ACIP

Childersburg Middle School

Talladega 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?

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?

Childersburg Middle School is one of 19 physical facilities, which compose the Talladega County School System. The school operates under the legal provisions of the State of Alabama and the U. S. Constitution. In addition, Childersburg Middle School operates under the auspices of the Talladega County Schools Board of Education, a five-member body that is elected by the districts within Talladega County. The executive officer is an appointed superintendent. Childersburg Middle School serves grades 5 through 8. Childersburg Middle School is considered a closed campus, which is connected to Childersburg High School. The conjoined schools can be challenging. A five part safety plan which is based on the NIMS Model (National Incident Management System) is reviewed, revised, and updated yearly to include community, school campus, classroom, and evacuation hazard assessments.

The size of the student body is 368. This is an decrease of 2 students from August of 2016. The demographic make-up of the student body is 46% white, 50% black, 3% Hispanic, <1% other; less than 1% English language learners; 14% gifted; 23% receive special education services; 49% male and 51% female. The percent of students on free or reduced lunch is 84%. There has been roughly 2% increase in poverty since school year 2015-2016.

Childersburg Middle consists of 61 faculty and staff: 2 administrators, 1 guidance counselor, 1 full-time on site school nurse, 1 media specialist, 1 technology integration specialist/Google Coaching Fellow, 1 speech-language pathologist, 1 P.E. teacher, 1 half-time music teacher, 3 special needs teachers, 1 APEX (gifted) teacher, 14 certified classroom teachers, 3 support personnel, 2 custodians, 2 office staff, 25 bus drivers, and 1 STEAM TEACHER. Since the 2008-2009 school year, Childersburg Middle School lost a total of 6 teacher units. One loss occurred at the end of the 2012-2013 school year, one at the end of the 2014-2015 school year, one at the end of the 2015-2016 school year, and three at the end of the 2016-2017 school year. 100% of certified teachers are highly qualified.

All classes follow the suggested time allotments for science and social studies. Reading and math time allotments are extended at Childersburg Middle School to provide additional opportunities for extended growth. Students receive thirty-five minutes daily of physical education. Computer standards are embedded during classroom instruction weekly. Students in the 7th and 8th grade are able to take a computer course through the business technology department. Music is provided to all 5th and 6th graders once a week. Teachers differentiate instruction for all students, and provide small group instruction to those students who may need additional support mastering core concepts. Multiple interventions are in place for students who are in need of additional instructional support. In addition, after school tutoring is offered as a service for students who are struggling academically.

Childersburg Middle School is a Title I school which uses supplemental funds for improvement of all educational areas, with an emphasis on parent involvement. We are committed to helping students strive for excellence, and reach their goals. College, Career, and Community (CCC) is promoted throughout the school by all staff. Team cooperation is valued highly in this facility. Our faculty continues to grow professionally by attending seminars, graduate classes, and other professional development activities. A full time technology coach is also provided for assistance in promoting quality technology integration throughout the curriculum. Team teachers are provided daily common planning,and grade levels and resource teams are provided weekly common time.

There are several extracurricular programs at Childersburg Middle School. These programs include Leadership Team, Student Government Association,FCA,Football, Volleyball, Basketball, Softball, Track, Soccer, Golf, Cheerleading, Baseball, Future Business Leaders of America, and Choir. 5th and 6th grade students are also offered club days once a month where they participate in various club activities across campus.

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 motto for Childersburg Middle School is "Nothing but Success at CMS!" In addition our school has adopted the hashtag #CMSpride to better convey our central belief that success befalls those who work hardest for it. Our vision embraces the idea that all students will acquire knowledge and develop the necessary skills and strategies that will enable them to become College, Career, and Community ready through Project Based Learning. Our Mission at CMS is to challenge all students to be life-long learners and leaders, motivate students to use their individual strengths and achieve their goals, and support students to achieve high levels of personal and academic success in the classroom, the school, and the community in our ever changing society.

Project Based Learning, is the shared vision of Talladega County schools. We expect Childersburg Middle School students to grow into young men and women who are academically and socially equipped to be lifelong learners and prepared to excel in their community, while striving for excellence in their career goals. We embody this purpose by sustaining highly qualified teachers who are provided with training in current research based strategies to implement in their classrooms. Teachers provide opportunities for all students to engage in a rigorous curriculum that is monitored by school wide benchmark assessments and progress monitoring. Also, we provide a physically and emotionally safe learning environment that embraces academic rigor, encourages student engagement and participation, and promotes student discussion. We communicate performance expectations to all stakeholders. Through our Response to Instruction (RtI) efforts, students and parents are aware of goals and supported as they reach them through a standards based process.

Childersburg Middle School believes it is our responsibility to communicate our school and system vision to all students, parents, and community members throughout the school year. We offer many opportunities for parent and community involvement. These opportunities include PTO, Parent Orientation, Parent and Community Volunteer Opportunities, Parent Institutes, Field Trips, Awards Day, Parent Visitation Day, Grandparents Day, Miss CMS Pageant, Talent Show, Accelerated Reader Celebrations, Positive Behavior Celebrations, Academic Presentations,Academic Programs, Choir, PBL showcases and Book Fairs.

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.

On the last reported 2011-2012 Adequate Yearly Progress Report released by the Alabama Department of Education, Childersburg Middle School made Adequate Yearly Progress meeting 100% of the 17 goals. ARMT proficiency data for the past three years is as follows:
Reading

	5th Grade	6th Grade	7th Grade	8th Grade
2009	95	93.4	90.9	88.8
2010	90.6	97.5	91.4	91.7
2011	90	96	96	91
2012	91	94	96	95
2013	48	66	64	41

Math

	5th Grade	6th Grade	7th Grade	8th Grade
2009	96.6	90.7	92.8	96.8
2010	95.1	95.9	92.6	98.1
2011	95	91	95	97
2012	94	93	94	98
2013	56	44	19	38

During the 2013-2014 school year the state of Alabama retired the ARMT (+) assessments and adopted the new common core aligned ACT ASPIRE state assessment. Proficiency levels according to this assessment are divided into three main categories ready, close and in need of support. Due to the rigorous nature of these new assessments areas of improvement are easily targeted and remediation opportunities are made readily available to ensure all students have the ability to be successful. Childersburg Middle School levels of proficiency indicated by "READY" status on the ACT ASPIRE in reading and math are as follows:

Reading:

	5th	6th	7th	8th
2014	20%	38%	24%	43%
2015	31%	29%	30%	38%
2016	23%	24%	32%	53%
2017	30%	53%	39%	56%

Math:

	5th	6th	7th	8th
2014	33%	24%	16%	18%
2015	33%	60%	23%	15%
2016	36%	56%	43%	45%
2017	46%	63%	42%	52%

In 2010-2011 Childersburg Middle began Response to Instruction (RtI) efforts that have led to instructional and academic growth in reading and math in all grades. As part of our RtI efforts, Childersburg Middle School maintains an assessment system that produces data from multiple assessments for the purposes of screening, progress monitoring, forecasting state test proficiency, and measuring growth. The formative and summative assessments implemented are proven reliable and bias free through research findings and faculty training for appropriate administration. The data system has previously incorporated the Alabama Reading and Math Test (ARMT+). Currently, the data system incorporated includes Star 360, Stride Academy and common reading and math benchmark assessments into the instructional planning and decision making process for each student and the school-wide effort of continuous improvement. Data is reviewed by teachers, administrators, and a decision making teams to determine students in need of targeted instructional support. Instructional strategies that encourage differentiation, student collaboration, and formative assessments are focused on in all classroom instruction.

   A school-wide goal that will continue through the next three years is improving core instruction in all content areas. Commitment to improving core instruction will lead to fewer interventions needed for students. Providing ongoing professional development that emphasizes instructional strategies that increase student engagement, promote critical thinking skills, and incorporate formative assessments will continue to be a priority in our continuous improvement plans. Utilizing the support provided by the Alabama Math and Science Technology Initiative (AMSTI), Childersburg Middle will collaborate with the Alabama Department of Education to provide professional development that strengthens classroom instruction.

   A necessary component to the success of instructional improvement will be embracing a professional learning community model or PLC that develops peer coaches within the faculty. A notable achievement for Childersburg Middle School has occurred in a decrease in student discipline. The school has implemented a Positive Behavior Support system that promotes positive feedback and rewards for desirable behaviors. To enhance this effort, in the fall of 2013, CMS began the process of training our faculty and staff in 7 Habits of Highly Effective People. In 2015, in efforts to continue to cultivate a positive school culture, the CMS Tiger PAW program was initiated to reward positive behavior and promote goal setting across the school.

    In addition, Technology has been a school focus for the past several years. Currently, the availability of technology includes a Dell Chromebook device for every child that can be taken home, a hall cart of IPADS for each grade level and two computer labs. All teachers have a laptop and access to many district sponsored resources for technology. The availability of 1:1 devices did not happen for our school until January of 2016. With the roll out of these devices, our students now have constant access to classwork through LMS systems like Google Classroom and Hapara. It is our hope that this transition will help bridge the technology gap in our community by allowing these devices to be accessible at home for all students.

Additional Information

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

N/A

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The process used to engage a variety of stakeholders began with surveys being administered to all parents of the students in the school.The surveys, along with parental input, were used to create school wide goals related to academics and behavior. The team meets quarterly throughout the school year, and meets informally if needed. Parent workshops are held throughout the school year to inform parents and stakeholders of the progress of the school. Information shared covers; interpreting test scores, websites, technology, reading and math literacy, Global Scholar results and STAR 360 results. The meetings are held during the day and at night. Childersburg Middle School has a Title I resource specialist who works with the administration to plan an Annual Parent Meeting in September to inform parents about the CIP, Title I Status, and AdvancED goals. Meet the Teacher is scheduled in August to meet the classroom teacher and be informed of rules, routines, curriculum, assessments, and other school goals and initiatives.

All students within the Talladega County Schools District receive a parent/student handbook as well as the parent/teacher compact. These forms are signed and kept on file at the local school. When parents meet during a conference, the compact is referred to extensively.The stakeholder advisory team reviews the school wide plan and provides input. Parents are informed through various mediums; letter, website, and School Cast. The notice keeps all stakeholders aware of the progress and revision of the plan.

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

The representations from the stakeholders are a diverse group in terms of gender, race, ethnicity, and socio-economic status. Students, parents, teachers, and administration compose the team. All members of the team are valued and their responses are held in high regard.The initial goal was to read the goals and provide feedback. Members were also able to ask questions and lead discussions based on the continued improvement of the school.

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 will be communicated to all stakeholders in the community at the local school level. A copy of the plan will be accessible on the school's website and printed copies will be available in the school office, library, and Title I resource room. Parents and other stakeholders may submit any concerns or suggestions in writing to the local school, or the central office. This plan is a documents that will receive many updates and revisions.

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		Performance Diagnostic

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	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 achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

Childersburg Middle School experienced a 16% gain in school wide Reading proficiency for the 2016-2017 academic year according to the ACT ASPIRE proficiency reports. In addition, CMS also experiences a 6% gain in school wide Math proficiency during the same academic year.

There were many gains indicated in our data summary. The following list indicates area of notable improvement or gain in the area of reading for the 2016-2017 school year based off of ASPIRE Proficiency reports.

A 7% gain in overall 5th grade Reading Proficiency
A 9% gain for Black 5th grade students
A 3% gain for White 5th grade students

A 29% gain in overall 6th grade Reading Proficiency
A 29% gain for Black 6th grade students.
A 36% gain for White 6th grade students.

A 7% gain in overall 7th grade Reading Proficiency
A 9% gain for Black 7th grade students.
A 4% gain for White 7th grade students.

A 3% gain in overall 8th grade Reading Proficiency
A 3% gain in Black 8th grade students.

The following list indicates areas of notable improvement or gain in the area of Math for the 2016-2017 school year based on the ACT ASPIRE proficiency reports.

A 10% gain in overall 5th grade Math proficiency.
A 15% gain in Black 5th grade students.
A 7% gain in White 5th grade students.

A 7% gain in overall 6th grade Math proficiency.
A 2% gain in White 6th grade students

A 12% gain in Black 7th grade students

A 7% gain in overall 8th grade Math proficiency.
A 19% gain in White 8th grade students.

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

Overall performance in both Reading and Math show evidence of steady, and in the case of Reading, rapid improvement. When looking at the Reading data, the 19% overall gain school wide is rather indicative of the hard work and progress happening at CMS when our original goal was only a 7% increase in proficiency.

Which area(s) indicate the overall highest performance?

