



## **ACIP**

Davis-Emerson Middle School

Tuscaloosa County Schools

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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?**

Davis-Emerson Middle School (DEMS) is located in the Cottdale, Alabama community. The school is one of eight middle schools in the Tuscaloosa County School System in Tuscaloosa, Alabama. We serve students in grades 6 - 8 in the Holt and Cottdale communities. Our feeder schools are Holt Elementary School and Cottdale Elementary School. Upon completion of 8th grade, our students feed into Holt High School. Our schedule includes a six period day with the core subjects of English, math, social studies, and science, as well as, an elective period and physical education.

The school's enrollment is approximately 388 students and has 21 teachers, 1 counselor, 1 media specialist, 1 ISI monitor, 1 assistant principal, and 1 principal to serve the students. DEMS is committed to working diligently with the parents and the community, in order to build a close relationship with the community so that they can feel closer ties to the purpose and vision of Davis-Emerson Middle School. The purpose of Davis-Emerson Middle School is to provide each student with an environment that gives every student the opportunity to learn, grow, and achieve. Within the student population, the demographic makeup of the school includes fifty-six percent African American, twenty-six percent Caucasian, sixteen percent Hispanic, and two percent Multi-Race/Other. Our current enrollment is 382 students with fifty-four percent being male and forty-six percent being female.

Some of our challenges include:

Many students at Davis-Emerson Middle School come from areas of high poverty. One hundred percent of our students receive free breakfast and lunch, which qualifies us as a Title I school. The tornado of 2011 seriously devastated many areas of the Holt community, but we are slowly gaining back many of the students that had to move from the area.

Davis-Emerson has fifty-eight students that are identified as having exceptionalities and are being served through our Special Education or 504 program. This is fifteen percent of our total school population. We have one self-contained classroom that serves five students who are assessed using the Alabama Alternative Assessment and three special education teachers who provide guided instruction and inclusion. We have eighteen students that are served as Limited English Proficient, which is five percent of our population. Our Positive Support Team (PST) serves thirty-two students at this time. Twenty-one students are served in academic areas and fourteen students are served for behavior. PST makes up ten percent of our population. Overall, we have one hundred and four students that receive additional support throughout the school day, which is forty percent of our total school population.



## 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.**

Davis-Emerson Middle School follows the mission, vision, values, and core beliefs adopted by the Tuscaloosa County Board of Education.

Mission:

Davis-Emerson students and faculty will work together in preparing students to continually strive for excellence in their personal and academic endeavors. To create a positive learning environment, we will all work together to encourage each other to follow school and classroom rules and develop an atmosphere and community that values respect for each other and promotes student success.

Beliefs:

- High expectations are necessary to achieve goals and expand opportunities for all.
- Education is a shared responsibility that positively impacts the quality of life.
- Equity, fairness, accountability, and fiscal responsibility are foundations of our decision-making.
- Safe, well-equipped, student-centered schools support student success.
- Diversity and individual learning needs are respected, included, and valued.

In addition to those adopted by the Tuscaloosa County Board of Education, the school has adopted its own individualized beliefs, mission, and vision for the school. The vision of Davis-Emerson is to encourage all involved to empower students to become respectful leaders and lifelong learners. Through this environment, students will take an active role in their education, take responsibility for their actions, and appreciate the learning opportunities afforded to them. At DEMS, we are committed to developing plans such discipline, character education and a comprehensive attendance plan in order to give our students every opportunity to be in a safe environment which promotes an avenue for them to be successful. This PBIS plan outlines the details of each of the fore mentioned plans including strategies used to maintain safety, encourage positive behavior and daily attendance.

In order to achieve our mission and vision, Davis-Emerson has developed a school-wide discipline plan. This plan is called Give Me 5 which is centered around respecting one another, their teachers and the school.

## **Notable Achievements and Areas of Improvement**

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

Notable achievements:

- Made gains as a school in Reading and Math on the 2018 ACT Aspire
- iPads/MacBooks distributed to all teachers to use for instructional purposes
- Class sets of iPads, Nooks, and/or MacBooks are available for students
- Appropriate professional development related to the use of iPads, Nooks, and/or MacBooks has been completed
- Implementation of an Academic Scholar program for advanced students in grades 7 - 8
- Implementation of STEAM
- Implementation of Professional Learning Communities (PLC's) among faculty

Areas of improvement:

- Need to increase student attendance school-wide
- Need to reduce the number of office referrals
- Need to increase students' level of proficiency in Reading and Math on state approved standardized testing
- Need to increase parent engagement

## **Additional Information**

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

n/a

# **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.**

In July of 2018, the administration of Davis-Emerson Middle School hosted a Faculty Retreat for all faculty members to discuss the vision and goals for the 2018-2019 school year. During the course of the retreat, new ideas were presented, and stakeholders (e.g. district leaders) were contacted after the retreat to weigh in and make suggestions regarding some of the presented ideas. Information about new initiatives at DEMS were provided to parents and community members during the first nine weeks of school via the school website, newsletters, parent meetings, call-outs and Facebook.

All parents and guardians were invited to attend the Open House in August 2018 and the Title I Parent Meeting in September 2018. Teachers met with parents to discuss and review the classroom, school, and district procedures, rules, and procedures. Topics discussed ranged from course selections, lockers, electives, and extracurricular activities. Further, the administration shared pertinent information relating to Title I expenditures with parents.

PTO meetings are held throughout the course of the school year. Parents are encouraged to attend as many meetings as possible. Parents are also encouraged to volunteer at the school and to contact specific teachers or the administrative team, if they ever have any questions or concerns.

Throughout the course of the school year, the Instructional Leadership Team along with the Departmental Teams will meet to review data from various sources (Scantron, classroom assessment, 9-weeks grades, discipline, etc.) and to discuss the individual and collective goals for students. Such school-wide data and goals will be shared with the director of curriculum and instruction.

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

The Instructional Leadership Team of Davis-Emerson is comprised of both administrators, the school's Instructional Coach, the school counselor, librarian, ISI monitor, Alternative Teacher and classroom teachers. The team meets to discuss the strengths and areas of improvement for the school based on the presented data, and each member is afforded the opportunity to freely express opinions concerning major issues within the school.

Administrators, teachers, parents and students completed online surveys through Advanc-ED in order to gather information about the school, to formulate a needs-assessment, and to strengthen the current plan to improve the success rate of students. The goal is to maintain an open line of communication between all levels of the school and to ensure that the needs and concerns of the school are addressed.

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

Resources and personnel are available from the Tuscaloosa County Board of Education ESL Department to assist with translation services when needed. Such personnel will be used to ensure that all students and parents, regardless of their primary language, will know of the school's improvement plan. At least once a month, the faculty and staff will meet during Professional Learning Communities to discuss data.  
SY 2018-2019

school norms, strengths and weaknesses. Compilation of the Continuous Improvement Plan (CIP) includes all stakeholders, and the final draft will be reviewed by the aforementioned stakeholders before being presented to the Tuscaloosa County School Board of Education and Superintendent. The CIP will be posted on the school's website (<https://www.tcass.net/Domain/16>) once it is submitted and will be shared with stakeholders through open community meetings. Stakeholders will have 24-hour access to the CIP via the school's website.

# **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		DEMS Data Report

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is 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 that minimal or no change has occurred in these achievement gaps.	Level 1

## Areas of Notable Achievement

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

According to 2017-2018 Scantron Performance Series assessment, 8th grade math scores improved by increasing the number of students who exceeded from 3% in the fall to 7% in the spring. Additionally, the total number of proficient and exceeding students improved from 17% in the fall to 25% in the spring.

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

Math proficiency has shown a slight increase in the percentage of students being ready or exceeding on the ACT Aspire from 23% in 2015-2016 to 24% in 2016-2017. The number of students in the in need of support has steadily declined over the past 3 years as well from 45% in 2014-2015 to 36% in 2016-2017. This decrease was the largest in 6th grade where the percentage of students in the In need of support category decreased from 54% in 2014-2015 to 17% in 2015-2016.

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

The highest performance areas for the 2017-2018 Scantron Performance Series Assessment were:

- 8th Grade Math - 25% proficiency and exceeds
- 6th Grade Reading - 25% proficiency and exceeds
- 8th Grade Reading - 25% proficiency and exceeds

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

According to Scantron Performance Series data, the Hispanic subgroup shows a trend in improving data in math and reading.

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

According to the 2017 - 2018 Scantron Performance Series data, the achievement gap between Hispanic and White students is closing. The gap between students with disabilities and general education students has begun to close some as shown by comparison of grade levels on the 6th grade assessment. The average grade level for math was 5.6 for 6th grade math for general education and 5.1 for students with disabilities.

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

The reported findings are consistent with the district formative assessment results used for classroom assessments.

## Areas in Need of Improvement

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

According to Scantron Performance Series data, 76% of all students are in need of support or close in the area of Reading.

According to Scantron Performance Series data, 80% of all students are in need of support or close in the area of Math.

According to Scantron Performance Series data, 76% of 6th grade students are in need of support or close in the area of Reading.

According to Scantron Performance Series data, 78% of 6th grade students are in need of support or close in the area of Math.

According to Scantron Performance Series data, 77% of 7th grade students are in need of support or close in the area of Reading.

According to Scantron Performance Series data, 76% of 7th grade students are in need of support or close in the area of Math.

According to Scantron Performance Series data, 75% of 8th grade students are in need of support or close in the area of Reading.

According to Scantron Performance Series data, 75% of 8th grade students are in need of support or close in the area of Math.

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

Several areas showed a negative trend in performance. There areas are 6th Grade Math and 7th Grade Reading.

6th Grade Math had a decrease from 35% proficient and exceed to 22% from the fall administration of the Scantron Assessment to the spring assessment.

7th Grade Reading had a decrease from 29% proficient and exceeds to 23%.

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

The lowest area of performance in reading indicated by the Scantron Performance Series assessment was in Vocabulary for both 6th & 7th grades.

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

n/a

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

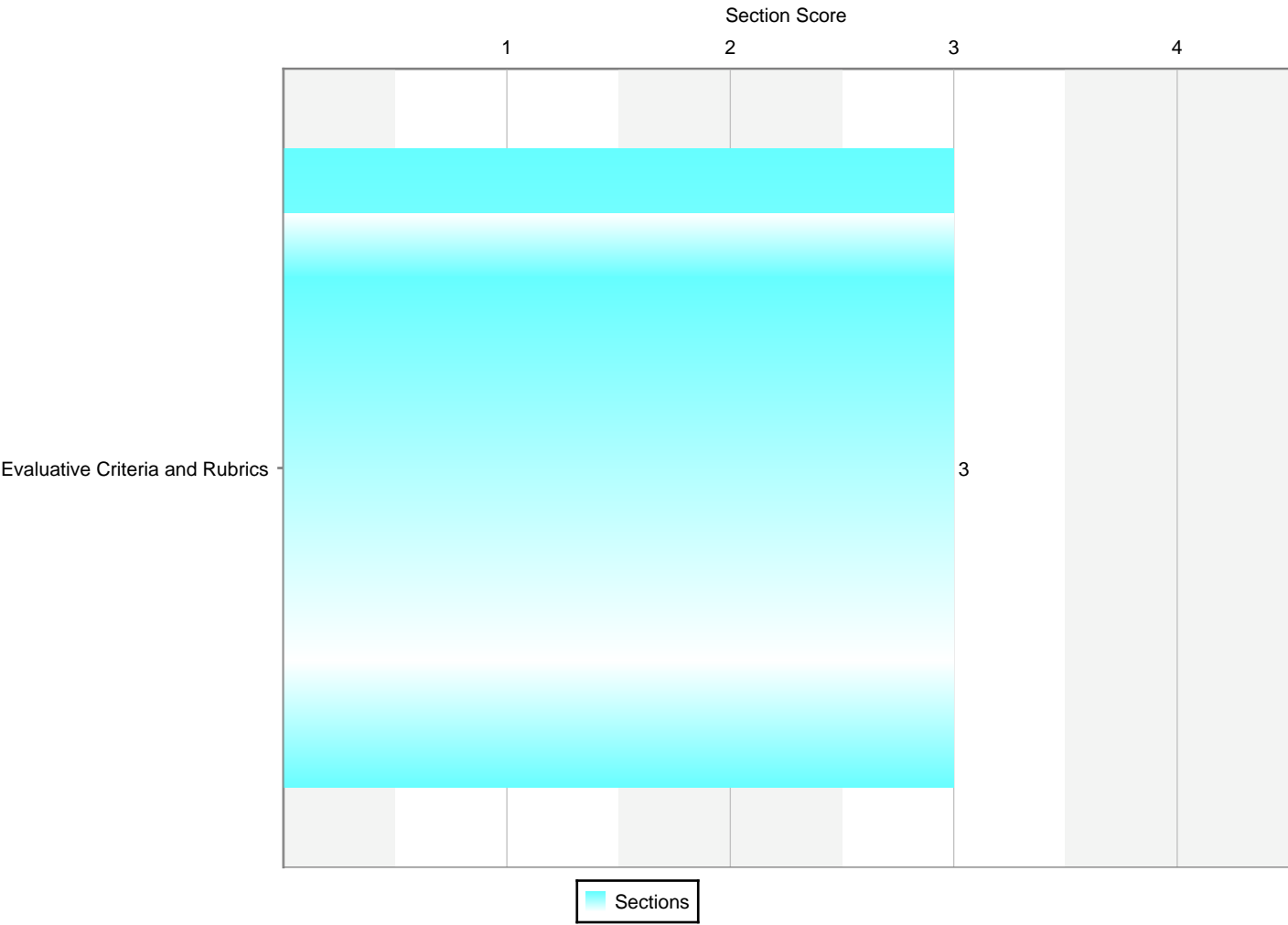
It doesn't appear from the data that any of the subgroups have an increasing achievement gap.

