



ACIP

Bridgeport Middle School

Jackson County Board of Education

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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?

Bridgeport Middle School is located in rural Appalachia and currently serves 147 students in grades 5-8. The school was Bridgeport High School until 1988, when a new high school opened that combined our high school with our neighboring community's high school. We are in a high poverty community where manufacturing companies were the prime source of employment, but many have either significantly reduced their workforce, shut down completely, or left the area. Our school is 72% free/reduced lunch. Our school is 95% white, less than 5% black and less than 1% other races. We have a faculty of 8.5 teachers, .5 counselors, .5 librarian,, and 1 administrator. We also have two special needs children who have qualified for aids.

School's Purpose

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

The purpose of Bridgeport Middle School is to provide a safe, orderly, caring environment in which students can achieve academic goals, develop character and social skills, discover their unique talents, and develop those skills and talents to their fullest potential enabling them to succeed in college and careers.

Our vision at Bridgeport Middle School is to foster the actions and beliefs of our students to achieve success through a safe and conducive environment, with academic achievement, extracurricular activities, and community involvement. Our beliefs are that the community, parents, and teachers must have high expectations for student learning and behavior and accept the right and responsibility to be involved in the education of their children. Instruction is the primary task of the school, but a student's emotional and physical needs must be addressed in order for students to profit from education. Motivational and instructional methods must accommodate diverse learning styles, stages of learning development, and cultural diversity to enhance self-image and make learning fun. All students can and will learn given an appropriate environment, which includes a safe, healthy, and nurturing atmosphere. We also believe students must learn to apply problem-solving techniques, critical thinking strategies, and written and oral communication skills and develop the ability to apply these skills to everyday situations. Students also need to develop self-discipline and assume their share of the responsibility for their education. Bridgeport Middle School is committed to providing a quality education to each of our students. We use the motto BMS=Success because we feel that our school provides opportunities that challenge our students to meet the demands of their future education and career.

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.

In addition to extracurricular activities, Bridgeport Middle School also provides students with several clubs and organizations such as 4-H Club, Beta Club, and Robotics Team.

The 4-H Club is a community of young people learning leadership, citizenship, and life skills. The mission of 4-H is to develop the youth's full potential by becoming effective contributing citizens, through hands on experiences.

The mission of the Junior Beta Club is to promote the ideals of academic achievement, character, service and leadership among elementary and secondary school students.

ACHIEVEMENT - Recognizing and honoring high academic achievement

CHARACTER - Preparing young people for life and empowering them to be successful

LEADERSHIP - Developing the leaders of tomorrow

SERVICE - Demonstrating our motto: Let Us Lead by Serving Others

The mission of the Robotics Team is to Improve Student Motivation and engagement by allowing 7th and 8th grade BMS students to participate in Northeast Alabama BEST (Boosting Engineering, Science, and Technology), a middle and high school robotics competition whose mission is to engage and excite students about engineering, science, and technology as well as inspire them to pursue careers in these fields. Through participation in our project-based STEM program, students learn to analyze and solve problems utilizing the Engineering Design Process, which helps them develop technological literacy skills. Northeast Alabama BEST Robotics provides opportunities for students grades 5-12 to become competent and confident in applying math, science, technology and engineering principles to real-life challenges. This culminates in the Fall when teams are judged on oral presentation, educational display, spirit, sportsmanship, interview skills, engineering notebook, and robot performance. Teams winning at the local level are eligible to compete in the regional competition at Auburn.

Additional Information

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

Each student has a designated computer lab time, with access to Accelerated Reading/Math, Star Reading/Math, Math Facts in a Flash, Success maker, and Microsoft Word and PowerPoint. Students use the computer time to take AR tests, complete projects and assignments, and for remediation. We have mobile laptop and I-pad classroom carts that teachers can utilize to aid with instruction.

For the future we want to move to a one-to-one ratio so that all of our teachers can each have a classroom set of computers to facilitate their lessons. We also want to better educate parents on proper usage of technology and what their child will need in the future.

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.

Members of Bridgeport Middle School's stakeholder committee are representatives from all aspects of the school and community and include administration, principals, teachers, stakeholders, students, and parents. The members of this leadership team serve as stakeholders for both the CIP and the Technology Plan. Meetings are conducted that address both plans. Team members were asked to serve on the committee based on their expertise and expressed desire to further the achievement of all students served by Bridgeport Middle School. Through collaborative effort, a school leadership team was chosen that best represents the diverse population and school demographics of B.M.S. Members of the committee were notified of their selection and asked to serve for two years. Stakeholder meetings will be conducted at various times throughout the year to best accommodate all stakeholders.

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

The Instruction Leadership Team members that must 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, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.

Mr. Buckner-Principal

Mrs. Hutcheson-Teacher/Media Specialist

Shannon McClain-Teacher

Johnny Holman-Teacher/Technology Coordinator

Nicci Black-Resource

Amelia Johnson-Support/Secretary

Jennifer Gamble-Parent

Eddie Alred-Parent

Cassidy Bevel-Student

Johnny Gilliam-Student

Luke Guess-Student

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

The final improvement plan was communicated to all district personelle and all parents and community members of the focus groups through email and a copy of the school's A-CIP and Technology Plan were posted on the school's website. Copies of Bridgeport Middle School's A-CIP are available in the office, and on the Jackson County Schools District website at www.jackson.k12.al.us

The A-CIP and Technology Plan will be updated as needed.

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	See Attachment	ACT Data Comparison

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

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

Areas of Notable Achievement

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

5th grade English, 6th grade English, 7th grade English, 8th grade English are above the expected levels of performance.

In 5th grade:

English performance increased 20% from the 2014-15 school year.
Science performance increased 16% from the 2014-15 school year.
Reading performance increased 10% from the 2014-15 school year.

In 6th grade:

English performance increased 11% from the 2014-15 school year.
Science performance increased 6% from the 2014-15 school year.
Math performance increased 10% from the 2014-15 school year.
Writing performance increased 14% from the 2014-15 school year.

In 7th grade:

English performance increased 14% from the 2014-15 school year.
Science performance increased 6% from the 2014-15 school year.

In 8th grade:

Math performance increased 8% from the 2014-15 school year.
Writing performance increased 13% from the 2014-15 school year.

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

8th grade English, and Science, 5th Grade Reading, Math, and Writing, 6th grade Science, Reading, and Math, 7th grade Math and Writing all show a positive trend in performance.

Which area(s) indicate the overall highest performance?

5th Grade English, 6th Grade English, 7th Grade English, 8th Grade English were the areas that BMS scored the highest performance.

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

Bridgeport Middle Schools trend data for subgroups is inconclusive.

Between which subgroups is the achievement gap closing?

Bridgeport Middle School data for subgroups is inconclusive.

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

Spring STAR Reading reports indicated that only 43% of 8th Grade students were proficient in Reading by District Benchmark.

Areas in Need of Improvement

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

5th Grade Reading, Math, and Science, 6th Grade Reading, Math, and Science, 7th Grade Reading, Math, Science, 8th Grade Math and Science are below the expected levels of performance.

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

5th Grade Writing, 7th Grade Writing, and 8th Grade Science and Reading show a negative trend in performance.

Which area(s) indicate the overall lowest performance?

5th Grade Writing, 7th Grade Writing, 8th Grade Writing indicate the overall lowest performance.

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

Bridgeport Middle School's subgroup data is inconclusive.

Between which subgroups is the achievement gap becoming greater?

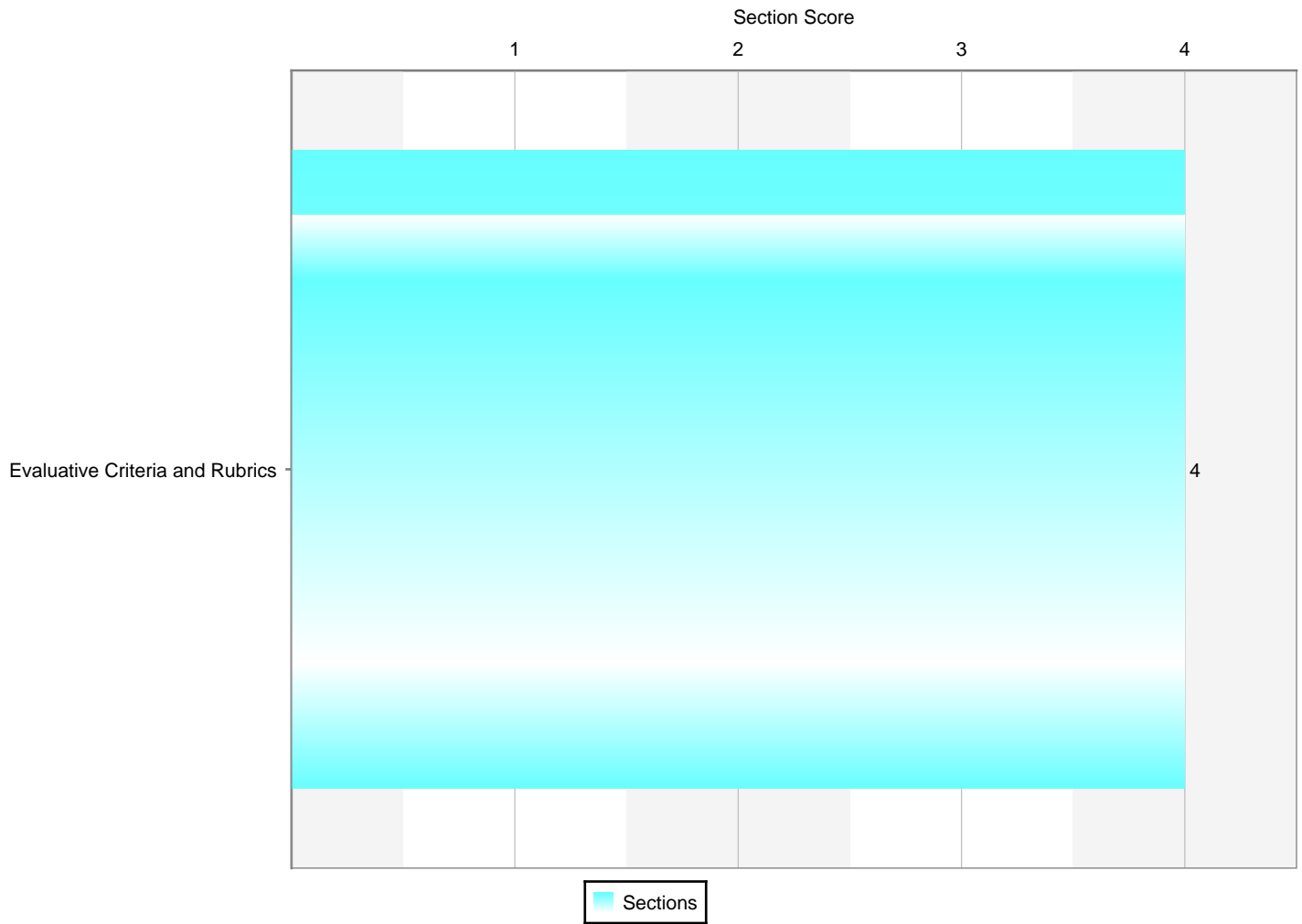
Bridgeport Middle School's subgroup data is inconclusive.

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

STAR Reading data reports indicated 38% of 6th grade students and 36% of 7th grade students scored proficient by District Benchmark.

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, ELL, 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	See Attachment	Leadership Team Signatures

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	Jackson County Board of Education complies with all laws and regulations to prevent discrimination based on race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability.	EL District Plan 2016-17 Federal Programs Plan 2016-17 Civil Rights

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	Refer to the JCBOE, Mr. Chris Davis, Special Education Supervisor, and central office 1600 AL Hwy. 35 Scottsboro, AL 35768, 256-259-9500 or davis@jackson.k12.al.us	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	Parental Involvement Policy/Plan uploaded	Parental Involvement Plan 2016-17 Student Handbook

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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 (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	School-Parent compact uploaded	School-Parent Compact

2016-2017 Bridgeport Middle School Continuous Improvement Plan

Overview

Plan Name

2016-2017 Bridgeport Middle School Continuous Improvement Plan

Plan Description

2016-2017 Bridgeport Middle School Continuous Improvement Plan

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	Provide a rigorous and effective instructional program to ensure the academic growth of all students.	Objectives: 5 Strategies: 8 Activities: 17	Academic	\$0
2	Engage Parents and Community in the Educational Process.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0
3	Ensure that all students have optimal instructional time.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0

Goal 1: Provide a rigorous and effective instructional program to ensure the academic growth of all students.

Measurable Objective 1:

62% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by ACT Aspire Assessment.