The overall highest area of performance would have to be 6th grade reading with an impressive 29% increase in proficiency over the course of one academic year,.

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

5th Grade Black students with a 9% increase in Reading.
5th Grade White students with a 4% increase in Reading .
6th Grade White students with a 36% increase in Reading.
6th Grade Black students with a 29% increase in Reading.
7th Grade White students with a 4% increase in Reading.
7th Grade Black students with a 9% increase in Reading.
8th Grade Black students with a 3% increase in Reading.

5th Grade White students with a 7% increase in Math.
5th Grade Black students with a 15% increase in Math.
6th Grade White students with a 2% increase in Math.
7th Grade Black students with a 12% increase in Math
8th Grade White students with a 19% increase in Math.

Between which subgroups is the achievement gap closing?

School wide gaps for both reading and math are closing between all subgroups.

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

All of the above data reported is also consistent with reports pulled from our Progress Monitoring tool STAR 360. These reports of proficiency are generally in line with the findings of STAR 360.

Areas in Need of Improvement

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

The following areas are regarded as showing a decrease in performance based on the ACT ASPIRE.

In the area of Reading:

8th Grade White students experienced a 3% decrease in proficiency.

In the area of Math:

6th Grade Black students experienced a 2% decrease in proficiency.

7th Grade Students as a whole experienced a 1% decrease in proficiency.

7th Grade White students experienced a 14% decrease in proficiency.

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

The areas with the most obvious negative trend in performance would be the White students in 7th Grade Math. With a 14% decrease in proficiency compared to last years White 7th graders this area will need to be addressed in the 2017-2018 school year.

Which area(s) indicate the overall lowest performance?

The lowest areas of performance are in the area of 7th grade math. The grade level as a whole experienced a 1% drop in proficiency while specific subgroups experienced 14% drops in proficiency.

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

8th Grade White students in Reading by 3%.

6th Grade Black students in Math by 3%.

7th Grade White students in Math by 14%

Between which subgroups is the achievement gap becoming greater?

The achievement gap is the greatest between Special Education and Gifted students in both the areas of Reading and Mathematics.

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

The above findings are consistent with the data provided to us through our Progress Monitoring system STAR 360.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5
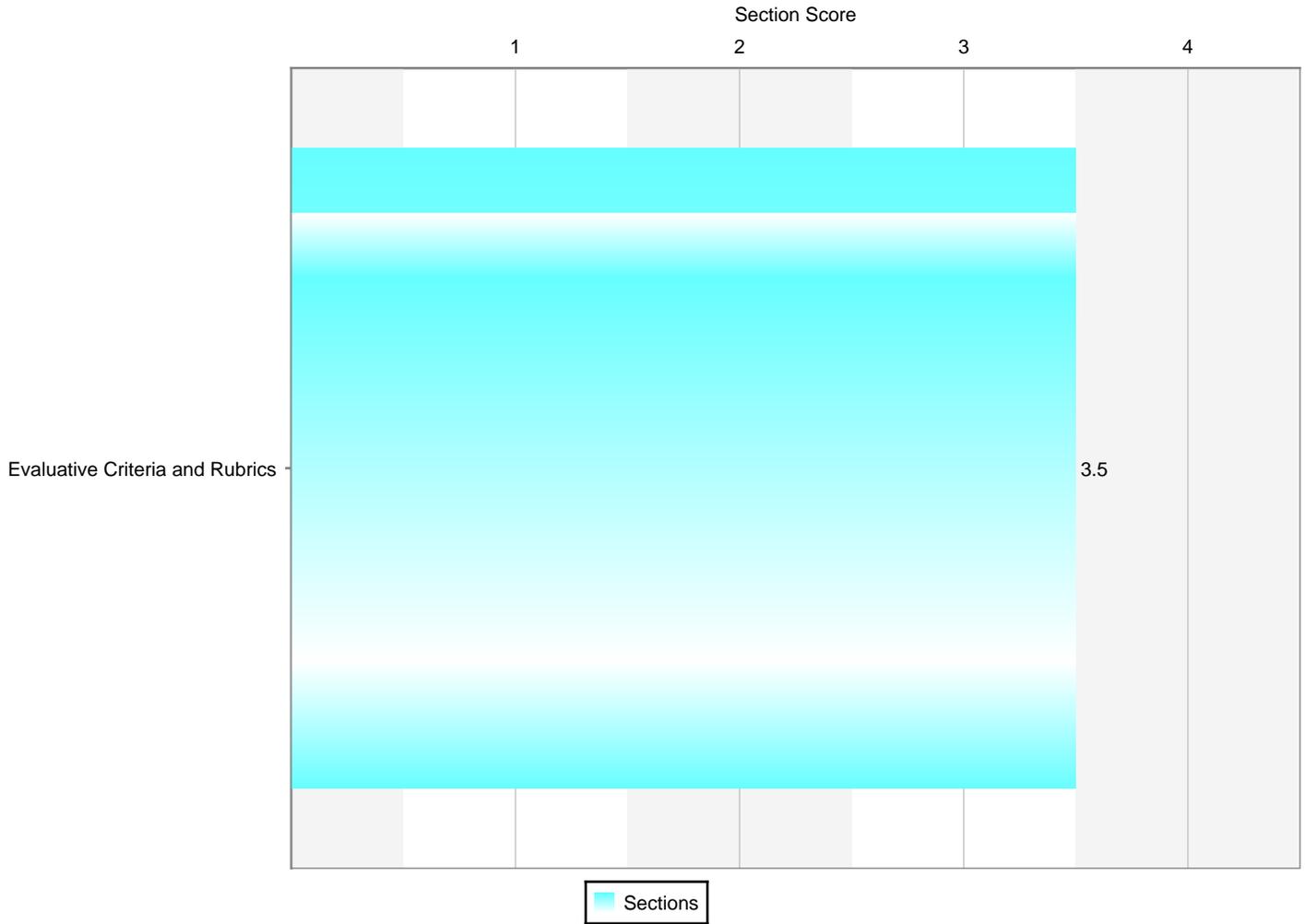
Sections

2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		

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		

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	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: Name: Jena Jones Position: Principal Address: Childersburg Middle School 800 4th St. SW Childersburg, AL 35044 Telephone: (256) 315-5505	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		Parent Involvement Plan

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

Plan for ACIP

Overview

Plan Name

Plan for ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Childersburg Middle School educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$5500
2	To increase engagement and empower students to learn	Objectives: 1 Strategies: 2 Activities: 6	Academic	$6350
3	Improve Reading Proficiency	Objectives: 1 Strategies: 2 Activities: 5	Academic	$127019
4	Improve Math Proficiency	Objectives: 1 Strategies: 1 Activities: 4	Academic	$7630
5	Improve Parent Involvement	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$1616

Goal 1: Childersburg Middle School educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

demonstrate a proficiency to use technology equipment by 05/19/2017 as measured by walkthroughs/observations and lesson plan checks..

Strategy 1:

Technology Usage - Students will receive instruction on how to properly use technology equipment in the classroom. Teachers will also participate in training to help facilitate effective use by the students.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Small Group Instruction, 1:1 Computer Ratio

Activity - Teacher Training on Blended Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train 5-8 grade teachers on quality blended learning practices, focusing on appropriate uses of technology using the SAMR model.	Technology, Professional Learning	08/14/2017	05/18/2018	$5500	Title I Part A	Jena Jones, Principal Jason Jacks, Assistant Principal Kayla Lightsey, Technology Integration Specialist

Goal 2: To increase engagement and empower students to learn

Measurable Objective 1:

100% of All Students will demonstrate a behavior to be engaged through creative and critical thinking expertise, and effective collaborative communication skills by developing innovative products. in Career & Technical by 05/18/2018 as measured by student work, assessment data.

Strategy 1:

Enhance 21st Century Skills through Innovative Strategies - Teachers will form Professional Learning Communities to learn and share ideas about technology tools that are useful in the classroom.   Teachers will identify "problems of practice", and the instructional technology coach will utilize a coaching model to provide professional development in effective tools to address the identified problem area/s.

Category: Develop/Implement Professional Learning and Support

Research Cited: George Couros, Innovative Mindset; Dynamic Learning Project through Google, Ed Tech, and Digital Promise

Activity - Technology Coaching Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The technology coach will guide teachers through a process to allow them to identify "problem/s of practice", and will then meet individually to discuss the challenges identified. The coach will observe classrooms, meet with teachers individually, help create effective tools for the identified problems, model these tools/strategies, and guide the implementation of the new practice. This will be an ongoing practice throughout the school year.	Professional Learning	08/19/2017	05/18/2018	$0	No Funding Required	Jena Jones, Principal Jason Jacks, Assistant Principal Kayla Lightsey, Instructional/Technology Coach Classroom Teachers

Activity - Teacher Leadership/Innovation Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A teacher leadership/innovation team will be created to guide professional learning and implementation of innovative practices within the school. The team will participate in a book study entitled, The Innovative Mindset by George Couros. Team members will meet with other content area teachers to guide this new work throughout the school year.	Professional Learning	08/14/2017	05/18/2018	$0	No Funding Required	Jena Jones, Principal Jason Jacks, Assistant Principal Kayla Lightsey, Instructional Coach Innovation Team Classroom Teachers

Activity - Integration of PBL, Steam, and Technology Concepts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The current media center will be converted to an updated Steam Learning Lab that allows for coding, robotics, 3-D printing, technology integration and elective courses. The Steam teacher and content area teachers will collaborate to effectively integrate Steam and technology concepts through PBL and across curriculum areas.	Technology	08/14/2017	05/18/2018	$6350	Title I Part A	Jena Jones, Principal Jason Jacks, Assistant Principal Kayla Lightsey, Instructional Coach Nikki Cosper, Steam Teacher Classroom Teachers

Strategy 2:

Create a Positive School Culture that Fosters Positive Student/Teacher Relationships - A positive behavior supports program; Student Advisory Program; Student Clubs

Category: Develop/Implement Student and School Culture Program

Research Cited: Ruby Payne, Framework for Understanding Poverty; Baruti Kafele, Closing the Attitude Gap

Activity - Student Advisory Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assigned a teacher mentor for their advisory. Advisory groups will meet twice monthly, and will address issues such as academic and behavior goals, academic progress, and character education.	Behavioral Support Program	08/14/2017	05/18/2018	$0	No Funding Required	Jena Jones, Principal Jason Jacks, Assistant Principal Cindy Smith, Guidance Counselor Classroom Teachers

Activity - Student Club Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All fifth and sixth grade students will participate in various clubs throughout the school year. Students will have an opportunity to select a new club each nine weeks. Seventh and eighth grade students will have an opportunity to join various clubs.	Extra Curricular	09/22/2017	05/18/2018	$0	Title I Part A	Jena Jones, Principal Jason Jacks, Assistant Principal 5th and 6th Grade Teachers 7th and 8th Grade Teachers

Activity - Positive Behavior Supports Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A PBS program will be created to include behavior, attendance, and academic goals with incentives in place to recognize students for meeting individual and grade level goals. Students will have an opportunity to attend an "Attendance Celebration" held every month to recognize perfect attendance for the month. Grade levels are given rewards for meeting their discipline goals each month. Fall and spring "Field Day Events" are held to reward students for positive behavior. A school-wide celebration program is conducted at the end of every nine weeks to recognize students for meeting their goals. A school-wide PBS celebration event is held at the end of the school year to give prizes to students for earning Tiger Cards for positive behaviors throughout the school year.	Behavioral Support Program	08/14/2017	05/18/2018	$0	Title I Part A	Jena Jones, Principal Jason Jacks, Assistant Principal Classroom Teachers

Goal 3: Improve Reading Proficiency

Measurable Objective 1:

A 7% increase of All Students will demonstrate a proficiency as indicated by Above Average or High Average status by increasing from a school-wide proficiency of 34% to 41% in Reading by 05/01/2018 as measured by performance on the Global Scholar (Scantron) Assessment.

Strategy 1:

Provide research based reading instruction - Whole group and small group instruction will be provided on a daily basis using research based reading strategies

focused on vocabulary, fluency, and comprehension.

