

## **Piedmont Middle School 2019-2020 Title I Schoolwide Diagnostic for ACIP**

2019-2020 Title I Schoolwide Diagnostic for ACIP

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Last Modified: 09/10/2020  
Status: Open

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## 2019-2020 Title I Schoolwide Diagnostic for ACIP

### Instructions

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

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

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

## 2019-2020 Title I Schoolwide Diagnostic for ACIP

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

#### 1. How was the comprehensive needs assessment conducted?

On August 28, 2019, the CIP planning committee consisting of classroom teachers, parents, counselor, Reading Teacher, and principal met to revise/develop this year's Continuous Improvement Plan (CIP). In this initial meeting we discussed topics that included goals met, goals partially met, proposed budgeted items, and revised/new goals and objectives for the coming year. The Scantron assessment had been given so we were able to work on all goals and breakdown our full needs assessment. In this meeting the surveys from last school year were reviewed but a plan was initiated to get the Advanced Ed Surveys completed. The committee reviewed last year's information from our SIR data. On September 12, 2019 the team met again to view last year's test results and discuss survey results. After a review and the disaggregation of data from all available sources, the committee completed draft of the CIP. This draft was shared with faculty members, and made available for public review/suggestions. Input was received for minor modifications. The finalized CIP was then completed and forwarded to the central office for the approval of the federal programs coordinator and the superintendent.

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

Based on results of annual standardized assessments, the faculty works to create school-wide action plans designed to address identified needs. Intervention plans are incorporated to address individual students needs, especially in the area of reading and math. Progress monitoring practices through our digital programs Classworks, Achieve3000, iReady, IXL, and Scantron practices are used extensively to adjust instructional strategies. Students who do not show adequate achievement may be placed in the school's intervention program for remediation or targeted by classroom teachers for intervention strategies. Item specifications and standards/objectives from various assessments are used throughout the year in each class to ensure student progress in needed areas. Data indicates the school has consistently identified areas of need and addressed them with successful intervention and teaching-learning strategies. Teachers are continually provided with formal and informal data in a timely manner for use in the classroom. Data meetings are held bimonthly in order to discuss progress monitoring reports from current curricula used school-wide. The measure of the school's effectiveness is not limited to the improvement of standardized test scores however, examination and interpretation are thoroughly discussed and agreed upon by administrators, classroom teachers, and involved members of the community. Our faculty emphatically understands the importance of flexibility when meeting the academic, social, and emotional needs of our students. We are constantly adjusting and perfecting our instructional techniques to enable us to maintain the integrity of our established strategies. Professional development on the subject of data analysis is provided at regular intervals during system institute days. Training and cross grade level meetings are routinely conducted at the school and system level. Significant changes have been observed in teacher behaviors as a result of professional development activities conducted in support of school improvement goals.

#### 3. What conclusions were drawn from the results?

From the results we concluded that we needed more concentration on students being college ready in the areas of reading, math, and writing. The school is using a mastery-based model of instruction so that all students are on their individual level of instruction in hopes that more students will work to become college ready. In our new model, we are utilizing a mentor for all students that will stay with the student throughout middle school. Our grading system shows percentage of mastery as well as an actual grade for what was completed by the students.

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

According to demographic data our school population consists of approximately 60% free/reduced lunch students. The school enrollment is at 270 with the population being 6% black, 2% Multiracial, <1% American Indian/Native American, <1% Native Hawaiian or other Pacific Islander, and 90% white. We utilize data from Scantron and the classrooms to help us determine academic needs. Students work through individualized learning plans based on data results of Scantron. The hopes of the school are that, through continued usage of the mastery-based program will result in better Scantron results and hopefully better feeling from all stakeholders in the abilities of the school and its staff.

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

The school goals were determined by the data collected by our school improvement team. From all the sources available, the academic goals were determined to be in the areas of college readiness in the areas of math and reading. Writing was included for the total population as well as the ELL population since it has been a priority in the past. Although we didn't have students this year to take the WIDA, we felt that the need to improve college readiness in writing is a must for all students.

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

With the use of test data as well as the survey data, we feel that the goals set will address the needs of our students to the best of our ability. If the staff monitor an area that needs to be adjusted we will meet as a team and determine any changes that need to be made for the students.

