered at the high school.	Extra Curricular	04/15/2019	05/17/2019	\$0	No Funding Required	Administrator Classroom teachers

#### Strategy 2:

Mentoring - Teachers will be assigned a student in 8th grade and will meet with students periodically throughout the year to discuss concerns and address needs of the student.

Category: Develop/Implement Learning Supports

Research Cited: Alabama State Department of Education



Activity - Promotion Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned a teacher mentor. The student and mentor will be after each progress report and report card period to discuss concerns and needs of the student. The goal is address any barriers that student from being successful in school.	Academic Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	Administrator Teachers

## Goal 4: Students in 1st - 8th grade will increase number fluency with two one-digit numbers in addition, subtraction, and multiplication.

### Measurable Objective 1:

increase student growth at or above 5% in number fluency with two one-digit numbers in addition, subtraction, and multiplication. by 05/16/2019 as measured by pre-tests and post-tests..

### Strategy 1:

Fluency Strategies - Teacher will guide students in setting individual goals for achieving fluency and automaticity with their math facts. Students will be given ample opportunities for daily/weekly practice using fluency resources. Students will be motivated through the use of a reward system.

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

Research Cited: Burns, M. K., Ysseldyke, J., Nelson, P., & Kanive, R. (2015). Number of repetitions required to retain single-digit multiplication math facts for elementary students. School Psychology Quarterly, 30(3), 184 191.

Activity - Go Math Developing Facts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with daily/weekly individualized multiplication drill practice. Students will increase fluency and automaticity of two one-digit numbers.	Academic Support Program	09/01/2017	05/25/2018	\$0	No Funding Required	3rd - 5th grade teachers

Activity - XtraMath	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Web based program that implements math fluency activities to support students in math fluency mastery.	Academic Support Program	08/08/2018	05/17/2019	\$0	No Funding Required	Classroom Teachers Special Education Teacher

## Goal 5: Students in 3rd - 8th Grade will increase their overall vocabulary usage.

### Measurable Objective 1:

increase student growth in vocabulary by 2% by 05/10/2019 as measured by Scantron Performance Series..

**Strategy 1:**

- Direct Vocabulary Instruction - 1. Teachers will provide students with direct, explicit vocabulary instruction in specific words.
- 2. Teacher provides clear explanations and examples of the meanings of these words in various contexts.
- 3. Student friendly definitions will be given by the teacher.
- 4. Students will rewrite definitions in their own words and provide examples of situations where the word could be used.
- 5. Direct instruction of specific words can include teaching the multiple meanings of some words, different associations.

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

Research Cited: College and Career Ready Standards Marzano, Robert J., Vocabulary for the Common Core, (2013)

Activity - Reading Non-fiction texts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students in an effective procedure for selecting books that are "just right" for them. Students will visit the library weekly and select one fiction and one non-fiction book to read.	Academic Support Program	08/08/2018	05/10/2019	\$0	No Funding Required	Classroom Teacher Librarian Administrator

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
instruction implementing phonics instruction based on Wiley Blevins' best practices	Teachers will implement daily Phonics lessons daily with their students in Grades K - 2nd.	Direct Instruction	08/09/2017	05/23/2019	\$0	All Kindergarten - 2nd Grade teachers will be responsible for the delivery of instruction.
<b>Total</b>					\$0	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Athletic Events	Middle school students will attend various high school athletic events throughout the year at no charge.	Extra Curricular	08/08/2018	05/10/2019	\$0	Administrator Classroom teachers
Go Math Developing Facts	Teachers will provide students with daily/weekly individualized multiplication drill practice. Students will increase fluency and automaticity of two one-digit numbers.	Academic Support Program	09/01/2017	05/25/2018	\$0	3rd - 5th grade teachers
Promotion Coaching	Students will be assigned a teacher mentor. The student and mentor will be after each progress report and report card period to discuss concerns and needs of the student. The goal is address any barriers that student from being successful in school.	Academic Support Program	08/08/2018	05/23/2019	\$0	Administrator Teachers
XtraMath	Web based program that implements math fluency activities to support students in math fluency mastery.	Academic Support Program	08/08/2018	05/17/2019	\$0	Classroom Teachers Special Education Teacher
School Visit	Students will visit the high school during the spring to tour the facility and to become informed of all the programs that are offered at the high school.	Extra Curricular	04/15/2019	05/17/2019	\$0	Administrator Classroom teachers

**ACIP**

Steele Junior High School

Online Speaking Guidance	EL teachers will implement strategies suggested from the ACCESS guidance documents to help prepare students for the online speaking portion of the assessment.	Academic Support Program	08/08/2018	05/16/2019	\$0	EL teachers, Classroom teachers, Administrators
Reading Non-fiction texts	Teachers will instruct students in an effective procedure for selecting books that are "just right" for them. Students will visit the library weekly and select one fiction and one non-fiction book to read.	Academic Support Program	08/08/2018	05/10/2019	\$0	Classroom Teacher Librarian Administrator
<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		208-19 Stakeholder Data Document

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

	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	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). 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 well analyzed and clearly presented.	Level 4



## Areas of Notable Achievement

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

The standard with the highest level of satisfaction on the parent and staff surveys was shown to be the standard of Using Results for Continuous Improvement. The highest level of satisfaction for middle school student surveys was Standard 1 Purpose and Direction and elementary student surveys indicated Standard 2 Governance and Leadership to score the highest satisfaction.

In addition the following questions received high scores:

Elementary: 100% agree

In my school I am treated fairly, students treat adults with respect, and teachers want students to do their best work.

Middle School: 90% or greater agree:

In my school, the purpose and expectations are clearly explained to me and my family.

In my school, I have access to counseling, career planning, and other programs to help me in school.

Parents: 90% or greater agree

The school's purpose statement is clearly focused on student success.

The school has high expectations for students in all classes.