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

Research Cited: Research from the National Reading Panel

Activity - Monitor Student Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor student progress and will provide tier 1, tier 11, and tier 111 instruction as needed to support learning.	Direct Instruction	08/14/2017	05/18/2018	$0	No Funding Required	Reading Teachers Content Area Teachers Jena Jones, Principal Jason Jacks, Assistant Principal Kayla Lightsey, Instructional Coach

Activity - Provide Daily Whole Group and Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading and content area teachers will provide daily whole group instruction and small group instruction using the Ready Common Core Reading Program, Accelerated Reader, and Myon.	Direct Instruction, Other	09/01/2017	05/25/2018	$13355	Title I Part A	Reading, Content Area Teachers, and Special Education Staff

Activity - Provide Support/Interventions and Monitor Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| RtI program will be utilized to ensure that students are making adequate progress, and walkthroughs will be conducted to monitor implementation of instructional program. Spire Reading and Corrective Reading Programs are utilized to provide tier 111 interventions. Compass Learning Computer-Assisted Program will be utilized to provide tier 11 interventions. | Academic Support Program | 08/14/2017 | 05/18/2018 | $3453 | Title I Part A | Jena Jones, Principal Jason Jacks, Assistant Principal Cindy Smith, RtI Coordinator Kayla Lightsey, Instructional Coach Special Education Teachers |

Activity - Instructional Interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An instructional interventionist will provide tier 11 and tier 111 supports for students as needed to increase reading achievement.	Academic Support Program	08/14/2017	05/18/2018	$13609	Title I Part A	Interventionist

Strategy 2:

Reduce Class Size in 5th Grade - We will provide one additional teacher unit as well as a partial teacher unit to the staff of the fifth grade to reduce class sizes which in

turn will positively effect reading proficiency by allowing for more intervention time for struggling readers as well as those at all academic levels.

Category: Develop/Implement Learning Supports

Research Cited: Response to Intervention Strategies and Research

Activity - Class Size Reduction Units	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One full unit and one partial unit will be provided to assist in class size reduction in the 5th grade. These units will provide reading instruction and intervention for all students in the 5th grade. They will provide Tier I as well as Tier II instruction to all students and will use research based Ready Common Core materials to facilitate reading interventions in small group.	Class Size Reduction	08/14/2017	05/18/2018	$96602	Title I Part A	Katelyn Barnhill Mary Ostrander

Goal 4: Improve Math Proficiency

Measurable Objective 1:

A 7% increase of All Students will demonstrate a proficiency in mathematics by achieving Above Average or High Average Status and by increasing the school-wide proficiency from 38% to 45% in Mathematics by 05/18/2018 as measured by assessments,Global Scholar (Scantron) and Star 360..

Strategy 1:

Provide researched-based math instruction - Teachers will provide whole group and small group research based instructional techniques, utilizing technology

integration, problem based learning, quality questioning, STEAM concept integration, as well as AMSTI investigations.

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

Research Cited: Alabama Best Practices Research Base

Activity - Provide Professional Develpment Opportunites for Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development opportunities for staff through participation in faculty meetings, professional development days, online classes and participation in state, local and federal initiatives.	Professional Learning	08/14/2017	05/18/2018	$2000	Title I Part A	Jena Jones, Principal Jason Jacks, Assistant Principal Kayla Lightsey, Instructional Coach Classroom Teachers

Activity - Monitor Student Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor student progress, and will provide tier 1, tier 11, and tier 11 instruction as needed to support learning.	Direct Instruction	08/14/2017	05/18/2018	$0	No Funding Required	Jena Jones, Principal Jason Jacks, Assistant Principal Math Teachers

Activity - Provide Support/Interventions and Monitor Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RtI program will be utilized to ensure that students are making adequate progress, and walkthroughs will be conducted to monitor implementation of instructional program. Student data from Global Scholar and Star 360 will be tracked and maintained on a tracking log to better allow staff to monitor progress. An intervention period is scheduled to allow teachers, special education staff, and RtI interventionist, to provide interventions based on the needs of students. Compass Learning and Khan Academy are utilized to provide computer assisted instruction to meet individual learning needs.	Academic Support Program	08/14/2017	05/18/2018	$0	No Funding Required	Jena Jones, Principal Jason Jacks, Assistant Principal Kayla Lightsey, Instructional Coach

Activity - Conduct Grade Level Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Grade level math teachers will conduct data meetings monthly to assess student progress, and determine instructional goals for students. The math department will meet monthly for vertical planning to ensure instructional continuity of standards across grade levels. | Academic Support Program | 08/14/2017 | 05/18/2018 | $5630 | Title I Part A | Jena Jones, Principal Jason Jacks, Assistant Principal Kayla Lightsey, Instructional Coach Math Teachers |

Goal 5: Improve Parent Involvement

Measurable Objective 1:

collaborate to improve parent invovlement by 05/18/2018 as measured by parent participation in school activities and Title I parent survey results.

Strategy 1:

Provide parent involvement activities - Parents will be provided with opportunities to participate in learning activities throughout the school year. This will help parents support the learning of their students, while increasing their own knowledge of how to better support their child's academic growth.

Category: Implement Community Based Support and Intervention System

Research Cited: Parent Institute Research Base

Activity - Parent Institutes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will have the opportunity to participate in various instructional based institutes throughout the year. These programs will be geared toward providing stakeholders will necessary skills to assist their students in mastering academic content. The following opportunities are available: -Summer Orientation -Meet your Teacher Night -Open House Math Literacy Night -PBL Student Presentation	Parent Involvement	08/14/2017	05/18/2018	$1616	Title I Part A	Jena Jones, Principal Jason Jacks, Assistant Principal Kayla Lightsey, Technology/Instructional Coach All Classroom Teachers

Activity - Community Outreach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Community stakeholders will be provided with the opportunity to connect with school personnel through various outreach programs. The following programs are available to stakeholder: -PTO Membership -Title I Committee -CMS Family Night Spaghetti Supper -Parent Innovation Day -Parent Lunches -Volunteer Opportunities	Parent Involvement	08/14/2017	05/18/2018	$0	No Funding Required	Jena Jones, Principal Jason Jacks, Assistant Principal Kayla Lightsey, Technology/Instructional Coach Classroom Teachers School Personnel

Activity - Community Contact	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The community will have communication with the school through various media outlets and academic reports. The school will maintain a Facebook and Twitter feed to communicate with parents through social media. Students and parents will have access to monthly calendars via google calendar. Handbooks and brochures are sent home with students at the beginning of the school year. Progress reports and other academic monitoring will be provided quarterly. Stakeholders will have access to INOW through the parent portal.	Community Engagement	08/14/2017	05/18/2018	$0	No Funding Required	Jena Jones, Principal Jason Jacks, Assistant Principal Kayla Lightsey ,Technology/Instructional Coach Classroom Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Positive Behavior Supports Program	A PBS program will be created to include behavior, attendance, and academic goals with incentives in place to recognize students for meeting individual and grade level goals. Students will have an opportunity to attend an "Attendance Celebration" held every month to recognize perfect attendance for the month. Grade levels are given rewards for meeting their discipline goals each month. Fall and spring "Field Day Events" are held to reward students for positive behavior. A school-wide celebration program is conducted at the end of every nine weeks to recognize students for meeting their goals. A school-wide PBS celebration event is held at the end of the school year to give prizes to students for earning Tiger Cards for positive behaviors throughout the school year.	Behavioral Support Program	08/14/2017	05/18/2018	$0	Jena Jones, Principal Jason Jacks, Assistant Principal Classroom Teachers
Integration of PBL, Steam, and Technology Concepts	The current media center will be converted to an updated Steam Learning Lab that allows for coding, robotics, 3-D printing, technology integration and elective courses. The Steam teacher and content area teachers will collaborate to effectively integrate Steam and technology concepts through PBL and across curriculum areas.	Technology	08/14/2017	05/18/2018	$6350	Jena Jones, Principal Jason Jacks, Assistant Principal Kayla Lightsey, Instructional Coach Nikki Cosper, Steam Teacher Classroom Teachers
Provide Daily Whole Group and Small Group Instruction	Reading and content area teachers will provide daily whole group instruction and small group instruction using the Ready Common Core Reading Program, Accelerated Reader, and Myon.	Direct Instruction, Other	09/01/2017	05/25/2018	$13355	Reading, Content Area Teachers, and Special Education Staff
Instructional Interventionist	An instructional interventionist will provide tier 11 and tier 111 supports for students as needed to increase reading achievement.	Academic Support Program	08/14/2017	05/18/2018	$13609	Interventionist

Class Size Reduction Units	One full unit and one partial unit will be provided to assist in class size reduction in the 5th grade. These units will provide reading instruction and intervention for all students in the 5th grade. They will provide Tier I as well as Tier II instruction to all students and will use research based Ready Common Core materials to facilitate reading interventions in small group.	Class Size Reduction	08/14/2017	05/18/2018	$96602	Katelyn Barnhill Mary Ostrander
Conduct Grade Level Meetings	Grade level math teachers will conduct data meetings monthly to assess student progress, and determine instructional goals for students. The math department will meet monthly for vertical planning to ensure instructional continuity of standards across grade levels.	Academic Support Program	08/14/2017	05/18/2018	$5630	Jena Jones, Principal Jason Jacks, Assistant Principal Kayla Lightsey, Instructional Coach Math Teachers
Parent Institutes	Parents will have the opportunity to participate in various instructional based institutes throughout the year. These programs will be geared toward providing stakeholders will necessary skills to assist their students in mastering academic content. The following opportunities are available: -Summer Orientation -Meet your Teacher Night -Open House Math Literacy Night -PBL Student Presentation	Parent Involvement	08/14/2017	05/18/2018	$1616	Jena Jones, Principal Jason Jacks, Assistant Principal Kayla Lightsey, Technology/Instructional Coach All Classroom Teachers
Provide Professional Develpment Opportunites for Staff	Provide professional development opportunities for staff through participation in faculty meetings, professional development days, online classes and participation in state, local and federal initiatives.	Professional Learning	08/14/2017	05/18/2018	$2000	Jena Jones, Principal Jason Jacks, Assistant Principal Kayla Lightsey, Instructional Coach Classroom Teachers

Student Club Program	All fifth and sixth grade students will participate in various clubs throughout the school year. Students will have an opportunity to select a new club each nine weeks. Seventh and eighth grade students will have an opportunity to join various clubs.	Extra Curricular	09/22/2017	05/18/2018	$0	Jena Jones, Principal Jason Jacks, Assistant Principal 5th and 6th Grade Teachers 7th and 8th Grade Teachers
Provide Support/Interventions and Monitor Implementation	RtI program will be utilized to ensure that students are making adequate progress, and walkthroughs will be conducted to monitor implementation of instructional program. Spire Reading and Corrective Reading Programs are utilized to provide tier 111 interventions. Compass Learning Computer-Assisted Program will be utilized to provide tier 11 interventions.	Academic Support Program	08/14/2017	05/18/2018	$3453	Jena Jones, Principal Jason Jacks, Assistant Principal Cindy Smith, RtI Coordinator Kayla Lightsey, Instructional Coach Special Education Teachers
Teacher Training on Blended Learning	Train 5-8 grade teachers on quality blended learning practices, focusing on appropriate uses of technology using the SAMR model.	Technology, Professional Learning	08/14/2017	05/18/2018	$5500	Jena Jones, Principal Jason Jacks, Assistant Principal Kayla Lightsey, Technology Integration Specialist
				Total	$148115	

No Funding Required

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

Technology Coaching Model	The technology coach will guide teachers through a process to allow them to identify "problem/s of practice", and will then meet individually to discuss the challenges identified. The coach will observe classrooms, meet with teachers individually, help create effective tools for the identified problems, model these tools/strategies, and guide the implementation of the new practice. This will be an ongoing practice throughout the school year.	Professional Learning	08/19/2017	05/18/2018	$0	Jena Jones, Principal Jason Jacks, Assistant Principal Kayla Lightsey, Instructional/Technology Coach Classroom Teachers
Community Outreach	Community stakeholders will be provided with the opportunity to connect with school personnel through various outreach programs. The following programs are available to stakeholder: -PTO Membership -Title I Committee -CMS Family Night Spaghetti Supper -Parent Innovation Day -Parent Lunches -Volunteer Opportunities	Parent Involvement	08/14/2017	05/18/2018	$0	Jena Jones, Principal Jason Jacks, Assistant Principal Kayla Lightsey, Technology/Instructional Coach Classroom Teachers School Personnel
Monitor Student Learning	Teachers will monitor student progress and will provide tier 1, tier 11, and tier 111 instruction as needed to support learning.	Direct Instruction	08/14/2017	05/18/2018	$0	Reading Teachers Content Area Teachers Jena Jones, Principal Jason Jacks, Assistant Principal Kayla Lightsey, Instructional Coach

