



MMS 2022-23 Title I Schoolwide Diagnostic for
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2022-23 Title I Schoolwide Diagnostic for ACIP

Marbury Middle School
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Instructions

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

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

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

2022-23 Title I Schoolwide Diagnostic for ACIP

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

1. How was the comprehensive needs assessment conducted?

Throughout the 2021-2022 school year, faculty and staff met monthly (data meetings, faculty meetings, RTI meetings, and in-service sessions) to discuss individual students who were and were not meeting proficiency levels and to identify barriers to success that existed at MMS. Attendance and behavior were also addressed at these meetings. Data gathered from PowerSchool, ACAP, STAR, Big Ideas Math and teacher input provided evidence to support the identified areas of strengths and weaknesses. Administrators led data meetings in which assessment scores were analyzed. Instructional changes were recommended as a result of this analysis. The leadership team met in August after being added as a Title I school to identify the school's needs for the 2022-2023 school year. Data for student groups performing at or above proficiency will be evaluated and strengths noted. Data for subgroups that perform poorly will be identified, evaluated, and discussed so that teachers, administrators, and support staff can conduct strategic planning to improve the achievement of each group.

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

Multiple strands of data are analyzed to identify school-wide strengths and weaknesses and plan for success. Demographic information, such as attendance and discipline speak to the culture of the school. Academic achievement is measured through formative and summative assessments. Expectations for attendance, behavior and learning are established and goals are set. Teachers collaborate to analyze data and make instructional changes during planning sessions, grade level meetings and data meetings. Teachers and administrators collect and maintain data in PowerSchool related to student learning. Attendance and discipline data are analyzed to determine their impact on student success. Special Education, Gifted, EL, 504 teams, Counselors, and the Interventionist also keep records to track student academic growth and needs. Teachers use item analyses from math and reading tests to determine strengths and weaknesses. School personnel relate sets of data from diverse assessment sources to ensure student learning, consistency in classrooms, quality performance across curriculum and throughout the school. Collected data from summative assessments allow comparison of student growth from year to year and across the county and state. Collections of data were analyzed to determine goals that will drive instruction. The Autauga County Board of Education and MMS personnel abide by established policies regarding data collection and analysis. The school aCIP outlines how data will be used to improve instruction, student learning, and the effectiveness of programs. Teachers are trained to evaluate, interpret, and use data. Routine instruction and the effective use of data and new assessment resources are introduced to MMS and Autauga County. During training, teachers learn how to extract, interpret, and apply usable data from test results. The needs of EL students are identified and teachers are trained on the WIDA standards. Teachers also

receive training pertaining to data assessment for the benefit of special needs students. Administrators, as well as teachers analyze data to confirm readiness for success at the next level. Learning programs are designed and implemented as the foundation for successive levels. MMS closely monitors regression, and remediation/intervention is applied in a timely manner, formally through RTI (Response to Intervention) or informally through reteaching in the classroom. School personnel continuously appraise and revise plans and programs for school improvement to provide optimal learning for all students. Policies and plans for school improvement are documented in the Marbury Middle School aCIP. Continuous improvement is desired and will be achieved through ongoing efforts to implement Alabama's Multi-Tiered System of Supports where meeting the needs of the whole child helps eliminate any interferences to optimal instruction and learning for all students.

3. What conclusions were drawn from the results?

Student data will be collected through various assessments during August/September 2022. These data results will be collected and analyzed. STAR Math will be carefully analyzed to determine strengths and identify areas of focus. STAR Reading will be carefully analyzed to determine strengths and identify areas of focus. ACAP results were shared in September of 2022. Standards and data will drive instruction in all academic areas for all grade levels. Emphasis on numeracy concepts and exploration of real life math problems will help lay a strong foundation. In reading, the use of novels and a variety of literary pieces (poems, essays, short stories) will provide quality text from which to teach concepts, skills, vocabulary and critical thinking. Teachers will utilize text dependent questions to assist students in digging deeper into the text. Teacher modeling and explicit instruction will play a key role in developing critical thinkers. Journals/constructed responses will continue to be used across all content areas. Attendance will continue to be addressed. An Attendance Team has been developed to identify attendance issues and create plans to increase student and teacher attendance. Parents will be notified via automated system when a student is absent. Parents will receive notification for excessive absences or tardies. Parents will be held accountable for providing written excuses for student absences. A liaison from the District Attorney's office will meet with parents regarding student absences. The faculty and staff will continue to implement Positive Behavior Intervention Supports to a greater degree throughout the year. Programs such as the House System, Honor Roll Rewards, Positive Behavior Rewards, and Field Day focus on positive interactions between faculty and students and promote positive behavior.