Our school provides a safe learning environment.

Staff: Over 90% agree

School's purpose statement is clearly focused on student success.

School has a continuous improvement process based on data, goals, actions and measures for growth.

Our school's leaders hold staff members accountable for student learning.

Additional analysis of the stakeholder feedback surveys by indicator, signify the overall highest level of satisfaction or approval for the following indicators as determined by strong agreement among all sampled stakeholder groups:

1.1 The school engages in a systematic, inclusive and comprehensive process to review, revise, and communicate a school purpose for student success. (students / parents )

2.5 Leadership engages stakeholders effectively in support of the school's purpose and direction. (parent)

4.1 Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. (parents)

4.3 The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. (parent)

4.6 The school provides support services to meet physical, social, and emotional needs of the students.

5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level. (students)

These high ranking indicators validate the school's educational purpose, positive partnership with stakeholders, emphasis on strategic planning / teaching and a strong concentration on formative and summative assessments to better meet the needs of all learners.

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

While some of the surveys we administered had different questions, "Purpose and Direction" continues to be an area of strength throughout the responses of middle school student groups. As was evident in last year's survey results, elementary students continue to feel that teachers want them to do their best work and that they are treated fairly. Middle school students continue to feel that their school is safe and that their school prepares them for success in the next year. Parent and staff surveys show that the school's purpose statement continues to be clearly focused on student success. These areas have remained areas of strength throughout the last three years.

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

The results from the annual parent involvement survey conducted by the parent liaison, Alice Brown, supported the findings that parents have an overall positive view of our school. The parent survey also indicated that 99% of parents who responded feel welcome in our school. 99% of parents also feel as though the school encourages them to be involved in their child's education. All surveyed parents also feel as though they can reach their child's teacher. Many (99%) understand their child's report cards and test scores. 100% feel that they can reach their child's teacher to discuss their child.

Other feedback sources include opportunities for conversations which occur during monthly PTO meetings, school-wide assemblies, open house, parent-teacher conferences, and volunteer opportunities. These times allow for parents to express their satisfaction and or concern with our school. These conversations have shown agreement among parents in relation to the school's purpose and direction. Students' comments during conferences conducted as part of the promotion team initiative also support the previous findings. Students' comments enforce the idea that teachers hold them to high standards and support them in their efforts to meet those standards.

## Areas in Need of Improvement

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

Parent and staff, surveys showed the lowest average score in standard of Governance and Leadership. Elementary student surveys had the lowest average score in the standard in Teaching and Assessing for Learning. Middle school student surveys showed the lowest average score in Using Results for Continuous Improvement.

Elementary- 80% or less agree

My teachers tell my family how I am doing in school.

My principal and teachers ask me what I think about school.

Middle School- 45% or less agree

All of my teachers change their teaching to meet my learning needs./Students respect the property of others.

Parent- 73% or less agree

Our school's governing body does not interfere with the operations or leadership of our school.

My child has up to date computers and other technology to learn.

Staff- 60% or less agree

Our school's leaders engage effectively with all stakeholder about the school's direction and purpose.

Our school provides opportunities for students to participate in activities that interest them.

The following indicators received lower scores among more than one stakeholder group. (Early elementary, elementary, and middle / high student responses were grouped together to represent the student stakeholder group.)

2.3 The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations (parent)

3.3 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. (students)

3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning process. (student)

4.4 Students and school personnel use a range of media and information resources to support the school's educational programs. (students)

4.6 The school provides support services to meet the physical, social, and emotional needs of the student population being served. (staff)

5.1 The school establishes and maintains a clearly defined and comprehensive student assessment system (student)

Standard 3: Teaching and Assessing for Learning and Standard 4: Resources and Support Systems require the immediate attention of the leadership, faculty, and staff of Steele Junior High School. Students do not feel student support services are available and in place to support students academically as well as socially and emotionally. Although many student support services are in place, additional steps are being taken to make students and parents aware of these programs. In addition, additional student support services are being introduced. A promotion coaching has been implemented for the 3rd year for all 8th grade students. In addition, the school's problem solving team, PST, has been revamped to not only address academic concerns but also behavioral concerns, attendance, and social / mental concerns as well. Outside resources and programs are also being utilized. A few examples are Mental Health First Aid, The Children's Place, You are Unique, and Alabama Suicide Prevention and Resource Coalition, and Project Cope.

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

While some of the surveys we administered have different questions, Teaching and Assessing for Learning continues to be an area that we should improve. 2016-2017 and 2017-2018 parent surveys both showed this as the standard with the lowest average score. Past parent surveys showed that parents had concerns about up to date computers and technology. This continued to be a weakness, although the percentage of parents that agree/strongly agree rose from each year. The technology infrastructure throughout the school has been updated to allow for greater network speeds and more reliability. In addition, the computer lab was updated and now houses 25 networked, internet capable computers. Four interactive projectors are in classrooms throughout the school. Past surveys showed that parents were concerned about teachers individualizing instruction and their children having access to support programs. This year, they expressed concerns with regular teacher communication about grades and knowing their child has an adult advocate in the school building. In past surveys middle school student surveys showed concern with students treating adults with respect, teaching changing their teaching to meet learning needs, students respecting the property of others, and students helping others even if they are not friends. Current surveys show that all of these areas continue to be a concern. Some elementary students again said that their principal and teachers do not ask them what they think about school. Some early elementary students think that their families do not like to come to school. Teacher surveys this year show that we provide few opportunities for students to participate in activities that interest them.