Student Advisory Program	Students will be assigned a teacher mentor for their advisory. Advisory groups will meet twice monthly, and will address issues such as academic and behavior goals, academic progress, and character education.	Behavioral Support Program	08/14/2017	05/18/2018	$0	Jena Jones, Principal Jason Jacks, Assistant Principal Cindy Smith, Guidance Counselor Classroom Teachers
Community Contact	The community will have communication with the school through various media outlets and academic reports. The school will maintain a Facebook and Twitter feed to communicate with parents through social media. Students and parents will have access to monthly calendars via google calendar. Handbooks and brochures are sent home with students at the beginning of the school year. Progress reports and other academic monitoring will be provided quarterly. Stakeholders will have access to INOW through the parent portal.	Community Engagement	08/14/2017	05/18/2018	$0	Jena Jones, Principal Jason Jacks, Assistant Principal Kayla Lightsey ,Technology/Instructional Coach Classroom Teachers
Provide Support/Interventions and Monitor Implementation	RtI program will be utilized to ensure that students are making adequate progress, and walkthroughs will be conducted to monitor implementation of instructional program. Student data from Global Scholar and Star 360 will be tracked and maintained on a tracking log to better allow staff to monitor progress. An intervention period is scheduled to allow teachers, special education staff, and RtI interventionist, to provide interventions based on the needs of students. Compass Learning and Khan Academy are utilized to provide computer assisted instruction to meet individual learning needs.	Academic Support Program	08/14/2017	05/18/2018	$0	Jena Jones, Principal Jason Jacks, Assistant Principal Kayla Lightsey, Instructional Coach
Monitor Student Learning	Teachers will monitor student progress, and will provide tier 1, tier 11, and tier 11 instruction as needed to support learning.	Direct Instruction	08/14/2017	05/18/2018	$0	Jena Jones, Principal Jason Jacks, Assistant Principal Math Teachers

Teacher Leadership/Innovation Team	A teacher leadership/innovation team will be created to guide professional learning and implementation of innovative practices within the school. The team will participate in a book study entitled, The Innovative Mindset by George Couros. Team members will meet with other content area teachers to guide this new work throughout the school year.	Professional Learning	08/14/2017	05/18/2018	$0	Jena Jones, Principal Jason Jacks, Assistant Principal Kayla Lightsey, Instructional Coach Innovation Team Classroom Teachers
				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		Parent Survey Results

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?

Parent stakeholder data indicates that 97% of all parents answering feel welcome in our school and that 97.6% feel that they are able to interpret their student's report card and test data. In addition, 96% feel that our school encourages participation in their child's educational experience. Another 95.3% were happy with the ability to reach faculty and staff about concerns regarding their child.

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

The following are areas that show an increasing trend in parental stakeholder satisfaction or knowledge and involvement in our school:

Feeling welcome in our school

Attendance at school activities by parents

Knowledge of what it means to be a Title I School

Understanding of report cards and test reports

Feeling encouraged to participate by faculty and staff

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

The number of parents recording their attendance at school events through sign in sheets is consistent with the findings of the parental survey. Also, the number of respondents that claimed an increase in understanding of test scores and reports is consistent with the number of parents that attended the data workshops throughout the school year.

Areas in Need of Improvement

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

Knowledge of our school's referral program to other community services was an area of weakness according to the survey. Also, only 68% of parents were willing/or able to attend any of the parental involvement activities.

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

Our survey indicated that informing parents on how students can receive additional assistance in reading and math should be made a priority in the coming school year because a slightly negative response was recorded. Also, it seems that parents are looking for more opportunities to be involved at the school from survey results and from parent conferences.

What are the implications for these stakeholder perceptions?

The school will focus on improving communication with parents by looking at incorporating multiple contact sources including schoolcast, newsletters, and social media as well as convention methods such as phone and email to ensure parents are well informed and involved in their student's education. The school will also ensure that parent -teacher communication is strengthened by incorporating digital portfolios that will include parent review of graded material and the opportunity to respond to the teacher via this mode of communication.

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

A decline in student participation in tutoring programs correlates with the survey data indicating parents are not aware of extra learning opportunities offered by the school.

Report Summary

Scores By Section

Section Score

1   2   3   4

Evaluative Criteria and Rubrics   3.5
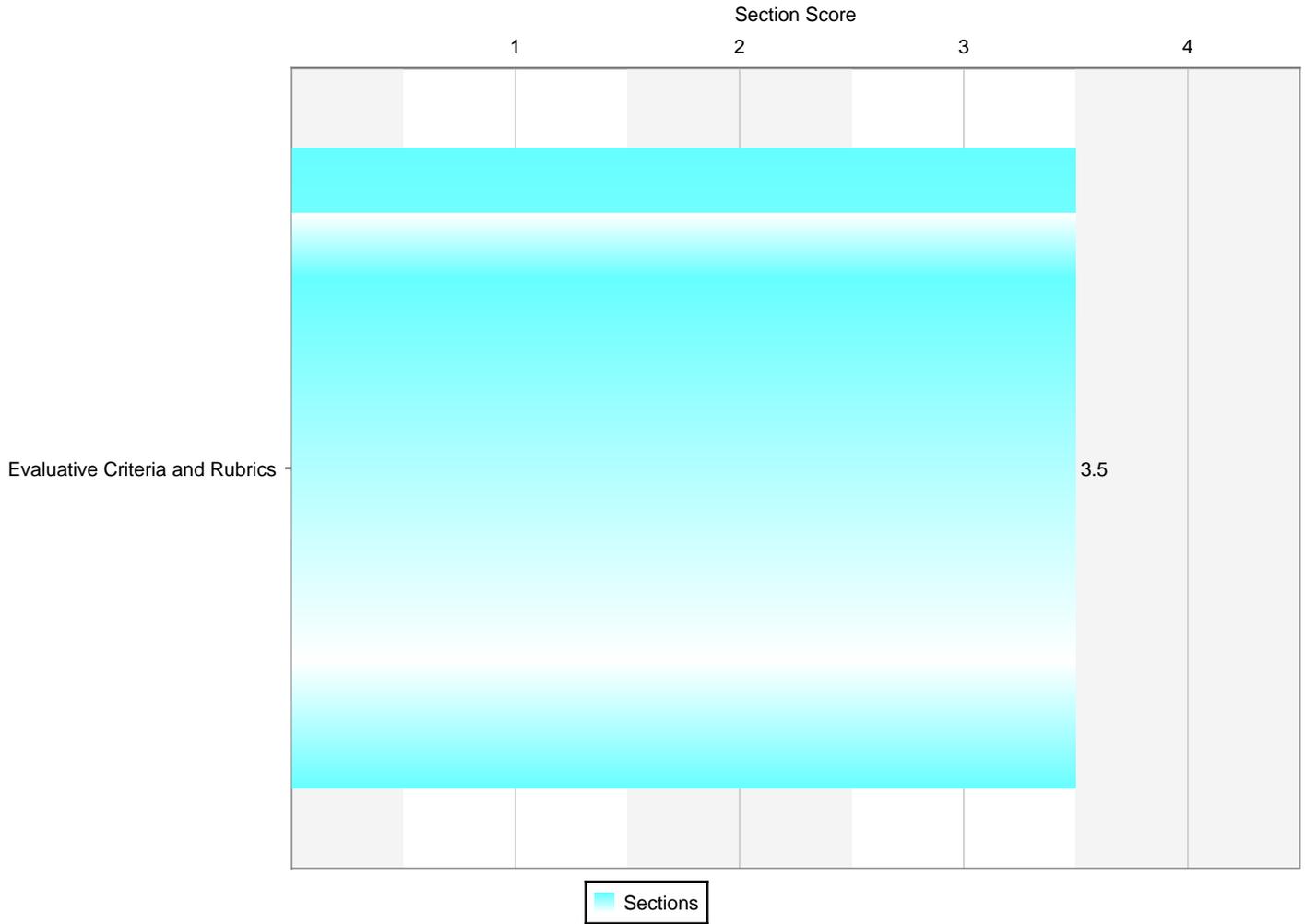
Sections

2017-2018 Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). The comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

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

How was the comprehensive needs assessment conducted?

The staff, parents and stakeholders examined data from the 2016-2017 academic year comparing it to previous years to complete the 2016-2017 needs assessment. Data reviewed for this plan included parent needs surveys, teacher needs surveys, student ASPIRE data as well as system and school wide formative assessment data. Information from attendance records and school discipline reports were also utilized. In August, the faculty conducted a data analysis to determine our school's overall strengths and areas in need of improvement. The data was disagregated by grade level to determine the proficiency index of each grade level. Individual student ACT ASPIRE proficiency scores were utilized to make preliminary list of at-risk students for reading and math. Students were given reading and math diagnostic tests the first month of school, using STAR 360. to determine specific weaknesses in order to plan for appropriate interventions. Teachers met in small groups to develop school-wide strategies to addresses identified weaknesses. Teachers will also examine data throughout the school year during during faculty meetings, monthly data meetings, IEP meetings and leadership meetings to determine areas of greatest need and adapt instructional strategies. Stakeholder groups discuss perceived strengths and weaknesses of the school and participate in the identification of goals for the coming school year. Throughout the year, stakeholders will review data to ensure this plan is being implemented and to make any necessary adjustments.

What were the results of the comprehensive needs assessment?

Overall Childersburg Middle School has shown growth in Reading and Math proficiency as determined by the ACT ASPIRE reporting console over the past four years. Indicators from Act Aspire insinuate that there is much room for improvement in both the areas of reading and mathematics. The year 2016-2017 is the last year that the ACT ASPIRE will be given and utilized as the accountability measure for the state of Alabama. Due to this change, Childersburg Middle School will be utilizing Global Scholar (Scantron Series) as well as Star 360 to measure proficiency over the course of the 2017-2018 academic year. It has been decided from the needs assessment that a growth goal of 5% needs to be set in both reading and math for all grade levels based on comprehensive data from gleaned from both of these Technology Adaptive systems.

What conclusions were drawn from the results?

Childersburg Middle School continues to makes gains in all areas. Data shows consistent growth of 5-7% annually in both reading and math school wide over the course of the last four years. With the current change in assessment requirements the committee feels it is important to still place our focus on improving reading and math proficiency while also turning our focus towards implementing a STEAM based curriculum throughout all grade levels. It was felt that the focus on STEAM content will help continue to drive application of content standards.

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

Utilizing the results of analyzing perception, student achievement, ad demographic data it has been determined incorporation of best

practices instruction, constant review of student data, implementation of researched based RTI strategies, ans improved parental involvement must continue to be an integral part of our school's culture and mission .

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

The school's goals are strategically connected to the school's desire to improve reading and math proficiency, to provide engaging rigorous instruction, to integrate and fully utilize technological resources and to improve parental involvement.

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

The school's strategic goals reflect student achievement data from multiple sources, attendance data, discipline data as well as parent and teacher stakeholder data. These sources of data, when analyzed, can provide a comprehensive picture of the students and groups that we serve.

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

The goals of this documentation are supported by the need to improve math and reading academic performance for the whole school as well as our special needs and gifted populations. These goals will provide research based programs and support for struggling learners.

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

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

Childersburg Middle School educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

demonstrate a proficiency to use technology equipment by 05/19/2017 as measured by walkthroughs/observations and lesson plan checks..

Strategy1:

Technology Usage - Students will receive instruction on how to properly use technology equipment in the classroom. Teachers will also participate in training to help facilitate effective use by the students.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Small Group Instruction, 1:1 Computer Ratio

Activity - Teacher Training on Blended Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train 5-8 grade teachers on quality blended learning practices, focusing on appropriate uses of technology using the SAMR model.	Technology Professional Learning	08/14/2017	05/18/2018	$5500 - Title I Part A	Jena Jones, Principal Jason Jacks, Assistant Principal Kayla Lightsey, Technology Integration Specialist

Goal 2:

All students at Childersburg Middle School will be engaged and empowered through technology.

Measurable Objective 1:

100% of All Students will demonstrate a behavior to be creative and use critical thinking expertise, and effective collaborative communication skills by developing innovative products. in Career & Technical by 05/18/2018 as measured by student work, assessment data.

Strategy1:

Increase Teacher Knowledge of Available Technology Tools - Teachers will form Professional Learning Communities to learn and share ideas about technology tools that are useful in the classroom. Teachers will have the opportunity to interact with others and experience

research based strategies from specialist in specific areas.