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

Academic emphasis will be placed on reading and math. In reading, faculty and staff will design lessons that will teach students to dig for deeper understanding of literary and informational texts by focusing on text, dependent questions, key ideas and details and structure. The alignment and training of systematic and explicit instructional practices in the key areas of language development, phonological awareness, phonics, vocabulary, fluency, and comprehension are

being provided in an effort to ensure reading success for all students. In math, teachers will increase the rigor by requiring students to apply mathematical concepts in order to solve real world problems. Computational fluency will be addressed through a systematic program that provides daily drill in a fun and motivating format. Writing as a process will be taught and students will be exposed to a variety of genres across all content areas. Journals/constructed response writings will be utilized across all content areas. Technology will be utilized as a vehicle to deliver quality instruction and provide meaningful practice. Differentiation of instruction occurs through small group instruction and allows teachers to identify and target specific learning needs. Individual academic plans provide for differentiated instruction for students with disabilities, deficits that substantially interfere with learning and language acquisition learners. English as a Second Language will be the program we use to address the needs of our EL learners. Cultural emphasis will be placed on attendance and behavior. Careful monitoring of attendance will ensure learners are present for quality instruction. Communication between school and home regarding attendance will provide accountability for both stakeholder groups. School-Wide Positive Behavior Intervention Support will continue to play a critical role in the school's climate. Communication between school and home is a vital process that should be noted. Weekly call outs from the principal notify parents of pertinent information and provide additional school-home communications. Teachers utilize e-mail, phone calls, school conferences, classroom websites, web-based notification sites and blogs to further communication. The school website will notify the community of current school events.

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

Alabama's Multi-Tiered System of Supports serves as a systematic, inclusive, and a comprehensive process to review, revise, and communicate our school's purpose for academic success. This purpose is translated into goals that become part of the school's Continuous Improvement Plan (aCIP). Administrators, teachers, students, and community stakeholders are involved in decision making and planning to ensure student success in all areas of life. School leadership and staff support an ongoing commitment to shared values and beliefs about teaching and student learning. Teaching and learning are supported by programs that challenge students to acquire knowledge, learn to think, and practice life skills. Programs are in place to address priority needs and facilitate growth in all areas. Trained teachers are often apprised of new strategies and research. Reading fluency and comprehension are monitored regularly by Star Reading and progress monitoring. Math computational fluency is approached consistently and systematically so that a solid foundation of basic facts is achieved. An Intervention Teacher and teachers increase rigor as students apply conceptual understanding of mathematical practices in order to solve problems. Students benefit because academics and real life are connected. Positive Behavior Intervention Support encourages children to learn and practice interpersonal skills. The success of this program is measured by improvement in student behavior evidenced by fewer office referrals. The Problem Solving Team (PST) uses Response to Intervention (RtI) to monitor the achievement of struggling students. Stakeholder meetings are conducted and data is analyzed to track