Strategy 1:

Professional Development on Instructional Strategies for Teaching Reading - Professional Development will be provided on; instructional strategies which teach foundational skills and vocabulary development; effective questioning techniques which develop critical thinking skill; and the close reading skills of that helps students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing from sources. The professional development will be provided through face-to-face sessions, book studies, and teacher collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Maranzo

Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation.	Professional Learning	08/08/2014	06/01/2017	\$0	No Funding Required	Principals Instructional Coaches ELA Teachers Curriculum Coordinator
Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coaches will provide embedded professional development for K-8 English Language Arts Teachers and Content Area teachers on close reading strategies and text-based questioning techniques that foster critical thinking skills.	Professional Learning	10/03/2016	01/03/2017	\$0	No Funding Required	Curriculum Coordinator,
Activity - Professional Development on Vocabulary Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development on vocabulary development will be provided through a book study for teachers of grades k-8. Teachers of grades 5-8 will complete an online book study.	Professional Learning	10/03/2016	07/31/2017	\$0	No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Strategy 2:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, Social Studies, and Science teachers in grades K-8 will participate in a careful analysis of the Reading portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA, Social Studies, and Science teachers in grades 3-8 will participate in a careful analysis of the ELA portions of the ACT Aspire Test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

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

Activity - Professional Development on Data Analysis of Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0	No Funding Required	Principals Teachers Curriculum Coordinator

Activity - Increase Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools with grades k-8 will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading	Academic Support Program	10/03/2016	11/01/2017	\$0	No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades k-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/30/2017	\$0	No Funding Required	Principals, Reading Specialists, Curriculum Coordinator

(shared) Strategy 3:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Bridgeport Middle School

Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0	No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists
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Activity - Classroom Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0	No Funding Required	Superintendent, Appropriate Supervisors, Principals

Measurable Objective 2:

70% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by ACT Aspire Assessment.

Strategy 1:

Professional Development for K-8 Teachers on Teaching Computational and Reasoning Strategies - Math teachers in grades k-8 will have an opportunity to participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics Program. The professional development includes training videos, and materials.

Category: Develop/Implement Professional Learning and Support

Activity - Independent, Online Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers in grades k-8 will participate in online, self paced professional development on the strategies used in the standards-based Eureka Mathematics Program for the purpose of implementing these strategies in their classroom.	Professional Learning	09/23/2016	06/30/2017	\$0	No Funding Required	Curriculum Coordinator Principals

Activity - Professional Development on Using Number Talks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development on using number talks will be provided for new k-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	11/15/2016	05/01/2017	\$0	No Funding Required	Curriculum Coordinator, Principals, Teachers

Strategy 2:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement in Mathematics - Increased emphasis will be placed on the use of formative and summative assessments to inform instruction.

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

ACIP

Bridgeport Middle School

Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. Teachers in grades K-8 will participate in a careful analysis of the math portions of the ACT Aspire Test results for students taught in the previous academic school year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for the current students to determine the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/04/2016	06/01/2017	\$0	No Funding Required	Curriculum Coordinator Principals Teachers

Activity - Increased Emphasis on Data Meeting Focused Formative Math Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held in all schools. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0	No Funding Required	Curriculum Coordinator Principals Teachers

(shared) Strategy 3:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0	No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0	No Funding Required	Superintendent, Appropriate Supervisors, Principals

Measurable Objective 3:

62% of English Learners students will demonstrate a proficiency in comprehension in Reading by 05/29/2020 as measured by ACT Aspire.

(shared) Strategy 1:

Curricular and Instructional Guidance - Bridgeport Middle School will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors

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

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development for teachers will be provided as needed	Professional Learning, Academic Support Program	10/20/2015	05/29/2020	\$0	No Funding Required	EL Coordinator

Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs	Academic Support Program	10/13/2015	05/29/2020	\$0	No Funding Required	EL Coordinator

Measurable Objective 4:

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by the ACT Aspire.

(shared) Strategy 1:

Curricular and Instructional Guidance - Bridgeport Middle School will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors

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

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development for teachers will be provided as needed	Professional Learning, Academic Support Program	10/20/2015	05/29/2020	\$0	No Funding Required	EL Coordinator

Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs	Academic Support Program	10/13/2015	05/29/2020	\$0	No Funding Required	EL Coordinator

Measurable Objective 5:

80% of Fifth, Sixth, Seventh and Eighth grade students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations. .

Strategy 1:

STEM Professional Development - Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.

Category: Develop/Implement Professional Learning and Support

Activity - Grade Level Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0	No Funding Required	Curriculum Coordinator Principals Teachers
Activity - Moodle Site for Teacher Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	\$0	No Funding Required	Curriculum Coordinator Principals Teachers

Strategy 2:

Curriculum Development for Robotics - In order to ensure equity across the school district STEM teachers will collaborate to identify what students should know and be able to do at each level of robotics instruction. Such collaboration will result in a robotics curriculum for the district.

Category: Develop/Implement College and Career Ready Standards

Activity - Defining and Organizing Robotics Concepts and Applications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STEM teachers will collaborate to develop a robotics curriculum for Jackson County Schools which is generally leveled as elementary, middle, and high school content. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2017	\$0	No Funding Required	Curriculum Coordinator Principals, Robotics Teachers

Goal 2: Engage Parents and Community in the Educational Process.**Measurable Objective 1:**

collaborate to inform parents and the community of the academic achievement and other accomplishments of Bridgeport Middle School students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys.

Strategy 1:

Dynamic Website - Bridgeport Middle School will redesign its website to be a more dynamic presentation to the public through a greater use of still graphics and videos

Category:

Activity - Website Redesign	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bridgeport Middle School will redesign its website interface to be more dynamic and engaging through the use of graphic and video presentations.	Community Engagement	01/04/2016	08/05/2016	\$0	No Funding Required	Assistant Technology Coordinator

Strategy 2:

Increased Communication - Bridgeport Middle School will utilize various methods of communication to involve and inform parents and community members of upcoming events and important information.

Category:

Activity - Communicating with Parents and Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mr. Buckner will utilize all call to inform parents and community members of important dates and upcoming events taking place at BMS.	Community Engagement, Parent Involvement	08/12/2015	05/27/2016	\$0	No Funding Required	Principals Teachers

Activity - Parent Teacher Organization	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bridgeport Middle School PTO is lead by parents and citizens of our community. The PTO convenes on a monthly basis to discuss ways to improve our school. They help supply our school with items that benefit our students, and otherwise could not be afforded.	Community Engagement, Parent Involvement	08/12/2015	05/27/2016	\$0	No Funding Required	Principals Teachers Parents Community Members

Activity - Chamber Breakfast	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bridgeport Middle School host a breakfast, once a year, for the Jackson County Chamber of Commerce. This is a time utilized to communicate all activities taking place during the school year.	Community Engagement	08/12/2015	05/27/2016	\$0	No Funding Required	Principal Teachers Parents Community Members

Goal 3: Ensure that all students have optimal instructional time.

Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 24% to 21% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program..

Strategy 1:

School Advocacy Program - Bridgeport Middle School will design and implement an Advocacy Program in which each student has an adult advocate at the school who is invested in the student's educational progress. Advocates will provide encouragement and support for academic growth including encouraging attendance and following-up on unexcused absences.

Category: Develop/Implement Student and School Culture Program

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An advocacy Leader from Bridgeport Middle School will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leaders will turn the training around for the teachers in their schools.	Academic Support Program	08/26/2016	08/26/2016	\$0	No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bridgeport Middle School will develop a plan for their advocacy program and launch the program with a "Kick Off" day.	Academic Support Program	08/26/2016	10/06/2016	\$0	No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advocacy Leaders from all schools will meet monthly to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	08/26/2016	05/12/2017	\$0	No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

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Bridgeport Middle School

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bridgeport Middle School will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	05/30/2017	\$0	No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Strategy 2:

Parent/Guardian Notification System - Bridgeport Middle School will develop a Parent/Guardian Notification System which will keep parents informed concerning the attendance of their children and involved in the improvement process.

Category: Develop/Implement Learning Supports

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bridgeport Middle School will conduct a planning or evaluation session and take action to implement a notification program.	Academic Support Program	09/15/2016	05/30/2017	\$0	No Funding Required	Principals and selected school personnel

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
Parent Teacher Organization	Bridgeport Middle School PTO is lead by parents and citizens of our community. The PTO convenes on a monthly basis to discuss ways to improve our school. They help supply our school with items that benefit our students, and otherwise could not be afforded.	Community Engagement, Parent Involvement	08/12/2015	05/27/2016	\$0	Principals Teachers Parents Community Members
Classroom Observations	Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0	Superintendent, Appropriate Supervisors, Principals
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Instructional Coaches will provide embedded professional development for K-8 English Language Arts Teachers and Content Area teachers on close reading strategies and text-based questioning techniques that foster critical thinking skills.	Professional Learning	10/03/2016	01/03/2017	\$0	Curriculum Coordinator,
Increased Emphasis on Data Meeting Focused Formative Math Assessments	An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held in all schools. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0	Curriculum Coordinator Principals Teachers
Website Redesign	Bridgeport Middle School will redesign its website interface to be more dynamic and engaging through the use of graphic and video presentations.	Community Engagement	01/04/2016	08/05/2016	\$0	Assistant Technology Coordinator
Teacher Collaboration and Self-Assessment on Effective Questioning	ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation.	Professional Learning	08/08/2014	06/01/2017	\$0	Principals Instructional Coaches ELA Teachers Curriculum Coordinator

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Grade Level Workshops	Grade level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0	Curriculum Coordinator Principals Teachers
Professional Development for Advocate Leaders and Teachers	Bridgeport Middle School will develop a plan for their advocacy program and launch the program with a "Kick Off" day.	Academic Support Program	08/26/2016	10/06/2016	\$0	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals
Increased Emphasis of Data Meetings Focused on Math Summative Assessments	Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. Teachers in grades K-8 will participate in a careful analysis of the math portions of the ACT Aspire Test results for students taught in the previous academic school year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for the current students to determine the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/04/2016	06/01/2017	\$0	Curriculum Coordinator Principals Teachers
Professional Development on Data Analysis of Summative Assessments	Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0	Principals Teachers Curriculum Coordinator
Increase Inclusivness of Personnel in Reading Data Meetings for the ACT Aspire	All schools with grades k-8 will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading	Academic Support Program	10/03/2016	11/01/2017	\$0	Curriculum Coordinator, Principals, Reading Specialists, Teachers
Communicating with Parents and Community	Mr. Buckner will utilize all call to inform parents and community members of important dates and upcoming events taking place at BMS.	Community Engagement, Parent Involvement	08/12/2015	05/27/2016	\$0	Principals Teachers
Professional Development on Using Number Talks	Professional Development on using number talks will be provided for new k-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	11/15/2016	05/01/2017	\$0	Curriculum Coordinator, Principals, Teachers

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Administrator Walk Throughs	Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0	Superintendent, Selected Supervisors, School Improvement Specialists
Regularly Scheduled Advocacy Sessions	Bridgeport Middle School will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	05/30/2017	\$0	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals
Professional Development for Advocate Leaders and Teachers	An advocacy Leader from Bridgeport Middle School will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leaders will turn the training around for the teachers in their schools.	Academic Support Program	08/26/2016	08/26/2016	\$0	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals
Professional Development on Data Analysis of Formative Assessments	Teachers in grades k-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/30/2017	\$0	Principals, Reading Specialists, Curriculum Coordinator
Independent, Online Professional Development	Math teachers in grades k-8 will participate in online, self paced professional development on the strategies used in the standards-based Eureka Mathematics Program for the purpose of implementing these strategies in their classroom.	Professional Learning	09/23/2016	06/30/2017	\$0	Curriculum Coordinator Principals
Planning and Implementing a Notification System	Bridgeport Middle School will conduct a planning or evaluation session and take action to implement a notification program.	Academic Support Program	09/15/2016	05/30/2017	\$0	Principals and selected school personnel
Advocacy Leader Meetings	Advocacy Leaders from all schools will meet monthly to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	08/26/2016	05/12/2017	\$0	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

ACIP

Bridgeport Middle School

Chamber Breakfast	Bridgeport Middle School host a breakfast, once a year, for the Jackson County Chamber of Commerce. This is a time utilized to communicate all activities taking place during the school year.	Community Engagement	08/12/2015	05/27/2016	\$0	Principal Teachers Parents Community Members
Moodle Site for Teacher Collaboration	Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	\$0	Curriculum Coordinator Principals Teachers
Defining and Organizing Robotics Concepts and Applications	STEM teachers will collaborate to develop a robotics curriculum for Jackson County Schools which is generally leveled as elementary, middle, and high school content. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2017	\$0	Curriculum Coordinator Principals, Robotics Teachers
WIDA ACCESS Assessment and IELPs	The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs	Academic Support Program	10/13/2015	05/29/2020	\$0	EL Coordinator
Professional Development on Vocabulary Development	Professional Development on vocabulary development will be provided through a book study for teachers of grades k-8. Teachers of grades 5-8 will complete an online book study.	Professional Learning	10/03/2016	07/31/2017	\$0	Curriculum Coordinator, Principals, Reading Specialists, Teachers
Face-to-Face Professional Development	Professional Development for teachers will be provided as needed	Professional Learning, Academic Support Program	10/20/2015	05/29/2020	\$0	EL Coordinator
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	See Attached	Stakeholder Feedback 2016-17 Lowest Scoring Highest Scoring

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

Highest indicator: 2.1-4.56

Other indicators with the highest levels of satisfaction were: 1.1, 4.4, and 5.4

Comparison to 2014-15- In comparison to 2014-15, Standard 5: Indicator 5.4 and Standard 3: Indicator 3.8 are still ranked highest in level of satisfaction.