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

The above findings are consistent with MasteryConnect district assessments.

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	Dr. TaShara King-Principal Dr. Darlene Tucker-Assistant Principal Dr. Crystal Cuby-Richardson-TCSS Instructional Coach Ms. Dannielle Blanks-Counselor Mr. Cory Moore-DEMS Alternative Teacher Ms. Kenyatta Johnson-6th Grade Science Mr. John Dixon-Goodson-8th Grade Math Ms. Elizabeth Lee-Career Tech 6th-8th Miss Jadah Carter- Student Ms. Heather Cain-Parent Ms. Ronda Gamble-Media Specialists and Technology Coordinator Mr. Jason Price-Student Ms. Gabrielle Blair-Student Ms. Latricia Webb-ISI Monitor Mr. Carlos Juan-Student Mr. Tyler Spencer-Student	Signature Page

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	Dr. TaShara King, Principal 1500 Bulldog Blvd. Cottondale, Al 35453	Federal Laws Acknowledgement

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	Dr. TaShara King, Principal 1500 Bulldog Blvd. Cottondale, Al 35453	Designated Employee Page

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		DEMS Parent & Family Engagement Plan

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 18-19

## **2018-2019 Schoolwide ACIP Goals**

# Overview

## Plan Name

2018-2019 Schoolwide ACIP Goals

## Plan Description

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas.	Objectives: 2 Strategies: 4 Activities: 4	Academic	\$7300
2	Prepare and support teachers and leaders to produce graduates who are College and Career Ready.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$3200
3	Provide digital tools, experiences, and resources to support instruction.	Objectives: 3 Strategies: 3 Activities: 8	Academic	\$7950
4	Promote student growth and parent involvement through system support services.	Objectives: 2 Strategies: 5 Activities: 9	Organizational	\$2800

## Goal 1: Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas.

### Measurable Objective 1:

10% of All Students will increase student growth and achievement level from initial assessment given in August to summative assessment given in the spring in Reading by 05/24/2019 as measured by the Scantron Performance Series assessment.

### (shared) Strategy 1:

Increase Rigor and relevance in all content areas - DEMS Faculty and Staff will work toward finding ways to increase rigor and relevance in the classroom.

Category: Develop/Implement College and Career Ready Standards

Activity - D.E.A.R.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will "Drop Everything And Read" every Wednesday in all classes for the first 10 minutes of class. Additional fictional library books will be purchased to add to available resources for students.	Academic Support Program	08/27/2018	05/24/2019	\$500	Title I Schoolwide	All DEMS teachers, media specialist

### Strategy 2:

Reading Intervention - Selected students who are struggling in reading will meet three times a week with classroom teacher to receive additional Tier III support.

Category: Develop/Implement College and Career Ready Standards

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work on Moby Max online program to increase reading comprehension.	Academic Support Program	10/01/2018	05/24/2019	\$3400	Other	Instructional Coach PST Chair Classroom Teachers

### (shared) Strategy 3:

PLC Meetings - Teachers will participate in weekly PLC meeting with instructional coach and PST chair when available to discuss RTI Tier 1 and 2 interventions.

Category: Develop/Implement Professional Learning and Support

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Instructional Coach will meet weekly with departmental teams to discuss students receive academic and behavioral interventions as well as those students who need an increase in rigor.	Academic Support Program, Professional Learning, Behavioral Support Program	08/20/2018	05/24/2019	\$0	No Funding Required	Instructional Coach Classroom Teachers
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**Measurable Objective 2:**

10% of All Students will increase student growth and achievement level from initial assessment given in August to summative assessment given in the spring in Mathematics by 05/24/2019 as measured by Scantron Performance Series assessment.

**(shared) Strategy 1:**

Increase Rigor and relevance in all content areas - DEMS Faculty and Staff will work toward finding ways to increase rigor and relevance in the classroom.

Category: Develop/Implement College and Career Ready Standards

Activity - D.E.A.R.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will "Drop Everything And Read" every Wednesday in all classes for the first 10 minutes of class. Additional fictional library books will be purchased to add to available resources for students.	Academic Support Program	08/27/2018	05/24/2019	\$500	Title I Schoolwide	All DEMS teachers, media specialist

**(shared) Strategy 2:**

PLC Meetings - Teachers will participate in weekly PLC meeting with instructional coach and PST chair when available to discuss RTI Tier 1 and 2 interventions.

Category: Develop/Implement Professional Learning and Support

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach will meet weekly with departmental teams to discuss students receive academic and behavioral interventions as well as those students who need an increase in rigor.	Academic Support Program, Professional Learning, Behavioral Support Program	08/20/2018	05/24/2019	\$0	No Funding Required	Instructional Coach Classroom Teachers

**Strategy 3:**

Math Intervention - Selected students who are struggling in math will meet three times a week with a classroom teacher to receive additional Tier III support.

Category: Develop/Implement College and Career Ready Standards

Activity - Moby Max	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Identified students will work on online Moby Max program three times a week.	Academic Support Program	10/01/2018	05/24/2019	\$3400	Other	Instructional Coach Classroom Teachers
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## Goal 2: Prepare and support teachers and leaders to produce graduates who are College and Career Ready.

### Measurable Objective 1:

collaborate to increase student performance by attending, re-delivering and implementing information obtained from outside professional development sessions by 05/24/2019 as measured by teachers attending professional development sessions (sign-in sheets)..

### Strategy 1:

Professional Learning Communities - Departments will participate in weekly professional learning communities led by the Instructional Coach and/or administration.

Category: Develop/Implement Professional Learning and Support

Activity - Implementation of Strategic Teaching Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development activities will be provided for grade level teachers.	Academic Support Program, Direct Instruction, Professional Learning	08/27/2018	05/24/2019	\$1500	Title I School Improvement (ISI)	Instructional Coach Administrators Teachers

Activity - ESL Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL Coordinator will meet quarterly with departments during PLC's to discuss ESL strategies for implementation in the classroom.	Academic Support Program, Professional Learning	09/04/2018	05/24/2019	\$0	No Funding Required	ESL Coordinator Administration

### Strategy 2:

Improvement of School's Climate/Culture - After visiting the Ron Clark Academy, the administration team and teachers will turnaround the information obtained with the rest of the faculty and will implement the newly learned strategies in the upcoming school year.

Category: Develop/Implement Professional Learning and Support

Activity - Ron Clark Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Adminstration and teacher leaders will attend the ron Clark Academy in Georgia and present strategies to the entire school.	Academic Support Program, Behavioral Support Program	06/01/2018	10/01/2019	\$1200	Title I Part A	Administrative team Selected Teachers
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Activity - Samford University Hope Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team made up of an administrator, counselor, instructional coach and teacher leader will participate in the Hope Program 2018-2019 cohort focused on charter education and building relationships.	Career Preparation/Orientation, Academic Support Program, Behavioral Support Program	10/30/2018	06/28/2019	\$500	Title II Part A	Administrator Instructional Coach Teacher Leader Counselor

### Goal 3: Provide digital tools, experiences, and resources to support instruction.

#### Measurable Objective 1:

100% of Eighth grade students will complete a portfolio or performance to make plans for thier future and exhibit proficiency in content areas which will suport their future career plans in Career & Technical by 05/24/2019 as measured by completion of four year plans.

#### Strategy 1:

Experiences - Students will be able to participate in activities that will further their knowledge about college and career opportunities available to them.

Category: Develop/Implement College and Career Ready Standards

Activity - World of Works Career Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
World of Works is a career fair sponsored by the Tuscaloosa Chamber of Commerce and held at Shelton State Communit College for all 8th graders in the Tuscaloosa County School System and surrounding school systems. Students are able to experience, observe, and get information about many career and technical fields.	Career Preparation/Orientation, Field Trip, Academic Support Program	10/12/2018	10/12/2018	\$550	Career and Technical Education Funds	8th Grade Teachers Career Tech Teacher

Activity - College/University Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Davis-Emerson Middle School

8th Grade Teachers will plan at least one field trip per school year for students to be exposed to a local/regional college or university.	Field Trip	09/10/2018	05/24/2019	\$800	Other	8th Grade Team Adminsitrators
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Activity - Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
8th Grade students will visit Holt High School in the Spring of 2019 in an effort to become familiar with the school, classes offered, and diploma requirements. Information gained from this trip will help students complete their four year plans and 9th grade course selection cards.	Career Preparation/Orientation, Academic Support Program, Behavioral Support Program, Recruitment and Retention	03/01/2019	05/24/2019	\$800	Other	Administrators 8th Grade Team

**Measurable Objective 2:**

100% of All Students will collaborate to use digital tools as provided by faculty and staff in Career & Technical by 05/24/2019 as measured by Implementation of strategic teaching strategies incorporating digital tools.

**Strategy 1:**

Student Implementation of Digital Tools - Students will be required to implement tools gained through exposure to Office 365 and digital portfolios.

Category: Develop/Implement College and Career Ready Standards

Activity - Presentations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th Grade students will be introduced to Office 365 and be required to complete a PowerPoint presentation.	Academic Support Program, Technology	09/10/2018	05/24/2019	\$0	No Funding Required	Media Specialist Classroom Teacher

Activity - Digital Portfolios	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7th & 8th Grade Academic Scholars students will create digital portfolios via One Note or Office 365.	Career Preparation/Orientation, Academic Support Program, Technology	09/10/2018	05/24/2019	\$0	No Funding Required	Media Specialist Classroom Teachers Instructional Coach

Activity - Online Intervention Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will utilize Imagine Learning, NewsELA, Moby Max, and AR Programs online in order to increase student success.	Academic Support Program, Technology	09/10/2018	05/24/2019	\$5000	Other	Administrators Media Specialist Classroom Teachers Instructional Coaches
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**Measurable Objective 3:**

100% of Sixth and Seventh grade students will increase student growth by exposure to educational opportunities in Career & Technical by 05/24/2019 as measured by participation in teacher organized activities.

**Strategy 1:**

6th & 7th Grade Experiences - Students will be able to participate in activities that will further their knowledge about college and career opportunities available to them.