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

By allowing each student the chance to work at their own ability level, we feel that each group and subgroup is being recognized. This movement to mastery-based learning will allow more one-on-one time between students and teachers as well as the opportunity for students to advance or get caught up, whatever the need may be.

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

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

Teachers at Piedmont Middle School use a variation of ways to determine if a student is mastering standards and at what level they are mastering standards. First, teachers utilize the Scantron results to help determine if standards have been mastered and at what level from a state assessment level. During the school year the students are given the Scantron assessment to help determine if students are ready to show mastery of standards at or above grade level. Then finally, teachers use MasteryConnect in the classroom to assess students level of mastery in the regular core classes.

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

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

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

All students, especially those at risk, can be referred to our school-based mental health program. All middle school students participate in a Team Time advisory class that focuses on academic, personal, and career goals, as well as team building and character education. These classes meet each week with teachers serving as academic advisors. Teachers will use a mastery monitoring program to effectively and efficiently assess and monitor student mastery of the CCRS in all core classes through the assistance of a teacher mentor during team time class once a week.

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

We provide Piedmont Community Learning Academy which provides assistance for many at-risk students. These students have a chance to get homework assistance and complete work through computer aided instruction. These students also participate in STEM and STEAM lessons.

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

All students at PMS, including migrant, limited-English proficient, homeless, economically disadvantaged, and neglected/delinquent have access to all services and programs available, including free/reduced lunch, Title I services, special ed. services, corrective reading/int. classes, and counseling services. Also, PMS uses various community resources to provide students with necessary school supplies, food, clothing, and shelter. All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. The counselor and/or secretary will identify limited-English proficient students upon enrollment. Each new student receives a Home Language Survey used to determine eligibility for limited-English proficient testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. All eligible students are tested with the WIDA ACCESS Placement Test to see if they are eligible to receive services through the ELL program. Parents or guardians have the right to waive the Title III Supplemental ELL Services. If the parents or guardians agree for the student to receive services, an ELL committee convenes to determine the appropriate services for the student to receive. A variety of services to all ELL students is provided; such as content-area tutoring, ELL pull-out for individual support, and content-based ELL remediation. Our system-wide ELL coordinator ensures services are provided for all ELL students at Piedmont Middle School. The ELL committee reviews each student's progress annually. A bilingual instructional assistant also serves as an interpreter to communicate with the parents of ELL students if the need arises. Parents are provided the opportunity to receive all updates and important school documents in English and Spanish. The office has a copy of all documents posted on the website. If the student scores proficient on ACCESS, and is performing on grade level (determined by grades, teacher recommendation, and results of reading standardized tests), the student becomes eligible to exit the ELL program and will be monitored for 3 years to ensure success. All homeless, migratory, and limited-English proficient students must

have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. All homeless, migratory, and limited-English proficient students are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated neglected/delinquent students are identified at PMS when contacted by one of the following sources: DHR, Social Services neglected/delinquent students are eligible for all services and programs available to the rest of the student population, including free lunch, Title I, ELL, Special Education, and At-risk.

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

Piedmont Middle School provides opportunities for the participation of parents with limited English proficiency. Resources and personnel are available from the Piedmont City Board of Education Federal Programs Office to assist with translation services. The staff of Piedmont Middle School will contact the Federal Programs for guidance and assistance with translation needs. Bilingual personnel at Piedmont Middle School is available as needed for parent conferences to help with interpretation of academic results.

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

This year we had two teachers transfer to the high school. We hired two new teachers to fill those vacancies. There isn't much turnover in this school or system.

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

The average teaching experience for the staff is around 14 years. Social Studies department average is 8 years. Math department average is 15 years. English department average is 18 years. Science department average is 7 years. Special Education teacher has 25 yrs

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

NA - there is not a high turnover rate.

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

Professional development is determined by professional needs identified at the end of each school year. The communication of the Building Leadership Team and open discussion in regularly scheduled faculty meetings is invaluable to networking and brainstorming areas of need. The faculty is surveyed regarding goals for student learning. Teachers are provided with training and implementation help on College and Career Readiness standards by our Instructional Partners and local university training through the Alabama Reading Initiative. Faculty is also trained in using the Problem Solving Team approach to identify and address student learning needs. Professional Development is geared to improving instruction of new standards through technology based programs.