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

The survey results for Bridgeport Middle School show the following areas trend toward increasing stakeholder satisfaction: Standard 5., Indicator 5.4- The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level and Standard 3., Indicator 3.8- The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

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

Parental feedback during PTO meetings and positive communication with parents through one on one conversations and email correspondence is consistent with survey results.

Areas in Need of Improvement

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

Lowest indicator: Indicator 4.5

Other indicators with the lowest levels of satisfaction were: Indicator 4.3, Indicator 3.3, and Indicator 2.1

Comparison to 2014-15- In comparison with the 2014-15 Survey data, Standard 4 Indicator 4.3 is still ranked as one of the lowest in level of satisfaction.

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

Conclusion: The survey results for Bridgeport Middle School show the following areas is trending as one of the lowest areas for stakeholder satisfaction: Standard 4, Indicator 4.3- The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

What are the implications for these stakeholder perceptions?

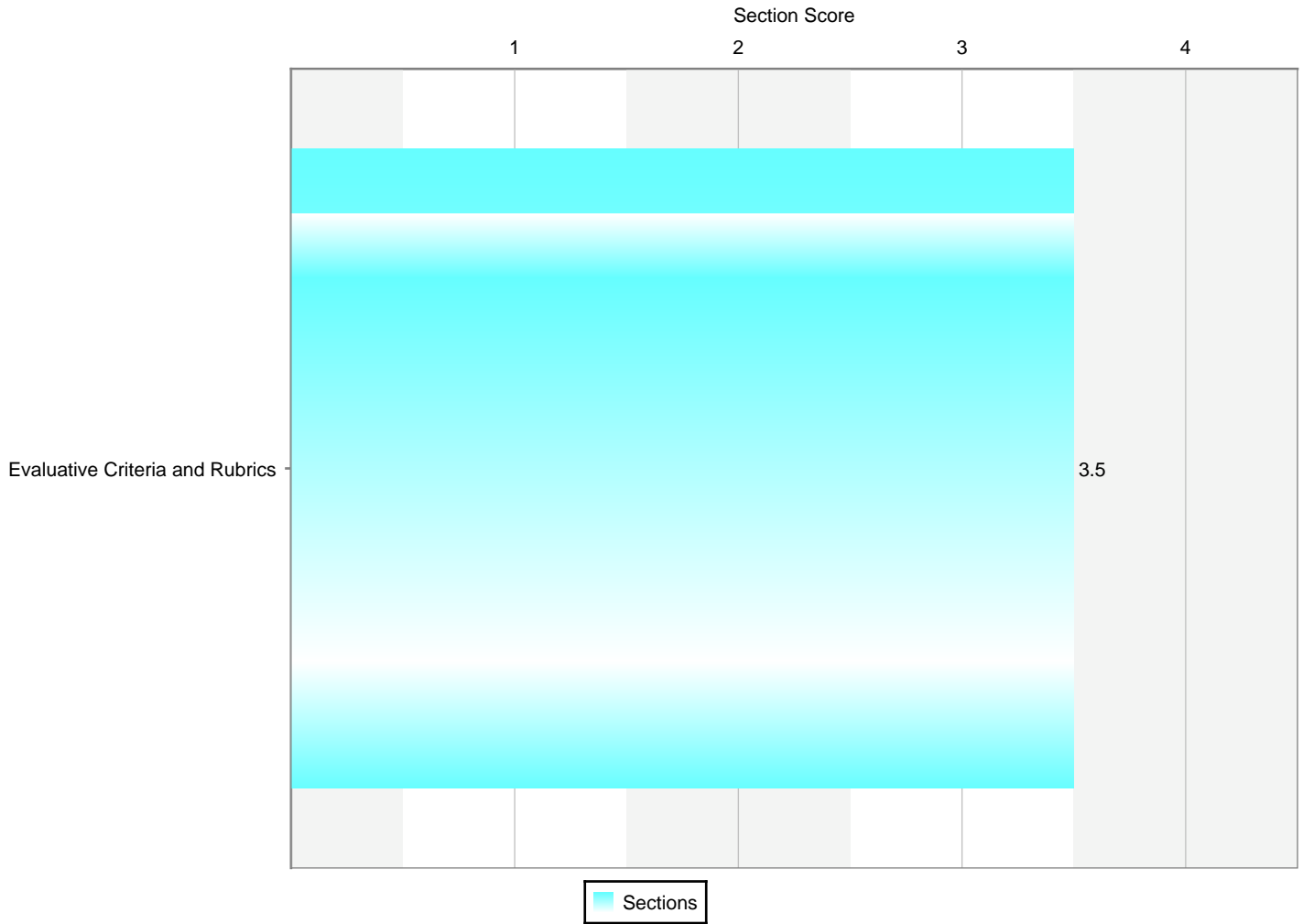
Our goals are to provide more individual learning opportunities through Accelerated Math and SuccessMaker. We will also hold faculty meetings to analyze data to individualize instruction.

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

All of the findings are consistent with communication from parents, students, and faculty.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), 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

1. How was the comprehensive needs assessment conducted?

The planning committee and various faculty members will annually analyze the local, state, and national indicators of Academic Achievement available for use with middle school students.

The ACT Aspire Test; and Star Reading/Math are the primary indicators available for analysis. During faculty meetings, the staff will analyze available data, discuss results, reform strategies, and continually plan for instructional improvements.

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

76% of 5th grade students scored proficient in English

50% of 5th grade students scored proficient in Science.

73% of 6th grade students scored proficient in English

77% of 7th grade students scored proficient in English

72% of 8th grade students scored proficient in English

56% of 6th grade students scored proficient in Math

ACT Aspire Weaknesses:

15% of 5th grade students scored proficient in Writing

10% of 7th grade students scored proficient in Writing

21% of 8th grade students scored proficient in Writing

31% of 5th grades students scored proficient in Math

32% of 5th grade students scored proficient in Reading

3. What conclusions were drawn from the results?

After critical analysis of STAR Reading and Math scores and ACT Aspire test results it was determined that 5th-8th grade reading and math should be the primary areas of focus for the 2016-15 school year. ACT Aspire test results also indicate that we need to broaden our focus to include; Science and Writing.

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

Students and stakeholders believe that our school has high expectations for all students, as well as an equitable curriculum that meets the learning needs of all students.

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

The school goals address each area of need as defined by the needs assessment.

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

The goals are clear and concise and were created by the team based on data analysis of STAR Reading and Math results, ACT Aspire Assessment Scores, and school surveys.

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

62% of students in grades 5-8 will score proficient on the ACT Aspire ELA by 2020.

70% of students in grades 5-8 will score proficient on the ACT Aspire Math by 2020.

Component 2: Schoolwide Reform Strategies

1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

Goal 1:

Ensure that all educators and students with the tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to ensure educators and students will have the tools to continue to offer STEM-Robotics classes and mentor other schools by 08/01/2014 as measured by Transform 2020 Teacher and Leader Surveys.

Strategy1:

STEM-Robotics - Bridgeport Middle School will become a mentor school for the Best Robotics program offered by Northeast Alabama Community college for for schools working to implement a STEM program.

Category:

Research Cited:

Activity - STEM-Robotics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM mentoring program where teachers will observe the STEM robotics program currently offered by Bridgeport Middle School.	Technology	01/05/2015	01/30/2015	\$1500 - Other	School Leader

Activity - Technology Replacement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will be replacing all projectors that become unusable	Technology	10/01/2015	09/30/2016	\$994 - Other	Technology Coordinator

Measurable Objective 2:

collaborate to provide adequate communication tools to ensure the operational integrity and safety of all district facilities by 07/01/2016 as measured by Transform 2020 and CIP surveys...

Strategy1:

Continue to Provide Voice Over IP Services - As a result of the rule changes by the USAC, the district must take steps to continue to provide VOIP services to all classrooms, other instructional spaces such as gyms, and all offices in the school district. The district will enter into an agreement for the lease of VOIP handsets and develop a new, affordable VOIP management system.

Category:

Research Cited:

Activity - Erate for VOIP Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will issue an RFP for VOIP management and will file for funding through the Universal Services Administration if a feasible bid is received.	Technology	01/04/2016	06/30/2016	\$100000 - USAC Technology	IT Staff

Activity - Implementation of an Affordable VOIP Management System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The IT staff will seek the most economical means of providing VOIP services for the school district by researching two options. First, the IT staff will research freeware for VOIP management and consider the feasibility of adding VOIP management to the responsibilities of the team. Second, an RFP will be posted for VOIP management options. The team will proceed with the most cost effective and feasible option.	Technology	01/02/2015	06/30/2016	\$100000 - District Funding	IT Staff

Activity - Executing a Lease for VOIP Handsets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the conclusion of a current contract which includes the lease of VOIP handsets and the management system to support them, the district issue a RFP and execute a contract for handsets.	Technology	01/02/2015	06/30/2016	\$40000 - District Funding	Technology Coordinator/Network Administrator

Measurable Objective 3:

collaborate to ensure the integrity of school LANS through equipment replacement by 06/30/2016 as measured by inventory analysis..

Strategy1:

Network Equipment Replacement - The district will issue and RFP for switches to replace end-of-life switches after which it will apply for funding form the Universal Services Corporation.

Category:

Research Cited:

Activity - Erate Application for Switches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will issue and RFP for switches to replace end-of-life switches after which it will apply for funding form the Universal Services Corporation.	Technology	01/04/2016	06/30/2016	\$375000 - USAC Technology	Technology Coordinator Network Administrator

Measurable Objective 4:

collaborate to ensure that every student, teacher, and administrator has access to an Internet Connected Device by 05/25/2018 as measured by technology inventory..

Strategy1:

Replacing inadequate computers and purchasing additional computers. - The district will replace 268 inadequate CPUs and accompanying analog monitors with laptop computers.

Category:

Research Cited:

Activity - Advocacy for Funding for Educational Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Educators in the Jackson County School District will participate in advocacy for state funding for educational technology.	Technology	01/02/2015	12/29/2017	\$0 - No Funding Required	Superintendent, Administrators, Teachers, Technology Coordinator

Activity - One-to-One Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will execute a lease for digital devices for 2000 student use as an initial step toward a 1:1 initiative.	Technology	10/17/2016	05/25/2018	\$250000 - District Funding	Alabama Legislators, Jackson County Superintendent, Jackson County Board of Education, Technology Coordinator

Measurable Objective 5:

collaborate to add viable access points/arrays and switches to support every classroom so that all students, teachers, and administrators can access network and Internet-based resources when a one-to-one ratio of students to computers is reached. by 07/01/2016 as measured by network speed and monitoring reports..

Strategy1:

Wireless Network Upgrade - The district will upgrade the network switches and install additional wireless arrays to support the increasing number of wireless devices.

The district will complete the process required to access funding committed to the district by the Schools and Libraries Division of the Universal Service Administrative Company for this purpose.

Category:

Research Cited:

ACIP

Bridgeport Middle School

Activity - Installation of Equipment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The IT staff will purchase wireless arrays and switches, install the equipment, and complete the process of receiving funding from the Universal Service Corporation.	Technology	12/01/2015	06/30/2016	\$200000 - District Funding	Technology coordinator, IT Staff, Network Administrator

Measurable Objective 6:

collaborate to ensure that all teachers exhibit knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society by 05/01/2015 as measured by Transform 2020 Teacher Surveys and Principal Observation Checklists.

Strategy1:

Maximizing the Use of Existing Communication Tools - All Teachers will have the knowledge and skills to use the communication tools already available in the district to improve communication with students, parents, and the community.

Category:

Research Cited:

Activity - Parent Portal Access to Grades and Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at Bridgeport Middle School will participate in professional learning in order to maintain an electronic grade book which is open to parents through the STI parent portal, and ensure that parents understand the information provided by communicating student expectations and grading methodology through a syllabus posted on the teacher website.	Professional Learning	01/03/2014	01/03/2014	\$0 - No Funding Required	Assistant Technology Coordinator

Activity - Student Email	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in online training in using student email for collecting and responding to student work in connection with the moodle course and with the review feature in Microsoft Office.	Professional Learning	08/04/2014	08/29/2014	\$0 - No Funding Required	Curriculum Coordinator, Assistant Technology Coordinator

Activity - Erate for Telephone Service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will ensure that telephone service is available to conduct district business and to communicate with parents and the community by filing for erate funding from the schools and libraries division of the universal service administrative company.	Technology	01/06/2014	06/30/2015	\$35000 - USAC Technology	Assistant Technology Coordinator

Measurable Objective 7:

collaborate to ensure that all students, teachers, and administrators have excellent, viable bandwidth and wireless connectivity in order to access the Internet, digital learning resources, productivity tools, online assessments, and data by 07/01/2016 as measured by Transform 2020 Teacher and Leader Surveys and network monitoring..

Strategy1:

Continue to provide WAN Connectivity and Internet Access for all Schools - The district will continue to execute a current contract for a fiber wide-area network

connecting all schools, the Central Office, and the bus garage at 1 Gig. The data center will be connected at 10 Gigs. The district will continue to participate in the

Alabama Supercomputer Authority consortium for Internet access and will increase Internet connectivity from 100 Mbps to 400 Mbps at all schools.