Category: Develop/Implement College and Career Ready Standards

Activity - JA in a Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7th Grade students will participate in concurrent sessions related to career interest.	Career Preparation/Orientation, Behavioral Support Program	10/25/2018	10/25/2018	\$0	No Funding Required	7th Grade Team Administrators

Activity - Mercedes Tour	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th Grade students will attend field trip as part of exposures to careers.	Career Preparation/Orientation, Field Trip	10/15/2018	05/24/2019	\$800	Other	6th Grade Team Administrators

## Goal 4: Promote student growth and parent involvement through system support services.

**Measurable Objective 1:**

collaborate to increase student growth by 05/24/2019 as measured by participation in school related programs and activities..

**Strategy 1:**

Making Positive Choices - Students will be provided with activities related making good choices, an opportunity to participate in small groups about bullying and making good choices, and hear guest speakers that speak on topics of bullying and making good choices.

Category: Develop/Implement Student and School Culture Program

Activity - Monthly Counselor Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided with activities/lessons related to bullying and making good choices.	Behavioral Support Program	08/13/2018	05/24/2019	\$0	No Funding Required	Counselor Classroom Teachers
Activity - Small Group Counselong	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided with opportunities to participate in small groups about bullying, anger managements and grief loss.	Behavioral Support Program	08/13/2018	05/24/2019	\$0	No Funding Required	Counselor Social Worker
Activity - Guest Speakers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The guidance counselor will arrange for a guest speaker to speak with the students each semester about bullying and/or making good choices.	Other	08/13/2018	05/24/2019	\$500	Title I School Improvement (ISI)	Guidance Counselor

**Strategy 2:**

Outside Classroom Guidance - Students will get a weekly lesson through the Second Step Program, funded by a grant through CAPS (Child Abuse Prevention Services). A certified teacher will come once a week through history classes to present lessons that included: bullying, peer pressure, drug awareness and prevention, anger management, self-esteem and study skills.

Category: Implement Guidance and Counseling Plan

Activity - Second Step Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th & 7th grade students will participate in Second Step Program and also participate in character education activities during their history classes.	Behavioral Support Program	08/27/2018	05/24/2019	\$0	No Funding Required	Counselor Administrator s Classroom Teachers

**Strategy 3:**

Anger Management - Students will be provided opportunities to be assigned to the school alternative class as needed in order to gain coping strategies for dealing with anger management issues.

Category: Implement Guidance and Counseling Plan

Activity - Alternative Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will be assigned to to the alternative classroom in order to receive additional counseling tools and strategies for coping with anger management.	Behavioral Support Program	08/20/2018	05/24/2019	\$0	No Funding Required	Alternative Classroom Teacher Administrators
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**Strategy 4:**

POWER Squads - Students will participate in monthly meetings that promote a positive school culture and character education.

Category: Develop/Implement Student and School Culture Program

Activity - Implementation of POWER Squads	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will meet once monthly to discuss purposeful, optimistic, worthy, empathy and respectful aspects of being a successful student at DEMS.	Behavioral Support Program	09/24/2018	05/24/2019	\$0	No Funding Required	Administrators Counselor Classroom Teachers

**Measurable Objective 2:**

collaborate to provide opportunities for parental involvement by 05/24/2019 as measured by attendance and participation in activities offered by the school..

**Strategy 1:**

Parental Involvement - Parents will be invited to participate in multiple activities at the school that will provide them an opportunity to be involved at the school as well as learn more about how to work with their child to increase their school success.

Category: Other - Parental Involvement

Activity - Muffins with Moms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Moms will be invited to attend muffins with mom with their child.	Other, Parent Involvement	11/01/2018	05/24/2019	\$400	Title I Part A	Administrators Counselor

Activity - Doughnuts with Dad	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dads will have an opportunity to attend activity with their child.	Parent Involvement	11/01/2018	05/24/2019	\$400	Title I Part A	Administrators Counselor

Activity - School-wide Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to attend and participate in multiple school-wide programs such as Hispanic American Celebration; Black History Program, Parent Nights, Open House, Title I Parent Meeting, etc.	Parent Involvement	08/13/2018	05/24/2019	\$1500	Title I Part A	Administrators Counselor

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Portfolios	7th & 8th Grade Academic Scholars students will create digital portfolios via One Note or Office 365.	Career Preparation/Orientation, Academic Support Program, Technology	09/10/2018	05/24/2019	\$0	Media Specialist Classroom Teachers Instructional Coach
Implementation of POWER Squads	Students will meet once monthly to discuss purposeful, optimistic, worthy, empathy and respectful aspects of being a successful student at DEMS.	Behavioral Support Program	09/24/2018	05/24/2019	\$0	Administrators Counselor Classroom Teachers
Small Group Counselong	Students will be provided with opportunities to participate in small groups about bullying, anger managements and grief loss.	Behavioral Support Program	08/13/2018	05/24/2019	\$0	Counselor Social Worker
JA in a Day	7th Grade students will participate in concurrent sessions related to career interest.	Career Preparation/Orientation, Behavioral Support Program	10/25/2018	10/25/2018	\$0	7th Grade Team Administrators
Monthly Counselor Visits	Students will be provided with activities/lessons related to bullying and making good choices.	Behavioral Support Program	08/13/2018	05/24/2019	\$0	Counselor Classroom Teachers
ESL Strategies	ESL Coordinator will meet quarterly with departments during PLC's to discuss ESL strategies for implementation in the classroom.	Academic Support Program, Professional Learning	09/04/2018	05/24/2019	\$0	ESL Coordinator Administration
Second Step Program	6th & 7th grade students will participate in Second Step Program and also participate in character education activities during their history classes.	Behavioral Support Program	08/27/2018	05/24/2019	\$0	Counselor Administrators Classroom Teachers



**ACIP**

Davis-Emerson Middle School

Alternative Classroom	Students will be assigned to to the alternative classroom in order to receive additional counseling tools and strategies for coping with anger management.	Behavioral Support Program	08/20/2018	05/24/2019	\$0	Alternative Classroom Teacher Administrators
PLC Meetings	Instructional Coach will meet weekly with departmental teams to discuss students receive academic and behavioral interventions as well as those students who need an increase in rigor.	Academic Support Program, Professional Learning, Behavioral Support Program	08/20/2018	05/24/2019	\$0	Instructional Coach Classroom Teachers
Presentations	6th Grade students will be introduced to Office 365 and be required to complete a PowerPoint presentation.	Academic Support Program, Technology	09/10/2018	05/24/2019	\$0	Media Specialist Classroom Teacher
<b>Total</b>					<b>\$0</b>	

**Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
D.E.A.R.	Students will "Drop Everything And Read" every Wednesday in all classes for the first 10 minutes of class. Additional fictional library books will be purchased to add to available resources for students.	Academic Support Program	08/27/2018	05/24/2019	\$500	All DEMS teachers, media specialist
<b>Total</b>					<b>\$500</b>	

**Title I School Improvement (ISI)**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Guest Speakers	The guidance counselor will arrange for a guest speaker to speak with the students each semester about bullying and/or making good choices.	Other	08/13/2018	05/24/2019	\$500	Guidance Counselor
Implementation of Strategic Teaching Strategies	Professional development activities will be provided for grade level teachers.	Academic Support Program, Direct Instruction, Professional Learning	08/27/2018	05/24/2019	\$1500	Instructional Coach Administrators Teachers
<b>Total</b>					<b>\$2000</b>	

## Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Transition	8th Grade students will visit Holt High School in the Spring of 2019 in an effort to become familiar with the school, classes offered, and diploma requirements. Information gained from this trip will help students complete their four year plans and 9th grade course selection cards.	Career Preparation/Orientation, Academic Support Program, Behavioral Support Program, Recruitment and Retention	03/01/2019	05/24/2019	\$800	Administrators 8th Grade Team
Online Intervention Resources	Students will utilize Imagine Learning, NewsELA, Moby Max, and AR Programs online in order to increase student success.	Academic Support Program, Technology	09/10/2018	05/24/2019	\$5000	Administrators Media Specialist Classroom Teachers Instructional Coaches
Mercedes Tour	6th Grade students will attend field trip as part of exposures to careers.	Career Preparation/Orientation, Field Trip	10/15/2018	05/24/2019	\$800	6th Grade Team Administrators
Reading Intervention	Students will work on Moby Max online program to increase reading comprehension.	Academic Support Program	10/01/2018	05/24/2019	\$3400	Instructional Coach PST Chair Classroom Teachers
College/University Visits	8th Grade Teachers will plan at least one field trip per school year for students to be exposed to a local/regional college or university.	Field Trip	09/10/2018	05/24/2019	\$800	8th Grade Team Administrators
Moby Max	Identified students will work on online Moby Max program three times a week.	Academic Support Program	10/01/2018	05/24/2019	\$3400	Instructional Coach Classroom Teachers
<b>Total</b>					<b>\$14200</b>	

## Title I Part A

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

Davis-Emerson Middle School

Ron Clark Academy	Adminstration and teacher leaders will attend the ron Clark Academy in Georgia and present strategies to the entire school.	Academic Support Program, Behavioral Support Program	06/01/2018	10/01/2019	\$1200	Administrative team Selected Teachers
Muffins with Moms	Moms will be invited to attend muffins with mom with their child.	Other, Parent Involvement	11/01/2018	05/24/2019	\$400	Administrator s Counselor
Doughnuts with Dad	Dads will have an opportunity to attend activity with their child.	Parent Involvement	11/01/2018	05/24/2019	\$400	Administrator s Counselor
School-wide Programs	Parents will be invited to attend and participate in multiple school-wide programs such as Hispanic American Celebration; Black History Program, Parent Nights, Open House, Title I Parent Meeting, etc.	Parent Involvement	08/13/2018	05/24/2019	\$1500	Administrator s Counselor
<b>Total</b>					\$3500	

**Title II Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Samford University Hope Academy	A team made up of an administrator, counselor, instructional coach and teacher leader will participate in the Hope Program 2018-2019 cohort focused on charter education and building relationships.	Career Preparation/Orientation, Academic Support Program, Behavioral Support Program	10/30/2018	06/28/2019	\$500	Administrator Instructional Coach Teacher Leader Counselor
<b>Total</b>					\$500	

**Career and Technical Education Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
World of Works Career Fair	World of Works is a career fair sponsored by the Tuscaloosa Chamber of Commerce and held at Shelton State Communit College for all 8th graders in the Tuscaloosa County School System and surrounding school systems. Students are able to experience, observe, and get information about many career and technical fields.	Career Preparation/Orientation, Field Trip, Academic Support Program	10/12/2018	10/12/2018	\$550	8th Grade Teachers Career Tech Teacher
<b>Total</b>					\$550	

# **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	In order to try to meet the minimum response rate for each survey group the following took place: Parents received call-outs to make them aware of the Title I Parent Survey that was available for them to complete and give their input. During Open House, parents were given an opportunity to complete the survey online in the computer lab. Paper surveys were also available if needed. The survey was available online for two months. Students were given an opportunity to complete the survey during their science/history classes at school. Teachers were given 1 week to complete the survey online.	Stakeholder Feedback Data

## Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

## Areas of Notable Achievement

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

STAFF SURVEY: Faculty and staff felt most positive in regards to students understanding what they are expected to learn and that high standards for academic performance are set. One hundred percent agreed or strongly agreed. One hundred percent of teacher felt that there are clear rules about student behavior, harassment, intimidation and bullying at their school and 88% felt like the rules are enforced at their school. One hundred percent of teachers feel that information related to their school is effectively communicated to faculty and staff.

STUDENT SURVEY: The average for all sections was 74% or under. A few of the strongest responses were "In my school teachers work together to improve student learning," " My school, the principal and teachers have high expectations of me," and "all of my teachers provide me with information about my learning and grades."