Category: Other - Professional Development

Research Cited: Small Group Instruction, Differentiated Instruction, Scaffolding

Activity - Tech Tool Database	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Tech Tool Database will be established by the Technology Integration Specialist. The database will be digital and will be accessible to all faculty and staff members at Childersburg Middle School. The database will be hosted through Google Classroom which connects the entire campus. Teachers may use the tools to incorporate in their daily instruction.	Professional Learning	08/14/2017	05/18/2018	$0 - No Funding Required	Jena Jones, Principal Jason Jacks, Assistant Principal

Activity - Teacher Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher meetings will be held for all content area teachers. These meetings will be delivered face to face at the local school level. The meetings occur once a month. The meetings will be presented by several contributors; administration, technology integration specialist, and grade level chair. Content to be covered includes, but is not limited to, technology tools to use in the classroom, using technology as a communication tool, etc.	Professional Learning	08/19/2017	05/18/2018	$3455 - Title I Part A	Jena Jones, Principal Jason Jacks, Assistant Principal

Goal 3:

Improve Reading Proficiency

Measurable Objective 1:

A 7% increase of All Students will demonstrate a proficiency as indicated by Above Average or High Average status by increasing from a school-wide proficiency of 34% to 41% in Reading by 05/01/2018 as measured by performance on the Global Scholar (Scantron) Assessment.

Strategy1:

Reduce Class Size in 5th Grade - We will provide one additional teacher unit as well as a partial teacher unit to the staff of the fifth grade to reduce class sizes which in turn will positively effect reading proficiency by allowing for more intervention time for struggling readers as well as those at all academic levels.

Category: Develop/Implement Learning Supports

Research Cited: Response to Intervention Strategies and Research

Activity - Class Size Reduction Units	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One full unit and one partial unit will be provided to assist in class size reduction in the 5th grade. These units will provide reading instruction and intervention for all students in the 5th grade. They will provide Tier I as well as Tier II instruction to all students and will use research based Ready Common Core materials to facilitate reading interventions in small group.	Class Size Reduction	08/14/2017	05/18/2018	$96602 - Title I Part A	Katelyn Barnhill Mary Ostrander

Strategy2:

Small group instruction - Students will receive small group instruction to meet the individualized needs of students as indicated by formative

assessments. Students will also receive small group instruction based on GAP skills presented in the findings from progress monitoring

testing programs such as Star 360 and Global Scholar.

Category: Develop/Implement Learning Supports

Research Cited: Response to Intervention strategies and research

Activity - Response to intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified at-risk students will be provided access to an RTI interventionist daily who will implement Tier II/Tier III interventions to assist filling in instructional gaps as needed.	Academic Support Program	08/14/2017	05/18/2018	$13609 - Title I Part A	Jena Jones -Principal Jason Jacks- Assistant Principal Cindy Smith- RTI Coordinator Xochil Blakely- RTI Interventionist All certified teachers

Strategy3:

Schedule adjustment for extra supports - Student performance data will be reviewed to determine if students need to be scheduled into

classes that provide computer based adaptive support or teacher led support to meet student academic needs (ie Compass Learning, Ready

Reading, SPIRE, or Corrective Reading).

Category: Develop/Implement Learning Supports

Research Cited: Ready Common Core program research data, Response To Instruction Tiered Support

Activity - Monitor Implementation of Literacy Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will provide access to and monitor the implementation of school wide literacy support programs, through the use of walk-troughs, to ensure they are being followed to fidelity. The programs monitored will include but are not limited to: Ready Common Core, SPIRE, Corrective Reading, Accelerated Reader	Academic Support Program	08/14/2017	05/18/2018	$13355 - Title I Part A	Jena Jones, Trina Collins, Kathryn Griggs Lynda Chick Kayla Lightsey, Paul Morris Katelyn Barnhill Paige Meads Alicia King Natasha Ginn Jill Dennis Ashley Gable Dominique Cosper Dottie Montgomery Caitlin Elliott Anita Foy

Goal 4:

Improve Math Proficiency

Measurable Objective 1:

A 7% increase of All Students will demonstrate a proficiency in mathematics by achieving Above Average or High Average Status and by increasing the school-wide proficiency from 38% to 45% in Mathematics by 05/18/2018 as measured by Global Scholar (Scantron) Assessments.

Strategy1:

Schedule Adjustment for extra supports - Student performance data will be reviewed to determine if students need to be rescheduled into classes that provide computer based adaptive support or teacher led support to meet student academic needs. (e, Compass Learning, Khan Academy, Math Intervention)

Category: Develop/Implement Learning Supports

Research Cited: Compass Learning program research data

Activity - Rescheduling of Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who show weakness in the area of Math or those who are deemed at-risk for behavior that is affecting their academics will have their schedules reviewed and changed in order to provide additional scaffolds for academic success throughout the school day.	Academic Support Program	08/14/2017	05/18/2018	$0 - Title I Part A	Jena Jones, Jason Jacks,Trina Collins, Kathryn Griggs,Lynda Chick, Kayla Lightsey, Mark Mathews, Other staff as assigned

Strategy2:

Research based best practices instruction - Teachers will actively engage in learning and applying research based best practices teaching and learning techniques including Technology Integration, Problem Based Learning, Quality Questioning, STEAM concepts ,as well as AMSTI to enhance the student experience in our math program.

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

Research Cited: Alabama Best Practices Research Base

Activity - Monitor Implementation of Best Practices Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will monitor that best practices instruction is taking place in all grade levels by conducting walk throughs and examining weekly lesson plans.	Professional Learning	08/14/2017	05/18/2018	$0 - No Funding Required	Jena Jones Jason Jacks Kayla Lightsey

Activity - Provide Professional Develpment Opportunites for Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Professional Development opportunities for staff through participation in faculty meetings, professional development days, online classes and participation in state, local and federal initiatives.	Professional Learning	08/14/2017	05/18/2018	$2000 - Title I Part A	Jena Jones, Jason Jacks, Kayla Lightsey. Other staff as assigned

Strategy3:

Small group instruction in Math - Student data will be reviewed to determine student academic needs in the area of mathematics. Students will be provided access to small group interventions for grade level skills as well as those considered GAP skills.

Category: Develop/Implement Learning Supports

Research Cited: RtI research base

Activity - RTI Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide strategic RTI supports in the area of math for students who need additional support in mastering grade level standards, filling in gap skills. These students will be deemed as at risk in the area of Mathematics or Behavior that is affecting academic performance.	Academic Support Program	08/14/2017	05/18/2018	$0 - No Funding Required	Xochil Blakely- RTI Interventionist Mark Mathews- Math Teacher Milea Kirby- Math Teacher Jo Warlick- Math Teacher Mary Ostrander- Math Teacher Kathryn Griggs- Special Education Patrina Collins- Special Education

Activity - Monitor Implementation of Small Group Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will monitor the implementation of the instructional strategies mentioned by performing walk throughs and by checking weekly lesson plans that include a small group plan component.	Academic Support Program	08/14/2017	05/18/2018	$0 - No Funding Required	Jena Jones- Principal Jason Jacks- Assistant Principal Kayla Lightsey- Coaching Fellow

Strategy4:

Math tutoring - Math tutoring will be available outside normal instructional times for those students needing extra supports.

Category: Develop/Implement Learning Supports

Research Cited: Time on task research

Activity - After School Math Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Opportunities for small group and one on one instruction will be provided for struggling math students outside of regular math instructional times for all grade levels 5-8.	Tutoring	08/14/2017	05/18/2018	$750 - Title I Part A	Jena Jones Jason Jacks Certified Tutoring Staff

Goal 5:

Improve Parent Involvement

Measurable Objective 1:

collaborate to improve parent invovlement by 05/18/2018 as measured by parent participation in school activities and Title I parent survey results.

Strategy1:

Provide parent involvement activities for parents - Parents will be provided with opportunities to participate in learning activities that will help

them support the learning of their students and their own knowledge of how to better support their child's academic growth.

Category: Implement Community Based Support and Intervention System

Research Cited: Parent Institute Research Base

Activity - Parent Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide many varied activities for parents to become more actively involved in their student's academic experience.	Parent Involvement	08/14/2017	05/18/2018	$7216 - Title I Part A	Jena Jones, Jason Jacks, Kayla Lightsey ALL CMS STAFF

Activity - Provide Access to all Data Concerning Student Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All data concerning student achievement and progress will be sent home to parents to assist in creating a school culture that fosters parental involvement and welcomes input.	Parent Involvement	08/14/2017	05/18/2018	$5630 - Title I Part A	Jena Jones, Jason Jacks, Kayla Lightsey ALL CMS STAFF

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

Goal 1:

Childersburg Middle School educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

demonstrate a proficiency to use technology equipment by 05/19/2017 as measured by walkthroughs/observations and lesson plan checks..

Strategy1:

Technology Usage - Students will receive instruction on how to properly use technology equipment in the classroom. Teachers will also participate in training to help facilitate effective use by the students.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Small Group Instruction, 1:1 Computer Ratio

Activity - Teacher Training on Blended Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train 5-8 grade teachers on quality blended learning practices, focusing on appropriate uses of technology using the SAMR model.	Professional Learning Technology	08/14/2017	05/18/2018	$5500 - Title I Part A	Jena Jones, Principal Jason Jacks, Assistant Principal Kayla Lightsey, Technology Integration Specialist

Goal 2:

All students at Childersburg Middle School will be engaged and empowered through technology.

Measurable Objective 1:

100% of All Students will demonstrate a behavior to be creative and use critical thinking expertise, and effective collaborative communication skills by developing innovative products. in Career & Technical by 05/18/2018 as measured by student work, assessment data.

Strategy1:

Increase Teacher Knowledge of Available Technology Tools - Teachers will form Professional Learning Communities to learn and share ideas about technology tools that are useful in the classroom. Teachers will have the opportunity to interact with others and experience research based strategies from specialist in specific areas.

Category: Other - Professional Development

Research Cited: Small Group Instruction, Differentiated Instruction, Scaffolding

Activity - Teacher Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher meetings will be held for all content area teachers. These meetings will be delivered face to face at the local school level. The meetings occur once a month. The meetings will be presented by several contributors; administration, technology integration specialist, and grade level chair. Content to be covered includes, but is not limited to, technology tools to use in the classroom, using technology as a communication tool, etc.	Professional Learning	08/19/2017	05/18/2018	$3455 - Title I Part A	Jena Jones, Principal Jason Jacks, Assistant Principal

Activity - Tech Tool Database	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Tech Tool Database will be established by the Technology Integration Specialist. The database will be digital and will be accessible to all faculty and staff members at Childersburg Middle School. The database will be hosted through Google Classroom which connects the entire campus. Teachers may use the tools to incorporate in their daily instruction.	Professional Learning	08/14/2017	05/18/2018	$0 - No Funding Required	Jena Jones, Principal Jason Jacks, Assistant Principal

Goal 3:

Improve Reading Proficiency

Measurable Objective 1:

A 7% increase of All Students will demonstrate a proficiency as indicated by Above Average or High Average status by increasing from a school-wide proficiency of 34% to 41% in Reading by 05/01/2018 as measured by performance on the Global Scholar (Scantron) Assessment.

Strategy1:

Reduce Class Size in 5th Grade - We will provide one additional teacher unit as well as a partial teacher unit to the staff of the fifth grade to reduce class sizes which in turn will positively effect reading proficiency by allowing for more intervention time for struggling readers as well as those at all academic levels.

Category: Develop/Implement Learning Supports

Research Cited: Response to Intervention Strategies and Research

Activity - Class Size Reduction Units	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One full unit and one partial unit will be provided to assist in class size reduction in the 5th grade. These units will provide reading instruction and intervention for all students in the 5th grade. They will provide Tier I as well as Tier II instruction to all students and will use research based Ready Common Core materials to facilitate reading interventions in small group.	Class Size Reduction	08/14/2017	05/18/2018	$96602 - Title I Part A	Katelyn Barnhill Mary Ostrander

Strategy2:

Small group instruction - Students will receive small group instruction to meet the individualized needs of students as indicated by formative assessments. Students will also receive small group instruction based on GAP skills presented in the findings from progress monitoring testing programs such as Star 360 and Global Scholar.

Category: Develop/Implement Learning Supports

Research Cited: Response to Intervention strategies and research

Activity - Response to intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified at-risk students will be provided access to an RTI interventionist daily who will implement Tier II/Tier III interventions to assist filling in instructional gaps as needed.	Academic Support Program	08/14/2017	05/18/2018	$13609 - Title I Part A	Jena Jones -Principal Jason Jacks- Assistant Principal Cindy Smith- RTI Coordinator Xochil Blakely- RTI Interventionist All certified teachers

Strategy3:

Schedule adjustment for extra supports - Student performance data will be reviewed to determine if students need to be scheduled into classes that provide computer based adaptive support or teacher led support to meet student academic needs (ie Compass Learning, Ready Reading, SPIRE, or Corrective Reading).