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

CLASSWORKS July 2017, June 2019iReady Training August 2018 , September 2018 , October 2018, January 2019, February 2019, March 2019, April 2019, July 2019, September 2019Google Training August 2018 September 2018, October 2018Study Sync October 2018, January 2019AMSTI June 2019Robotics June 2019Achive3000 November 2018, September 2019, February 2019, March 2019, April 2019

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

Piedmont City School District has committed to that process and has recognized that a structured and formalized mentoring program invests heavily in the success and retention of our new teachers and the achievement of all of our students. New teachers with less than two years of teaching experience or any teacher who is new to the learning environment at PCSD, participate in a One -Year Mentoring Program--a formal and structured locally funded program to ensure the support and guidance of new teacher professionals. Mentoring, when done effectively, creates a partnership between two individuals--the mentor and the New Teacher. The goal of the mentoring program is to provide support for the New Teacher and allow them to have an opportunity to meet with their mentor and discuss/share successes and concerns, and pinpoint areas for improvement. As a mentor, we hope that you will experience enhanced leadership skills, renewed growth, and the satisfaction that you made a difference for a beginning teacher in your advice and support.

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

Implemented and sustained vertical team meetings are held each month This gives teachers an opportunity to collaborate with other grade levels to ensure a continuum of skills taught per subject area. Professional development opportunities are given to teachers to ensure correct implementation of new classroom instructional programs throughout the year.

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

Piedmont Middle School recognizes that students need support emotionally and academically during periods of transition from early childhood programs to elementary school and/or from the current school to the next school. The following transition activities are offered:A building visit from the rising 5th grade class during the month of March.A 6th grade orientation during the summer month of August- students are allowed to practice opening lockers, locate their classes for the next school year, and meet with all 6th grade teachers.8th grade students attend an orientation at night during the month of March at the high school. Students are allowed to complete schedule requests, purchase lockers, and meet with all 9th grade teachers.

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

#### **(N/A for Elementary Schools)**

Economically disadvantaged students are identified through the application for free and reduced lunch. Students with low family income will be identified as economically disadvantaged students, and will be eligible to receive free or reduced breakfast during the school day. Such students will have equal access to all programs and services available. All children of foster, single provider, (including single pregnant women), displaced homemakers, and limited English proficiency parents must have equal access to the same free appropriate public education, including public preschool education provided to other children and youth. Students of all the above listed groups are provided with the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. Students are eligible for all services and programs available to the rest of the student population, including free lunch, Title I, ELL, Special Education, and At-risk.



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

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

Core subject teachers meet monthly to discuss how implementation of mastery-based learning is going for the students. Time is spent at professional development and staff meetings to discuss the data as a whole school. Scantron is given three times a year to help monitor student growth and understanding of standards. Struggling students are progress monitored weekly by specialists or classroom teachers to see if the interventions are working. Meetings are additionally held with RTI teams to discuss students that are still struggling. Finally, the students' Scantron test results will be evaluated yearly to help determine any needs of the school and individual subject areas.

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

We monitor student's progress through pre-assessments that are given at the beginning of the program/unit and use post-assessment to determine their progress on the standards in the content area. Mentor teachers meet with students once a week to discuss areas of growth in addition to improvement areas that the student still needs to work on. The mentor teacher also helps the student set academic goals to achieve the levels they need to meet. Teachers will meet with parents throughout the year to discuss any academic needs of the students. The school uses the Scantron and other assessments from digital content programs to measure the achievement of students from the beginning of the school year to the end.

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

School administration and the CIP team analyze the results from the surveys and collaborate to ensure that school wide programs that receive low marks are targeted for improvement or cancellation if needed.

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

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

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

Title I Money is used for salaries of staff to help in the goals of increasing reading skills to the level of college readiness. Money is also set aside to tutor students in the areas of math and language arts (including reading and writing). Money is also used in the purchase of computer software and instructional supplies to help assess students and to individualize instruction for all students in all core subjects. Parent Involvement money is used to help increase communications with parents and to help get parents more involved in the education of their children. Money for staff development is used to help train staff to more effectively implement mastery-based instruction to help increase the achievement of all students, especially in the areas of math, reading, and writing. Finally, Title 1 money is used to help fund home internet for students so they are not limited to working on their instruction in the school setting but are able to have access 24/7. Computer-Aided instruction programs have been purchased for use in individualized instruction through grants such as Teacher Wallet and Next Generation Learning Challenges (NGLC). Additions software will be purchased through Title I funds as well as professional development paid for through those funds.