Category:

Research Cited:

Activity - Erate Application for WAN Connectivity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will participate in the Alabama Supercomputer Authority consortium which will apply for funding from the Schools and Libraries Division of the Universal Service Administrative Company for Internet access.	Technology	01/04/2016	06/30/2016	\$250000 - USAC Technology	Technology Coordinator

Activity - Erate Application for Internet Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will participate in the Alabama Supercomputer Authority consortium which will apply for funding from the Schools and Libraries Division of the Universal Service Administrative Company for Internet access.	Technology	01/04/2016	06/30/2016	\$0 - No Funding Required	Technology Coordinator

Goal 2:

Provide a rigorous and effective instructional program to ensure the academic growth of all students.

Measurable Objective 1:

62% of English Learners students will demonstrate a proficiency in comprehension in Reading by 05/29/2020 as measured by ACT Aspire.

Strategy1:

Curricular and Instructional Guidance - Bridgeport Middle School will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors

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

Research Cited:

ACIP

Bridgeport Middle School

Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed	Professional Learning Academic Support Program	10/20/2015	05/29/2020	\$5000 - Title III	EL Coordinator

Measurable Objective 2:

70% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by ACT Aspire Assessment.

Strategy1:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement in Mathematics - Increased emphasis will be placed on the use of formative and summative assessments to inform instruction.

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

Research Cited:

Activity - Increased Emphasis on Data Meeting Focused Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held in all schools. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. Teachers in grades K-8 will participate in a careful analysis of the math portions of the ACT Aspire Test results for students taught in the previous academic school year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for the current students to determine the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/04/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Strategy2:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principals

Strategy3:

Professional Development for K-8 Teachers on Teaching Computational and Reasoning Strategies - Math teachers in grades k-8 will have an opportunity to participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics Program. The professional development includes training videos, and materials.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Professional Development on Using Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on using number talks will be provided for new k-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	11/15/2016	05/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Independent, Online Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers in grades k-8 will participate in online, self paced professional development on the strategies used in the standards-based Eureka Mathematics Program for the purpose of implementing these strategies in their classroom.	Professional Learning	09/23/2016	06/30/2017	\$1400 - District Funding	Curriculum Coordinator Principals

Measurable Objective 3:

62% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as

SY 2016-2017

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measured by ACT Aspire Assessment.

Strategy1:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principals

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

Strategy2:

Professional Development on Instructional Strategies for Teaching Reading - Professional Development will be provided on; instructional strategies which teach foundational skills and vocabulary development; effective questioning techniques which develop critical thinking skill; and the close reading skills of that helps students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing form sources. The professional development will be provided through face-to-face sessions, book studies, and teacher collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Maranzo

Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation.	Professional Learning	08/08/2014	06/01/2017	\$0 - No Funding Required	Principals Instructional Coaches ELA Teachers Curriculum Coordinator

ACIP

Bridgeport Middle School

Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coaches will provide embedded professional development for K-8 English Language Arts Teachers and Content Area teachers on close reading strategies and text-based questioning techniques that foster critical thinking skills.	Professional Learning	10/03/2016	01/03/2017	\$0 - No Funding Required	Curriculum Coordinator,

Activity - Professional Development on Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on vocabulary development will be provided through a book study for teachers of grades k-8. Teachers of grades 5-8 will complete an online book study.	Professional Learning	10/03/2016	07/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Strategy3:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, Social Studies, and Science teachers in grades K-8 will participate in a careful analysis of the Reading portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA, Social Studies, and Science teachers in grades 3-8 will participate in a careful analysis of the ELA portions of the ACT Aspire Test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

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

Research Cited:

Activity - Professional Development on Data Analysis of Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals Teachers Curriculum Coordinator

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades k-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/30/2017	\$0 - No Funding Required	Principals, Reading Specialists, Curriculum Coordinator

ACIP

Bridgeport Middle School

Activity - Increase Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All schools with grades k-8 will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading	Academic Support Program	10/03/2016	11/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Measurable Objective 4:

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by the ACT Aspire.

Strategy1:

Curricular and Instructional Guidance - Bridgeport Middle School will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors

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

Research Cited:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed	Academic Support Program Professional Learning	10/20/2015	05/29/2020	\$5000 - Title III	EL Coordinator

Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Measurable Objective 5:

80% of Fifth, Sixth, Seventh and Eighth grade students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations. .

Strategy1:

Curriculum Development for Robotics - In order to ensure equity across the school district STEM teachers will collaborate to identify what students should know and be able to do at each level of robotics instruction. Such collaboration will result in a robotics curriculum for the district.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

ACIP

Bridgeport Middle School

Activity - Defining and Organizing Robotics Concepts and Applications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM teachers will collaborate to develop a robotics curriculum for Jackson County Schools which is generally leveled as elementary, middle, and high school content. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2017	\$0 - No Funding Required	Curriculum Coordinator Principals, Robotics Teachers

Strategy2:

STEM Professional Development - Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Grade Level Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Activity - Moodle Site for Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.**Goal 1:**

Provide a rigorous and effective instructional program to ensure the academic growth of all students.

Measurable Objective 1:

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by the ACT Aspire.

Strategy1:

Curricular and Instructional Guidance - Bridgeport Middle School will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors

ACIP

Bridgeport Middle School

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

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Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Measurable Objective 2:

70% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by ACT Aspire Assessment.

Strategy1:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement in Mathematics - Increased emphasis will be placed on the use of formative and summative assessments to inform instruction.

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

Research Cited:

Activity - Increased Emphasis on Data Meeting Focused Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held in all schools. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

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Bridgeport Middle School

Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Strategy2:

Professional Development for K-8 Teachers on Teaching Computational and Reasoning Strategies - Math teachers in grades k-8 will have an opportunity to participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics Program. The professional development includes training videos, and materials.

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Activity - Independent, Online Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers in grades k-8 will participate in online, self paced professional development on the strategies used in the standards-based Eureka Mathematics Program for the purpose of implementing these strategies in their classroom.	Professional Learning	09/23/2016	06/30/2017	\$1400 - District Funding	Curriculum Coordinator Principals

Strategy3:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

ACIP

Bridgeport Middle School

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principals

Measurable Objective 3:

62% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by ACT Aspire Assessment.

Strategy1:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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Strategy2:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, Social Studies, and Science teachers in grades K-8 will participate in a careful analysis of the Reading portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA, Social Studies, and Science teachers in grades 3-8 will participate in a careful analysis of the ELA portions of the ACT Aspire Test results for their current students to determine areas in which students excelled and areas which were not mastered the previous

year in order to plan an effective instructional program for the current year.

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

Research Cited:

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades k-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/30/2017	\$0 - No Funding Required	Principals, Reading Specialists, Curriculum Coordinator

Activity - Professional Development on Data Analysis of Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals Teachers Curriculum Coordinator

Activity - Increase Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All schools with grades k-8 will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading	Academic Support Program	10/03/2016	11/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Strategy3:

Professional Development on Instructional Strategies for Teaching Reading - Professional Development will be provided on; instructional strategies which teach foundational skills and vocabulary development; effective questioning techniques which develop critical thinking skill; and the close reading skills of that helps students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing from sources. The professional development will be provided through face-to-face sessions, book studies, and teacher collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Maranzo

Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation.	Professional Learning	08/08/2014	06/01/2017	\$0 - No Funding Required	Principals Instructional Coaches ELA Teachers Curriculum Coordinator

Activity - Professional Development on Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on vocabulary development will be provided through a book study for teachers of grades k-8. Teachers of grades 5-8 will complete an online book study.	Professional Learning	10/03/2016	07/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coaches will provide embedded professional development for K-8 English Language Arts Teachers and Content Area teachers on close reading strategies and text-based questioning techniques that foster critical thinking skills.	Professional Learning	10/03/2016	01/03/2017	\$0 - No Funding Required	Curriculum Coordinator,

Measurable Objective 4:

62% of English Learners students will demonstrate a proficiency in comprehension in Reading by 05/29/2020 as measured by ACT Aspire.

Strategy1:

Curricular and Instructional Guidance - Bridgeport Middle School will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors

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

Research Cited:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed	Academic Support Program Professional Learning	10/20/2015	05/29/2020	\$5000 - Title III	EL Coordinator

Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Measurable Objective 5:

80% of Fifth, Sixth, Seventh and Eighth grade students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations. .

Strategy1:

Curriculum Development for Robotics - In order to ensure equity across the school district STEM teachers will collaborate to identify what students should know and be able to do at each level of robotics instruction. Such collaboration will result in a robotics curriculum for the district.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Defining and Organizing Robotics Concepts and Applications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM teachers will collaborate to develop a robotics curriculum for Jackson County Schools which is generally leveled as elementary, middle, and high school content. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2017	\$0 - No Funding Required	Curriculum Coordinator Principals, Robotics Teachers

Strategy2:

STEM Professional Development - Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Grade Level Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Activity - Moodle Site for Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Goal 2:

Graduate College and Career Ready Students.

Measurable Objective 1:

collaborate to provide the instructional and support programs necessary to ensure that 90% of the students in the class of 2016 graduate from high school by 05/29/2020 as measured by Alabama State Department of Education.

Strategy1:

Transition Processes - All schools in a feeder-school pattern will develop, evaluate, and/or enhance the transition processes which support students as they transition from school to school.

Category:

Research Cited:

Activity - Transition Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each school will establish a committee chaired by the school counselor to develop or examine and enhance the transition program from grade-to-grade in the school. The school committees in the feeder school pattern will meet and collaborate to ensure seamless transition from kindergarten through grade twelve.	Policy and Process	01/02/2015	05/27/2016	\$1500 - District Funding	Principals, Counselors

Measurable Objective 2:

collaborate to provide the academic and career technical programs that ensure 100% of the students in the Class of 2016 will graduate with college and career ready credentials by 08/01/2016 as measured by the Alabama State Department of Education Accountability Program.

Strategy1:

Supporting the Development of Viable Education and Career Plans for Students - All students will develop a career plan by grade eight that is appropriate, attainable, and adaptable. These career plans will be implemented and adapted as the students' progress through high school as needed to meet the needs of the students. Support will be provided for school counselors and the students as they work through the process of developing the career plans.

Category:

Research Cited:

Activity - Career Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school district will employ a career coach who will assist local school counselors as they guide students in the development of Educational and Career Plans	Career Preparation/ Orientation	08/12/2015	05/27/2016	\$40000 - State Funds	Superintendent

Goal 3:

Ensure that all students have optimal instructional time.

Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 24% to 21% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program..

Strategy1:

ACIP

Bridgeport Middle School

School Advocacy Program - Bridgeport Middle School will design and implement an Advocacy Program in which each student has an adult advocate at the school who is invested in the student's educational progress. Advocates will provide encouragement and support for academic growth including encouraging attendance and following-up on unexcused absences.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advocacy Leaders from all schools will meet monthly to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	08/26/2016	05/12/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An advocacy Leader from Bridgeport Middle School will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leaders will turn the training around for the teachers in their schools.	Academic Support Program	08/26/2016	08/26/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bridgeport Middle School will develop a plan for their advocacy program and launch the program with a "Kick Off" day.	Academic Support Program	08/26/2016	10/06/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bridgeport Middle School will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	05/30/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Strategy2:

Parent/Guardian Notification System - Bridgeport Middle School will develop a Parent/Guardian Notification System which will keep parents informed concerning the attendance of their children and involved in the improvement process.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bridgeport Middle School will conduct a planning or evaluation session and take action to implement a notification program.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principals and selected school personnel

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

Provide a rigorous and effective instructional program to ensure the academic growth of all students.

Measurable Objective 1:

62% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by ACT Aspire Assessment.

Strategy1:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principals

Strategy2:

Professional Development on Instructional Strategies for Teaching Reading - Professional Development will be provided on; instructional strategies which teach foundational skills and vocabulary development; effective questioning techniques which develop critical thinking skill; and the close reading skills of that helps students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing form sources. The professional development will be provided through face-to-face sessions, book studies, and teacher collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Maranzo

Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation.	Professional Learning	08/08/2014	06/01/2017	\$0 - No Funding Required	Principals Instructional Coaches ELA Teachers Curriculum Coordinator

Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coaches will provide embedded professional development for K-8 English Language Arts Teachers and Content Area teachers on close reading strategies and text-based questioning techniques that foster critical thinking skills.	Professional Learning	10/03/2016	01/03/2017	\$0 - No Funding Required	Curriculum Coordinator,

Activity - Professional Development on Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on vocabulary development will be provided through a book study for teachers of grades k-8. Teachers of grades 5-8 will complete an online book study.	Professional Learning	10/03/2016	07/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Strategy3:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, Social Studies, and Science teachers in grades K-8 will participate in a careful analysis of the Reading portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA, Social Studies, and Science teachers in grades 3-8 will participate in a careful analysis of the ELA portions of the ACT Aspire Test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

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

Research Cited:

Activity - Professional Development on Data Analysis of Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals Teachers Curriculum Coordinator

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Bridgeport Middle School

Activity - Increase Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All schools with grades k-8 will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading	Academic Support Program	10/03/2016	11/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades k-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/30/2017	\$0 - No Funding Required	Principals, Reading Specialists, Curriculum Coordinator

Measurable Objective 2:

70% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by ACT Aspire Assessment.

Strategy1:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement in Mathematics - Increased emphasis will be placed on the use of formative and summative assessments to inform instruction.