Standard 3: Teaching and Assessing for Learning and Standard 4: Resources and Support Systems require the immediate attention of the leadership, faculty, and staff of Steele Junior High School. Parents and students overwhelmingly do not feel student support services are available and in place to support students academically as well as socially and emotionally. Although many student support services are in place, additional steps are being taken to make students and parents aware of these programs. In addition, additional student support services are being introduced. A promotion coaching initiative has recently been implemented for all 7th and 8th grade students. In addition, the school's problem solving team, PST, has been revamped to not only address academic concerns but also behavioral concerns, attendance, and social / mental concerns as well. Outside resources and programs are also being utilized. A few examples are Project Cope, Mental Health First Aid, The Children's Place, You are Unique, and Alabama Suicide Prevention and Resource Coalition.

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

Emphasis needs to be put on communicating with parents. We need to communicate about grading policies, student progress, and available programs. Parents are always invited to school events, during and after school. We use Schoolcast to send out calls to parents with reminders of these events. This year we continued to implement the Promotion Coach Team to coach 8th grade students and to help them succeed academically/behaviorally. Promotion conferences allow students to express concerns about classes and build positive relationships with adults in the school. Middle school student surveys showed concerns in the area of respect- students for students, students for property, students for teachers. Students do not feel as though other students help each other even if they are not friends.

We plan to continue to utilize the Project COPE program, as well as other initiatives and programs (Promotion Team, Too Good For Drugs (7th Grade), Thirteenth Place) to hopefully create a more respectful environment.

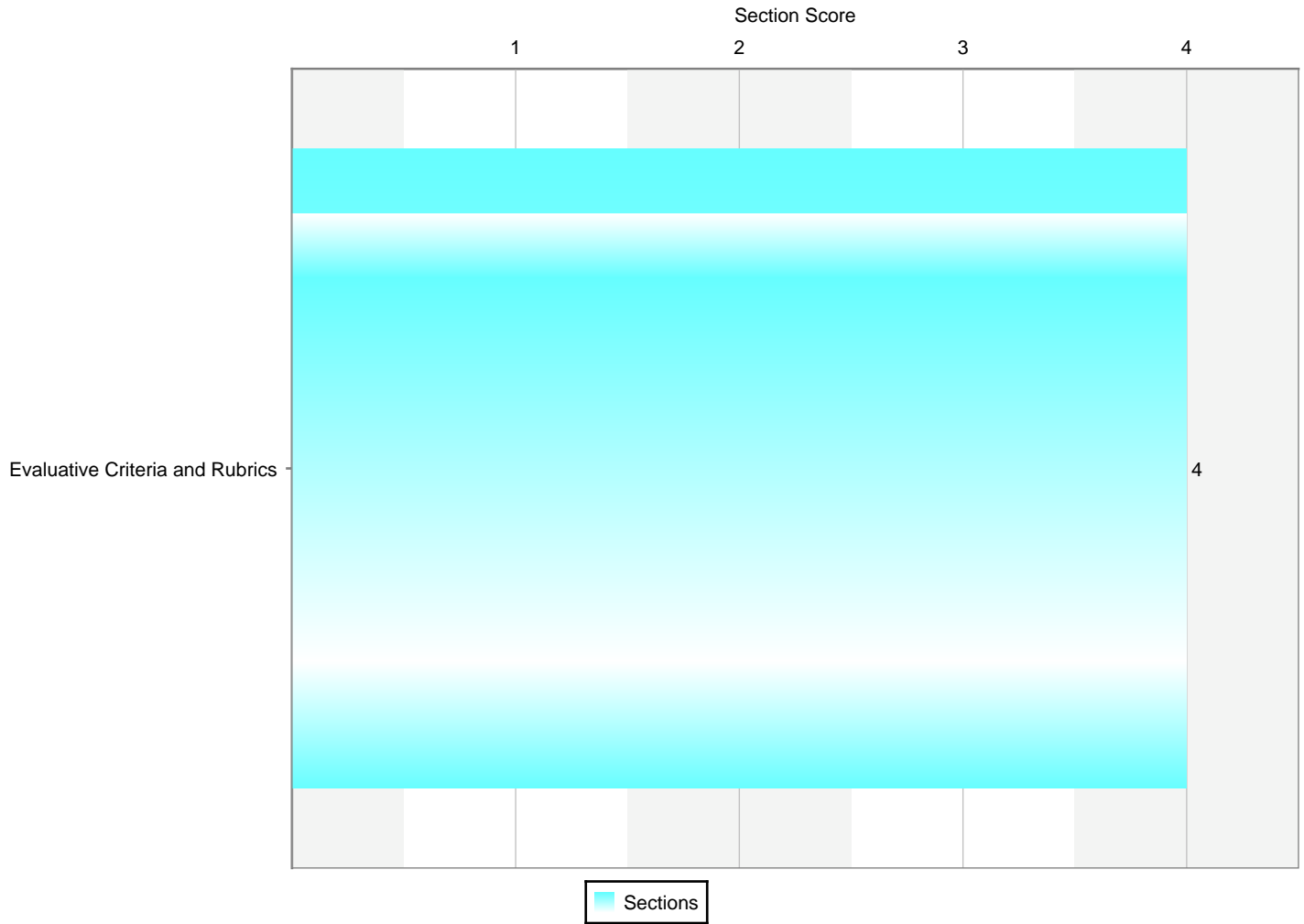
**Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

Results from the Title I Parent Survey conducted by our parent liaison, Alice Brown, show similar results. 31% of parent responses indicate parents do not know how additional math and /or reading help is given to their students who are struggling. 52% of parents surveyed do not feel they know how to be involved with planning / review committees to better address the school's needs. 31% of parents surveyed do not know about volunteer work they can do at school. 38% know about the school's extra services while 50% responded they do not know about the school's referral program to community services outside of the school. Both the Title I survey and the Advanced Ed Stakeholder feedback surveys identify standard 3 and standard 4 as areas in need of improvement. Parents overwhelmingly do not feel student support services are available and in place to support students academically as well as socially and emotionally. Although many student support services are in place, additional steps are being taken to make students and parents aware of these programs. In addition, additional student support services are being introduced. A promotion coaching initiative has been implemented for 8th grade students. In addition, the school's problem solving team, PST, has been revamped to not only address academic concerns but also behavioral concerns, attendance, and social / mental concerns as well. Outside resources and programs are also being utilized. A few examples are Mental Health First Aid, The Children's Place, You are Unique, and Alabama Suicide Prevention and Resource Coalition.