progress and plan for future success. Other programs in place to meet the needs of students are English Learner, Gifted, Speech, Occupational Therapy, Physical Therapy, Vision Therapy and Special Education. The programs are administered in a fair and equitable manner to meet the various needs of children. Processes are followed to place and monitor the children in the programs. Data is collected, analyzed, and used to guide the learning of all students. Documentation demonstrates the involvement of stakeholders in the shared beliefs about teaching and learning. Participants are involved in meetings and are asked to share in the decision making process regarding education at this school. Clear expectations of excellence are relayed to students by the administration, teachers, peers, and parents. Instructional practices are reviewed and assessed to maintain quality education in the classroom. Alabama Teacher Growth Program, Walkthroughs and Eleot are the processes used to document educator strengths and weaknesses. Regular classroom visits by administrators and peer planning hold teachers accountable for quality instruction. Indication of active student engagement, deep understanding, and the ability to apply knowledge is supported by notes from observations, report cards, and data from school, county, and national assessments. School leadership and staff hold one another accountable to high expectations for professional practice. Through collaboration in regular grade level and data meetings, information about students in general or specific students is shared and evaluated. Professional practices are discussed and implementation of best practices are planned. Ideas are exchanged about how to increase academic growth and promote the acquisition of life skills. Evidence of the meetings can be found in notes and agendas. The aCIP guides goal setting and aligns programs and practices to the mission statement and the growth needs of the school. During yearly reevaluations, revisions are made to ensure quality instruction and excellence in educating the whole child.

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

Multiple strands of data are analyzed to identify school-wide strengths and weaknesses and plan for success. Demographic information, such as attendance and discipline speak to the culture of the school. Academic achievement is measured through formative and summative assessments. Expectations for attendance, behavior and learning are established and goals are set. Teachers collaborate to analyze data and make instructional changes during planning sessions and grade level and data meetings. Practices throughout MMS continually prove the effectiveness of the programs and allow the enactment of consistent modifications when needed. Teachers and administrators collect and maintain data related to student learning. Attendance and discipline data are analyzed to determine their impact on student success. Special Education Teachers and Intervention Teacher also keep records to track student academic growth and needs. After school tutoring programs keep records to track student academic growth and needs. Teachers use item analyses from math and reading assessments to determine strengths and weaknesses. School personnel relate sets of data from diverse assessment sources to ensure student learning, consistency in classrooms, quality performance across curriculum, and throughout the school. Collected data from summative assessments allow comparison of student growth from year to

year and across the county and state. Collections of data are analyzed to determine goals that will drive instruction. The Autauga County Board of Education and MMS personnel abide by established policies regarding data collection and analysis. The school aCIP outlines how data will be used to improve instruction, student learning, and the effectiveness of programs. Teachers are trained to evaluate, interpret, and use data. Routine instruction and effective use of data updates teachers as new assessment resources are introduced to MMS and Autauga County. During training, teachers learn how to extract, interpret, and apply usable data from test results. Teachers also receive training pertaining to data assessment for the benefit of special needs students. Administrators, as well as teachers, analyze data to confirm readiness for success at the next level. Learning programs are designed and implemented as the foundation for successive levels. MMS closely monitors regression, and remediation is applied in a timely manner, formally through RTI, or informally through reteaching in the classroom. School personnel continuously appraise and revise plans and programs for school improvement to provide optimal learning for all students. Policies and plans for school improvement are documented in the Marbury Middle School aCIP. Continuous improvement is desired and will be achieved through ongoing efforts to use multiple types of data to find and resolve weaknesses and implement improvements in instruction and learning for all students.

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

Goals established in the Continuous Improvement Plan are generated from data analysis and stakeholder input. All goals address the needs of the school population. Instruction is guided by county curriculum guides. Curriculum guides are aligned with state standards and ensure that learning experiences are challenging and equitable for all learners. High expectations are established for all students. Teachers personalize instructional strategies to address individual learning needs of students as needed. Intervention and support programs are in place to meet the unique learning needs that exist at Marbury Middle School. Specialized plans, such as MTSS, RtI, IEP, 504, LEP and GEP provide instructional and environmental accommodations to ensure equal access to learning.

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

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

Various instructional strategies and methods are used to strengthen the academic program at Marbury Middle. Edgenuity, Big Ideas Math, and StudySync are used by students for online instruction and practice. Students work through concepts and skills geared to their individual areas for improvement. Within the classroom, teachers use differentiated instruction based on the learning styles and abilities of their students. Data drives this instruction so that teaching is explicit and strategic.