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

Research Cited:

Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. Teachers in grades K-8 will participate in a careful analysis of the math portions of the ACT Aspire Test results for students taught in the previous academic school year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for the current students to determine the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/04/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

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Bridgeport Middle School

Activity - Increased Emphasis on Data Meeting Focused Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held in all schools. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Strategy2:

Professional Development for K-8 Teachers on Teaching Computational and Reasoning Strategies - Math teachers in grades k-8 will have an opportunity to participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics Program. The professional development includes training videos, and materials.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Professional Development on Using Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on using number talks will be provided for new k-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	11/15/2016	05/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Independent, Online Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers in grades k-8 will participate in online, self paced professional development on the strategies used in the standards-based Eureka Mathematics Program for the purpose of implementing these strategies in their classroom.	Professional Learning	09/23/2016	06/30/2017	\$1400 - District Funding	Curriculum Coordinator Principals

Strategy3:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principals

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Bridgeport Middle School

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

Measurable Objective 3:

80% of Fifth, Sixth, Seventh and Eighth grade students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations. .

Strategy1:

Curriculum Development for Robotics - In order to ensure equity across the school district STEM teachers will collaborate to identify what students should know and be able to do at each level of robotics instruction. Such collaboration will result in a robotics curriculum for the district.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Defining and Organizing Robotics Concepts and Applications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM teachers will collaborate to develop a robotics curriculum for Jackson County Schools which is generally leveled as elementary, middle, and high school content. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2017	\$0 - No Funding Required	Curriculum Coordinator Principals, Robotics Teachers

Strategy2:

STEM Professional Development - Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Moodle Site for Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

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Bridgeport Middle School

Activity - Grade Level Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Measurable Objective 4:

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by the ACT Aspire.

Strategy1:

Curricular and Instructional Guidance - Bridgeport Middle School will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors

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

Research Cited:

Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed	Academic Support Program Professional Learning	10/20/2015	05/29/2020	\$5000 - Title III	EL Coordinator

Measurable Objective 5:

62% of English Learners students will demonstrate a proficiency in comprehension in Reading by 05/29/2020 as measured by ACT Aspire.

Strategy1:

Curricular and Instructional Guidance - Bridgeport Middle School will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors

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

Research Cited:

ACIP

Bridgeport Middle School

Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed	Professional Learning Academic Support Program	10/20/2015	05/29/2020	\$5000 - Title III	EL Coordinator

Goal 2:

Engage Parents and Community in the Educational Process.

Measurable Objective 1:

collaborate to inform parents and the community of the academic achievement and other accomplishments of Bridgeport Middle School students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys.

Strategy1:

Dynamic Website - Bridgeport Middle School will redesign its website to be a more dynamic presentation to the public through a greater use of still graphics and videos

Category:

Research Cited:

Activity - Website Redesign	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bridgeport Middle School will redesign its website interface to be more dynamic and engaging through the use of graphic and video presentations.	Community Engagement	01/04/2016	08/05/2016	\$0 - No Funding Required	Assistant Technology Coordinator

Strategy2:

Increased Communication - Bridgeport Middle School will utilize various methods of communication to involve and inform parents and community members of upcoming events and important information.

Category:

Research Cited:

Activity - Communicating with Parents and Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mr. Buckner will utilize all call to inform parents and community members of important dates and upcoming events taking place at BMS.	Parent Involvement Community Engagement	08/12/2015	05/27/2016	\$0 - No Funding Required	Principals Teachers

Activity - Parent Teacher Organization	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bridgeport Middle School PTO is lead by parents and citizens of our community. The PTO convenes on a monthly basis to discuss ways to improve our school. They help supply our school with items that benefit our students, and otherwise could not be afforded.	Community Engagement Parent Involvement	08/12/2015	05/27/2016	\$0 - No Funding Required	Principals Teachers Parents Community Members

Activity - Chamber Breakfast	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bridgeport Middle School host a breakfast, once a year, for the Jackson County Chamber of Commerce. This is a time utilized to communicate all activites taking place during the school year.	Community Engagement	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal Teachers Parents Community Members

Goal 3:

Ensure that all students have optimal instructional time.

Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 24% to 21% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program..

Strategy1:

Parent/Guardian Notification System - Bridgeport Middle School will develop a Parent/Guardian Notification System which will keep parents informed concerning the attendance of their children and involved in the improvement process.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bridgeport Middle School will conduct a planning or evaluation session and take action to implement a notification program.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principals and selected school personnel

Strategy2:

School Advocacy Program - Bridgeport Middle School will design and implement an Advocacy Program in which each student has an adult advocate at the school who is invested in the student's educational progress. Advocates will provide encouragement and support for academic growth including encouraging attendance and following-up on unexcused absences.

Category: Develop/Implement Student and School Culture Program

Research Cited:

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Bridgeport Middle School

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An advocacy Leader from Bridgeport Middle School will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leaders will turn the training around for the teachers in their schools.	Academic Support Program	08/26/2016	08/26/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advocacy Leaders from all schools will meet monthly to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	08/26/2016	05/12/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bridgeport Middle School will develop a plan for their advocacy program and launch the program with a "Kick Off" day.	Academic Support Program	08/26/2016	10/06/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bridgeport Middle School will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	05/30/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.**Goal 1:**

Provide a rigorous and effective instructional program to ensure the academic growth of all students.

Measurable Objective 1:

62% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by ACT Aspire Assessment.

Strategy1:

Professional Development on Instructional Strategies for Teaching Reading - Professional Development will be provided on; instructional strategies which teach foundational skills and vocabulary development; effective questioning techniques which develop critical thinking skill; and the close reading skills of that helps students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing form sources. The professional development will be provided through face-to-face sessions, book studies, and teacher collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Maranzo

Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation.	Professional Learning	08/08/2014	06/01/2017	\$0 - No Funding Required	Principals Instructional Coaches ELA Teachers Curriculum Coordinator

Activity - Professional Development on Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on vocabulary development will be provided through a book study for teachers of grades k-8. Teachers of grades 5-8 will complete an online book study.	Professional Learning	10/03/2016	07/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coaches will provide embedded professional development for K-8 English Language Arts Teachers and Content Area teachers on close reading strategies and text-based questioning techniques that foster critical thinking skills.	Professional Learning	10/03/2016	01/03/2017	\$0 - No Funding Required	Curriculum Coordinator,

Strategy2:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

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Bridgeport Middle School

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principals

Strategy3:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, Social Studies, and Science teachers in grades K-8 will participate in a careful analysis of the Reading portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA, Social Studies, and Science teachers in grades 3-8 will participate in a careful analysis of the ELA portions of the ACT Aspire Test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

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

Research Cited:

Activity - Professional Development on Data Analysis of Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals Teachers Curriculum Coordinator

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades k-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/30/2017	\$0 - No Funding Required	Principals, Reading Specialists, Curriculum Coordinator

Activity - Increase Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All schools with grades k-8 will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading	Academic Support Program	10/03/2016	11/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Measurable Objective 2:

80% of Fifth, Sixth, Seventh and Eighth grade students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations. . .

Strategy1:

STEM Professional Development - Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Grade Level Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Activity - Moodle Site for Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Strategy2:

Curriculum Development for Robotics - In order to ensure equity across the school district STEM teachers will collaborate to identify what students should know and be able to do at each level of robotics instruction. Such collaboration will result in a robotics curriculum for the district.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Defining and Organizing Robotics Concepts and Applications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM teachers will collaborate to develop a robotics curriculum for Jackson County Schools which is generally leveled as elementary, middle, and high school content. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2017	\$0 - No Funding Required	Curriculum Coordinator Principals, Robotics Teachers

Measurable Objective 3:

62% of English Learners students will demonstrate a proficiency in comprehension in Reading by 05/29/2020 as measured by ACT Aspire.

Strategy1:

Curricular and Instructional Guidance - Bridgeport Middle School will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors

ACIP

Bridgeport Middle School

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

Research Cited:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed	Professional Learning Academic Support Program	10/20/2015	05/29/2020	\$5000 - Title III	EL Coordinator

Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Measurable Objective 4:

70% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by ACT Aspire Assessment.

Strategy1:

Professional Development for K-8 Teachers on Teaching Computational and Reasoning Strategies - Math teachers in grades k-8 will have an opportunity to participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics Program. The professional development includes training videos, and materials.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Independent, Online Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers in grades k-8 will participate in online, self paced professional development on the strategies used in the standards-based Eureka Mathematics Program for the purpose of implementing these strategies in their classroom.	Professional Learning	09/23/2016	06/30/2017	\$1400 - District Funding	Curriculum Coordinator Principals

Activity - Professional Development on Using Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on using number talks will be provided for new k-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	11/15/2016	05/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Strategy2:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement in Mathematics - Increased emphasis will be placed on the use of formative and summative assessments to inform instruction.

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

Research Cited:

Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.</p> <p>Teachers in grades K-8 will participate in a careful analysis of the math portions of the ACT Aspire Test results for students taught in the previous academic school year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for the current students to determine the previous year in order to plan an effective instructional program for the current year.</p>	Academic Support Program	10/04/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Activity - Increased Emphasis on Data Meeting Focused Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held in all schools. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Strategy3:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

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Bridgeport Middle School

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principals

Measurable Objective 5:

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by the ACT Aspire.

Strategy1:

Curricular and Instructional Guidance - Bridgeport Middle School will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors

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

Research Cited:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed	Professional Learning Academic Support Program	10/20/2015	05/29/2020	\$5000 - Title III	EL Coordinator

Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Goal 2:

Engage Parents and Community in the Educational Process.

Measurable Objective 1:

collaborate to inform parents and the community of the academic achievement and other accomplishments of Bridgeport Middle School students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys.

Strategy1:

Increased Communication - Bridgeport Middle School will utilize various methods of communication to involve and inform parents and community members of upcoming events and important information.

Category:

Research Cited:

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Bridgeport Middle School

Activity - Communicating with Parents and Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mr. Buckner will utilize all call to inform parents and community members of important dates and upcoming events taking place at BMS.	Community Engagement Parent Involvement	08/12/2015	05/27/2016	\$0 - No Funding Required	Principals Teachers

Activity - Parent Teacher Organization	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bridgeport Middle School PTO is lead by parents and citizens of our community. The PTO convenes on a monthly basis to discuss ways to improve our school. They help supply our school with items that benefit our students, and otherwise could not be afforded.	Parent Involvement Community Engagement	08/12/2015	05/27/2016	\$0 - No Funding Required	Principals Teachers Parents Community Members

Activity - Chamber Breakfast	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bridgeport Middle School host a breakfast, once a year, for the Jackson County Chamber of Commerce. This is a time utilized to communicate all activities taking place during the school year.	Community Engagement	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal Teachers Parents Community Members

Strategy2:

Dynamic Website - Bridgeport Middle School will redesign its website to be a more dynamic presentation to the public through a greater use of still graphics and videos

Category:

Research Cited:

Activity - Website Redesign	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bridgeport Middle School will redesign its website interface to be more dynamic and engaging through the use of graphic and video presentations.	Community Engagement	01/04/2016	08/05/2016	\$0 - No Funding Required	Assistant Technology Coordinator

Goal 3:

Ensure that all students have optimal instructional time.

Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 24% to 21% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program..

Strategy1:

School Advocacy Program - Bridgeport Middle School will design and implement an Advocacy Program in which each student has an adult

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advocate at the school who is invested in the student's educational progress. Advocates will provide encouragement and support for academic growth including encouraging attendance and following-up on unexcused absences.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bridgeport Middle School will develop a plan for their advocacy program and launch the program with a "Kick Off" day.	Academic Support Program	08/26/2016	10/06/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bridgeport Middle School will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	05/30/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An advocacy Leader from Bridgeport Middle School will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leaders will turn the training around for the teachers in their schools.	Academic Support Program	08/26/2016	08/26/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advocacy Leaders from all schools will meet monthly to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	08/26/2016	05/12/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Strategy2:

Parent/Guardian Notification System - Bridgeport Middle School will develop a Parent/Guardian Notification System which will keep parents informed concerning the attendance of their children and involved in the improvement process.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bridgeport Middle School will conduct a planning or evaluation session and take action to implement a notification program.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principals and selected school personnel

5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.

Goal 1:

Provide a rigorous and effective instructional program to ensure the academic growth of all students.

Measurable Objective 1:

62% of English Learners students will demonstrate a proficiency in comprehension in Reading by 05/29/2020 as measured by ACT Aspire.

Strategy1:

Curricular and Instructional Guidance - Bridgeport Middle School will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors

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

Research Cited:

Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed	Academic Support Program Professional Learning	10/20/2015	05/29/2020	\$5000 - Title III	EL Coordinator

Measurable Objective 2:

70% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by ACT Aspire Assessment.

Strategy1:

Professional Development for K-8 Teachers on Teaching Computational and Reasoning Strategies - Math teachers in grades k-8 will have an opportunity to participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics Program. The professional development includes training videos, and materials.