PARENT SURVEY: As in previous years parents responded most positively to statements about feeling welcome in the school (94%), and the school encouraging the parent to be involved in their child's education (94%). Ninety-four percent stated they understand their child's report cards and test scores. Eighty-eight percent stated that they feel that teachers in the school are interested and cooperative when they discuss their child's academic progress and/or other concerns. Eighty-one percent of parents stated they were able to reach their child's classroom teacher(s) to discuss their child.

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

Faculty and staff have shown a steady increase in the ease of teaching at my school because of things being consistent. The area of teachers feeling supported increased and faculty and staff also reported an increase in the area that rules are enforced at my school. There is also a 4% overall increase since 2014 on students trying to do their best on schoolwork. Parents report that 96% know about their school's academic goals and how they can be involved.

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

Students, teachers, and parents all indicate that their relationships with each other are good as well as with school leadership. Unfortunately teachers, parents and school leadership still express the need to find ways for parents to be more involved in their children's education.



## **Areas in Need of Improvement**

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

STAFF SURVEY: The two sub categories with the lowest satisfaction were School Stability (53%), Parental Involvement (52%). See statements above and below about trends. The area of "Academics" has stayed steady in the 80-88% range.

STUDENT SURVEY: Although student responses on Governance and Leadership were overall positive the statement "In my school, students treat adults with respect" only had a positive response of 42%. Also low were the responses to "All of my teachers change their teaching to meet my learning needs," (55% agree) and "In my school, students respect the property of others." (23% agree)

PARENT SURVEY: The lowest scores in the Parent Survey revolved around being involved in the school. Only 45% knew that they could be involved in school planning/review committees, and in addition only 74% knew what it meant to be a Title I school. Only 47% know how additional help with reading and/or mathematics is given to students through the Title I Program.

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

TEACHER SURVEY: The area showing the greatest decrease in satisfaction was in the section "Parental Involvement." Only 20% of teachers feel that parents are engaged in the instructional process.

PARENT SURVEY: There was a slight decrease (6%) of parent satisfaction in the areas of parents feeling welcomed and being encouraged to be involved. The largest decrease was in response to "Do you know about the school's referral program to community services outside of the school?" as well as Do you know what being a Title I school means...?"

STUDENT SURVEY: As noted above only 42% of students felt that adults were treated with respect. Additionally only 79% of students felt that programs and services were available to help them succeed.

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

These survey results indicated that relationship between parents, administrators and teachers need to improve. Survey results also indicate that their needs to be additional communication between the school and parents related to Title I and how to be involved. In regards to the student survey, this implies that measures should be taken to improve the level of respect both given to and given by students.

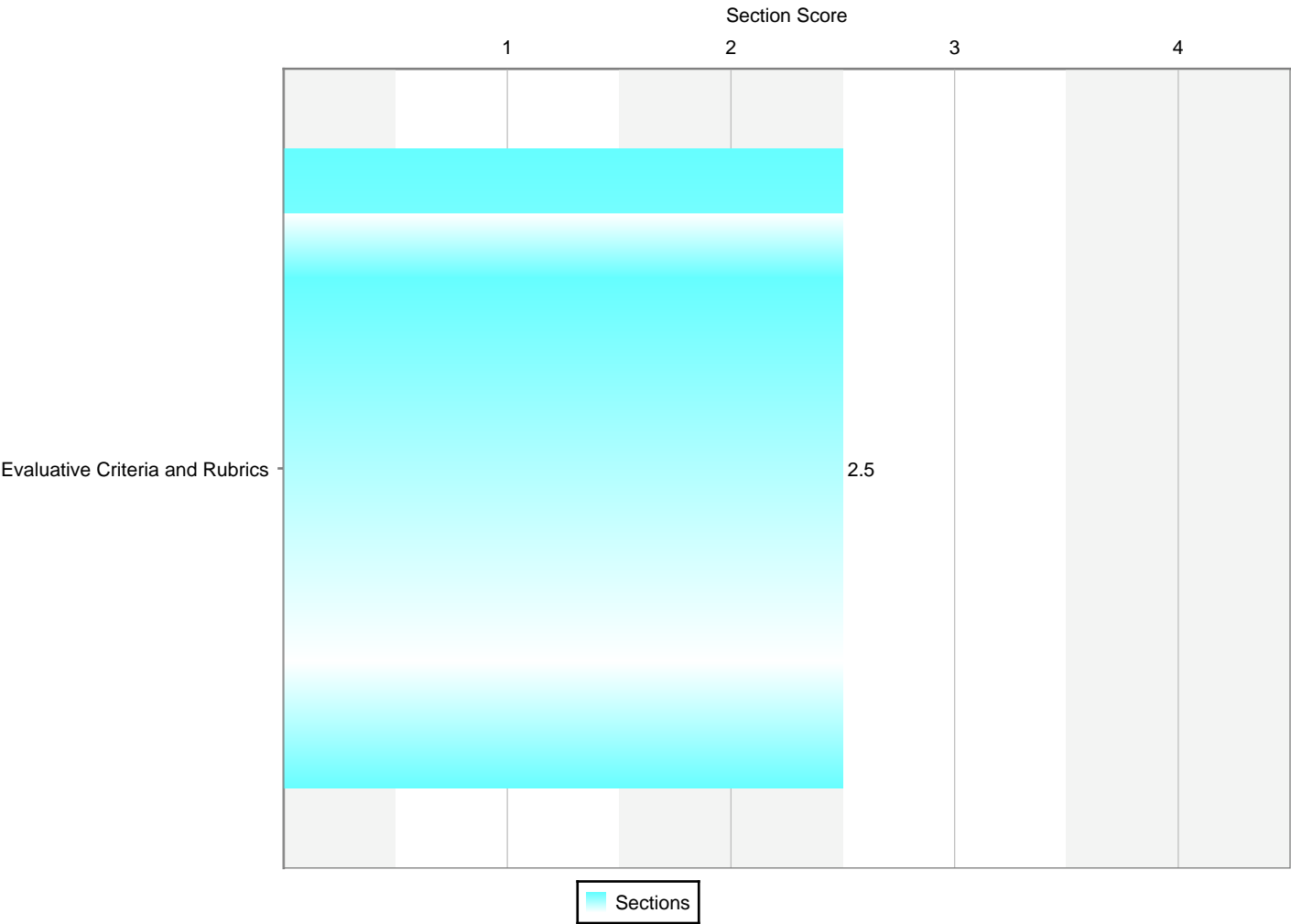
### **Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

Faculty have expressed the lack of parental involvement in their child's education.



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?

At Davis-Emerson Middle School, our needs assessments are conducted through grade level data meetings, departmental meetings, leadership team meetings and faculty meetings. Data from Scantron testing and Mastery Connect are used to determine a plan of action in order for students to meet state course of study standards

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

After data analysis of ACT Aspire spring 2017 and Scantron Data from Fall 2018 at Davis-Emerson Middle School, it was determined that students in math and reading scored the following percentile rankings:

#### ACT Spring 2017 Data

##### Math: Spring 2017

8th grade: 15%

7th grade: 26%

6th grade: 29%

##### Reading: Spring 2017

8th grade: 32%

7th grade: 24%

6th grade: 26%

#### Scantron Performance Series 2017-2018

According to Scantron Performance Series data, 76% of all students are in need of support or close in the area of Reading.

According to Scantron Performance Series data, 80% of all students are in need of support or close in the area of Math.

According to Scantron Performance Series data, 76% of 6th grade students are in need of support or close in the area of Reading.

According to Scantron Performance Series data, 78% of 6th grade students are in need of support or close in the area of Math.

According to Scantron Performance Series data, 77% of 7th grade students are in need of support or close in the area of Reading.

According to Scantron Performance Series data, 76% of 7th grade students are in need of support or close in the area of Math.

According to Scantron Performance Series data, 75% of 8th grade students are in need of support or close in the area of Reading.

According to Scantron Performance Series data, 75% of 8th grade students are in need of support or close in the area of Math.

Individual grade levels will analyze these results and determine a plan of action.

### What conclusions were drawn from the results?

Based on ACT Aspire, ACT Periodics information, and Scantron Performance Series, Davis-Emerson is continuing the implementation of a STAR Wednesday reading in order to increase reading achievement. Also, students in Tier III of academic performance receive intervention within the academic areas in which they struggle. All Tier III students will be assigned an online intervention program to participate in three times a week established and are monitored by a classroom teacher to make sure they meet the needs of the students.

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

To increase parental support frequent PTO meetings will be conducted in order to bring teachers and parents together during the school year. This has been done so the students can benefit from a strong parent/teacher organization. Davis-Emerson Middle School is a Title 1 school with 100% of students receiving free or reduced lunches. In order for students to meet academic goals, Davis-Emerson has an after school program that allows students to receive help with assignments and projects. Davis-Emerson Middle School provides a safe and supportive learning environment with multiple extracurricular activities; such as boys and girls athletic teams, Battle of the Books, Robotics, student council, and character education programs. Davis-Emerson strives to meet state and common core standards through rigorous instructional strategies.

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

The purpose of the school goals is to examine multiple sources of data to identify the school's needs, the direction for the school, and to identify the academic approach to best meet the needs of the students. Data collected from various sources, ACT Aspire and ACT Periodics, Scantron Performance Series and Mastery Connect are examined by the faculty to ensure progress is being made to meet the school's and state's academic objectives.

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

All components of the academic goals are reflective of data used from sources such as ACT Aspire and ACT Periodics, Scantron Performance Series and Mastery Connect testing to meet academic growth. Grade level data meetings, faculty meetings, and leadership team meetings are held to review data and monitor the academic success of the students at Davis-Emerson Middle School.

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

Students at Davis-Emerson Middle School have access to all services and programs that are available in which they qualify. All students are provided with the opportunity for free and reduced breakfast and lunch through monies from a federal grant. Students that qualify for ELL (English Language Learner) services receive those services from the local school district. Student needs are met through a variety of methods which include: differentiated instruction, project based assignments, and the implementation of an after school program to assist students with academic progress.

## 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:

Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas.

### Measurable Objective 1:

10% of All Students will increase student growth and achievement level from initial assessment given in August to summative assessment given in the spring in Mathematics by 05/24/2019 as measured by Scantron Performance Series assessment.

### Strategy1:

Increase Rigor and relevance in all content areas - DEMS Faculty and Staff will work toward finding ways to increase rigor and relevance in the classroom.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - D.E.A.R.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will "Drop Everything And Read" every Wednesday in all classes for the first 10 minutes of class. Additional fictional library books will be purchased to add to available resources for students.	Academic Support Program	08/27/2018	05/24/2019	\$500 - Title I Schoolwide	All DEMS teachers, media specialist

### Strategy2:

Math Intervention - Selected students who are struggling in math will meet three times a week with a classroom teacher to receive additional Tier III support.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will work on online Moby Max program three times a week.	Academic Support Program	10/01/2018	05/24/2019	\$3400 - Other	Instructional Coach Classroom Teachers

### Strategy3:

PLC Meetings - Teachers will participate in weekly PLC meeting with instructional coach and PST chair when available to discuss RTI Tier 1



and 2 interventions.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coach will meet weekly with departmental teams to discuss students receive academic and behavioral interventions as well as those students who need an increase in rigor.	Professional Learning Behavioral Support Program Academic Support Program	08/20/2018	05/24/2019	\$0 - No Funding Required	Instructional Coach Classroom Teachers

#### Measurable Objective 2:

10% of All Students will increase student growth and achievement level from initial assessment given in August to summative assessment given in the spring in Reading by 05/24/2019 as measured by the Scantron Performance Series assessment.