For those students who need additional intervention instruction, the PST works together to create an RTI plan for either reading, math, or behavior that focuses on students' weaknesses and guides additional instruction that can help students be successful in the classroom. Teachers place an emphasis on strategic teaching in all subject areas and use formative assessments to help drive instruction. A pull-out class is provided for those students in grade six who have qualified for the Gifted Program. This instruction provides enrichment and acceleration as these students use their unique abilities and creativity. All of these strategies, methods, and programs increase student growth by increasing student engagement and motivation and broadening creativity and critical thinking skills.

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

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

Marbury Middle has two school counselors. The counselor is available to talk with students as needs arise. She also provides small group sessions and whole group sessions which address a multitude of topics. The counselor, in collaboration with administrators, also refer students to the Helping Family Initiative, the Montgomery Area Mental Health Authority, and/or the Autauga County School Social Worker. Students and their families receive assistance through these individuals and organizations to improve skills outside the academic subject areas. Positive Behavior Intervention Supports (PBIS) are integrated throughout the school day to encourage and motivate students to put forth effort and do their best in all areas. Small group instruction is provided for all students within the RtI Tier II framework. This instruction focuses on weaknesses as well as strengths. For those students who need additional intervention instruction, RtI plans for reading, math, and/or behavior are written to provide for more instructional time and specific monitoring tools. Teachers meet approximately every four weeks to discuss progress toward goals and changes in intervention instruction. Using different methods of progress monitoring is extremely useful because this guides teachers to change rigor or the

composition of small groups. Resource teachers use IEP goals and benchmarks to determine progress and provide additional accommodations if needed. Special education teachers are included in Rtl meetings when a student is moved to Tier III and special education evaluation is a possibility.

3. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills **Beyond the Regular School Day**.

Lessons are designed to provide tiered instruction allowing for students who struggle to receive intensive assistance from teachers. Teachers provide explicit small group or individual differentiated instruction to meet learners' needs. Teachers keep anecdotal notes to ensure accountability. After school tutoring is offered to students on an invite basis for reading and math.

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

All students at Marbury Middle School, including migrant, EL, economically disadvantaged, special education, neglected and/or delinquent and homeless students, have access to all programs and services available including EL services, Title I, Title III, free and reduced lunch assistance, Special Education services, counseling, and all academic programming opportunities. All students are provided with the same opportunities to achieve high content and performance standards. Special populations are identified through screenings, referrals, language surveys, lunch applications, and parent or teacher requests for evaluations. Designated personnel provide specialized instruction, and inclusion services allow special populations to participate within the general education classroom environment. Challenges unique to each group are dealt with on an individual basis depending upon need. School resource teachers, counselors, EL coordinator, administrators and support staff work diligently to ensure all students, regardless of situation, disability, cultural or economic status receive the assistance and support required to be successful.

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

The school's EL facilitator ensures that families of EL students receive pertinent information in a language they understand. The district EL Supervisor assists as needed with translations. Translators can be present in parent meetings if this service is needed.

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

During the 2021-2022 school year, two teachers were non-renewed and one teacher resigned to move out of state. Turnover rate remains extremely low.

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

12 teachers have earned a Bachelor's Degree and 13 teachers have earned a Master's Degree. Number of tenured teachers: 22. Number of non-tenured teachers : 3. Number of teachers scheduled to earn tenure at the end of the 2022-2023 school year: 1.

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

MMS provides considerable support for new teachers and staff who need mentoring. Professional development is provided throughout the school year and funds are made available for teachers requesting to attend professional learning sessions. Opportunities for professional growth improves the skills of teachers and allows them to more effectively address the learning needs of all students in their classes. Novice teachers are paired with mentor teachers who guide them through their first year (or two) of teaching. Staff who change grade levels or areas of instruction are also paired with peers to provide needed support.

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

Teachers listed on-going professional development needs including mental health, classroom management and positive behavior, ACAP, RTI/SRIP instructional strategies, and student engagement. Teachers will participate in activities at school covering topics during in-service and data meetings during the 2022-2023 school year.