Category: Develop/Implement Professional Learning and Support

Research Cited:

ACIP

Bridgeport Middle School

Activity - Independent, Online Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers in grades k-8 will participate in online, self paced professional development on the strategies used in the standards-based Eureka Mathematics Program for the purpose of implementing these strategies in their classroom.	Professional Learning	09/23/2016	06/30/2017	\$1400 - District Funding	Curriculum Coordinator Principals

Activity - Professional Development on Using Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on using number talks will be provided for new k-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	11/15/2016	05/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Strategy2:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principals

Strategy3:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement in Mathematics - Increased emphasis will be placed on the use of formative and summative assessments to inform instruction.

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

Research Cited:

ACIP

Bridgeport Middle School

Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. Teachers in grades K-8 will participate in a careful analysis of the math portions of the ACT Aspire Test results for students taught in the previous academic school year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for the current students to determine the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/04/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Activity - Increased Emphasis on Data Meeting Focused Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held in all schools. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Measurable Objective 3:

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by the ACT Aspire.

Strategy1:

Curricular and Instructional Guidance - Bridgeport Middle School will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors

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

Research Cited:

Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed	Academic Support Program Professional Learning	10/20/2015	05/29/2020	\$5000 - Title III	EL Coordinator

Measurable Objective 4:

80% of Fifth, Sixth, Seventh and Eighth grade students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations. .

Strategy1:

Curriculum Development for Robotics - In order to ensure equity across the school district STEM teachers will collaborate to identify what students should know and be able to do at each level of robotics instruction. Such collaboration will result in a robotics curriculum for the district.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Defining and Organizing Robotics Concepts and Applications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM teachers will collaborate to develop a robotics curriculum for Jackson County Schools which is generally leveled as elementary, middle, and high school content. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2017	\$0 - No Funding Required	Curriculum Coordinator Principals, Robotics Teachers

Strategy2:

STEM Professional Development - Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Moodle Site for Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Activity - Grade Level Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Measurable Objective 5:

62% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by ACT Aspire Assessment.

Strategy1:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, Social Studies, and Science teachers in grades K-8 will participate in a careful analysis of the Reading portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA, Social Studies, and Science teachers in grades 3-8 will participate in a careful analysis of the ELA portions of the ACT Aspire Test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

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

Research Cited:

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades k-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/30/2017	\$0 - No Funding Required	Principals, Reading Specialists, Curriculum Coordinator

Activity - Professional Development on Data Analysis of Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals Teachers Curriculum Coordinator

Activity - Increase Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All schools with grades k-8 will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading	Academic Support Program	10/03/2016	11/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Strategy2:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

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Bridgeport Middle School

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principals

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

Strategy3:

Professional Development on Instructional Strategies for Teaching Reading - Professional Development will be provided on; instructional strategies which teach foundational skills and vocabulary development; effective questioning techniques which develop critical thinking skill; and the close reading skills of that helps students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing form sources. The professional development will be provided through face-to-face sessions, book studies, and teacher collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Maranzo

Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coaches will provide embedded professional development for K-8 English Language Arts Teachers and Content Area teachers on close reading strategies and text-based questioning techniques that foster critical thinking skills.	Professional Learning	10/03/2016	01/03/2017	\$0 - No Funding Required	Curriculum Coordinator,

Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation.	Professional Learning	08/08/2014	06/01/2017	\$0 - No Funding Required	Principals Instructional Coaches ELA Teachers Curriculum Coordinator

Activity - Professional Development on Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on vocabulary development will be provided through a book study for teachers of grades k-8. Teachers of grades 5-8 will complete an online book study.	Professional Learning	10/03/2016	07/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Goal 2:

Engage Parents and Community in the Educational Process.

Measurable Objective 1:

collaborate to inform parents and the community of the academic achievement and other accomplishments of Bridgeport Middle School students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys.

Strategy1:

Increased Communication - Bridgeport Middle School will utilize various methods of communication to involve and inform parents and community members of upcoming events and important information.

Category:

Research Cited:

Activity - Communicating with Parents and Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mr. Buckner will utilize all call to inform parents and community members of important dates and upcoming events taking place at BMS.	Community Engagement Parent Involvement	08/12/2015	05/27/2016	\$0 - No Funding Required	Principals Teachers

Activity - Parent Teacher Organization	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bridgeport Middle School PTO is lead by parents and citizens of our community. The PTO convenes on a monthly basis to discuss ways to improve our school. They help supply our school with items that benefit our students, and otherwise could not be afforded.	Community Engagement Parent Involvement	08/12/2015	05/27/2016	\$0 - No Funding Required	Principals Teachers Parents Community Members

Activity - Chamber Breakfast	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bridgeport Middle School host a breakfast, once a year, for the Jackson County Chamber of Commerce. This is a time utilized to communicate all activities taking place during the school year.	Community Engagement	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal Teachers Parents Community Members

Strategy2:

Dynamic Website - Bridgeport Middle School will redesign its website to be a more dynamic presentation to the public through a greater use of still graphics and videos

Category:

Research Cited:

ACIP

Bridgeport Middle School

Activity - Website Redesign	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bridgeport Middle School will redesign its website interface to be more dynamic and engaging through the use of graphic and video presentations.	Community Engagement	01/04/2016	08/05/2016	\$0 - No Funding Required	Assistant Technology Coordinator

Goal 3:

Ensure that all students have optimal instructional time.

Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 24% to 21% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program..

Strategy1:

School Advocacy Program - Bridgeport Middle School will design and implement an Advocacy Program in which each student has an adult advocate at the school who is invested in the student's educational progress. Advocates will provide encouragement and support for academic growth including encouraging attendance and following-up on unexcused absences.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advocacy Leaders from all schools will meet monthly to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	08/26/2016	05/12/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An advocacy Leader from Bridgeport Middle School will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leaders will turn the training around for the teachers in their schools.	Academic Support Program	08/26/2016	08/26/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bridgeport Middle School will develop a plan for their advocacy program and launch the program with a "Kick Off" day.	Academic Support Program	08/26/2016	10/06/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

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Bridgeport Middle School

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bridgeport Middle School will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	05/30/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Strategy2:

Parent/Guardian Notification System - Bridgeport Middle School will develop a Parent/Guardian Notification System which will keep parents informed concerning the attendance of their children and involved in the improvement process.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bridgeport Middle School will conduct a planning or evaluation session and take action to implement a notification program.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principals and selected school personnel

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

Provide a rigorous and effective instructional program to ensure the academic growth of all students.

Measurable Objective 1:

80% of Fifth, Sixth, Seventh and Eighth grade students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations. .

Strategy1:

Curriculum Development for Robotics - In order to ensure equity across the school district STEM teachers will collaborate to identify what students should know and be able to do at each level of robotics instruction. Such collaboration will result in a robotics curriculum for the district.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

ACIP

Bridgeport Middle School

Activity - Defining and Organizing Robotics Concepts and Applications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM teachers will collaborate to develop a robotics curriculum for Jackson County Schools which is generally leveled as elementary, middle, and high school content. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2017	\$0 - No Funding Required	Curriculum Coordinator Principals, Robotics Teachers

Strategy2:

STEM Professional Development - Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Moodle Site for Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Activity - Grade Level Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Measurable Objective 2:

62% of English Learners students will demonstrate a proficiency in comprehension in Reading by 05/29/2020 as measured by ACT Aspire.

Strategy1:

Curricular and Instructional Guidance - Bridgeport Middle School will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors

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

Research Cited:

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed	Academic Support Program Professional Learning	10/20/2015	05/29/2020	\$5000 - Title III	EL Coordinator

ACIP

Bridgeport Middle School

Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Measurable Objective 3:

62% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by ACT Aspire Assessment.

Strategy1:

Professional Development on Instructional Strategies for Teaching Reading - Professional Development will be provided on; instructional strategies which teach foundational skills and vocabulary development; effective questioning techniques which develop critical thinking skill; and the close reading skills of that helps students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing from sources. The professional development will be provided through face-to-face sessions, book studies, and teacher collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Maranzo

Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coaches will provide embedded professional development for K-8 English Language Arts Teachers and Content Area teachers on close reading strategies and text-based questioning techniques that foster critical thinking skills.	Professional Learning	10/03/2016	01/03/2017	\$0 - No Funding Required	Curriculum Coordinator,

Activity - Professional Development on Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on vocabulary development will be provided through a book study for teachers of grades k-8. Teachers of grades 5-8 will complete an online book study.	Professional Learning	10/03/2016	07/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation.	Professional Learning	08/08/2014	06/01/2017	\$0 - No Funding Required	Principals Instructional Coaches ELA Teachers Curriculum Coordinator

Strategy2:

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Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, Social Studies, and Science teachers in grades K-8 will participate in a careful analysis of the Reading portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA, Social Studies, and Science teachers in grades 3-8 will participate in a careful analysis of the ELA portions of the ACT Aspire Test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

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

Research Cited:

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades k-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/30/2017	\$0 - No Funding Required	Principals, Reading Specialists, Curriculum Coordinator

Activity - Increase Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All schools with grades k-8 will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading	Academic Support Program	10/03/2016	11/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Activity - Professional Development on Data Analysis of Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals Teachers Curriculum Coordinator

Strategy3:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

ACIP

Bridgeport Middle School

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principals

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

Measurable Objective 4:

70% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by ACT Aspire Assessment.

Strategy1:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement in Mathematics - Increased emphasis will be placed on the use of formative and summative assessments to inform instruction.

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

Research Cited:

Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. Teachers in grades K-8 will participate in a careful analysis of the math portions of the ACT Aspire Test results for students taught in the previous academic school year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for the current students to determine the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/04/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

ACIP

Bridgeport Middle School

Activity - Increased Emphasis on Data Meeting Focused Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held in all schools. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Strategy2:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principals

Strategy3:

Professional Development for K-8 Teachers on Teaching Computational and Reasoning Strategies - Math teachers in grades k-8 will have an opportunity to participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics Program. The professional development includes training videos, and materials.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Independent, Online Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers in grades k-8 will participate in online, self paced professional development on the strategies used in the standards-based Eureka Mathematics Program for the purpose of implementing these strategies in their classroom.	Professional Learning	09/23/2016	06/30/2017	\$1400 - District Funding	Curriculum Coordinator Principals

ACIP

Bridgeport Middle School

Activity - Professional Development on Using Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on using number talks will be provided for new k-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	11/15/2016	05/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Measurable Objective 5:

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by the ACT Aspire.

Strategy1:

Curricular and Instructional Guidance - Bridgeport Middle School will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors

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

Research Cited:

Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed	Academic Support Program Professional Learning	10/20/2015	05/29/2020	\$5000 - Title III	EL Coordinator

Goal 2:

Ensure that all students have optimal instructional time.

Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 24% to 21% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program..

Strategy1:

Parent/Guardian Notification System - Bridgeport Middle School will develop a Parent/Guardian Notification System which will keep parents informed concerning the attendance of their children and involved in the improvement process.

Category: Develop/Implement Learning Supports

Research Cited:

ACIP

Bridgeport Middle School

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bridgeport Middle School will conduct a planning or evaluation session and take action to implement a notification program.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principals and selected school personnel

Strategy2:

School Advocacy Program - Bridgeport Middle School will design and implement an Advocacy Program in which each student has an adult advocate at the school who is invested in the student's educational progress. Advocates will provide encouragement and support for academic growth including encouraging attendance and following-up on unexcused absences.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bridgeport Middle School will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	05/30/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bridgeport Middle School will develop a plan for their advocacy program and launch the program with a "Kick Off" day.	Academic Support Program	08/26/2016	10/06/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An advocacy Leader from Bridgeport Middle School will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leaders will turn the training around for the teachers in their schools.	Academic Support Program	08/26/2016	08/26/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advocacy Leaders from all schools will meet monthly to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	08/26/2016	05/12/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.

Goal 1:

Provide a rigorous and effective instructional program to ensure the academic growth of all students.

Measurable Objective 1:

80% of Fifth, Sixth, Seventh and Eighth grade students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations. .

Strategy1:

STEM Professional Development - Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Grade Level Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Activity - Moodle Site for Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Strategy2:

Curriculum Development for Robotics - In order to ensure equity across the school district STEM teachers will collaborate to identify what students should know and be able to do at each level of robotics instruction. Such collaboration will result in a robotics curriculum for the district.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Defining and Organizing Robotics Concepts and Applications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM teachers will collaborate to develop a robotics curriculum for Jackson County Schools which is generally leveled as elementary, middle, and high school content. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2017	\$0 - No Funding Required	Curriculum Coordinator Principals, Robotics Teachers

Measurable Objective 2:

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by the ACT Aspire.

Strategy1:

Curricular and Instructional Guidance - Bridgeport Middle School will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors

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

Research Cited:

Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed	Professional Learning Academic Support Program	10/20/2015	05/29/2020	\$5000 - Title III	EL Coordinator

Measurable Objective 3:

62% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by ACT Aspire Assessment.