#### Strategy1:

Reading Intervention - Selected students who are struggling in reading will meet three times a week with classroom teacher to receive additional Tier III support.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on Moby Max online program to increase reading comprehension.	Academic Support Program	10/01/2018	05/24/2019	\$3400 - Other	Instructional Coach PST Chair Classroom Teachers

#### Strategy2:

Increase Rigor and relevance in all content areas - DEMS Faculty and Staff will work toward finding ways to increase rigor and relevance in the classroom.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - D.E.A.R.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will "Drop Everything And Read" every Wednesday in all classes for the first 10 minutes of class. Additional fictional library books will be purchased to add to available resources for students.	Academic Support Program	08/27/2018	05/24/2019	\$500 - Title I Schoolwide	All DEMS teachers, media specialist

#### Strategy3:

PLC Meetings - Teachers will participate in weekly PLC meeting with instructional coach and PST chair when available to discuss RTI Tier 1

and 2 interventions.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coach will meet weekly with departmental teams to discuss students receive academic and behavioral interventions as well as those students who need an increase in rigor.	Behavioral Support Program Academic Support Program Professional Learning	08/20/2018	05/24/2019	\$0 - No Funding Required	Instructional Coach Classroom Teachers

## Goal 2:

Prepare and support teachers and leaders to produce graduates who are College and Career Ready.

## Measurable Objective 1:

collaborate to increase student performance by attending, re-delivering and implementing information obtained from outside professional development sessions by 05/24/2019 as measured by teachers attending professional development sessions (sign-in sheets)..

## Strategy1:

Professional Learning Communities - Departments will participate in weekly professional learning communities led by the Instructional Coach and/or administration.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - ESL Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESL Coordinator will meet quarterly with departments during PLC's to discuss ESL strategies for implementation in the classroom.	Academic Support Program Professional Learning	09/04/2018	05/24/2019	\$0 - No Funding Required	ESL Coordinator Administration

Activity - Implementation of Strategic Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development activities will be provided for grade level teachers.	Professional Learning Direct Instruction Academic Support Program	08/27/2018	05/24/2019	\$1500 - Title I School Improvement (ISI)	Instructional Coach Administrators Teachers

## Strategy2:

Improvement of School's Climate/Culture - After visiting the Ron Clark Academy, the administration team and teachers will turnaround the

information obtained with the rest of the faculty and will implement the newly learned strategies in the upcoming school year.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Samford University Hope Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team made up of an administrator, counselor, instructional coach and teacher leader will participate in the Hope Program 2018-2019 cohort focused on charter education and building relationships.	Behavioral Support Program Academic Support Program Career Preparation/Orientation	10/30/2018	06/28/2019	\$500 - Title II Part A	Administrator Instructional Coach Teacher Leader Counselor

Activity - Ron Clark Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teacher leaders will attend the Ron Clark Academy in Georgia and present strategies to the entire school.	Behavioral Support Program Academic Support Program	06/01/2018	10/01/2019	\$1200 - Title I Part A	Administrative team Selected Teachers

### Goal 3:

Provide digital tools, experiences, and resources to support instruction.

### Measurable Objective 1:

100% of Sixth and Seventh grade students will increase student growth by exposure to educational opportunities in Career & Technical by 05/24/2019 as measured by participation in teacher organized activities.

### Strategy1:

6th & 7th Grade Experiences - Students will be able to participate in activities that will further their knowledge about college and career opportunities available to them.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Mercedes Tour	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th Grade students will attend field trip as part of exposures to careers.	Career Preparation/Orientation Field Trip	10/15/2018	05/24/2019	\$800 - Other	6th Grade Team Administrators

Activity - JA in a Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
7th Grade students will participate in concurrent sessions related to career interest.	Behavioral Support Program Career Preparation/Orientation	10/25/2018	10/25/2018	\$0 - No Funding Required	7th Grade Team Administrators

**Measurable Objective 2:**

100% of Eighth grade students will complete a portfolio or performance to make plans for their future and exhibit proficiency in content areas which will support their future career plans in Career & Technical by 05/24/2019 as measured by completion of four year plans.

**Strategy1:**

Experiences - Students will be able to participate in activities that will further their knowledge about college and career opportunities available to them.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th Grade students will visit Holt High School in the Spring of 2019 in an effort to become familiar with the school, classes offered, and diploma requirements. Information gained from this trip will help students complete their four year plans and 9th grade course selection cards.	Recruitment and Retention Career Preparation/Orientation Academic Support Program Behavioral Support Program	03/01/2019	05/24/2019	\$800 - Other	Administrators 8th Grade Team

Activity - World of Works Career Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
World of Works is a career fair sponsored by the Tuscaloosa Chamber of Commerce and held at Shelton State Community College for all 8th graders in the Tuscaloosa County School System and surrounding school systems. Students are able to experience, observe, and get information about many career and technical fields.	Career Preparation/Orientation Field Trip Academic Support Program	10/12/2018	10/12/2018	\$550 - Career and Technical Education Funds	8th Grade Teachers Career Tech Teacher

Activity - College/University Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th Grade Teachers will plan at least one field trip per school year for students to be exposed to a local/regional college or university.	Field Trip	09/10/2018	05/24/2019	\$800 - Other	8th Grade Team Administrators

**Measurable Objective 3:**

100% of All Students will collaborate to use digital tools as provided by faculty and staff in Career & Technical by 05/24/2019 as

measured by Implementation of strategic teaching strategies incorporating digital tools.

**Strategy1:**

Student Implementation of Digital Tools - Students will be required to implement tools gained through exposure to Office 365 and digital portfolios.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Presentations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th Grade students will be introduced to Office 365 and be required to complete a PowerPoint presentation.	Academic Support Program Technology	09/10/2018	05/24/2019	\$0 - No Funding Required	Media Specialist Classroom Teacher

Activity - Online Intervention Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize Imagine Learning, NewsELA, Moby Max, and AR Programs online in order to increase student success.	Academic Support Program Technology	09/10/2018	05/24/2019	\$5000 - Other	Administrators Media Specialist Classroom Teachers Instructional Coaches

Activity - Digital Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
7th & 8th Grade Academic Scholars students will create digital portfolios via One Note or Office 365.	Technology Career Preparation/ Orientation Academic Support Program	09/10/2018	05/24/2019	\$0 - No Funding Required	Media Specialist Classroom Teachers Instructional Coach

**Goal 4:**

Promote student growth and parent involvement through system support services.

**Measurable Objective 1:**

collaborate to provide opportunities for parental involvement by 05/24/2019 as measured by attendance and participation in activities offered by the school..

**Strategy1:**

Parental Involvement - Parents will be invited to participate in multiple activities at the school that will provide them an opportunity to be involved at the school as well as learn more about how to work with their child to increase their school success.

Category: Other - Parental Involvement

Research Cited:

Activity - Muffins with Moms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moms will be invited to attend muffins with mom with their child.	Other Parent Involvement	11/01/2018	05/24/2019	\$400 - Title I Part A	Administrators Counselor

Activity - School-wide Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to attend and participate in multiple school-wide programs such as Hispanic American Celebration; Black History Program, Parent Nights, Open House, Title I Parent Meeting, etc.	Parent Involvement	08/13/2018	05/24/2019	\$1500 - Title I Part A	Administrators Counselor

Activity - Doughnuts with Dad	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dads will have an opportunity to attend activity with their child.	Parent Involvement	11/01/2018	05/24/2019	\$400 - Title I Part A	Administrators Counselor

**Measurable Objective 2:**

collaborate to increase student growth by 05/24/2019 as measured by participation in school related programs and activities..

**Strategy1:**

POWER Squads - Students will participate in monthly meetings that promote a positive school culture and character education.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Implementation of POWER Squads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will meet once monthly to discuss purposeful, optimistic, worthy, empathy and respectful aspects of being a successful student at DEMS.	Behavioral Support Program	09/24/2018	05/24/2019	\$0 - No Funding Required	Administrators Counselor Classroom Teachers

**Strategy2:**

Anger Management - Students will be provided opportunities to be assigned to the school alternative class as needed in order to gain coping strategies for dealing with anger management issues.

Category: Implement Guidance and Counseling Plan

Research Cited:

Activity - Alternative Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assigned to the alternative classroom in order to receive additional counseling tools and strategies for coping with anger management.	Behavioral Support Program	08/20/2018	05/24/2019	\$0 - No Funding Required	Alternative Classroom Teacher Administrators

**Strategy3:**

Making Positive Choices - Students will be provided with activities related making good choices, an opportunity to participate in small groups about bullying and making good choices, and hear guest speakers that speak on topics of bullying and making good choices.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Small Group Counselong	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided with opportunities to participate in small groups about bullying, anger managements and grief loss.	Behavioral Support Program	08/13/2018	05/24/2019	\$0 - No Funding Required	Counselor Social Worker

Activity - Monthly Counselor Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided with activities/lessons related to bullying and making good choices.	Behavioral Support Program	08/13/2018	05/24/2019	\$0 - No Funding Required	Counselor Classroom Teachers

Activity - Guest Speakers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The guidance counselor will arrange for a guest speaker to speak with the students each semester about bullying and/or making good choices.	Other	08/13/2018	05/24/2019	\$500 - Title I School Improvement (ISI)	Guidance Counselor

**Strategy4:**

Outside Classroom Guidance - Students will get a weekly lesson through the Second Step Program, funded by a grant through CAPS (Child Abuse Prevention Services). A certified teacher will come once a week through history classes to present lessons that included: bullying, peer pressure, drug awareness and prevention, anger management, self-esteem and study skills.

Category: Implement Guidance and Counseling Plan

Research Cited:

Activity - Second Step Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th & 7th grade students will participate in Second Step Program and also participate in character education activities during their history classes.	Behavioral Support Program	08/27/2018	05/24/2019	\$0 - No Funding Required	Counselor Administrators Classroom Teachers

**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:**

SY 2018-2019

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Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas.

### Measurable Objective 1:

10% of All Students will increase student growth and achievement level from initial assessment given in August to summative assessment given in the spring in Reading by 05/24/2019 as measured by the Scantron Performance Series assessment.

### Strategy1:

PLC Meetings - Teachers will participate in weekly PLC meeting with instructional coach and PST chair when available to discuss RTI Tier 1 and 2 interventions.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coach will meet weekly with departmental teams to discuss students receive academic and behavioral interventions as well as those students who need an increase in rigor.	Professional Learning Behavioral Support Program Academic Support Program	08/20/2018	05/24/2019	\$0 - No Funding Required	Instructional Coach Classroom Teachers

### Strategy2:

Reading Intervention - Selected students who are struggling in reading will meet three times a week with classroom teacher to receive additional Tier III support.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on Moby Max online program to increase reading comprehension.	Academic Support Program	10/01/2018	05/24/2019	\$3400 - Other	Instructional Coach PST Chair Classroom Teachers

### Strategy3:

Increase Rigor and relevance in all content areas - DEMS Faculty and Staff will work toward finding ways to increase rigor and relevance in the classroom.

Category: Develop/Implement College and Career Ready Standards

Research Cited:



Activity - D.E.A.R.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will "Drop Everything And Read" every Wednesday in all classes for the first 10 minutes of class. Additional fictional library books will be purchased to add to available resources for students.	Academic Support Program	08/27/2018	05/24/2019	\$500 - Title I Schoolwide	All DEMS teachers, media specialist

**Measurable Objective 2:**

10% of All Students will increase student growth and achievement level from initial assessment given in August to summative assessment given in the spring in Mathematics by 05/24/2019 as measured by Scantron Performance Series assessment.

**Strategy1:**

Math Intervention - Selected students who are struggling in math will meet three times a week with a classroom teacher to receive additional Tier III support.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will work on online Moby Max program three times a week.	Academic Support Program	10/01/2018	05/24/2019	\$3400 - Other	Instructional Coach Classroom Teachers

**Strategy2:**

PLC Meetings - Teachers will participate in weekly PLC meeting with instructional coach and PST chair when available to discuss RTI Tier 1 and 2 interventions.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coach will meet weekly with departmental teams to discuss students receive academic and behavioral interventions as well as those students who need an increase in rigor.	Professional Learning Academic Support Program Behavioral Support Program	08/20/2018	05/24/2019	\$0 - No Funding Required	Instructional Coach Classroom Teachers

**Strategy3:**

Increase Rigor and relevance in all content areas - DEMS Faculty and Staff will work toward finding ways to increase rigor and relevance in the classroom.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

**ACIP**

Davis-Emerson Middle School

Activity - D.E.A.R.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will "Drop Everything And Read" every Wednesday in all classes for the first 10 minutes of class. Additional fictional library books will be purchased to add to available resources for students.	Academic Support Program	08/27/2018	05/24/2019	\$500 - Title I Schoolwide	All DEMS teachers, media specialist

**Goal 2:**

Prepare and support teachers and leaders to produce graduates who are College and Career Ready.