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

Numerous professional development opportunities will be available to stakeholders throughout the school year. A major emphasis at the beginning of the 2022-2023 school year was the implementation of the house system, training on the use of the new SMARTboards, and the new ELA resources that came with the new ELA textbooks. Additional training opportunities for STAR assessments as well as ACAP will be offered throughout the year. Another area of professional development for Marbury Middle will be the house system. This professional development will consist of two day trainings throughout the year. In addition to these trainings, there will be ongoing professional development during faculty meetings, grade-level meetings, and data meetings. ACAP Testing, RTI, STAR Reading and Math data analyses, and MEGA Conference are additional opportunities for professional development.

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

Novice teachers are paired with mentor teachers who guide them through their first year of teaching. Staff who change grade levels or areas of instruction are also paired with peers to provide needed support. Administrators observe and meet with new teachers often to provide feedback regarding instruction and classroom management. The principal meets with the mentors to ensure that novice teachers receive critical support from the district level.

12. Describe how all professional development is “sustained and ongoing.” Professional development is critical for teacher improvement and increased student achievement. Planning for professional development ensures that professional growth occurs through ongoing and sustained activities. Other ongoing professional development will occur as teachers execute their Professional Learning Plan (PLP) under the Alabama Teacher Growth Program. Professional learning is scheduled to occur during each month of the academic year. As a result, professional development will be timely and relevant to academic, professional and cultural needs.

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

Transition activities at the beginning of the school year were open to all students. To help ease the transition from Pine Level Elementary to Marbury Middle, fifth graders tour Marbury Middle School in May, 2023. In addition to these, the Back-to-School Night held at the beginning of each school year provides an opportunity for parents and students to meet teachers, gain information about the upcoming school year, and ease the stress of new experiences.

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

(N/A for Elementary Schools)

Marbury Middle School has a small population and therefore has a small number of full time equivalent staff. We have one band/choir teacher. The classroom teachers teach an elective class during the sixth period of the day. One teacher went during the summer of 2022 to be certified to teach Computer Science Discoveries. During

the first semester she teaches this class to a small group of 7th grade students and during the second semester she teaches this class to a small group of 6th grade students.

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

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

Analysis of assessment data allows faculty and staff to identify students who have not met proficiency levels. Teachers utilize this information to plan timely intervention through tiered and differentiated instruction. Progress monitoring is done consistently so that instructional strategies can be changed if needed. Progress reports for students identified with special needs are examined each nine weeks to ensure effective progress is made related to identified goals. Multiple avenues of intervention are available to support student learning. Resource staff work inclusively or in pull-out sessions to aide students with individualized plans. Teachers refer general education students to the school's Problem Solving Team (PST) for additional help. Rtl plans are written and implemented to provide these struggling students with specific intervention. Data is continuously gathered to determine gains or modify instruction.

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

Analysis of assessment data allows faculty and staff to identify students who have not met proficiency levels. Teachers utilize this information to plan timely intervention through tiered and differentiated instruction. Progress monitoring is done consistently so that instructional strategies can be changed if needed. Progress reports for students identified with special needs are examined each nine weeks to ensure effective progress is made related to identified goals. Multiple avenues of intervention are available to support student learning. Resource staff work inclusively or in pull-out sessions to aide students with individualized plans. Teachers refer general education students to the school's Problem Solving Team (PST) for additional help. RTI plans are written and implemented to provide these struggling students with specific intervention. Data is continuously gathered to determine gains or modify instruction.

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

Marbury Middle School engages in a systematic, inclusive, and comprehensive process to review, revise, and evaluate the schoolwide program. Twice during the school year (December and May), teachers are asked to evaluate Continuous Improvement Plan (aCIP) goals/strategies. They are also required to list specific steps that their grade level has taken to help students achieve the aCIP academic achievement goals. In the spring, students, parents and other stakeholders are also asked to evaluate the aCIP and its effectiveness. Results of these evaluations and additional input gleaned from surveys allow administrators and faculty to determine program effectiveness. Modifications to the aCIP, as well as instructional strategies, are made to ensure continuous improvement of students.

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

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

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

All programs and services implemented at Marbury Middle School are coordinated and integrated for the purpose of achieving school-wide goals. Federal, state and local funds are used to provide professional development, hire highly qualified personnel, purchase instructional supplies, equipment and parent resources. Coordination of monies and resources are used to implement needed programs. Funds used for professional development allow teachers to receive training to improve instruction. As a result, teachers deliver quality instruction to equip students in mastering rigorous state standards. Federal and local funds are designated for materials and equipment and provide equitable learning opportunities for impoverished students.