Category: Develop/Implement Learning Supports

Research Cited: Ready Common Core program research data, Response To Instruction Tiered Support

Activity - Monitor Implementation of Literacy Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will provide access to and monitor the implementation of school wide literacy support programs, through the use of walk-troughs, to ensure they are being followed to fidelity. The programs monitored will include but are not limited to: Ready Common Core, SPIRE, Corrective Reading, Accelerated Reader	Academic Support Program	08/14/2017	05/18/2018	$13355 - Title I Part A	Jena Jones, Trina Collins, Kathryn Griggs Lynda Chick Kayla Lightsey, Paul Morris Katelyn Barnhill Paige Meads Alicia King Natasha Ginn Jill Dennis Ashley Gable Dominique Cosper Dottie Montgomery Caitlin Elliott Anita Foy

Goal 4:

Improve Math Proficiency

Measurable Objective 1:

A 7% increase of All Students will demonstrate a proficiency in mathematics by achieving Above Average or High Average Status and by increasing the school-wide proficiency from 38% to 45% in Mathematics by 05/18/2018 as measured by Global Scholar (Scantron) Assessments.

Strategy1:

Schedule Adjustment for extra supports - Student performance data will be reviewed to determine if students need to be rescheduled into classes that provide computer based adaptive support or teacher led support to meet student academic needs. (e, Compass Learning, Khan Academy, Math Intervention)

Category: Develop/Implement Learning Supports

Research Cited: Compass Learning program research data

Activity - Rescheduling of Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who show weakness in the area of Math or those who are deemed at-risk for behavior that is affecting their academics will have their schedules reviewed and changed in order to provide additional scaffolds for academic success throughout the school day.	Academic Support Program	08/14/2017	05/18/2018	$0 - Title I Part A	Jena Jones, Jason Jacks,Trina Collins, Kathryn Griggs,Lynda Chick, Kayla Lightsey, Mark Mathews, Other staff as assigned

Strategy2:

Math tutoring - Math tutoring will be available outside normal instructional times for those students needing extra supports.

Category: Develop/Implement Learning Supports

Research Cited: Time on task research

Activity - After School Math Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Opportunities for small group and one on one instruction will be provided for struggling math students outside of regular math instructional times for all grade levels 5-8.	Tutoring	08/14/2017	05/18/2018	$750 - Title I Part A	Jena Jones Jason Jacks Certified Tutoring Staff

Strategy3:

Research based best practices instruction - Teachers will actively engage in learning and applying research based best practices teaching

and learning techniques including Technology Integration, Problem Based Learning, Quality Questioning, STEAM concepts ,as well as

AMSTI to enhance the student experience in our math program.

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

Research Cited: Alabama Best Practices Research Base

Activity - Monitor Implementation of Best Practices Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will monitor that best practices instruction is taking place in all grade levels by conducting walk throughs and examining weekly lesson plans.	Professional Learning	08/14/2017	05/18/2018	$0 - No Funding Required	Jena Jones Jason Jacks Kayla Lightsey

Activity - Provide Professional Develpment Opportunites for Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Professional Development opportunities for staff through participation in faculty meetings, professional development days, online classes and participation in state, local and federal initiatives.	Professional Learning	08/14/2017	05/18/2018	$2000 - Title I Part A	Jena Jones, Jason Jacks, Kayla Lightsey. Other staff as assigned

Strategy4:

Small group instruction in Math - Student data will be reviewed to determine student academic needs in the area of mathematics. Students

will be provided access to small group interventions for grade level skills as well as those considered GAP skills.

Category: Develop/Implement Learning Supports

Research Cited: RtI research base

Activity - RTI Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide strategic RTI supports in the area of math for students who need additional support in mastering grade level standards, filling in gap skills. These students will be deemed as at risk in the area of Mathematics or Behavior that is affecting academic performance.	Academic Support Program	08/14/2017	05/18/2018	$0 - No Funding Required	Xochil Blakely- RTI Interventionist Mark Mathews- Math Teacher Milea Kirby- Math Teacher Jo Warlick- Math Teacher Mary Ostrander- Math Teacher Kathryn Griggs- Special Education Patrina Collins- Special Education

Activity - Monitor Implementation of Small Group Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will monitor the implementation of the instructional strategies mentioned by performing walk throughs and by checking weekly lesson plans that include a small group plan component.	Academic Support Program	08/14/2017	05/18/2018	$0 - No Funding Required	Jena Jones- Principal Jason Jacks- Assistant Principal Kayla Lightsey- Coaching Fellow

Goal 5:

Improve Parent Involvement

Measurable Objective 1:

collaborate to improve parent invovlement by 05/18/2018 as measured by parent participation in school activities and Title I parent survey results.

Strategy1:

Provide parent involvement activities for parents - Parents will be provided with opportunities to participate in learning activities that will help them support the learning of their students and their own knowledge of how to better support their child's academic growth.

Category: Implement Community Based Support and Intervention System

Research Cited: Parent Institute Research Base

Activity - Provide Access to all Data Concerning Student Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All data concerning student achievement and progress will be sent home to parents to assist in creating a school culture that fosters parental involvement and welcomes input.	Parent Involvement	08/14/2017	05/18/2018	$5630 - Title I Part A	Jena Jones, Jason Jacks, Kayla Lightsey ALL CMS STAFF

Activity - Parent Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide many varied activities for parents to become more actively involved in their student's academic experience.	Parent Involvement	08/14/2017	05/18/2018	$7216 - Title I Part A	Jena Jones, Jason Jacks, Kayla Lightsey ALL CMS STAFF

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

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

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

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

Goal 1:

Improve Reading Proficiency

Measurable Objective 1:

A 7% increase of All Students will demonstrate a proficiency as indicated by Above Average or High Average status by increasing from a school-wide proficiency of 34% to 41% in Reading by 05/01/2018 as measured by performance on the Global Scholar (Scantron) Assessment.

Strategy1:

Small group instruction - Students will receive small group instruction to meet the individualized needs of students as indicated by formative assessments. Students will also receive small group instruction based on GAP skills presented in the findings from progress monitoring testing programs such as Star 360 and Global Scholar.

Category: Develop/Implement Learning Supports

Research Cited: Response to Intervention strategies and research

Activity - Response to intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified at-risk students will be provided access to an RTI interventionist daily who will implement Tier II/Tier III interventions to assist filling in instructional gaps as needed.	Academic Support Program	08/14/2017	05/18/2018	$13609 - Title I Part A	Jena Jones -Principal Jason Jacks- Assistant Principal Cindy Smith- RTI Coordinator Xochil Blakely- RTI Interventionist All certified teachers

Strategy2:

Reduce Class Size in 5th Grade - We will provide one additional teacher unit as well as a partial teacher unit to the staff of the fifth grade to reduce class sizes which in turn will positively effect reading proficiency by allowing for more intervention time for struggling readers as well as those at all academic levels.

Category: Develop/Implement Learning Supports

Research Cited: Response to Intervention Strategies and Research

Activity - Class Size Reduction Units	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One full unit and one partial unit will be provided to assist in class size reduction in the 5th grade. These units will provide reading instruction and intervention for all students in the 5th grade. They will provide Tier I as well as Tier II instruction to all students and will use research based Ready Common Core materials to facilitate reading interventions in small group.	Class Size Reduction	08/14/2017	05/18/2018	$96602 - Title I Part A	Katelyn Barnhill Mary Ostrander

Strategy3:

Schedule adjustment for extra supports - Student performance data will be reviewed to determine if students need to be scheduled into

classes that provide computer based adaptive support or teacher led support to meet student academic needs (ie Compass Learning, Ready

Reading, SPIRE, or Corrective Reading).

Category: Develop/Implement Learning Supports

Research Cited: Ready Common Core program research data, Response To Instruction Tiered Support

Activity - Monitor Implementation of Literacy Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will provide access to and monitor the implementation of school wide literacy support programs, through the use of walk-troughs, to ensure they are being followed to fidelity. The programs monitored will include but are not limited to: Ready Common Core, SPIRE, Corrective Reading, Accelerated Reader	Academic Support Program	08/14/2017	05/18/2018	$13355 - Title I Part A	Jena Jones, Trina Collins, Kathryn Griggs Lynda Chick Kayla Lightsey, Paul Morris Katelyn Barnhill Paige Meads Alicia King Natasha Ginn Jill Dennis Ashley Gable Dominique Cosper Dottie Montgomery Caitlin Elliott Anita Foy

Goal 2:

Improve Math Proficiency

Measurable Objective 1:

A 7% increase of All Students will demonstrate a proficiency in mathematics by achieving Above Average or High Average Status and by

increasing the school-wide proficiency from 38% to 45% in Mathematics by 05/18/2018 as measured by Global Scholar (Scantron)

Assessments.

Strategy1:

Small group instruction in Math - Student data will be reviewed to determine student academic needs in the area of mathematics. Students

will be provided access to small group interventions for grade level skills as well as those considered GAP skills.

Category: Develop/Implement Learning Supports

Research Cited: RtI research base

Activity - Monitor Implementation of Small Group Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will monitor the implementation of the instructional strategies mentioned by performing walk throughs and by checking weekly lesson plans that include a small group plan component.	Academic Support Program	08/14/2017	05/18/2018	$0 - No Funding Required	Jena Jones- Principal Jason Jacks- Assistant Principal Kayla Lightsey- Coaching Fellow

Activity - RTI Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide strategic RTI supports in the area of math for students who need additional support in mastering grade level standards, filling in gap skills. These students will be deemed as at risk in the area of Mathematics or Behavior that is affecting academic performance.	Academic Support Program	08/14/2017	05/18/2018	$0 - No Funding Required	Xochil Blakely- RTI Interventionist Mark Mathews- Math Teacher Milea Kirby- Math Teacher Jo Warlick- Math Teacher Mary Ostrander- Math Teacher Kathryn Griggs- Special Education Patrina Collins- Special Education

Strategy2:

Research based best practices instruction - Teachers will actively engage in learning and applying research based best practices teaching and learning techniques including Technology Integration, Problem Based Learning, Quality Questioning, STEAM concepts ,as well as AMSTI to enhance the student experience in our math program.

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

Research Cited: Alabama Best Practices Research Base

Activity - Monitor Implementation of Best Practices Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will monitor that best practices instruction is taking place in all grade levels by conducting walk throughs and examining weekly lesson plans.	Professional Learning	08/14/2017	05/18/2018	$0 - No Funding Required	Jena Jones Jason Jacks Kayla Lightsey

Activity - Provide Professional Develpment Opportunites for Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Professional Development opportunities for staff through participation in faculty meetings, professional development days, online classes and participation in state, local and federal initiatives.	Professional Learning	08/14/2017	05/18/2018	$2000 - Title I Part A	Jena Jones, Jason Jacks, Kayla Lightsey. Other staff as assigned

Strategy3:

Schedule Adjustment for extra supports - Student performance data will be reviewed to determine if students need to be rescheduled into classes that provide computer based adaptive support or teacher led support to meet student academic needs. (e, Compass Learning, Khan Academy, Math Intervention)

Category: Develop/Implement Learning Supports

Research Cited: Compass Learning program research data

Activity - Rescheduling of Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who show weakness in the area of Math or those who are deemed at-risk for behavior that is affecting their academics will have their schedules reviewed and changed in order to provide additional scaffolds for academic success throughout the school day.	Academic Support Program	08/14/2017	05/18/2018	$0 - Title I Part A	Jena Jones, Jason Jacks,Trina Collins, Kathryn Griggs,Lynda Chick, Kayla Lightsey, Mark Mathews, Other staff as assigned

Strategy4:

Math tutoring - Math tutoring will be available outside normal instructional times for those students needing extra supports.

Category: Develop/Implement Learning Supports

Research Cited: Time on task research

Activity - After School Math Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Opportunities for small group and one on one instruction will be provided for struggling math students outside of regular math instructional times for all grade levels 5-8.	Tutoring	08/14/2017	05/18/2018	$750 - Title I Part A	Jena Jones Jason Jacks Certified Tutoring Staff

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

Goal 1:

Improve Reading Proficiency

Measurable Objective 1:

A 7% increase of All Students will demonstrate a proficiency as indicated by Above Average or High Average status by increasing from a school-wide proficiency of 34% to 41% in Reading by 05/01/2018 as measured by performance on the Global Scholar (Scantron) Assessment.

Strategy1:

Schedule adjustment for extra supports - Student performance data will be reviewed to determine if students need to be scheduled into classes that provide computer based adaptive support or teacher led support to meet student academic needs (ie Compass Learning, Ready Reading, SPIRE, or Corrective Reading).