Informal conversations during monthly PTO meetings, open house, and with parents/students are also consistent with the findings. Some parents say they wish to be more informed and see communication from their child's teachers. Teachers/students report disrespect as a cause to many discipline problems. Staff, parents, and students express concerns about a lack of activities for children to participate in during/outside of school. This year, the middle school classes are having enrichment times during the day to allow students an opportunity to explore interests/receive extra help.

## 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?

Data from a variety of instruments was used to conduct the needs assessment. Data was obtained from Chalkable, DIBELS NEXT, Performance Series, ACCESS, End of Course Assessments, and surveys of parents, students, and teachers. The ACIP team members analyzed the data to determine the school's strengths and weaknesses.

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

Sixty-seven percent of Kindergarten students were either strategic or intensive in reading as shown on the DIBELS assessment. Student growth in grades 1st-3rd from the beginning of the year benchmark assessment to the end of the year DIBELS benchmark assessment. This is evident through the change in percentage of students in each of the following three categories: intensive, strategic, and core. An analysis of the overall 3rd-8th grade performance shows that all grades show improvement in math on the end-of-the-year Performance Series assessment. Likewise, an analysis of the overall 3rd-8th grade performance shows that all grades show improvement in reading on end-of-the-year Performance Series assessment. Although Steele Jr. High School does not have enough diversity within its student body to classify in most subgroups, gaps in achievement were identified. EL students scored lower on summative assessments than peers not identified as EL. Special education students also scored lower on summative assessments than peers not receiving special education services.

### What conclusions were drawn from the results?

DIBELS scores for letter naming fluency and nonsense word fluency in kindergarten were identified as areas of weakness while oral reading fluency in first and second grades were identified as an area of strength. Grades 2nd and 3rd showed an increase in overall student performance in oral reading fluency as indicated in the DIBELS assessment in both 2017-18 end of the year assessments and 2018-19 beginning of the year assessments. The non-fiction mean scaled score was lower than the fiction mean scaled score in grades 3, 4, 6, 7, 8 as shown on the Performance Series reading assessment. Measurement was an area of strength in grades 5, 6, 7 on the Performance Series math assessment. Geometry was an area of strength in grades 3, 4, and 8. Numbers and operations was an area of weakness in grades 3, 4, 6 on the Performance Series math assessment. Student nor teacher absences was not identified as a contributing factor to low test scores.

Although Steele Junior High School does not have enough diversity within its student body to classify subgroups of race, English language learners, or special education, gaps in achievement were identified. ELL students scored lower on summative assessments than their counterparts not identified as ELL. Special education students scored lower on summative assessments than regular education students

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

Stakeholder perception results revealed strengths and weaknesses within the school environment and instructional program.

After analyzing multiple summative assessments, reading and math proficiency were identified as school-wide areas in need of

improvement. Increasing math and reading proficiency school-wide will become part of the ACIP plan. The demographic data was analyzed. 72% of students qualify for free or reduced lunch, and racial diversity only exists during the months of August - October which is the time migrant students attend Steele Junior High School. Once the migrants leave in late October, racial diversity is minimal.

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

Our needs assessments dictate our ACIP goals. The data gained from our analysis of summative assessments and stakeholder feedback diagnostics is used to identify areas of weakness to be addressed in the ACIP.

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

The goals are derived from multiple sources of data. The leadership team utilizes the following data sources: STAR, DIBELS, Performance Series, additional EL assessments, and multiple stakeholder feedback diagnostics. Through the on-going analysis of these data sources, goals are set, monitored, and adapted to successfully address the identified needs of students, teachers, and parents.

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

Because Steele is a Title I school with approximately 72% of our students qualifying for free and reduced lunch status, all goals pertain to a majority of our students who overwhelmingly come from disadvantaged backgrounds. The goals, objectives, strategies, and activities selected address the needs of the school as a whole. These data instruments are further analyzed to determine specific goals for students with IEP's and IELP's

**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:**

Students in 1st - 8th grade will increase number fluency with two one-digit numbers in addition, subtraction, and multiplication.

**Measurable Objective 1:**

increase student growth at or above 5% in number fluency with two one-digit numbers in addition, subtraction, and multiplication. by 05/16/2019 as measured by pre-tests and post-tests..

**Strategy1:**

Fluency Strategies - Teacher will guide students in setting individual goals for achieving fluency and automaticity with their math facts. Students

will be given ample opportunities for daily/weekly practice using fluency resources. Students will be motivated through the use of a reward system.

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

Research Cited: Burns, M. K., Ysseldyke, J., Nelson, P., & Kanive, R. (2015). Number of repetitions required to retain single-digit multiplication math facts for elementary students. School Psychology Quarterly, 30(3), 184-191.

Activity - Go Math Developing Facts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students with daily/weekly individualized multiplication drill practice. Students will increase fluency and automaticity of two one-digit numbers.	Academic Support Program	09/01/2017	05/25/2018	\$0 - No Funding Required	3rd - 5th grade teachers

Activity - XtraMath	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Web based program that implements math fluency activities to support students in math fluency mastery.	Academic Support Program	08/08/2018	05/17/2019	\$0 - No Funding Required	Classroom Teachers Special Education Teacher

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:**

Kindergarten - 2nd Grade students will increase foundation skills.

**Measurable Objective 1:**

increase student growth in beginning reading skills by 2% by 05/10/2019 as measured by on state/district assessments..