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

There are many programs and resources that are implemented at Marbury Middle School to ensure the achievement of school-wide goals. Coordination of monies and resources: Title I, Title II and Title III at the district and local levels are used to implement needed programs. All funding sources are used to upgrade/enhance the regular education program at Marbury Middle School. Budgeting focuses on enhancing instructional goals, school operations and other strategies designated in the aCIP. Centralized monies are pooled at the Central Office to provide system services and programs. More than 59% of the student population at Marbury Middle receives federal lunch assistance. MMS is designated as school-wide Title I

status and uses the money received through this federal funding to improve the academic opportunities of all students.

ACIP Assurances

Instructions:

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

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

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

YES

NO

N/A

ATTACHMENTS

Attachment Name



2022-2023 MMS Title I Parent Compact



Title I Advisory Meeting Agenda and Signature Page

2. The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A) (i)-(ii), Parents' Right-to-Know, are implemented systematically.

YES

NO

N/A

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

YES

NO

○ N/A

Parent and Family Engagement

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

Marbury Middle School will conduct a Title I meeting through a presentation available on the school website. Topics include: What it means to be a Title I school, 1% set-aside, CIP, MMS Family Engagement Plan, LEA Parent & Family Engagement Plan and Title Plan, School-Parent Compact, highly effective teacher status, how to request the qualifications of teachers, Family Resource Center, and how to be involved in the Title I program at MMS. Family input is encouraged on how the 1% set-aside is to be spent and the end of the year evaluation to determine program effectiveness.

2a. Describe how there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.

The Annual Title I Parent/Family Meeting was offered as an in-person presentation. Parents were encouraged to watch the presentation and then reply to a short survey. Other meetings for parents are held in multiple sessions through the year. Parent Orientation Meetings will be placed on the school website. Parents are informed of school programs and assessments and encouraged to give feedback regarding this information. Parents also participate in programs specifically planned to assist them in being an active part in their children's education. Parents are informed of how much money is spent to provide them with resources to better assist their children at home. Parents serve on the Title I Advisory Committee and represent the parent body by giving input, making decisions on how to spend designated funds and program evaluation.

2b. Describe how parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making).

Parents are notified about curriculum, programs, and assessments throughout the school year. In the fall, parents are invited to learn about the Title I program, spring assessment data, the CIP and the target goals that will be a focus throughout the year. Parents are kept informed of curriculum, assessments and other pertinent information via teacher correspondence, weekly call outs by principal, and websites. In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent possible, in a language parents

understand. The district EL Supervisor assists PLES in translating documents for any parent who is unable to read English.

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

Parental involvement funds will be used to increase the communications between the school and the stakeholders. A new sound system will be purchased for community nights to allow for a larger venue.

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

Parents are notified about curriculum, programs, and assessments throughout the school year. In the fall, parents are invited to learn about the Title I program, spring assessment data, the CIP and the target goals that will be a focus throughout the year. Parents are kept informed of curriculum, assessments and other pertinent information via teacher correspondence, weekly call outs by principal, and websites. In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent possible, in a language parents understand. The district EL Supervisor assists MMS in translating documents for any parent who is unable to read English.

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

The School-Parent Compact is reviewed and/or revised as needed. All stakeholders share the responsibility of student achievement at MMS. Input from stakeholders (needs assessments, program evaluation, committee representation, etc.) is used to guide decision-making and the development of various plans. Parents are asked to partner with faculty and staff to participate in the educational process by volunteering, tutoring, serving on committees, and supporting various endeavors and programs. The School-Parent Compact is a part of an ongoing partnership with parents, school personnel, and students. It is discussed and signed by teachers, parents, and students at the opening of school and kept on file by teachers as a reminder of the commitment of all stakeholders. The School-Parent Compact

designates the requirements of all stakeholders so that there is a shared responsibility for improved student academic achievement.