Category: Develop/Implement Learning Supports

Research Cited: Ready Common Core program research data, Response To Instruction Tiered Support

Activity - Monitor Implementation of Literacy Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will provide access to and monitor the implementation of school wide literacy support programs, through the use of walk-troughs, to ensure they are being followed to fidelity. The programs monitored will include but are not limited to: Ready Common Core, SPIRE, Corrective Reading, Accelerated Reader	Academic Support Program	08/14/2017	05/18/2018	$13355 - Title I Part A	Jena Jones, Trina Collins, Kathryn Griggs Lynda Chick Kayla Lightsey, Paul Morris Katelyn Barnhill Paige Meads Alicia King Natasha Ginn Jill Dennis Ashley Gable Dominique Cosper Dottie Montgomery Caitlin Elliott Anita Foy

Strategy2:

Reduce Class Size in 5th Grade - We will provide one additional teacher unit as well as a partial teacher unit to the staff of the fifth grade to reduce class sizes which in turn will positively effect reading proficiency by allowing for more intervention time for struggling readers as well as those at all academic levels.

Category: Develop/Implement Learning Supports

Research Cited: Response to Intervention Strategies and Research

Activity - Class Size Reduction Units	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One full unit and one partial unit will be provided to assist in class size reduction in the 5th grade. These units will provide reading instruction and intervention for all students in the 5th grade. They will provide Tier I as well as Tier II instruction to all students and will use research based Ready Common Core materials to facilitate reading interventions in small group.	Class Size Reduction	08/14/2017	05/18/2018	$96602 - Title I Part A	Katelyn Barnhill Mary Ostrander

Strategy3:

Small group instruction - Students will receive small group instruction to meet the individualized needs of students as indicated by formative assessments. Students will also receive small group instruction based on GAP skills presented in the findings from progress monitoring testing programs such as Star 360 and Global Scholar.

Category: Develop/Implement Learning Supports

Research Cited: Response to Intervention strategies and research

Activity - Response to intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified at-risk students will be provided access to an RTI interventionist daily who will implement Tier II/Tier III interventions to assist filling in instructional gaps as needed.	Academic Support Program	08/14/2017	05/18/2018	$13609 - Title I Part A	Jena Jones -Principal Jason Jacks- Assistant Principal Cindy Smith- RTI Coordinator Xochil Blakely- RTI Interventionist All certified teachers

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.

At the present time we do not serve any students in our EL program however we do have a few parents who do not speak English as their first language. We ensure we we send documents home that they are translated in a language that they can understand. We also ensure that they understand their child's achievement data through individual conferences and via interpreting software.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

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

Every effort is made to attract, hire, retain and professionally develop highly qualified teachers. The system and school post the position openings on the county website, attend job fairs and actively network with other systems and universities in effort to attract and hire the most qualified, well-trained and caring instructors available. Teachers are assigned to instruct classes that are within the parameters of their highly qualified status. All teachers receive support and training through a myriad of professional development opportunities and embedded support structures within the framework of the school. Novice teachers are assigned mentor teachers that meet with them regularly to help answer questions, model appropriate practices and support them during their introduction phase to our school. Teacher performance is closely monitored both formally, using the Educate Alabama Evaluation Process, and informally by administrators and other seasoned staff.Peer mentoring and grade-group collaborative processes also act as supports for both new and experienced teachers. All teachers receive continuous professional development through faculty meetings, staff-wide book studies, and in-services provided by our school system. All teachers are trained to analyze data on student progress and use it to drive instruction and are well prepared to use both formative and summative assessments to track progress.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

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

There were 6 changes in a teaching staff of 22 during the 2015-2016 school year, 27% turnover. Childersburg Middle School experienced the following staff changes between school year 2015-2016 and the beginning of the 2016-2017 school year. One fifth grade teacher received a promotion to a counseling position in another school in our district. One fifth grade teacher received a promotion to an Instructional Partner role at another local elementary school. Both fifth grades positions received new HQT hires to fill those positions. One seventh grade English teacher took a position outside of our district and her position was also filled with a HQ hire. A 7th grade history teacher transferred to another school in our district and his position was not filled due to a loss in teacher units related to enrollment. One special education opted not to return for school year 2016-2017 and that position was filled with a HQ applicant. Finally, one business education teacher transferred to another school within our district and we also received a transfer from within our district to fill the position.

During the transition from school year 2016-2017 to 2017-2018 we had several changes in the makeup of our staff. We had a reduction in staff by three employees (1 PE Unit, 1 Science Unit, 1 English Unit). We had one special education teacher accept another position outside of our district. That unit was replaced with a qualified applicant. We also had a 5th grade math teacher non-renewed and her position was replaced with a HQT unit. We had a Title I resource teacher unit dissolved and replaced with a Technology Integration Specialist/ Coaching Fellow role. Finally, we added a full time STEAM teacher to our staff for this school year.

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

The average experience level of key teaching personnel is 10 years of teaching experience.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

School system representatives constantly interview new candidates for teaching positions. Continuous professional development opportunities are provided to all teachers. Facets of effective professional learning committees are implemented within the school. Teachers are provided with opportunities to provide feedback and suggestions to improve the school and learning community and in turn their work environment.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

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

Childersburg Middle School uses all forms of academic assessment data to determine where instructional weaknesses lie. From the data, we determine what professional development is needed for the staff as a whole and as subgroups for providing differentiated development for all staff members.

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

Professional development offered at the school level that is included in our plan include: ARI; AMSTI; STEAM; NIMSI; A + College Ready; Ready Common Core; Blended Learning; PBL; SPIRE (Dyslexia Specific Intervention); Corrective Reading and any other opportunities available for training that connects with our school improvement goals.

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

Novice teachers are assigned mentor teachers that meet with them regularly to help answer questions, model appropriate practices and support novice teachers during their first months as a new educator. Teacher performance is closely monitored both formally and informally.The new teacher mentor will offer services to the new teacher that include assistance in planning effective lessons, modeling lessons,understanding school policy, creating a quality classroom management plan and any other activities deemed necessary by the principal for adequate progress to be made with the new classroom teacher.

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

The professional development that is provided at the school level is sustained and ongoing because of the frequency in which it is offered and evaluated. Professional development sessions happen regularly at our facility whether it be at weekly faculty meetings; weekly grade level meetings; during in-service days or through the use of the PLC model.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

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

Goal 1:

All students at Childersburg Middle School will be engaged and empowered through technology.

Measurable Objective 1:

100% of All Students will demonstrate a behavior to be creative and use critical thinking expertise, and effective collaborative communication skills by developing innovative products. in Career & Technical by 05/18/2018 as measured by student work, assessment data.

Strategy1:

Increase Teacher Knowledge of Available Technology Tools - Teachers will form Professional Learning Communities to learn and share ideas about technology tools that are useful in the classroom. Teachers will have the opportunity to interact with others and experience research based strategies from specialist in specific areas.

Category: Other - Professional Development

Research Cited: Small Group Instruction, Differentiated Instruction, Scaffolding

Activity - Tech Tool Database	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Tech Tool Database will be established by the Technology Integration Specialist. The database will be digital and will be accessible to all faculty and staff members at Childersburg Middle School. The database will be hosted through Google Classroom which connects the entire campus. Teachers may use the tools to incorporate in their daily instruction.	Professional Learning	08/14/2017	05/18/2018	$0 - No Funding Required	Jena Jones, Principal Jason Jacks, Assistant Principal

Activity - Teacher Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher meetings will be held for all content area teachers. These meetings will be delivered face to face at the local school level. The meetings occur once a month. The meetings will be presented by several contributors; administration, technology integration specialist, and grade level chair. Content to be covered includes, but is not limited to, technology tools to use in the classroom, using technology as a communication tool, etc.	Professional Learning	08/19/2017	05/18/2018	$3455 - Title I Part A	Jena Jones, Principal Jason Jacks, Assistant Principal

Goal 2:

Improve Math Proficiency

Measurable Objective 1:

A 7% increase of All Students will demonstrate a proficiency in mathematics by achieving Above Average or High Average Status and by increasing the school-wide proficiency from 38% to 45% in Mathematics by 05/18/2018 as measured by Global Scholar (Scantron) Assessments.

Strategy1:

Schedule Adjustment for extra supports - Student performance data will be reviewed to determine if students need to be rescheduled into classes that provide computer based adaptive support or teacher led support to meet student academic needs. (e, Compass Learning, Khan Academy, Math Intervention)

Category: Develop/Implement Learning Supports

Research Cited: Compass Learning program research data

Activity - Rescheduling of Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who show weakness in the area of Math or those who are deemed at-risk for behavior that is affecting their academics will have their schedules reviewed and changed in order to provide additional scaffolds for academic success throughout the school day.	Academic Support Program	08/14/2017	05/18/2018	$0 - Title I Part A	Jena Jones, Jason Jacks,Trina Collins, Kathryn Griggs,Lynda Chick, Kayla Lightsey, Mark Mathews, Other staff as assigned

Goal 3:

Improve Parent Involvement

Measurable Objective 1:

collaborate to improve parent invovlement by 05/18/2018 as measured by parent participation in school activities and Title I parent survey results.

Strategy1:

Provide parent involvement activities for parents - Parents will be provided with opportunities to participate in learning activities that will help them support the learning of their students and their own knowledge of how to better support their child's academic growth.

Category: Implement Community Based Support and Intervention System

Research Cited: Parent Institute Research Base

Activity - Provide Access to all Data Concerning Student Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All data concerning student achievement and progress will be sent home to parents to assist in creating a school culture that fosters parental involvement and welcomes input.	Parent Involvement	08/14/2017	05/18/2018	$5630 - Title I Part A	Jena Jones, Jason Jacks, Kayla Lightsey ALL CMS STAFF

Activity - Parent Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide many varied activities for parents to become more actively involved in their student's academic experience.	Parent Involvement	08/14/2017	05/18/2018	$7216 - Title I Part A	Jena Jones, Jason Jacks, Kayla Lightsey ALL CMS STAFF

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

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

Teachers maintain an RTI folder for each identifies at-risk student, which includes diagnostic data, benchmark data, progress monitoring data, lists of interventions etc. Common planning time allows grade-level teachers to meet to collaborate about student achievement data. Bimonthly data meetings are held to allow focused attention on progress monitoring data. During data meetings, special attention is given to each student to determine if progress is being made toward mastering grade level standards. Classroom teachers, special education teachers, a resource teacher,the counselor, and the principal participate in monthly data meetings. If data indicates that a students is not making adequate progress, teachers determine adjustments that need to be made or interventions that need to be changed.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

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

In August, the entire faculty conducted a data analysis using ACT ASPIRE data and the previous years STAR data ti determine student areas of strength and weaknesses in reading, mathematics, writing and science. Based on the data, teachers collaborated in planning meetings to determine strategies and action plans to meet student needs. We examined the data to determine the learning gaps of students and then planned grouping and course offerings accordingly.

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?

Student progress will be continuously monitored, and instruction will be adjusted to meet student needs. Students who do not score proficient on standards will be pulled for small group instruction or tutoring on that standard. Students failing to reach proficiency on benchmark scores will be scheduled into opportunities for remediation in reading and/or math in the form of Compass Learning, SPIRE, Corrective Reading or Ready Common Core.

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.

Childersburg Middle School provides extended day tutoring to those students needing extra supports in all subject. Also, the school provides extra supports to students via online programs available to students at their homes.

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.

- School counselors will identify migrant students when they are enrolled.

-Needs of migrant students will be met through the local school's Response to Instruction (Intervention) Program

-A home language survey will be administered to the parents of all English and Non-English speaking students.

- EL students will be guaranteed equal access to educational programming for which their qualify

- Rules and regulations provided by the State of Alabama will be followed

- Placement of EL children in school will be age appropriate and in the best interest of the child.

-All students who indicate , or whose parents indicate,that English is the child's second language on the Home Language Survey, will be given the W-APT within 3 days of school enrollment.

-Students testing below the proficiency level will be considered for referral to the EL committee for placement consideration.

- The counselor helps teachers identify economically disadvantaged students and provide contacts for finding supplies, clothing, food etc.

- If a student is not successful through the use of best practices in the daily classroom setting the teacher begins Tier II instructional interventions and supports. If the student is consistently places in Tier II interventions and is showing no progress the student will be moved into TIer III where he or she will receive targeted interventions outside of the normal classroom setting.

- As neglected and delinquent agencies are added to our school zones, we will serve students as needed. Presently, Talladega County does not have a facility that serves neglected and delinquent students.

- Each eligible homeless youth will have access to free and appropriate education comparable to other education provided to the children of district residents who are not homeless without isolation or stigma.