**Strategy1:**

professional development utilizing Wiley Blevins' A Fresh Look at Phonics aligned with Saxon Phonics. - Teachers will utilize Wiley Blevins' A Fresh Look at Phonics aligned with Saxon Phonics.

- 1) Daily lessons consist of Lesson Warm-ups involving multiple modalities
- 2) Lessons focus on introduction of new increments
- 3) Teacher provides ample modeling and guidance of new skill
- 4) Students engage in application and continual review

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

Research Cited: A Fresh Look at Phonics Common Causes of Failure and 7 Ingredients for Success. Corwin Pr, 2016.

Activity - instruction implementing phonics instruction based on Wiley Blevins' best practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement daily Phonics lessons daily with their students in Grades K - 2nd.	Direct Instruction	08/09/2017	05/23/2019	\$0 - State Funds	All Kindergarten - 2nd Grade teachers will be responsible for the delivery of instruction.

**Goal 2:**

Students in 3rd - 8th Grade will increase their overall vocabulary usage.

**Measurable Objective 1:**

increase student growth in vocabulary by 2% by 05/10/2019 as measured by Scantron Performance Series..

**Strategy1:**

Direct Vocabulary Instruction - 1. Teachers will provide students with direct, explicit vocabulary instruction in specific words.

2. Teacher provides clear explanations and examples of the meanings of these words in various contexts.
3. Student friendly definitions will be given by the teacher.
4. Students will rewrite definitions in their own words and provide examples of situations where the word could be used.
5. Direct instruction of specific words can include teaching the multiple meanings of some words, different associations.

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

Research Cited: College and Career Ready Standards Marzano, Robert J., Vocabulary for the Common Core, (2013)

Activity - Reading Non-fiction texts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will instruct students in an effective procedure for selecting books that are "just right" for them. Students will visit the library weekly and select one fiction and one non-fiction book to read.	Academic Support Program	08/08/2018	05/10/2019	\$0 - No Funding Required	Classroom Teacher Librarian Administrator

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

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

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

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

**Goal 1:**

Students in 8th grade will successfully transition to high school.

**Measurable Objective 1:**

achieve college and career readiness 90% of 8th graders transitioning to high school by 05/17/2019 as measured by surveys.

**Strategy1:**

Extracurricular Activities - Students will attend various extracurricular activities throughout the year in order for students to become accustomed to high school. By attending these activities, students will become familiar with school facility and the activities that are offered to get middle school students excited about attending high school and give them some ideas about the academic path they would like to implement.

Category: Develop/Implement Student and School Culture Program

Research Cited: Education Resource Center (U.S. Department of Education)

Activity - Athletic Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle school students will attend various high school athletic events throughout the year at no charge.	Extra Curricular	08/08/2018	05/10/2019	\$0 - No Funding Required	Administrator Classroom teachers

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Activity - School Visit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will visit the high school during the spring to tour the facility and to become informed of all the programs that are offered at the high school.	Extra Curricular	04/15/2019	05/17/2019	\$0 - No Funding Required	Administrator Classroom teachers

**Strategy2:**

Mentoring - Teachers will be assigned a student in 8th grade and will meet with students periodically throughout the year to discuss concerns and address needs of the student.

Category: Develop/Implement Learning Supports

Research Cited: Alabama State Department of Education

Activity - Promotion Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assigned a teacher mentor. The student and mentor will be after each progress report and report card period to discuss concerns and needs of the student. The goal is address any barriers that student from being successful in school.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Administrator Teachers

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

EL students will improve their overall English language proficiency.

**Measurable Objective 1:**

A 2% increase of All Students will demonstrate a proficiency in improved language arts skills in English Language Arts by 05/23/2019 as measured by an increase in ACCESS test scores..

**Strategy1:**

Online Speaking Guidance - Students will visit the EL classroom to receive online speaking guidance through documents provided by ACCESS to help prepare students for the online portion of ACCESS test.

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

Research Cited: Best Practices of English Language Learners; WIDA Standards

Activity - Online Speaking Guidance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teachers will implement strategies suggested from the ACCESS guidance documents to help prepare students for the online speaking portion of the assessment.	Academic Support Program	08/08/2018	05/16/2019	\$0 - No Funding Required	EL teachers, Classroom teachers, Administrators

**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.**

Family Engagement/Parental involvement is facilitated through the use of translators/interpreters at school events and for written communication between school and home, and the use of the TransACT program for various written notifications. Schools also refer parents/families to various programs available in the local communities. The district has a Parent Involvement liaison who works exhaustively with the administrators in all the schools to promote parent involvement for all students, including EL parents. She offers workshops to parents on a variety of topics building capacity of the parent to improve the achievement of their child/ren.

Each school in the St. Clair County School System will provide assistance to parents and family members in understanding topics such as the following:

- College and Career Ready Standards (CCRS),
- state and local academic assessments including alternate assessments,
- grading procedures,
- Title I requirements,
- strategies for monitoring their child's progress, and
- strategies for working with educators.

Steele Junior High School conducts grade level meetings, departmental meetings, and/or individual meetings with parents to review the CCRS and grading procedures for each content area. Teachers will provide information regarding tools to monitor student progress (i.e., PowerSchool Student Portal, progress reports, and report cards). An interpreter will be available to assist in helping EL parents to understand and communicate.

**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		

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		

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

The instructional staff at Steele Junior High school is trained to implement learning strategies built upon the targeted objectives and learning styles of students. Teachers are assigned to grade levels according to certificate, experience, and specialized training.



## **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?**

Steele Jr. High has traditionally had a low turnover rate. Steele Jr. High lost 2.5 teacher units in the 2018-2019 school year. All remaining teachers returned for the 2018-2019 school year.

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

All teachers at Steele Junior High School are highly qualified in their assigned academic areas. 100% of the teachers have at least six years of experience. The overall average teaching experience is 12.5 years. Five out of the twelve teachers have a Bachelor of Science Degree, seven have a Masters' Degree, two have a 6th Year degree. The principal has fifteen years of combined experience as a teacher, librarian, assistant principal, and principal. She is also a National Board Certified teacher.