Strategy1:

Professional Development on Instructional Strategies for Teaching Reading - Professional Development will be provided on; instructional strategies which teach foundational skills and vocabulary development; effective questioning techniques which develop critical thinking skill; and the close reading skills of that helps students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing from sources. The professional development will be provided through face-to-face sessions, book studies, and teacher collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Maranzo

Activity - Professional Development on Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on vocabulary development will be provided through a book study for teachers of grades k-8. Teachers of grades 5-8 will complete an online book study.	Professional Learning	10/03/2016	07/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of Knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation.	Professional Learning	08/08/2014	06/01/2017	\$0 - No Funding Required	Principals Instructional Coaches ELA Teachers Curriculum Coordinator

Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coaches will provide embedded professional development for K-8 English Language Arts Teachers and Content Area teachers on close reading strategies and text-based questioning techniques that foster critical thinking skills.	Professional Learning	10/03/2016	01/03/2017	\$0 - No Funding Required	Curriculum Coordinator,

Strategy2:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principals

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

Strategy3:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, Social Studies, and Science teachers in grades K-8 will participate in a careful analysis of the Reading portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA, Social Studies, and Science teachers in grades 3-8 will participate in a careful analysis of the ELA portions of the ACT Aspire Test results for their current students to determine areas in which students excelled and areas which were not mastered the previous

year in order to plan an effective instructional program for the current year.

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

Research Cited:

Activity - Increase Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All schools with grades k-8 will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading	Academic Support Program	10/03/2016	11/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Reading Specialists, Teachers

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades k-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/30/2017	\$0 - No Funding Required	Principals, Reading Specialists, Curriculum Coordinator

Activity - Professional Development on Data Analysis of Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks.	Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principals Teachers Curriculum Coordinator

Measurable Objective 4:

70% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by ACT Aspire Assessment.

Strategy1:

Professional Development for K-8 Teachers on Teaching Computational and Reasoning Strategies - Math teachers in grades k-8 will have an opportunity to participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics Program. The professional development includes training videos, and materials.

Category: Develop/Implement Professional Learning and Support

Research Cited:

ACIP

Bridgeport Middle School

Activity - Independent, Online Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers in grades k-8 will participate in online, self paced professional development on the strategies used in the standards-based Eureka Mathematics Program for the purpose of implementing these strategies in their classroom.	Professional Learning	09/23/2016	06/30/2017	\$1400 - District Funding	Curriculum Coordinator Principals

Activity - Professional Development on Using Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on using number talks will be provided for new k-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	11/15/2016	05/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Strategy2:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, School Improvement Specialists

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using The Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principals

Strategy3:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement in Mathematics - Increased emphasis will be placed on the use of formative and summative assessments to inform instruction.

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

Research Cited:

ACIP

Bridgeport Middle School

Activity - Increased Emphasis on Data Meeting Focused Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. Regularly scheduled meetings will be held in all schools. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Activity - Increased Emphasis of Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks. Teachers in grades K-8 will participate in a careful analysis of the math portions of the ACT Aspire Test results for students taught in the previous academic school year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 3-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for the current students to determine the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/04/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

Measurable Objective 5:

62% of English Learners students will demonstrate a proficiency in comprehension in Reading by 05/29/2020 as measured by ACT Aspire.

Strategy1:

Curricular and Instructional Guidance - Bridgeport Middle School will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors

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

Research Cited:

Activity - WIDA ACCESS Assessment and IELPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELPs	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Activity - Face-to-Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed	Academic Support Program Professional Learning	10/20/2015	05/29/2020	\$5000 - Title III	EL Coordinator

Goal 2:

Engage Parents and Community in the Educational Process.

Measurable Objective 1:

collaborate to inform parents and the community of the academic achievement and other accomplishments of Bridgeport Middle School students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys.

Strategy1:

Dynamic Website - Bridgeport Middle School will redesign its website to be a more dynamic presentation to the public through a greater use of still graphics and videos

Category:

Research Cited:

Activity - Website Redesign	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bridgeport Middle School will redesign its website interface to be more dynamic and engaging through the use of graphic and video presentations.	Community Engagement	01/04/2016	08/05/2016	\$0 - No Funding Required	Assistant Technology Coordinator

Strategy2:

Increased Communication - Bridgeport Middle School will utilize various methods of communication to involve and inform parents and community members of upcoming events and important information.

Category:

Research Cited:

Activity - Communicating with Parents and Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mr. Buckner will utilize all call to inform parents and community members of important dates and upcoming events taking place at BMS.	Parent Involvement Community Engagement	08/12/2015	05/27/2016	\$0 - No Funding Required	Principals Teachers

Activity - Chamber Breakfast	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bridgeport Middle School host a breakfast, once a year, for the Jackson County Chamber of Commerce. This is a time utilized to communicate all activities taking place during the school year.	Community Engagement	08/12/2015	05/27/2016	\$0 - No Funding Required	Principal Teachers Parents Community Members

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Bridgeport Middle School

Activity - Parent Teacher Organization	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bridgeport Middle School PTO is lead by parents and citizens of our community. The PTO convenes on a monthly basis to discuss ways to improve our school. They help supply our school with items that benefit our students, and otherwise could not be afforded.	Parent Involvement Community Engagement	08/12/2015	05/27/2016	\$0 - No Funding Required	Principals Teachers Parents Community Members

Goal 3:

Ensure that all students have optimal instructional time.

Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 24% to 21% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program..

Strategy1:

School Advocacy Program - Bridgeport Middle School will design and implement an Advocacy Program in which each student has an adult advocate at the school who is invested in the student's educational progress. Advocates will provide encouragement and support for academic growth including encouraging attendance and following-up on unexcused absences.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bridgeport Middle School will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	05/30/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An advocacy Leader from Bridgeport Middle School will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leaders will turn the training around for the teachers in their schools.	Academic Support Program	08/26/2016	08/26/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bridgeport Middle School will develop a plan for their advocacy program and launch the program with a "Kick Off" day.	Academic Support Program	08/26/2016	10/06/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

ACIP

Bridgeport Middle School

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advocacy Leaders from all schools will meet monthly to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	08/26/2016	05/12/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Strategy2:

Parent/Guardian Notification System - Bridgeport Middle School will develop a Parent/Guardian Notification System which will keep parents informed concerning the attendance of their children and involved in the improvement process.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bridgeport Middle School will conduct a planning or evaluation session and take action to implement a notification program.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principals and selected school personnel

Component 3: Instruction by Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes	All instructional paraprofessionals at Bridgeport Middle School have satisfied the state requirements, to provide a faculty of 100% Highly Qualified Teacher	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes	All teachers at Bridgeport Middle School have satisfied the state requirements, providing a faculty of 100% Highly Qualified Teachers.	

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

Bridgeport Middle School attracts high-quality and highly-qualified teachers to this school, by providing an effective and comprehensive educational program. This program challenges both students and staff to reach their highest potential.

Component 4: Strategies to Attract Qualified Teachers

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

The teacher turnover rate for Bridgeport Middle School is zero.

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

The experience level of key teaching and learning personnel is five years or more.

3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

Bridgeport Middle School attracts high-quality and highly-qualified teachers to this school, by providing an effective and comprehensive educational program. This program motivates and challenges both students and staff to reach their highest potential.

Component 5: High Quality and Ongoing Professional Development

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

High quality, effective, and research-based professional development activities include the following:

- County-wide training at the beginning of school, along with a follow-up training in the fall focusing on Close Reading Strategies
- In-house workshops and training with the goal of improving teaching practices and providing time for shared feedback of personal experiences in the classroom
- Book studies on research-based strategies
- Engage in face-to-face collaboration to improve student learning
- Using technology to select resources about teachers' own interests and need

2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?

Professional development opportunities include the following:

- County and Regional In-service
- National Board
- E-learning through Technology in Motion
- ALEX
- ALSDE
- Publications
- Technology resources such as the Teaching Channel and Teachertube to target one's own professional development interests and needs

3. 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 activities include:

- Providing a veteran teacher to encourage and confidentially discuss topics and provide guidance
- Providing Research-based Instructional strategies
- Scheduling departmental, grade level and team meetings
- Conducting formal and informal classroom observations with timely feedback
- Sharing tricks of the trade and strategies that work

4. Describe how this professional development is "sustained and ongoing."

Professional development is sustained and ongoing as educational needs are continually identified and addressed through formal and informal assessments. Professional development must be spread out over time to allow participants to fully understand and accomplish the
SY 2016-2017

goals and objectives of the program. In addition, it must allow time for practice, observation, feedback, and additional support to be implemented. Instructional Coach assists on delivery of Professional Development and provides additional support.

Component 6: Transition Strategies

1. 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.

The Fourth grade students from Bridgeport Elementary School will tour Bridgeport Middle School during the spring. The tour is given by the school counselor and includes, attending the eighth grade play, meeting the fifth grade teachers, Librarian, and lunch room staff and learning about courses offered.

The Eighth grade students from Bridgeport Middle School tour North Jackson High School and the Ernest Pruet Center of Technology. Eighth grade students use the Career Discovery Program (Career Discovery Program is used to help students determine their interests and abilities).

Parent Night for eighth grade parents was held at North Jackson High School on October 6, 2016

Component 7: Teacher Participation in Making Assessment Decisions

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

In May of 2016, the school leadership team reviewed the 2015-2016 School Improvement Plan to assess the degree to which implemented strategies have been met and determined which strategies need to be revised or omitted. In September 2016, the school leadership team and school staff analyzed the local, state, and national indicators of academic achievement available for use with middle school students. The ACT Aspire; and Star Reading/Math are the primary indicators available for data analysis. During faculty meetings, teachers will analyze the available data, discuss results, reform strategies and continue to plan for instructional improvements. Scott Foresman's Benchmark/Unit assessments will also be evaluated and used to guide instruction and select appropriate interventions for the 2015-2016 school year.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

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

After thorough review of test scores, students who do not meet the proficient or advanced state standards are STAR tested in reading and math and placed in groups with common difficulties. Scaffolding lessons are implemented to assist in acquiring skills. If the student is still struggling, they are referred to the Problem Solving Team. The PST implements interventions and modifications to assist the student in acquiring grade level standards. After 90 days, if the interventions prove ineffective, then the student is referred to the Special Education Department for evaluation.

2. 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?

Data meetings are held prior to the start of the school year. During data meetings student test scores are analyzed to identify students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level. All students are STAR tested in both Reading and Math within the first nine weeks of school. After STAR testing is complete, the Instructional Reading Coach collaborates with teachers to create individualized remedial plans for students who are not scoring proficient in Reading and Math. These students receive additional instruction from the Reading Coach three days a week and Progress Monitoring monthly. Timely Assistance Forms are mailed home to the parents of students who score 69% or below in any subject. These forms are mailed home at the middle and end of each nine week grading period. Parents of students scoring an average of 59% or below are encouraged to attend a parent-teacher conference to discuss strategies that will be implemented in order to obtain a level of proficiency in the classroom.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Students' individual needs are met in each classroom through the grouping process from the STAR Tests, as well as the use of formative assessments to guide methods and curriculum.

4. 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.

The most academically needy students are given extra support throughout the day. Once they leave the school, they are given access to Accelerated Math Home Connect and Remind 101. Accelerated Math Home Connect allows students to practice math on their level, utilizing video lessons. Each teacher has established a Remind 101 account that allows them to send out daily reminders for homework.

5. 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.

At this time Bridgeport Middle School does not have Migrant, Neglected and/or Delinquent, or Homeless students. We only have two ELL students at this time, one of those students has an ELL Plan and the other student has an IEP. We use the application for free and reduced lunch to identify Economically Disadvantaged students. Students who qualify will receive free or reduced breakfast and lunch under the provisions of the Federal Lunch Program. We also offer a weekend feed program. During the 2016-17 school year the Resource teacher will collaborate with classroom teachers.

6. 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.

Bridgeport Middle serves each of the populations listed to the best of it ability.

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

Bridgeport Middle School will utilize all available resources to achieve both local and state goals. Federal funds, along with funding from state and local sources, will be coordinated and integrated to provide a total program designed to foster educational improvement and high academic achievement for all students. In order to further the effort, a consolidated plan is developed, and revised yearly, by the Jackson County Schools, to utilize federal funds to provide maximum benefit to all students. The purpose of this plan is to insure that all students are served in the best possible fashion, enabling them to meet challenging content and performance standards. This plan is developed in consultation with the Federal Programs Planning Committee who provides input about allocation of funds, set-asides, administrative costs, and the over-all implementation of the program. members of the committee are representatives from all aspects of the system and include administration, principals, teachers, stakeholders, students and parents. Federal Program goals are congruent with state legislation requirements

2. 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.

Educational services will be coordinated and integrated to target improved student achievement most effectively. On going collaboration across programs and alignment of state, local, and federal efforts will increase effectiveness, eliminate duplication and combine services. At Bridgeport Middle School, funds from a variety of sources will be used to implement the overall school improvement plan.

Title Funds will provide academic programs to assist students to meet state standards and coordinate with other educational services to ensure the needs of students are met. Special educatin students are eligible for Title services on the same basis as other students. Through collaborative planning at the school level, services for children with limited-English proficiency are coordinated. Policies are in place to ensure that immigrant, migratory, and/or homeless children will receive proper services in the event of their enrollment in the school system.

Research-based programs such as Successmaker Enterprise, Accelerated Math, and Accelerated Reading will continue to be utilized. Effective professional development will be funded by utilizing monies from Title I, Title II, state, and local funds. The county-wide School Improvement Specialist will also provide professional development for teachers on strategic teaching. Student performance on state assessments will serve as the overall evaluation of the effectiveness of professional development. Teacher surveys and voiced opinions will also be used to evaluate the effectiveness of the activities.