**Measurable Objective 1:**

collaborate to increase student performance by attending, re-delivering and implementing information obtained from outside professional development sessions by 05/24/2019 as measured by teachers attending professional development sessions (sign-in sheets)..

**Strategy1:**

Professional Learning Communities - Departments will participate in weekly professional learning communities led by the Instructional Coach and/or administration.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Implementation of Strategic Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development activities will be provided for grade level teachers.	Academic Support Program Professional Learning Direct Instruction	08/27/2018	05/24/2019	\$1500 - Title I School Improvement (ISI)	Instructional Coach Administrators Teachers

Activity - ESL Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESL Coordinator will meet quarterly with departments during PLC's to discuss ESL strategies for implementation in the classroom.	Academic Support Program Professional Learning	09/04/2018	05/24/2019	\$0 - No Funding Required	ESL Coordinator Administration

**Strategy2:**

Improvement of School's Climate/Culture - After visiting the Ron Clark Academy, the administration team and teachers will turnaround the information obtained with the rest of the faculty and will implement the newly learned strategies in the upcoming school year.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Ron Clark Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teacher leaders will attend the Ron Clark Academy in Georgia and present strategies to the entire school.	Behavioral Support Program Academic Support Program	06/01/2018	10/01/2019	\$1200 - Title I Part A	Administrative team Selected Teachers

Activity - Samford University Hope Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team made up of an administrator, counselor, instructional coach and teacher leader will participate in the Hope Program 2018-2019 cohort focused on charter education and building relationships.	Academic Support Program Career Preparation/ Orientation Behavioral Support Program	10/30/2018	06/28/2019	\$500 - Title II Part A	Administrator Instructional Coach Teacher Leader Counselor

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:

Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas.

#### Measurable Objective 1:

10% of All Students will increase student growth and achievement level from initial assessment given in August to summative assessment given in the spring in Reading by 05/24/2019 as measured by the Scantron Performance Series assessment.

#### Strategy1:

Reading Intervention - Selected students who are struggling in reading will meet three times a week with classroom teacher to receive additional Tier III support.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on Moby Max online program to increase reading comprehension.	Academic Support Program	10/01/2018	05/24/2019	\$3400 - Other	Instructional Coach PST Chair Classroom Teachers

### Strategy2:

Increase Rigor and relevance in all content areas - DEMS Faculty and Staff will work toward finding ways to increase rigor and relevance in the classroom.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - D.E.A.R.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will "Drop Everything And Read" every Wednesday in all classes for the first 10 minutes of class. Additional fictional library books will be purchased to add to available resources for students.	Academic Support Program	08/27/2018	05/24/2019	\$500 - Title I Schoolwide	All DEMS teachers, media specialist

### Strategy3:

PLC Meetings - Teachers will participate in weekly PLC meeting with instructional coach and PST chair when available to discuss RTI Tier 1 and 2 interventions.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coach will meet weekly with departmental teams to discuss students receive academic and behavioral interventions as well as those students who need an increase in rigor.	Professional Learning Behavioral Support Program Academic Support Program	08/20/2018	05/24/2019	\$0 - No Funding Required	Instructional Coach Classroom Teachers

### Measurable Objective 2:

10% of All Students will increase student growth and achievement level from initial assessment given in August to summative assessment given in the spring in Mathematics by 05/24/2019 as measured by Scantron Performance Series assessment.

### Strategy1:

Math Intervention - Selected students who are struggling in math will meet three times a week with a classroom teacher to receive additional Tier III support.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will work on online Moby Max program three times a week.	Academic Support Program	10/01/2018	05/24/2019	\$3400 - Other	Instructional Coach Classroom Teachers

### Strategy2:

PLC Meetings - Teachers will participate in weekly PLC meeting with instructional coach and PST chair when available to discuss RTI Tier 1 and 2 interventions.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coach will meet weekly with departmental teams to discuss students receive academic and behavioral interventions as well as those students who need an increase in rigor.	Academic Support Program Professional Learning Behavioral Support Program	08/20/2018	05/24/2019	\$0 - No Funding Required	Instructional Coach Classroom Teachers

### Strategy3:

Increase Rigor and relevance in all content areas - DEMS Faculty and Staff will work toward finding ways to increase rigor and relevance in the classroom.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - D.E.A.R.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will "Drop Everything And Read" every Wednesday in all classes for the first 10 minutes of class. Additional fictional library books will be purchased to add to available resources for students.	Academic Support Program	08/27/2018	05/24/2019	\$500 - Title I Schoolwide	All DEMS teachers, media specialist

### Goal 2:

Prepare and support teachers and leaders to produce graduates who are College and Career Ready.

### Measurable Objective 1:

collaborate to increase student performance by attending, re-delivering and implementing information obtained from outside professional development sessions by 05/24/2019 as measured by teachers attending professional development sessions (sign-in sheets)..

**Strategy1:**

Improvement of School's Climate/Culture - After visiting the Ron Clark Academy, the administration team and teachers will turnaround the information obtained with the rest of the faculty and will implement the newly learned strategies in the upcoming school year.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Samford University Hope Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team made up of an administrator, counselor, instructional coach and teacher leader will participate in the Hope Program 2018-2019 cohort focused on charter education and building relationships.	Academic Support Program Career Preparation/ Orientation Behavioral Support Program	10/30/2018	06/28/2019	\$500 - Title II Part A	Administrator Instructional Coach Teacher Leader Counselor

Activity - Ron Clark Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teacher leaders will attend the Ron Clark Academy in Georgia and present strategies to the entire school.	Behavioral Support Program Academic Support Program	06/01/2018	10/01/2019	\$1200 - Title I Part A	Administrative team Selected Teachers

**Strategy2:**

Professional Learning Communities - Departments will participate in weekly professional learning communities led by the Instructional Coach and/or administration.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Implementation of Strategic Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development activities will be provided for grade level teachers.	Direct Instruction Academic Support Program Professional Learning	08/27/2018	05/24/2019	\$1500 - Title I School Improvement (ISI)	Instructional Coach Administrators Teachers

Activity - ESL Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESL Coordinator will meet quarterly with departments during PLC's to discuss ESL strategies for implementation in the classroom.	Professional Learning Academic Support Program	09/04/2018	05/24/2019	\$0 - No Funding Required	ESL Coordinator Administration

**Goal 3:**

Provide digital tools, experiences, and resources to support instruction.

**Measurable Objective 1:**

100% of Sixth and Seventh grade students will increase student growth by exposure to educational opportunities in Career & Technical by 05/24/2019 as measured by participation in teacher organized activities.

**Strategy1:**

6th & 7th Grade Experiences - Students will be able to participate in activities that will further their knowledge about college and career opportunities available to them.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Mercedes Tour	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th Grade students will attend field trip as part of exposures to careers.	Career Preparation/ Orientation Field Trip	10/15/2018	05/24/2019	\$800 - Other	6th Grade Team Administrators

Activity - JA in a Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
7th Grade students will participate in concurrent sessions related to career interest.	Career Preparation/ Orientation Behavioral Support Program	10/25/2018	10/25/2018	\$0 - No Funding Required	7th Grade Team Administrators

**Measurable Objective 2:**

100% of All Students will collaborate to use digital tools as provided by faculty and staff in Career & Technical by 05/24/2019 as measured by Implementation of strategic teaching strategies incorporating digital tools.

**Strategy1:**

Student Implementation of Digital Tools - Students will be required to implement tools gained through exposure to Office 365 and digital portfolios.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Presentations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th Grade students will be introduced to Office 365 and be required to complete a PowerPoint presentation.	Academic Support Program Technology	09/10/2018	05/24/2019	\$0 - No Funding Required	Media Specialist Classroom Teacher

Activity - Online Intervention Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize Imagine Learning, NewsELA, Moby Max, and AR Programs online in order to increase student success.	Technology Academic Support Program	09/10/2018	05/24/2019	\$5000 - Other	Administrators Media Specialist Classroom Teachers Instructional Coaches

Activity - Digital Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
7th & 8th Grade Academic Scholars students will create digital portfolios via One Note or Office 365.	Career Preparation/ Orientation Academic Support Program Technology	09/10/2018	05/24/2019	\$0 - No Funding Required	Media Specialist Classroom Teachers Instructional Coach

**Measurable Objective 3:**

100% of Eighth grade students will complete a portfolio or performance to make plans for their future and exhibit proficiency in content areas which will support their future career plans in Career & Technical by 05/24/2019 as measured by completion of four year plans.

**Strategy1:**

Experiences - Students will be able to participate in activities that will further their knowledge about college and career opportunities available to them.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - College/University Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th Grade Teachers will plan at least one field trip per school year for students to be exposed to a local/regional college or university.	Field Trip	09/10/2018	05/24/2019	\$800 - Other	8th Grade Team Administrators

Activity - World of Works Career Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
World of Works is a career fair sponsored by the Tuscaloosa Chamber of Commerce and held at Shelton State Community College for all 8th graders in the Tuscaloosa County School System and surrounding school systems. Students are able to experience, observe, and get information about many career and technical fields.	Field Trip Career Preparation/ Orientation Academic Support Program	10/12/2018	10/12/2018	\$550 - Career and Technical Education Funds	8th Grade Teachers Career Tech Teacher



Activity - Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th Grade students will visit Holt High School in the Spring of 2019 in an effort to become familiar with the school, classes offered, and diploma requirements. Information gained from this trip will help students complete their four year plans and 9th grade course selection cards.	Academic Support Program Recruitment and Retention Career Preparation/ Orientation Behavioral Support Program	03/01/2019	05/24/2019	\$800 - Other	Administrators 8th Grade Team

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

**Goal 1:**

Engage and empower all students through high quality instruction aligned with College and Career Ready standards in all content areas.

**Measurable Objective 1:**

10% of All Students will increase student growth and achievement level from initial assessment given in August to summative assessment given in the spring in Reading by 05/24/2019 as measured by the Scantron Performance Series assessment.

**Strategy1:**

Reading Intervention - Selected students who are struggling in reading will meet three times a week with classroom teacher to receive additional Tier III support.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on Moby Max online program to increase reading comprehension.	Academic Support Program	10/01/2018	05/24/2019	\$3400 - Other	Instructional Coach PST Chair Classroom Teachers

**Strategy2:**

PLC Meetings - Teachers will participate in weekly PLC meeting with instructional coach and PST chair when available to discuss RTI Tier 1 and 2 interventions.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coach will meet weekly with departmental teams to discuss students receive academic and behavioral interventions as well as those students who need an increase in rigor.	Professional Learning Behavioral Support Program Academic Support Program	08/20/2018	05/24/2019	\$0 - No Funding Required	Instructional Coach Classroom Teachers

**Strategy3:**

Increase Rigor and relevance in all content areas - DEMS Faculty and Staff will work toward finding ways to increase rigor and relevance in the classroom.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - D.E.A.R.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will "Drop Everything And Read" every Wednesday in all classes for the first 10 minutes of class. Additional fictional library books will be purchased to add to available resources for students.	Academic Support Program	08/27/2018	05/24/2019	\$500 - Title I Schoolwide	All DEMS teachers, media specialist

**Measurable Objective 2:**

10% of All Students will increase student growth and achievement level from initial assessment given in August to summative assessment given in the spring in Mathematics by 05/24/2019 as measured by Scantron Performance Series assessment.