### **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).**

Steele Junior High School does not have a high turn over rate. Initiatives such as embedded, on-going professional development, teacher / learning support , and Alabama Teacher Mentors (for novice teachers) to ensure current teachers are successful

## **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 meetings and PST meetings are conducting on a regular basis throughout the year. Assessments are evaluated closely to determine student needs. Response to Instruction is utilized using Teir, I, II, III instruction. Based on this data, we utilize ongoing, job embedded, PD on strategic instruction planning and implementation. SJHS uses turn around training for CCRS for reading and math content. Our EL teacher provides PD to address EL strategies (effective instruction). Teacher leaders are identified and used during grade-level planning PD.

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

PD opportunities are embedded in the school day. Opportunities are needs driven and monitored through walkthroughs and student performance on formative and summative assessments.

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

Alabama Teaching Mentors are used for novice teachers. They are assigned mentors within their grade level range to provide ongoing support.

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

PD is given high priority within budgets. Funds are assigned to pay for substitutes to cover teacher's classes so that PD is embedded in the school day. PD opportunities are needs driven.

## 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:**

Students in 8th grade will successfully transition to high school.

**Measurable Objective 1:**

achieve college and career readiness 90% of 8th graders transitioning to high school by 05/17/2019 as measured by surveys.

**Strategy1:**

Mentoring - Teachers will be assigned a student in 8th grade and will meet with students periodically throughout the year to discuss concerns and address needs of the student.

Category: Develop/Implement Learning Supports

Research Cited: Alabama State Department of Education

Activity - Promotion Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assigned a teacher mentor. The student and mentor will be after each progress report and report card period to discuss concerns and needs of the student. The goal is address any barriers that student from being successful in school.	Academic Support Program	08/08/2018	05/23/2019	\$0 - No Funding Required	Administrator Teachers

**Strategy2:**

Extracurricular Activities - Students will attend various extracurricular activities throughout the year in order for students to become accustomed to high school. By attending these activities, students will become familiar with school facility and the activities that are offered to get middle school students excited about attending high school and give them some ideas about the academic path they would like to implement.

Category: Develop/Implement Student and School Culture Program

Research Cited: Education Resource Center (U.S. Department of Education)

Activity - Athletic Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle school students will attend various high school athletic events throughout the year at no charge.	Extra Curricular	08/08/2018	05/10/2019	\$0 - No Funding Required	Administrator Classroom teachers

**ACIP**

Steele Junior High School

Activity - School Visit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will visit the high school during the spring to tour the facility and to become informed of all the programs that are offered at the high school.	Extra Curricular	04/15/2019	05/17/2019	\$0 - No Funding Required	Administrator Classroom teachers

## 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?**

All teachers are included in the analysis of statewide academic assessments during data meetings embedded in the instructional day. Vertical and horizontal data analysis is conducted by all teachers. Strengths, weaknesses, and trends are identified within the data. Teachers are given direct input into the plans to be developed and implemented to address identified weaknesses and negative trends evident in the data.

## **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?**

State assessments such as the Performance Series, school-wide summative assessments such as DIEBELS, along with formative assessments and teacher observations are used to identify students who have difficulty mastering the standards. The data gathered from these summative and formative assessments is used to drive instructional decisions for each student. Data analysis occurs daily and is ongoing throughout the school-year. The needs of students who continually struggle to master the standards are also addressed through the school-wide PST team.

### **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 identified as lacking proficiency are provided Tier II instruction with the regular classroom teacher everyday. Tier II instruction affords students a second opportunity to master content standards through direct small group instruction, varied teaching strategies, and immediate corrective feedback. Students unable to obtain proficiency after Tier II instruction are provided Tier III instruction by a teacher outside of the regular classroom. If student still does not make progress after Tier III instruction, then special services may be considered.

### **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.**

Migrant funds provide a summer program for the migrant students at Steele Junior High School. If additional funds are available, a tutoring program will be held for migrant students. Software has been purchased that allows students opportunities to access websites outside of the school day to assist in homework support and to assist in academic weaknesses.

### **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.**

Tier II instruction is provided to all students in need of support. Most all of our students are economically disadvantaged. Migrant students are provided additional support through an instructional aide who also serves as a translator for parents. English Language Learners are provided additional support by the EL teacher. Special Education students receive additional support from the special education teacher. Delinquent students have plans addressed through the school's problem solving team. Homeless students are identified and supported through our administrator and countywide liaison. All schools have an active Student Mentoring Program to assist students in grades 7 and 8. Each of these populations receive appropriate Tier I, Tier II, and Tier III services as needed.

**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

**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.**

The goals of Steele Junior High have been developed based on the needs assessment. Title I funding is coordinated and integrated to help achieve the schoolwide goals. Currently, SJHS utilizes all its federal funds for teacher salaries to better meet the needs of all our learners. Federal migrant funds at the district level are utilized to provide an academic summer program taught by highly qualified teachers utilizing researched based teaching strategies and instructional programs.

**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)?**

Drug Free, Fire Safety, Internet Safety, and anti violence programs are implemented school-wide through the administrator, DARE resource officer, nonprofit organizations, the media specialist, and classroom teachers. SJHS is a Title I school with 72% of our students qualifying for free or reduced breakfast and lunch. All students are eligible to receive free breakfast served in the classroom and an after school meal. Funds are also available for students identified as homeless. These programs are necessary to meet the physical and emotional needs of students so they can actively engage in the instructional program and achieve the schoolwide goals.