Title I-

A. Instruction-

1. Certified Instructors 0.65- \$36594.00
2. Instructional Assistants
3. Other

B. Materials & Supplies

1. Instructional- \$930.00

C. Equipment

1. Capitalized
2. Non-Capitalized

D. Total: \$37524.00

*Parental Involvement funds are not included in the school allocation but are utilized to enhance Parental Involvement at the school by the
SY 2016-2017

Parental Involvement Consulting Teacher.

3. 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, vocational and technical education, and job training.

All Jackson County Schools are served by Title I.

Educational services will be coordinated and integrated to target improved student achievement most effectively. Ongoing collaboration across programs and alignment of state, local, and federal efforts will increase effectiveness, eliminate duplication and combine services. At each school, funds from a variety of sources will be used to implement the overall school improvement plan.

The 2017 fiscal year allocation for the district is as follows:

Title I, Part A-

74% - Instruction and Instructional Support

Title I Set Asides

8% - Administration*

6% - School Improvement Specialist

6% - Parent Involvement/Consulting Teacher

6% English Language Teacher

*Private school participation funds are included.

Title I set-asides include related administrative costs such as: A program administrator (.75 FTE), a secretary (.50 FTE), a Parental Involvement Consulting Teacher (1.0 FTE), and related administrative costs (including a 1.0 FTE Title III program specialist, and 1.0 School Improvement Specialist) will be paid from the Title I funds. Plans are being made for a Newcomers Academy for EL students with a qualified itinerant EL teacher (1.0 FTE).

Title I School Improvement

100% Instructional Aide

Title II, Part A- Teacher and Principal Training

The fiscal year allocation is as follows:

99% Class Size Reduction-Instruction

1% Professional Development

Title III-Language Instruction for Limited English Proficient and Immigrant Students

The fiscal year allocation is as follows:

22% EL Instruction and Instructional Support

36% EL Instructional Hardware and Software

42% Staff Professional Development

ACIP

Bridgeport Middle School

Title VI-Rural and Low Income

95% Class Size Reduction-Instruction

5% Professional Development

Title VII Indian Education

100% Instruction and Instructional Support

Bridgeport Middle School does not receive services for violence prevention programs, housing programs, Head Start, vocational and technical programs, adult education, or job training. The students who qualify for free and reduced lunch price according to the guidelines set forth by the Child Nutrition Program determines the allocation for each school.

Component 10: Evaluation

1. How does the school evaluate the implementation of the schoolwide program?

Bridgeport Middle School and stakeholders evaluate the schoolwide program annually to adjust and make improvements. Monthly meetings are held to review progress, determine if strategies are effective and guide instruction.

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

Data analysis of the ACT Aspire Assessment are performed at the beginning of each school year and STAR Reading and Math scores are analyzed at least three times during the school year. Results of Data Analysis are used to direct instruction.

3. 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?

Data Analysis of the ACT Aspire are performed at the beginning of each school year and STAR Reading and Math scores are analyzed at least three times during the school year.

4. 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?

We evaluate our plan in May and August and the leadership team meets monthly.

5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

We are keeping the following goals:

Providing a rigorous and effective instructional program to ensure the academic growth of all students. we plan to meet this goal through Professional Development and Teacher Collaboration.

Engage Parents and the Community in the Educational Process

Ensure that all students have optimal instructional time and the support necessary to be successful in school.

6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

We chose to keep and modify the following goals:

Provide a Rigorous and effective instructional program to ensure the academic growth of all students

Engage Parents and the Community in the Educational Process

Ensure that all students have optimal instructional time and the support necessary to be successful in school.

We chose to delete the following goals:

Engage and empower the learner through technology

Prepare and support teachers and leaders to graduate college and career ready students

Ensure that all educators and students will have tools to access a comprehensive viable infrastructure

Provide multi-discipline authentic learning in STEM

Graduate College and Career Ready Students

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	7.72	7.72	509,368.18
Administrator Units	1.00	1.0	104,314.70
Assistant Principal	0.00	0.0	0.00
Counselor	0.50	.50	36,954.43
Librarian	0.50	.50	35,170.69
Career and Technical Education Administrator	0.00	.00	0.00
Career and Technical Education Counselor	0.00	.00	0.00
Technology	1,646.00	0.0	1,646.00
Professional Development	620.00	0.0	620.00
State ELL Funds	0.00	0.0	0.00
Instructional Supplies	3,941.00	0.0	3,941.00
Library Enhancement	207.00	0.0	207.00
Totals			692,222.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	37524.0

Provide a brief explanation and breakdown of expenses.

1. Certified Instructor: 0.65 \$36,594.00

2. Materials & Supplies: \$930.00

3. Equipment: \$0

TOTAL: \$37,524.00

Per Pupil Allotment \$318.08

Parental Involvement: \$558.67

*Parental Involvement funds are not included in the school allocation but are utilized to enhance Parental Involvement at the school by the Parental Involvement Consulting Teacher.

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

We do not receive ARRA Funds

Title II

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

Provide a brief explanation and a breakdown of expenses.

The Jackson County allotment for Professional Development Activities was \$105884.00. This amount is used at the district level to provide professional development for each school in the district.

Title III

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

Provide a brief explanation and a breakdown of expenses.

County Allocation-\$15538.00

This money is utilized for English Language Learners countywide.

Title IV

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Bridgeport Middle School does not receive these funds.

Title VI

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

Provide a brief explanation and a breakdown of expenses.

Professional Development- County Allocation: \$7978.00

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.

Bridgeport Middle School does not receive this money.

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

Provide a brief explanation and breakdown of expenses.

Bridgeport Middle School does not receive this money.

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.

Bridgeport Middle School does not receive this money

Local Funds

Label	Question	Value
1.	Provide the total	90052.54

Provide a brief explanation and breakdown of expenses

.78 FTE -55033.98

1.0 Non Cert. Supp. Personnel 35018.56

Total 90,052.54

Strategies to Increase Parental Involvement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement 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.

Strategies to Increase Parental Involvement

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

During the start of each school year, the Principals at all Jackson County Schools, when scheduling allows, is assisted by the Parental Involvement Consulting Teacher, during Back to School Nights, Open House, etc. in which the Annual Title I Meeting is held. During this time, information explaining participation and requirements of Title I, 1% set asides, and Parents Rights to be involved is discussed in detail.

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 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.

The Parental Involvement Consulting Teacher conducts a minimum of two meetings a year at each Jackson County School. One meeting is scheduled during the day and the other is scheduled at night to provide flexible hours to meet the needs of working parents. Also, where there are high numbers of Spanish speaking families, an interpreter will also be provided.

The Federal Programs Advisory Committee is comprised of parents, teachers, administrators, and community members. The purpose of this committee is to utilize federal funds to provide the maximum benefits to all the students of Jackson County. The committee discusses strategies, various federal programs available, and budgets allotted to fund them, All committee members are given the opportunity to offer opinions and suggestions.

All principals in Jackson County agree to combine their allocated Parental Involvement activities. These funds include not only her salary, but also maintaining materials and supplies for both the Parent Center and fulfilling parent requests for additional resources to be used at home.

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

All documents related to Federal Programs are made available in both English and Spanish. Interpreters are available at schools with high Spanish speaking populations to further assist in any other explanations necessary. Information regarding curriculum, classroom standards, homework policies and assessments are provided in the Jackson County Schools Student Handbook. All students receive a handbook on the first day of school and must return the Parental Acknowledgement form which is filed in their cumulative records. Parents are provided with additional information throughout the school year, i.e., progress reports, report cards, assessment reports. Progress reports are sent home every 4.5 weeks and report cards are sent home every 9 weeks. Teachers make at least one parent contact per semester/year. Parents may request a conference to voice any concerns or

suggestions related to the education of their child.

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

Each school in the Jackson County School system has a local committee, the Leadership Team, comprised of parents, teachers, administrators, and community members. This committee is responsible for designing, implementing, and evaluating Parental Involvement Plans, Student Parent Compacts and the Continuous Improvement Plans for each LEA.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

Contact information for both the Jackson County Board of Education and the Alabama State Department of Education is provided and is made available on the Jackson County School District Website. Here is a copy of the statement provided.

"If you have any comments or concerns, you may call the Jackson County Board of Education at (256) 259-9500. If you desire to talk to someone at the Alabama State Department of Education you should call the Federal Programs Section at (334) 242-8199."

Local contact person is Mr. Mark Guffey, Federal Programs Supervisor, guffeym@jackson.k12.al.us and/or Mr. Chris Davis, Special Education Supervisor, davisc@jackson.k12.al.us.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, 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 training for parents of participating children in understanding such topics as the 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. (Describe)

Bridgeport Middle School will accomplish much of its annual meeting requirements by the end of the first session. At that time, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title 1, what services will be offered, and parents rights to be involved in their children's education. Bridgeport Middle School will also offer Tailgating with the Teachers following the general Title 1 meeting, wherein parents will have the opportunity to meet with their child's teachers and learn about individual class assessments and what their role will be in helping their child to succeed. Bridgeport Middle School will disseminate individual test scores, and the Instructional Reading Coach will assist parents in interpreting test scores, and answering any questions that may arise.

The Federal Programs Parental Involvement Consulting Teacher will conduct parent meetings and offer training sessions covering many topics designed to aid parents in becoming more involved in their child's education. If a principal has a specific need at his/her school the Consulting Teacher will ensure that topic is discussed. The Consulting Teacher conducts one parent meeting per semester at times convenient for all parents to attend. Flyers of upcoming meetings and training sessions will be distributed on a timely basis to ensure parents

are afforded the opportunities for participation. Newsletters for parents of elementary, middle, and high school students containing valuable and age appropriate strategies for better parenting are distributed monthly. Parents can also access the school website to stay informed and involved with the school. Also, where there are high numbers of Spanish speaking families, an interpreter will also be provided to assist parents.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, 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 materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

The Federal Programs Parental Involvement Consulting Teacher operates the Jackson County Schools Parent Center which contains videos, games, books, and other educational resource tools for both parents and teachers to check-out. When parents are unable to come to the center, the Consulting Teacher will deliver requested materials to the school for the parent to pick up.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, 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)

Bridgeport Middle School will continue to work with its teachers through in-services, faculty meetings, and grade-level meetings, in understanding the importance of parental involvement and that parents are our partners.

This year, our CIP committee placed special emphasis on the need to ensure a closer connection with parents. The goal is to communicate effectively with parents and the community to build positive relationships that strengthens support for the educational process. Parents are encouraged to visit the school as often as possible, explore the school's website, participate in the Remind Program, social media, and Notify Me.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, 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)

A letter disseminated in English and Spanish at the beginning of the school year making parents/guardians aware of the Parent Center and materials available. The Parent Center is also discussed at each meeting at the school explaining materials available and sample materials are given to parents. Bridgeport Middle School supports the Summer Feeding Program which provides students with a free or reduced lunch during the summer. In the interest of better serving the students and parents at Bridgeport Middle School, Title 1 parental involvement funds are relinquished to the Jackson County Board of Education for the purpose of providing greater assistance to all parents on a system-wide basis.

The Parental Involvement Consulting Teacher assists the principal in providing information to the parents about programs and resources available to encourage and support parents in participating in the education of their child.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, 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)

Bridgeport Middle School disseminates materials in an understandable and uniform format and to the extent possible, in a language that parents can understand. Interpreters are also available when necessary. At the present time, Bridgeport Middle School has 0 EL students at this time. Information on all school meetings, parent notices, etc. is sent to the parents of the child in Spanish.

The Jackson County Board of Education provides each student with a Student Handbook at the beginning of each school year. The handbook provides clear detailed descriptions of rules, regulations, and expectations that are set by the Jackson County Board of Education. At the beginning of each school year a parent meeting is held at every school in which the Title I program is explained to parents. During this meeting the need for parental involvement is explained with the desire to foster positive family and community relationships. Parents are given the opportunity to voice concerns and ask questions. A letter explaining the materials available at the Parent Center is sent home at the beginning of the school year inviting parents to use the facility. Newsletters with age-appropriate activities are sent to the parents each month. These letters, available in English and Spanish, can also be found on the Jackson County website.

6f. 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 NCLB Section 1118, 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)

Information related to school programs, meetings, and other activities is communicated through class and school newsletters, emails, school website, SchoolCast, and Remind 101. The Parent Center, located at the Jackson County Board of Education, provides materials to assist parents with academic and social issues.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent

practicable, in a language that parents can understand.

Bridgeport Middle School disseminates materials in an understandable and uniform format to the greatest extent possible, in a language that parents can understand. Signs placed within the school are posted in both English and Spanish. Teachers and staff will work to learn basic Spanish words to improve communication with parents with limited English proficiency. Interpreters are also available when necessary. Bridgeport Middle School provides all forms in Spanish and offers assistance to all parents. We notify parents of upcoming school events, using handouts, signs in halls and outside school, on school website (bmstigers.com), Facebook, Remind 101, email, and the local newspaper. Bridgeport Middle School also hosts Non-traditional open house, like "Tailgating with Teachers," following the Title I Parent Meeting. Teachers will also be visible in the parking lot during loading and unloading of students. Every effort will be made to accommodate parents with disabilities so they are able to play a participatory role in the education of their child.