Teachers will continue to be trained on implementation of College and Career Readiness Standards through Vertical Team Meetings during the school year.

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

The State of Alabama Foundation Program: The State of Alabama funds the BASIC programming in terms of teacher units based on student enrollment. For the 2019-20 school year, the state is funding 14.43 units. These units will include teacher salaries, benefits, teacher supply money(if applicable), library enhancement(if applicable), professional development, ELL, and textbooks.A budget detail is enclosed in this plan.Title 1 - Part A (Federal): This money is used to supplement regular funding programming. For the 2019-20 school year Title 1 monies are being used to fully fund one reading coach's salary - \$69,067-Pasley, \$21,076 -Singleton, \$17,011- Glover. Salary for other technical support -Carter-\$18, 457. Monies are also used to and a technology supplement - \$3,602 - Studdard. Additionally, Title 1 money is being used to purchase instructional supplies, instructional software, computer hardware, after school home Internet access, innovative instructional programs, tutoring, parental involvement materials, and professional development activities. This budget total of \$27,765 is spent in addition to state/local money.Title II - Part A (Federal) This money will be used for Instructional Staff Development Activities in addition to state funded limits. Recruitment/retention activities must be approved by the Federal Programs Department and meet all NCLB criteria.The Title II budget for 2019-20 is \$5,000.This money is used for Professional Development.Title III Budget for 2019-20 is \$0.00.Title IV Safe and Drug Free Schools (Federal): These funds are used for materials/supplies that deal with drug-free education activities such as Red Ribbon week. Students participate in these activities in addition to regular school activities.Title IV budget for the 2019-20 school year is \$150,000.The money is used for our 21st Century grant.Career and Technical Education-Perkins IV: Tech Prep (Title II) Funds of \$0.00

## ACIP Assurances

### Instructions:

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


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

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

- YES**
- NO
- N/A

## ATTACHMENTS

### Attachment Name

-  [PCMS Parent Right to Know Letter 2019-20](#)
-  [PCMS SchoolParent Compact 2019-20](#)
-  [PMS CIP Fall Meeting 2019](#)
-  [PMS Faculty Meeting 2019](#)
-  [PMS February CIP Meeting 2020](#)
-  [PMS June CIP Meeting 2020](#)
-  [PMS Parent Right to Know Letter Spanish 2019-20](#)
-  [PMS School Compact Spanish 2019-20](#)
-  [PMS September CIP Meeting 2019](#)

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

- YES**
- NO
- N/A

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

- YES**

- NO
- N/A

## Parent and Family Engagement

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

All parents receive a letter during the first week of school inviting them to attend an orientation meeting/open house assembly during the first month of school. This announcement is also published in the local newspaper, Twitter, SchoolCast, and Facebook. At the meeting, usually during the middle of August and the first week of September, the school principal speaks to parents about school programs, curriculum/state content standards, and continuous improvement plan/parental-involvement section, policies, school compact, and parent surveys. In addition, the middle school counselor speaks to parents about Title I program participation, its services, and parents' rights.

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

Parents and community members are provided the opportunity to learn how Title I funds are used at Piedmont Middle School. Meetings focusing on the Title I School-wide program are held in August and October. The times are varied to accommodate as many parents as possible. Memos of scheduled PTO meetings regarding school and/or classroom policies, procedures, activities, and plans are sent home with all students to encourage parent participation. Parents are encouraged to schedule conferences with their child's teacher(s) as needed. The conferences are held at a date and time convenient to meeting the needs of the parents at our school.

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

Parent representatives work with a committee of school faculty and staff to develop Piedmont Middle School's Title I Compact each year. Three parent representatives are members of our school-wide planning team. Parents are invited to meet with our counselor/parent involvement specialist each year, as well as throughout the year. The school counselor offers a number of parent workshops on varying topics of interest. Parent surveys are used to obtain topics of interest. Workshops are held at varying times to accommodate as many parents as possible.