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

Parent input is gathered during the development of the MMS Continuous Improvement Plan (CIP). Once the plan has been developed and approved, parents are encouraged to review the CIP. Parents are informed that if they have questions or concerns or if they are dissatisfied with the plan, they may contact the principal or any member of the planning committee to express their concerns. Parents may also contact the Federal Programs Administrator at the Central Office with any questions or concerns.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

Schoology is available for students and parents for instruction. Additional academic resources are provided online through links on the MMS and ACBOE websites. Parents are continuously informed about student progress through mid-term progress reports, regular parent-teacher communication and end of grading period reports. They are encouraged to use these items to communicate with teachers regarding student progress and to participate with teachers to improve achievement. Results of the beginning of the year assessments may be discussed with parents on an as needed basis. Parents receive information regarding assessments, curriculum and programs at parent meetings and through call outs. At various times during the year, parents are provided with information regarding assessment results, Title I information, the CIP and how it relates to student achievement, state and local programs/initiatives, and ways in which they can be more directly involved with their child's education. A Title I Parent Meeting was held through an onsite presentation in the fall to inform parents and discuss the requirements of this federal program (the CIP, parental involvement, status of teachers, Parent's Right to Know and other items pertinent to Title I).

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

The role of parents in the educational process is continuously addressed with school personnel. MMS strives to partner with parents in every area of their child's education. Emphasis on the need for close school-home communication is included in faculty meetings, grade level meetings, in-services, etc. Teachers maintain a Parent Contact Log to document school-home connections. Parent and family engagement is a continuous area of focus at MMS.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

MMS coordinates multiple federal programs (such as Title I and Title III) with parental engagement to ensure that all parents are equipped to participate in their students' education. Our school's EL facilitator and the district EL supervisor assist the families of our EL students in understanding and actively engaging in school programs, etc. to improve student achievement. Parent training/conferences are ongoing throughout the school year. Counselors maintain resource areas containing pamphlets, books and research-based articles within their offices. These resources address parenting issues and provide information on how parents can assist their children social and academic concerns.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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.

Parents are notified about meetings, programs and various activities through weekly call outs, informational flyers, the school website, individual teacher websites, and Remind. The school's EL facilitator ensures that families of EL students receive pertinent information in a language they understand.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

MMS strives to involve parents in every aspect of school life. Faculty and staff members work with parents regarding their requests to be involved with their children's education. Parental input is valued and used to modify program offerings as well as procedures (if appropriate). Input is gathered through surveys, program evaluations, and informal suggestions.

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

All parents are encouraged to participate in the educational process including parents with limited English proficiency and parents with disabilities. The school's EL facilitator and the district EL supervisor assist in providing information (reports, notices, etc.) to parents in a language they understand. Handicap parking places are positioned close to the front entrance and sidewalks have sloped sections that allow for wheelchair accessibility. Restrooms are equipped with handicap stalls, allowing extra space for maneuvering. Currently there are no migrant students at MMS.

Coordination of Resources - Comprehensive Budget

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

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

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

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

ATTACHMENTS

Attachment Name



2022-2023 Coordination of Resources - Comprehensive Budget






eProve™ strategies: Goals & Plans

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

Yes

No

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <p>2022-2023 Coordination of Resources - Comprehensive Budget</p>	<p>This document shows the plan for the resources allocated to Marbury Middle School for the 2022-2023 school year. This document spends on paper the monies allocated from state, local, and federal resources.</p>	<ul style="list-style-type: none"> •
 <p>2022-2023 MMS ACIP Strategy Map</p>	<p>This map communicates the school mission, vision, and beliefs. This map also shows our strategic themes, objectives, critical initiatives, and key measures for the 2022-2023 school year.</p>	<ul style="list-style-type: none"> •
 <p>2022-2023 MMS Annual Title I Parent Meeting Presentation</p>		<ul style="list-style-type: none"> •
 <p>2022-2023 MMS Title I Parent Compact</p>		<ul style="list-style-type: none"> • 1
 <p>Title I Advisory Meeting Agenda and Signature Page</p>		<ul style="list-style-type: none"> • 1