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

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

To effectively evaluate the implementation of the schoolwide program, the CIP team meets monthly to review, monitor, and amend the ACIP plan. Documentation is forwarded to the Federal Programs department. In addition to the monthly reviews, the federal programs coordinator issues a summative CIP/Title I evaluation. The CIP team carefully analyzes multiple data sources to accurately respond to the evaluation. The information gleaned from this end of the year evaluation allows the CIP team to accurately determine which goals were met and those which were not met. These are the current evaluation methods utilized to determine the implementation and success of the schoolwide program.

### **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?**

Results from the annual Performance Series state assessment in conjunction with the school level summative assessments of DIBELS, STAR Early Literacy, STAR Math, STAR Reading, and Performance Series are analyzed by the principal, reading coach, and teachers. These results are used as indicators of the progress toward and achievement of schoolwide goals. Results are analyzed by subject, grade level, and subgroups.

### **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?**

Formative and summative assessments are used to determine if the schoolwide program has been effective in increasing the achievement of students furthest from achieving the standards. Data from multiple types of assessments is disaggregated to identify the achievement of students considered "at-risk" of not achieving the schoolwide goals.

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

The CIP is a working document and is continually evaluated throughout the school year. The CIP may be revised at any time. The end of the year evaluation allows for more in-depth, thorough evaluation of the year long plan. CIP team members change yearly to allow input from multiple stakeholders.

# 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.	10.39

Provide the number of classroom teachers.

10,39

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	667388.0

Total

667,388.00

### Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	81710.0

Total

81,710.00

### Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.0

Provide the number of Assistant Principals.

0

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

Total

0.00

### Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	0.5

Provide the number of Counselors.

0

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

Total

0.00

## Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	0.5

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.	211.51

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

012.39

Label	Question	Value
3.	Provide the total of all funding for Technology.	3717.0

Total

3,717.00

### Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	77.55

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

12.39

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	1115.0

Total

1,115.00

## 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.	421.51

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

12.39

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	6642.0

Total

6,642.00

### Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	30.43

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

12.39

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1191.0

Total

1,191.00

**Title I**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	90406.35

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

\$75,948 1 Teacher's salaries/benefits, subs, mat/supplies  
\$5,000 Library Books  
\$5,171.80 Computer hardware  
\$86,119.80 Total Title I regular allocation  
\$1,108.05\_\_ Family Engagement  
\$87,227.85  
\$3,178.50\_\_ Title I Carryover computer hardware  
\$90,406.35



**Title II**

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

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

N/A

**Title III**

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

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

N/A

**Title IV**

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

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

N/A

**Title V**

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

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

N/A

### Career and Technical Education-Perkins IV

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

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

N/A

### Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

**Other**

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

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

N/A

## Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A



# Parent and Family Engagement

## **Introduction**

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

## Parent and Family Engagement

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

The St. Clair County School System holds annual Title I meetings involving parents and leaders from all Title I schools. Steele Junior High School holds an annual Title I meeting to explain the entire process to students, parents and community leaders. Information from the Alabama State Department of Education is provided on Title I schools, Every Student Succeeds Act, the St. Clair County Title I Plan, Title I 1% Set Aside, Parental Involvement, School-Parent Compacts, and teacher qualifications.

The annual Title I meeting for Steele Junior High was held on Thursday, September 13th in the evening. Translators were available for Spanish speaking families. A PowerPoint was presented and handouts were in English and Spanish. Notice of the meeting appeared on our school website, PTO Facebook page, flyers, and weekly classroom announcements. A reminder was sent in English and Spanish through the automated calling system, School Cast. PTO also sent out reminders on their Facebook page.

Local school and Title I parental involvement funds will be used to purchase materials for parent meetings to improve student performance in the core content areas (i.e., Statewide Parenting Day, Math and Literacy Nights, and parent meetings focusing on specific topics). A set aside of 1% has been voted on by the parent council for newsletters, resources and the parent-family liaison.

**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))**

Steele Junior High School promotes parental involvement through the following: beginning of the school year orientation, open house, the school website, school newsletters, Family Engagement Nights, the PTO Facebook page, weekly classroom announcement sheets, School Cast and email. Meetings are scheduled at various times to accommodate parent needs. Parents, ACIP committee members, and PTO members all give input on the Title I Program. Parent meetings are held once a month in conjunction with PTO meetings. They are often scheduled in conjunction with assemblies in order to increase participation.

Communication with the parents who wish to assist with the development of the yearly continuous improvement plan occurs in multiple ways. Official meetings, informal meetings, and electronic communications are several options available to parents to participate in the development, review, and improvement of the Title I plan. Steele Junior High School will take the following actions to involve parents in the process of school review and improvement:

- conduct parent conferences,
- conduct the Annual Title I Parental Involvement Meeting,
- conduct Statewide Parenting Day,
- survey parents of their needs and offer training to address those needs,
- conduct faculty meetings to discuss ways to consistently communicate with parents through newsletters, syllabi, grade

level/department meetings

- contact parents through email, telephone calls, newsletters, social media, and the website to remind them of scheduled meetings.
- provide monthly newsletters to parents with academic and social help aids

Noting the necessity of family and parent engagement in improving student achievement, strategies to increase parental involvement are implemented. St. Clair County School System schedules parent meetings, conferences, and workshops to promote an understanding of student achievement requirements and family literacy development. An annual parent meeting is conducted to review each school's status, school assessment data, and federal requirements. Parent input is a vital component of the annual meeting. In the first Parent-Teacher Conference of the school year, parents and students are provided state and national test results from the previous year and review the School-Parent Compact. Every parent will be invited to meet with teachers. Teachers and administrators will make every effort to contact parents for conferences.

Presently, the LEA does not receive adequate funding through Title I to transport parents and pay for child care expenses. However, meetings will be offered at various times to provide parents choices to attend meetings convenient to their schedules. All materials disseminated in the meetings will be purchased with Title I and local funds.

The St. Clair County Title I schools vote to pool parental involvement funds for the common purpose of having a Parental Involvement Liaison. The Liaison provides for the individual community parental involvement needs.