**Strategy1:**

Increase Rigor and relevance in all content areas - DEMS Faculty and Staff will work toward finding ways to increase rigor and relevance in the classroom.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - D.E.A.R.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will "Drop Everything And Read" every Wednesday in all classes for the first 10 minutes of class. Additional fictional library books will be purchased to add to available resources for students.	Academic Support Program	08/27/2018	05/24/2019	\$500 - Title I Schoolwide	All DEMS teachers, media specialist

**Strategy2:**

PLC Meetings - Teachers will participate in weekly PLC meeting with instructional coach and PST chair when available to discuss RTI Tier 1 and 2 interventions.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coach will meet weekly with departmental teams to discuss students receive academic and behavioral interventions as well as those students who need an increase in rigor.	Professional Learning Behavioral Support Program Academic Support Program	08/20/2018	05/24/2019	\$0 - No Funding Required	Instructional Coach Classroom Teachers

**Strategy3:**

Math Intervention - Selected students who are struggling in math will meet three times a week with a classroom teacher to receive additional Tier III support.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will work on online Moby Max program three times a week.	Academic Support Program	10/01/2018	05/24/2019	\$3400 - Other	Instructional Coach Classroom Teachers

**Goal 2:**

Prepare and support teachers and leaders to produce graduates who are College and Career Ready.

**Measurable Objective 1:**

collaborate to increase student performance by attending, re-delivering and implementing information obtained from outside professional development sessions by 05/24/2019 as measured by teachers attending professional development sessions (sign-in sheets)..

**Strategy1:**

Improvement of School's Climate/Culture - After visiting the Ron Clark Academy, the administration team and teachers will turnaround the information obtained with the rest of the faculty and will implement the newly learned strategies in the upcoming school year.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Samford University Hope Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team made up of an administrator, counselor, instructional coach and teacher leader will participate in the Hope Program 2018-2019 cohort focused on charter education and building relationships.	Behavioral Support Program Academic Support Program Career Preparation/ Orientation	10/30/2018	06/28/2019	\$500 - Title II Part A	Administrator Instructional Coach Teacher Leader Counselor

Activity - Ron Clark Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adminstration and teacher leaders will attend the ron Clark Academy in Georgia and present strategies to the entire school.	Behavioral Support Program Academic Support Program	06/01/2018	10/01/2019	\$1200 - Title I Part A	Administrative team Selected Teachers

**Strategy2:**

Professional Learning Communities - Departments will participate in weekly professional learning communities led by the Instructional Coach and/or administration.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Implementation of Strategic Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development activities will be provided for grade level teachers.	Academic Support Program Direct Instruction Professional Learning	08/27/2018	05/24/2019	\$1500 - Title I School Improvement (ISI)	Instructional Coach Administrators Teachers

Activity - ESL Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESL Coordinator will meet quarterly with departments during PLC's to discuss ESL strategies for implementation in the classroom.	Professional Learning Academic Support Program	09/04/2018	05/24/2019	\$0 - No Funding Required	ESL Coordinator Administration

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

Parents are provided with achievement testing results in English and in Spanish when needed. There are interpreters available at parent events to assist parents with the interpretation of results.

### 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.**

Staffing decisions are made by administration with the final approval coming from our local board of education. Administrators work with teachers to ensure that they receive quality professional development and assistance in order to implement strategic teaching strategies in their classrooms.

## **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?**

The turnover rate at the end of the 2018 school year was very high. Even though Davis-Emerson lost numerous teachers, all were replaced with highly qualified teachers

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

The experience of teaching varies and includes 100% highly qualified teachers. Experience varies from first year of teaching to 20 plus years of teaching within the school faculty.

### **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).**

Effective initiatives the school has taken for teacher attrition includes a positive climate, supportive administration, readily available resources, and accessibility through Title I funds for professional development. Other measures taken include teacher celebrations at faculty meetings, community forum, administration working on encouraging team support throughout up-to-date communication with faculty along with listening to and implementing changes suggested by teachers and leadership teams incorporating better communication techniques.

## **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.**

Professional development opportunities are determined and developed depending on the most recent data collection as well as classroom observation data. Professional development topics include testing, student performance, Tier II and Tier III instruction and interventions, and highly effective instruction methods along with ongoing strategic teaching. Professional development opportunities are offered in areas such as AMSTI, ARI, STEAM, technology, new teacher training, etc.

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

Professional development opportunities include topics related to testing, student performance, and highly effective instruction. Professional Learning Communities are conducted on a weekly basis with core teachers and administration to discuss learning and teaching strategies, data, and student improvement. Administrators participate in administrative academy offered by the school district which focuses on improving instruction and student success.

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

Teacher mentoring is on-going and includes a blend of seasoned teachers with novice teachers to balance experience, expertise, and innovative ways of teaching Common Core Standards. Each grade level offers a mentor relationship to provide a relationship of professional success and development. The instructional coach spends time with teach new teacher developing classroom management and strategic teaching methods. District wide new teacher programs will be led by the instructional coach.

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

The professional development is sustained and on-going through follow-up meetings and accountability. Faculty meetings will be held monthly in addition to weekly PLC departmental meetings being held to address areas of growth.

## 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:

Prepare and support teachers and leaders to produce graduates who are College and Career Ready.

### Measurable Objective 1:

collaborate to increase student performance by attending, re-delivering and implementing information obtained from outside professional development sessions by 05/24/2019 as measured by teachers attending professional development sessions (sign-in sheets)..

### Strategy1:

Improvement of School's Climate/Culture - After visiting the Ron Clark Academy, the administration team and teachers will turnaround the information obtained with the rest of the faculty and will implement the newly learned strategies in the upcoming school year.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Ron Clark Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teacher leaders will attend the Ron Clark Academy in Georgia and present strategies to the entire school.	Academic Support Program Behavioral Support Program	06/01/2018	10/01/2019	\$1200 - Title I Part A	Administrative team Selected Teachers

Activity - Samford University Hope Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team made up of an administrator, counselor, instructional coach and teacher leader will participate in the Hope Program 2018-2019 cohort focused on charter education and building relationships.	Career Preparation/ Orientation Academic Support Program Behavioral Support Program	10/30/2018	06/28/2019	\$500 - Title II Part A	Administrator Instructional Coach Teacher Leader Counselor

### Strategy2:

Professional Learning Communities - Departments will participate in weekly professional learning communities led by the Instructional Coach and/or administration.

Category: Develop/Implement Professional Learning and Support



Research Cited:

Activity - Implementation of Strategic Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development activities will be provided for grade level teachers.	Academic Support Program Direct Instruction Professional Learning	08/27/2018	05/24/2019	\$1500 - Title I School Improvement (ISI)	Instructional Coach Administrators Teachers

Activity - ESL Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESL Coordinator will meet quarterly with departments during PLC's to discuss ESL strategies for implementation in the classroom.	Academic Support Program Professional Learning	09/04/2018	05/24/2019	\$0 - No Funding Required	ESL Coordinator Administration

## Goal 2:

Provide digital tools, experiences, and resources to support instruction.

## Measurable Objective 1:

100% of Sixth and Seventh grade students will increase student growth by exposure to educational opportunities in Career & Technical by 05/24/2019 as measured by participation in teacher organized activities.

## Strategy1:

6th & 7th Grade Experiences - Students will be able to participate in activities that will further their knowledge about college and career opportunities available to them.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Mercedes Tour	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th Grade students will attend field trip as part of exposures to careers.	Career Preparation/ Orientation Field Trip	10/15/2018	05/24/2019	\$800 - Other	6th Grade Team Administrators

Activity - JA in a Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
7th Grade students will participate in concurrent sessions related to career interest.	Career Preparation/ Orientation Behavioral Support Program	10/25/2018	10/25/2018	\$0 - No Funding Required	7th Grade Team Administrators

**Measurable Objective 2:**

100% of Eighth grade students will complete a portfolio or performance to make plans for their future and exhibit proficiency in content areas which will support their future career plans in Career & Technical by 05/24/2019 as measured by completion of four year plans.

**Strategy1:**

Experiences - Students will be able to participate in activities that will further their knowledge about college and career opportunities available to them.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - College/University Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th Grade Teachers will plan at least one field trip per school year for students to be exposed to a local/regional college or university.	Field Trip	09/10/2018	05/24/2019	\$800 - Other	8th Grade Team Administrators

Activity - Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th Grade students will visit Holt High School in the Spring of 2019 in an effort to become familiar with the school, classes offered, and diploma requirements. Information gained from this trip will help students complete their four year plans and 9th grade course selection cards.	Behavioral Support Program Academic Support Program Career Preparation/ Orientation Recruitment and Retention	03/01/2019	05/24/2019	\$800 - Other	Administrators 8th Grade Team

Activity - World of Works Career Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
World of Works is a career fair sponsored by the Tuscaloosa Chamber of Commerce and held at Shelton State Community College for all 8th graders in the Tuscaloosa County School System and surrounding school systems. Students are able to experience, observe, and get information about many career and technical fields.	Academic Support Program Field Trip Career Preparation/ Orientation	10/12/2018	10/12/2018	\$550 - Career and Technical Education Funds	8th Grade Teachers Career Tech Teacher

**Measurable Objective 3:**

100% of All Students will collaborate to use digital tools as provided by faculty and staff in Career & Technical by 05/24/2019 as measured by Implementation of strategic teaching strategies incorporating digital tools.

**Strategy1:**

Student Implementation of Digital Tools - Students will be required to implement tools gained through exposure to Office 365 and digital

portfolios.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Online Intervention Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize Imagine Learning, NewsELA, Moby Max, and AR Programs online in order to increase student success.	Academic Support Program Technology	09/10/2018	05/24/2019	\$5000 - Other	Administrators Media Specialist Classroom Teachers Instructional Coaches

Activity - Presentations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th Grade students will be introduced to Office 365 and be required to complete a PowerPoint presentation.	Academic Support Program Technology	09/10/2018	05/24/2019	\$0 - No Funding Required	Media Specialist Classroom Teacher

Activity - Digital Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
7th & 8th Grade Academic Scholars students will create digital portfolios via One Note or Office 365.	Academic Support Program Career Preparation/ Orientation Technology	09/10/2018	05/24/2019	\$0 - No Funding Required	Media Specialist Classroom Teachers Instructional Coach

**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?**

Measures set in place to increase student performance on statewide assessments include the following: curriculum based measurements (CBM), faculty meetings, and professional development, ACT Aspire, Scantron Performance Assessments, and 9 weeks exams. Other measures include faculty driven data meetings, curriculum meetings, and leadership teams, strategic scheduling to help with interventions for Tier III to help with inclusion instruction, and assistance in the classroom through remediation by para-educators.

## **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?**

The data from ACT Periodics, ACT Aspire and Scantron Performance Assessment will be used to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level. This data will be used to identify students for RTI, Tier II and Tier III instruction. Tier II instruction takes place in the classroom, usually by small groups working on skills that were not previously mastered. Tier III instruction takes place inside the classroom using an online program such as Moby Max and/or NewsELA along with support from classroom teacher. Students are progressed monitored throughout the course of their time in these tiers of instruction to measure growth.

### **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 experiencing difficult with mastering standards are provided timely, effective and additional instructional assistance through:

- Additional math and reading instruction through strategies classes.
- Data meetings in which core teachers review previous test results, ACT Periodics, Scantron Performance Assessment, and Aspire test results and any other pertinent information

which would help the teacher to determine student strengths and weaknesses.

- Compilations of class profiles by teachers and utilization of test reports to determine individual and class strengths and weaknesses, to address these results during instruction.
- After school tutoring

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

Students experiencing difficulty with mastering standards are provided timely, effective and additional instructional assistance through: Data meetings in which teachers review previous test results, standardized test results, and any other pertinent information which would help the teacher to determine student strengths and weaknesses. Compilations of class profiles by teachers and utilization of test reports to determine individual and class strengths and weaknesses, to address these results during instruction.