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

Currently, our funds are being used to purchase informational items that are sent home each semester. Funds are also utilized to support Blackboard, School Website, billboards, and SchoolCast in an ongoing effort to improve home/school communication.

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

At the beginning of each school year, the middle school principal and parent involvement specialist, meets with the Piedmont Middle School faculty after school, with parent volunteers present, to discuss strategies for improved parent involvement. Piedmont Middle School communicates regularly with parents in the following ways: SchoolCast messages, PTO meetings, CIP/Title 1 Meetings, Continuous Grade Reports in Blackboard, Nine-week report cards, Standardized test score home reports School website Written notices and memos may be translated into the parent's primary language with ELL and bilingual instructional assistant performing the

translations. Piedmont Middle School works to provide timely information to parents in language they understand.

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

The Title 1 Compact is a written agreement between the parents, classroom teachers, and students to work together to help the student achieve academic success. The compact serves as a guide, outlining the role that each party plays in the partnership of the student's education. A copy of Piedmont Middle School's Title 1 Compact is included in the student handbook. The current compact will be reviewed and revised by the Continuous Improvement Plan Committee during the annual summer meeting. The three parents serving on the committee, as well as staff members will recommend make any revisions needed. All signed compacts are copied and sent home with students at the beginning of each school year. Copies are posted throughout the school. Teachers use the compacts at parent teacher conferences to address student success. The school counselor maintains a parent/teacher contact log to utilize for documentation purposes.

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

Parents of Title 1 participating students (all Piedmont Middle School students) may make and submit any comments of dissatisfaction with the CIP to the LEA by mail, using one of the stamped addressed envelopes in the school office or by calling the federal programs office at the Piedmont City Board of Education (256) 447-8831. Additionally, he/she may submit all concerns in writing to the Piedmont Middle School office. The school will then submit the noted concerns to the central office at the same time of the CIP submission.

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

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

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

Piedmont Middle School communicates state and local content, achievement standards, and school policies, procedures, plans, and activities to parents through the use of: Publications such as the State Department Report Card, Parent Emails, BLACKBOARD SCHOOLCAST Weekly and/or monthly calendars (paper and online), Open House/orientation at the beginning of the school year, Scheduled parent meetings at school - PTO and informational meetings, Title 1 meetings, Conferences with teachers, counselor, administration, Technology Night for parents and students, School website. Piedmont Middle School provides assistance to parents of children in the area of progress monitoring using the Blackboard LMS Periodic progress reports and/or report cards, Achievement test results with easy to read explanations (results may be discussed during conferences which may be scheduled at a mutually agreeable time). Piedmont Middle School strives to help parents work with their children by providing a centrally located parent resource library with books, magazines, tapes, games, etc. available for check-out. Planned after-hours meetings to foster parental involvement in their child's education.

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

building capacity and parental and family engagement).

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

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

Piedmont Middle School hosts educational technology days/nights throughout the school year to help facilitate parental involvement in their child's education. Parents are afforded the opportunity to speak with the teachers about effective home practices for helping children succeed in school. Information can be made available through the counselor's office. Through PTO meeting, conferences with teachers, and other communication venues, parents may suggest their own ideas for involvement activities. Meetings with school personnel are coordinated upon request to address any concerns and/or ideas that parents may have for encouraging greater parental involvement. Conferences with teachers, the counselor, and the administration may be scheduled before, during, or after school hours. The goal of Piedmont Middle School is to provide activities that invite and encourage ongoing parent participation. To promote active participation, events are scheduled at various times of the day, as well as various days of the week. Local libraries lend books and sponsor programs to promote and support independent, life-long reading. Piedmont Middle School and local businesses sponsor the Bulldog Bank student rewards program for student achievement and success. Piedmont Middle School is presently revising/fully developing an onsite parent resource center. The center contains up-to-date material (free and check-out) that helps parents learn how to nurture their children academically, socially, and emotionally.

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

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

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

The middle school counselor meets during orientation at the beginning of each school year to offer fresh opportunities for parents to become more actively involved in the school community. Our tech coach coordinates parent tech program studies, focused on strategies for improving student achievement. The middle school produces a parent newsletter via Smore each month that is emailed to parents. The newsletter contains resources for parents to help support their child's education. In addition, our students participate in the on-campus 21st Century Community Learning Center Program, which often provides a focus for parental involvement activities. Our counselor meets regularly with the 21st Century CCLCP coordinator in an effort to maximize the benefits of all offered activities, and ensure all activities are aligned with CIP goals - to the greatest extent possible.