**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))**

Steele Jr. High School provides information to parents during orientation, the annual Title I meeting, open house, information provided with progress reports and report cards, announcements made at each grading period's honors assembly, monthly school-wide newsletters, email, web announcements, School Cast automated phone calls, Parenting Nights, the principal's report portion of monthly PTO meetings, student handbooks, and parent conferences. Information is provided in the students' home language.

**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 developed and revised as needed by the ACIP committee which is comprised of teachers, students, and parents. The School Compact outlines how parents, the school staff, and the students will share the responsibility for improved student achievement and the means by which the school and parents build and develop a partnership to help children achieve the state's high standards. The compacts are explained to parents by the teachers during orientation and parent conferences. These compacts are kept in the individual classrooms. When meeting with EL parents, we provide interpreters and all forms/handbooks are given to the parents/students in their native language.

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

Parents or members of the public may express concerns about Steele Jr. High School's Continuous Improvement Plan or the LEA Improvement Plan at any time. They may do the following:

- Contact the school administration
- Contact the St. Clair County Federal Programs Director
- Contact the St. Clair County Superintendent
- Contact the St. Clair County Board of Education
- Contact the State Department of Education Federal Program Section

**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)**

Parents are viewed as essential partners in a student's academic success. Our school will provide training on student assessments, academic content standards, and how to monitor a child's academic progress to parents during the principal's moment portion of the monthly PTO meetings, open house, and parent-teacher conferences. SJHS will provide additional information to parents through literature in our parent resource center and the monthly Home Connection newsletters developed and distributed school-wide by the St. Clair County parent involvement liaison, Alice Brown. Requirements of Title I are included in the annual Title I meeting. During Statewide Parenting Day, Math and Literacy Nights, and other parent meetings, the local schools will provide training and materials to help parents work with their children to improve academic achievement, such as literacy training and using technology.

**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 parental involvement liaison brings educational materials to school functions for parents to use when working with their children. The school sends home information regarding our Parental Involvement Program and the materials that are available at no cost to parents. Information/announcements regarding parent workshops on helping children succeed academically are provided. Our school has a Parent Resource Center for parents to visit. Steele Junior High School will provide assistance to parents and family members in understanding topics such as the following:

- College and Career Ready Standards (CCRS),
- state and local academic assessments including alternate assessments,
- grading procedures, and
- strategies for monitoring their child's progress.

SJHS will conduct individual meetings with parents to review the CCRS and grading procedures for each content area. Teachers will provide information regarding tools to monitor student progress (i.e., Powerschool Student Portal, progress reports, and report cards).

Teachers, specialized instructional support personnel, principals, and other school staff will become more proficient in communicating with parents through developing and presenting evidence-based strategies during Statewide Parenting Day, Math and Literacy Nights, parent meetings focusing on specific topics, and parent conferences. Communication between home and school will strengthen through these face-to-face meetings. Additionally, school personnel will continue to communicate with parents via phone calls, text messages, emails, social media, and the website.

**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)**

Our school uses school-parent compacts as a way to communicate the role of parents in their child's education. Progress reports are provided mid-grading period and report cards are provided each nine week grading period. Newsletters are sent home monthly and placed on the school website. We hold yearly orientations before school begins to help parents understand the expectations for their child. We provide many opportunities for parents to volunteer in the classrooms and school-wide throughout the year. Teachers communicate with parents through weekly agendas, parent notes, phone calls, web pages, email and parent conferences.

St. Clair County School System has a partnership with Head Start and OSR Pre-K programs funded by federal, state, and local funds. To assist students and parents in the transition process from preschool to kindergarten, they will be invited to an orientation in the spring. A written list of suggestions, proficiency levels of academic standards and curriculum, and the registration process will be distributed to parents. Schools will have a "Kindercamp" during the summer to acquaint students and parents with school processes. Students and parents from area preschools and Head Start will be invited to the school for an on-site orientation and tour during the school year. In the fall, orientations are held by administrators to inform all students and parents of school rules, expectations, consequences, policies, and proficiency levels of academic standards and curriculum.

**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)**

Through the Title I program, the students of Steele Jr. High School are served through the Parent Involvement Liaison. The Parent Involvement Liaison attends school functions in an effort to meet and communicate with parents. Educational materials are distributed upon parent request.

Parents will be reminded of scheduled meetings through phone calls, text messages, emails, newsletters, social media, and the website. TransACT will be used to communicate with non-English speaking parents. In some cases, parents may be afforded an interpreter during meetings to be funded by local funds.

**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)**

Students and parents are given all materials and information in their home language. A bilingual aides is hired to assist migrant and Spanish-speaking families in Steele. Interpreters are provided for conferences, IEPs, and during school-wide meetings and assemblies

Steele Junior High School will provide assistance to parents and family members in understanding topics such as the following:

- College and Career Ready Standards (CCRS),
- state and local academic assessments including alternate assessments,
- grading procedures, and
- strategies for monitoring their child's progress.

SJHS will conduct individual meetings with parents to review the CCRS and grading procedures for each content area. Teachers will provide information regarding tools to monitor student progress (i.e., Powerschool Student Portal, progress reports, and report cards).

Parents who request additional support will be provided support by the local school and the central office when applicable

**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))**

- EL teacher provides a translator for all parent-teacher conferences and other school functions such as Registration and Parenting Night.
- EL teacher and administration provide EL parents with limited English proficiency forms and documents in their language.
- TransAct (provided by the State Department of Education) is used for translation.
- Parent/guardians will be invited to attend meetings and conferences concerning their child through written communications, email, telephone invitations.
- Report cards are sent home to parents every nine weeks. Progress reports are sent home mid-grading period.
- Meeting times are flexible to accommodate the work schedules of our parents/guardians.
- Phone conferences with interpreters are held at parents request.