Strategic scheduling is used so that each student has the opportunity to reach their potential by specific lessons designed by teachers with their strengths and weaknesses in mind. ACT Periodics and Aspire progress monitoring and setting up instructional groups based upon those results in the classroom. Students are afforded the opportunity to participate in after and before school tutoring offered by teachers and 21st Century Grant.

**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.**

Procedures used to address challenges for English Language Learners, Economically Disadvantaged, Special Education, and neglected and/or delinquent students are:

English Languages Learners are provided with an ELL tutor and a scheduled time to review assignments that may be difficult.

Title I funds are used to afford all students the same opportunities such as field trips, and smaller class sizes.

Special Education students have guided instruction class that allow teachers to provide extra support in core classes outside of the regular education classroom.

The Early Warning Program is used for students that have issues with attendance. Impact is used for students with behavior issues as well as ISI (In School Suspension). PST committee monitors behavior issues as well as attendance.

**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.**

The Carl D. Perkins Career and Technical Educational Act of 2006 increases focus on the academic achievement of career and technical education students, and strengthen the connection between secondary and postsecondary education. To strengthen connections from middle school to postsecondary education Davis-Emerson Middle has implemented several programs.

The Carl D. Perkins supplement money helps allow our seventh and eighth graders to have Career Clusters I and Career Clusters II. This elective provides curriculum materials and up-to-date equipment for college and career preparation.

Career Cruising is a computer based program that will start in the seventh grade and follow students through high school. As part of this program, seventh graders take an assessment that guides them in creating a postsecondary plan. Eight graders will use the assessment to create a 4-year plan that will help reach their postsecondary goal. WOW (World of Works) is sponsored by the Chamber of Commerce and Shelton State Community College. Business representatives from around the region come and set up booths to help middle school students determine what they might like to go into.

Every grade level plans a field trip to a college, university or local agency that exposes students to the opportunity of postsecondary education and careers.

## **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 Title I budget reflects Davis-Emerson Middle School's commitment to our ongoing school improvement, y providing full-time classroom teachers, an instructional assistant and a curriculum specialist. Some of our budget is set aside for Professional Development. There is also State and Local funds set aside that we use for ISI, Instructional coaches, Alternatie Classroom and for ARI/Strategic teaching. Title I is used to give opportunities to all students for character education programs and intervention programs to increase student success.

**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)?**

The school coordinated and integrates funds from the Child Nutrition Program to provide breakfast and lunch, served daily to all students. Last year, as a recipient of the grant, all students are receiving free breakfast and lunch. While no funds are received for violence prevention, we do the effort at the school level to focus on maintaining healthy and safe environment. Central Office staff in partnership with the Sherriff's department offered a safe schools seminar at the beginning of the school year that focused on the importance of school safety and not making threats. Other programs offered at DEMS include: Career Cruising, Junior Achievement, Ron Clark House System(POWER Squads) Second Step Program (bully prevention), etc.

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

The school ensures continuous improvement through data meetings, leadership meetings, and reviews various test results in order to meet the school wide 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?**

The teachers at Davis-Emerson Middle School attend departmental level data meetings to examine results from standardized assessments to identify strengths and areas of growth for students. Also, Title I programs are reviewed and parents are encouraged to make suggestions regarding these programs.

**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?**

Davis-Emerson Middle School uses results from the following to determine whether the school wide program has been effective in increasing the achievement of students who are furthest from achieving the standards:

Scantron testing in the fall, winter and spring  
Project Based Assignments  
Individual Assistance with Various Assignments  
Mastery Connect Common Formative Assessments

**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?**

Review of student's achievement is continuous and ongoing at Davis-Emerson Middle School. Data meetings are held as well as leadership team meetings and administrative meetings to monitor student achievement. If there are any changes that need to be made to assist students with achieving goals these are done with faculty approval. The faculty attends professional development seminars to ensure students are receiving quality instruction from highly trained teachers.



# **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.	17.85

Provide the number of classroom teachers.

20.85

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1060111.0

Total1,060,111.00

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.	93000.0

Total 93,000.00

Assistant Principal

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

Provide the number of Assistant Principals.

0.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	63626.52

Total 63,626.52

Counselor

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

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	62345.0

Total 62,345.00

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	55318.68

Total55,318.68

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 Adminstrators.

0

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

Total0.00



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

Total0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	6255.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	6255.0

Total6,255.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	1877.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	1877.0

Total1,877.00

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

Total0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	11177.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	11177.0

Total11,177.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	2004.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	2004.0

Total2,004.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	170697.0

Provide a brief explanation and breakdown of expenses.

Salaries for 2 Teachers  
1/2 Salary for ISI Monitor  
Parental Involvement  
Professional Development  
Student Supplies

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	500.0

Provide a brief explanation and a breakdown of expenses.

Teacher, counselor, principal and instructional coach will attend the Hope Character Education Academy at Samford University. The \$500 Title II Funds will be used for the programs registration fee.



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	21230.0

Provide a brief explanation and breakdown of expenses.

Operational Allocation & Coal Severance  
Copier Leases  
Stamp Machine  
Postage  
Instructional Supplies

# **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))**

Davis-Emerson Middle School held its Open House on August 28, 2018 at 6pm and the Title I Parent Meeting on Monday, September 17, 2018 at 9am and 5:30pm for all parents of students attending DEMS. There are several other parent meetings scheduled throughout the school year for our parents to actively participate at DEMS. Our next parent meeting is scheduled in November where we will identify ways to assist students at home to increase their success at school. It is during this meeting parents will learn how to interpret student data. Parents and students are notified of these meetings through (1) notices sent home with all students, (2) school intercom announcement both morning and afternoon, (3) through our school website, (4) through our Facebook page, (5) twitter, (6) through announcements in other languages when we have families where English is not their primary language and (7) call-outs. Topics discussed at these meetings include:

- Title I participation, its services, and parents and students
- Overview of the school's curriculum
- The assessments used in our school to measure students progress
- Our school's parent compacts
- Resources available for parents
- Our school's Parent Involvement Plan

**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))**

The parental involvement opportunity surveys were made available, at our school computer lab, during our open house. The survey is still available on the Tuscaloosa County School System website for parents, who were unable to attend our open house. This information is compiled and workshops developed so that morning and evening opportunities are available for parents who work or have other commitments at various times of the day. Our parent meetings give our parents a chance to see what the students are currently working on in their classes. It also allows the teachers to give a better insight on the materials and technology that is being used in the classrooms. School newsletters are mailed home each semester, continually update parents on school programs, offer opportunities for involvement, and solicit on-going support as well as information via Facebook, Twitter, Instagram and the Davis Emerson Middle School website. On September 17, October 9 and October 11, 2018, our Title I meetings took place in the library where parents and teachers were able to express their ideas for funds to create more educational opportunities for our students. Annually, in April of each year, a parent committee will meet with teachers to determine how funds allocated for the current school year were beneficial for students.

**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))**

At the general meeting for parents, and at the Title I Parent meeting, parental involvement opportunities were discussed. The parental involvement opportunity surveys were made available via our school web-page and Facebook page. This was also made available in other languages for our students that did not speak English. Ideas for workshops and parent participation in committees for the school were discussed. School newsletters are mailed home each semester, continually update parents on school programs, offer opportunities for involvement, and solicit on-going support as well as information via Facebook page, call-outs and school website. Parents are also provided, via the school's website, a monthly list of events that they may be involved in.

**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))**

Davis Emerson Middle School revised its school-parent compact in September of this year in consultation with our school wide advisory committee and any parental comments received by teachers throughout the previous year. All students were given a copy of the new compact and were asked to take them home to their parents to sign and return. Call-outs and announcements were made to make parents aware that the final compacts were available. A copy will be available on the school website and new students will be given one at the time of enrollment. The compact will be explained to the parents during parent meetings, and they will be asked to sign the compact signifying their commitment to working in partnership with the school and their child in ensuring that their child is successful in school. The compacts were discussed with the teachers at the faculty meetings and the leadership team meetings. The teachers will house them in his/her classroom for use during parent-teacher and/or student-teacher conferences.

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

In May of each year, Davis Emerson Middle School's Title I Advisory Committee meets to review, evaluate, and revise our Parent Involvement Plan. There are two to five parents on the Committee who represent all of the parents of the school. During the review process, all parents are notified of the review through notices sent home with students and publicized on the school website. The notices make parents aware that the plan is under review, that a copy of the plan is available for review in the school office, library, or by visiting the school website, and that parents have the right to give input regarding the revision of the plan. The notice also states that after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concern in writing to the school, and the school will submit their concerns to the central office at the same time that the Title I plan is submitted.

**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)**

Davis-Emerson Middle School encourages parents to be active participants in the education of their children. The school holds an annual open house and Title I meeting where parents can visit with classroom teachers in order to become familiar with their child's teachers and the expectations of each subject area. During the school year, Davis-Emerson holds various PTO events where parents are educated on topics such as Title I, I-Now, Scantron Assessments, etc. Parents are presented information on this funding program and how to best monitor their child's progress through this school wide system technology. Davis-Emerson Middle School will work together with parents and the community in an effort to build student academic achievement. To assist with student success, Davis-Emerson: 1) provides an after school program to help with student academic achievement, 2) offers support services that are available through the school counselor, 3) has an on-site social worker at school several days a week, 4) provides opportunities for parents to schedule conferences with teachers or administrators, and 5) includes parenting tips online through our school website and social media, as well as newsletters that are sent home throughout the school year.

**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)**

Davis-Emerson is consistently seeking new methods and opportunities to work with parents in order to build successful educational programs. Several approaches that have been used to create positive relationships include: 1) annual open house at school, 2) parent conferences during the school year, 3) informative letters to keep parents updated concerning school news, 4) using the school website and social media to update parents about current events taking place at school, 5) Holt School Zone Cluster Program, 6) Doughnuts with Dad and Muffins with Mom, 7) A Night with Scholars, and 8) Community Volunteer Days. (programs used to encourage parent visits and school participation among students)

**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)**

Davis-Emerson offers assistance through our school social worker and The Welcome Center. Both services help families navigate through the community by providing academic and social support to students and families that need support and/or speak a language other than English as their first language. The social worker is available to assist with personal and academic concerns, as well as consultations with teachers, parents, and administrators. The Welcome Center was established to help ESL families in the Tuscaloosa County School System. Davis-Emerson is pleased to partner with The Welcome Center to offer translators to help ESL students and families with assistance with enrolling new students and completing necessary forms and documentation. The Welcome Center also offers information about health care, child care, social services, and citizenship.

**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)**

Support for parents in languages other than English will be provided by the compilation and translation of key school informational documents; providing translators to assist with registration, enrollment, and parent conferences; and working with the ESL department at the Tuscaloosa County Board in arranging for tutors as needed for students. Additional parental support requests may be made at any time throughout the year by contacting the school principal, counselor, or social worker. Requests will be reviewed by the school's leadership team and a plan will be formulated to address the needs.

**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)**

- Shall provide training for parents, through parent meetings in understanding such topics as State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children.
- Shall provide materials and training to help parents to work with their child to improve their achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
- Shall educate teachers, office personnel, and other school staff, with the assistance of parents, 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.
- 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 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))**

Davis-Emerson Middle School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. Davis-Emerson Middle School presently has a low number of ELL students with various needs of translation in homes; however, notices to parents are sent in Spanish as needs dictate. Individual academic assessments, and the interpretation of those results, will be interpreted for parents in a language they can understand through the assistance of our ESL specialist and translators available through the Tuscaloosa County School System. At this time, Davis-Emerson Middle School does not have any migrant students. Every effort is made to accommodate parents with disabilities. Davis-Emerson Middle School opened in August 2003 and meets all building codes related to handicapped access. The facility is barrier-free and maintained on an on-going basis. The Tuscaloosa County School System policy for home-bound is followed as needs exist for home-bound services. Parents requiring such assistance should contact the counselor, nurse, or administration for referral forms and assistance with the application process. Home-bound services are provided through the central office of the Tuscaloosa County School System.