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

To ensure effective involvement of parents and to support a partnership among the school, parents, and the

community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

Piedmont Middle School strives to coordinate its parent involvement program to include all parents. Resources are available from the Piedmont City Board of Education, as well as the Federal Programs Office to assist with translation services. The staff at Piedmont Middle School will contact the Federal Programs for guidance and assistance with translation needs when required. Bilingual personnel at Piedmont Elementary School are available for translation as needed.

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

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

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

Parent surveys are sent out each school year by the principal to solicit suggestions for needed support. Piedmont Middle School has an open-door policy and eagerly accepts parental requests. All accommodations for parents with disabilities are made when required. The locations of parent conferences are set to accommodate the programs presented by students at various grade levels, and to encourage parent and family attendance. Notices of scheduled meetings regarding school and/or classroom policies, procedures, activities, and plans are sent home with all students to encourage parent participation. Parents are encouraged to schedule conferences with their child's teacher(s) as needed. Parents and teachers must mutually agree on a time and location convenient to both parties. The school counselor offers some workshops on varying topics of interest. Parent surveys are used to obtain topics of interest. Workshops are held at varying dates and times to accommodate as many parents as possible.

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

Piedmont Middle School, to the greatest extent practicable, provides opportunities for the participation of parents with limited English proficiency, and parents with disabilities. Resources and personnel are available from the Piedmont City Board of Education, as well as the Federal Programs Office to assist with translation services. The staff of Piedmont Middle School will contact the federal programs coordinator for guidance and assistance with translations as needed. Bilingual personnel at Piedmont Elementary School are available as needed. Accommodations for parents with disabilities are made as required. Reserved handicapped parking is close to the side entrance of the school. Wheelchair accessible ramps and water fountains are installed and working. The locations of parent conferences are always set to accommodate the needs of disabled individuals. Piedmont Middle School is a handicapped-accessible building. Every effort is made to accommodate parents with disabilities.



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## Coordination of Resources - Comprehensive Budget

Step 1: Download and complete the [Coordination of Resources - Comprehensive Budget document](#).

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

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

### **ATTACHMENTS**

#### **Attachment Name**

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[PMS Coordination of Resources Budget Fall 2019](#)
































[PMS Coordination of Resources Comprehensive Budget 2020](#)

## eProve™ strategies: Goals & Plans

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

- Yes**
- No

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 PCMS Parent Right to Know Letter 2019-20	Right to Know Letter	• 1
 PCMS SchoolParent Compact 2019-20	Compact 2019	• 1
 PMS 6th Grade Orientation 2019		•
 PMS 6th Grade Orientation 2020		•
 PMS 6th Grades Orientation 2019		•
 PMS 7th/8th Parent Orientation 2019		•
 PMS 8th Grade Transition Meeting 2020		•
 PMS Certification of Annual Meeting of Title I 2019		•
 PMS CIP Evaluation June 2020		•
 PMS CIP Fall Meeting 2019		• 1
 PMS Coordination of Resources Budget Fall 2019	Budget Information	•
 PMS Coordination of Resources Comprehensive Budget 2020	Budget Amendments	•
 PMS Faculty Meeting 2019	Faculty Meeting to discuss CIP with teachers	• 1
 PMS February CIP Meeting 2020		• 1
 PMS Grandparents Day 2019		•
 PMS June CIP Meeting 2020		• 1
 PMS Open House 2019		•
 PMS Parent Day 2019		•
 PMS Parent Day Spring 2020		•
 PMS Parent Right to Know Letter Spanish 2019-20		• 1
 PMS Parent Tech Day 2019		•
 PMS School Compact Spanish 2019-20		• 1
 PMS September CIP Meeting 2019		• 1
 PMS Staff Survey 2020		•
 PMS Student Survey 2020		•
 PMS Title I Meeting 2019		•
 PMS Title I Needs Assessment		•
 PMS Title I Parent Survey 2020		•
 PMS Title II Needs Assessment		•
 PMS Title Meeting 2019		•
 PMS Transition Meetings 2019-20		•