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.

All CMS students, including those in all of the aforementioned subgroups, will have equal access to all services and programs including career and technical education, free/reduced lunch, Title I, EL, special education and counseling. CMS uses the Sept. of Human resources, the Sept. of Mental Health, Rural Relief, and various other community resources to provide students with necessary school supplies, food, clothing and shelter. All students from all populations have equal access to the same free and appropriate education.They are provided the same opportunity to meet the same challenging content performance standards to which all students are held without being stigmatized or isolated. Special educations services are provided in accordance with federal law. If a student us not successful following interventions using research based strategies, evaluations are conducted to determine the eligibility for services. Children with disabilities have access to all programs and services available to non-disabled youth.

Economically disadvantaged students are identified through the application for free and reduced lunch. Foster children automaticaly qualify for free meals. They have access to all programs and services available. They are not denied participation in any program or service due to the inability to pay. The PST is in place to provide support for their learning through RTI. Single parents, including single pregnant woman are provided with services as needed to assure success, including homebound services

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))

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

The following is a list of all local, state and federal programs that are included in the school wide plan and a brief summary of their coordination:

State Foundation funds provide the salary and benefits for all earned teacher units. Title I finds provide the salaries of a resource teacher, extended day tutors, and the whole salary for a class-size reduction unit and a partial salary of classroom aide.Title I also provides funds for some materials and supplies as well as necessary technology. Title II staff development funds provide funding

for teacher to attend staff development training in areas our Title I Needs Assessment deem as focal. Career Technology monies are used at the system level to benefit all schools. Title VI funds provide for additional professional development and technology. Opportunity School Classroom for Additional Resources allows additional resources for students with behavior concerns. Positive Behavior Supports provides a system of positive supports and rewards to help motivate students to engage in positive behavior.

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)?

N/A

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

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

Teacher lesson plans and Walk throughs are used to ensure that strategies and activities are being implemented to fidelity. Stakeholder surveys and student achievement data is also used to evaluate the implementation of the school wide program.

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

The state annual assessment and other indicators of academic success are reviewed annually and formative data is analyzed systematically throughout the year to ensure that the school wide plan is providing the academic structure and support needed by our students to ensure their academic growth.

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?

The achievement data of all students is individually reviewed each year and throughout the year to ensure that all students are making progress toward achieving academic standards. Students with academic needs have planned such as IEP or RTI plans that ensure that their progress is monitored and that they are provided with the academic supports they need to be successful.

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?

Continual monitoring of student achievement and annual and periodic monitoring of stakeholder data is evaluated to ensure continuous improvement of students in the school wide program. When the plan needs to be revised the school improvement team will meet to discuss strengths and weaknesses of the strategies and activities in place and then collaborate to make changes as necessary.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	17.91

Provide the number of classroom teachers.

17.91

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1038956.0

Total   1,038,956.00

Administrator Units

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

Provide the number of administrators.

1.

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	0.0

Total   0.00

Assistant Principal

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

Provide the number of Assistant Principals.

1.

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

Total   0.00

Counselor

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

Provide the number of Counselors.

1.

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

Total   0.00

Librarian

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

Provide the number of Librarians.

1.

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

Total   0.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Adminstrators.

0

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

Total   0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0

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

Total   0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	4528.0

Total   4,528.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	1660.0

Total   1,660.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total   0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	29145.0

Total   29,145.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	652.0

Total   652.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	148124.0

Provide a brief explanation and breakdown of expenses.

Title I funds will be utilized to provide quality PD and staff coaching along with ensuring the yearly ACIP is followed to fidelity. In addition, the salary of a 5th grade teacher unit and a portion of an additional 5th grade teacher unit will be provided by Title funds in order to ensure that class sizes stay manageable and interventions can be offered to all students. Also, a partial salary of an RTI interventionist will be provided so students on RTI can receive valuable intervention services. The remaining funds will be used to provide extended day tutors for students struggling in Math in all grade levels. Money will also be spent on quality research based literacy programs to support school wide literacy goals.

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

Career tech funds are not allocated on a per school basis. These funds are used from the district level to benefit all career tech programs.
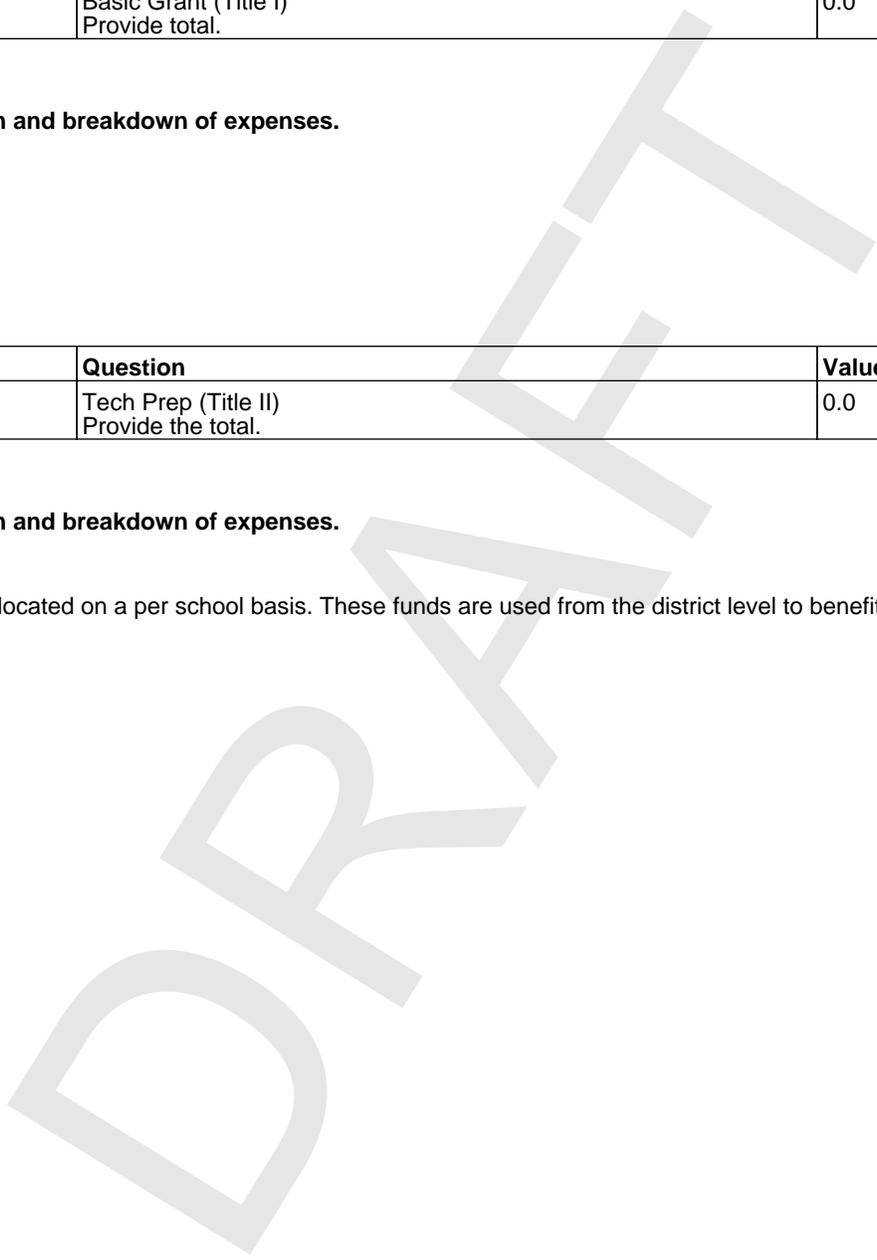
Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	83000.0

Provide a brief explanation and breakdown of expenses.

General funds in the amount of $82,000 are used to provide care and maintenance of the facility, instructional materials such as AMSTI bundles for math and quality professional development. In addition, school activities such as our PBS (positive behavior supports) and various school function are sponsored by our general fund.

2017-2018 Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

The school will convene an annual meeting. A flyer will be sent home to all parents inviting them to attend the meeting. At the annual meeting, parents will be informed that CMS is a Title I school and what that means.The requirements of Title I schools will be explained, and parents will be informed of their rights to be involved in school planning and their rights to know how they can be involved in their child's education. how they will receive information regarding their child's education. Further, they will be encouraged to be involved. The one percent set-aside for parental involvement, how it is allocated to the schools, parents rights to be involved in how it is used, and what it will be used for this year in this school will be explained. The Continuous Improvement Plan (CIP) and the School Parent Compact will be reviewed, and parents will be informed of their rights to be involved in the development and revision of these working documents. Parents will be informed of the highly qualified status of the school and how they will be notified if their children are taught for more than 20 consecutive days by a teacher that is not highly qualified in the subject. Parents will be encouraged during the Annual Title I meeting and throughout the year to participate in decisions regarding their children's education.Through their participation in ACIP advisory meetings and the annual Title I meeting parents are given the opportunity to gain information and provide input about the school wide program.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

There is a flexible number and format of parent meetings. During and after school opportunities are provided. Parents are involved in planning, reviewing and improving the Title I Program, including the School-Parent Compact. Parents are involved in forums, extracurricular activities, the school improvement planning process, workshops, and as parent volunteers. All of these provide opportunities for parents to be involved in decision-making.

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))

Childersburg Middle 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.
The school accomplishes this objective in following ways:

-Parent Compact- Each parent receives a copy of the school-parent compact which is created through the cooperation of parents and CMS faculty and staff. This compact is signed and returned to the school and used during parent-teacher conferences.

-Committees- Parents are represented on the Title I Committee and the School Improvement Committee, and through this venue, provide suggestions and participate in decisions related to the education of their children.

-The Parent Involvement Policy is sent home annually. Parents are involved in the development of this policy. It describes ways that parents can be involved and how they will receive training and information related to the curriculum, expectations, and assessments.

-Translators and translated materials are provided for parents who do not speak English. TransACT is utilized to assist in providing these documents.

-All parents are encouraged to participate as much as possible in their children's education.

-Parents are notified and given information about interventions provided to help their student reach proficiency and information and training for how they can help at home.

-Mid-term progress reports are sent home throughout the year as well as other progress reports.

-Weekly folders of graded tests/work are sent home regularly with 5th and 6th graders.

-Report cards are sent home at the end of each nine week period.

-INOW Parent Portal allows parents to access their child's grades from home through the internet

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))

Each year the Building Leadership Team and a group of parents meet to review, revise and update the CMS School Parent Compact. The compact is used as a basic understanding between all stakeholders as to the joint undertaking and responsibilities related to the education of our students. Compacts may be utilized during parent, student, and teacher conferences as a starting point for discussions and positive common beliefs. The current school-parent compact is in effect during each school year

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

Parents may submit comments of dissatisfaction with the Continuous Improvement Plan in writing to the principal at any time during the school year. These comments will be forwarded to the Coordinator of Federal Programs.

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

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

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

Childersburg Middle School will achieve much of this through its annual parent meeting held at the beginning of the school year. At that time, parents will receive an overview of the state's academic content standards and assessments. In addition, an explanation will be given regarding what services will be offered and how parents can become involved in their children's education. Childersburg Middle School will also offer an Open House so that parents will have the opportunity to meet their child's teachers and learn about individual class learning goals and expectations, assessments, etc., and what their role will be in helping their child to succeed. Teachers and parents also meet during parent conferences, IEP meetings, EL meetings, 504 meetings, and/or upon parent request to discuss student progress. Parents are also invited to monthly meetings to discuss school and community issues, receive training in working with their children in academic areas, and to assist their child in developing competencies in social skills and making transitions between learning environments.

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

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

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

Pamphlets on many topics of parent interest are provided in the office on a daily basis. Parents are encouraged to serve as room parents, to serve on committees and assist teachers in their classrooms. Materials, videos and books are available throughout the year for parents to view and discuss. Since our CIP Committee identified reading as a goal, we will hold parental
involvement classes on this topic and provide parents with related materials and strategies for working with their child at home. Specific topics will include reading with your child, creating a positive home learning environment, and working as a partner with your child's teacher.

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

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

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

CMS will continue to work with its teachers in understanding the importance of parental involvement in student education. This year, our school will ensure a closer connection between our school and our parents. The expectation will be set that teachers work closely with our parents. Teachers will meet to brainstorm benefits and barriers regarding parent involvement.
Meetings between parents and teachers will be arranged to explore ways that teachers and parents will work together to improve student performance.

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

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

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

Parents may utilize the district's Teacher Center located in Alpine to assist in providing resources for our school. CMS ensures parents and other stakeholders have access to the school throughout the year via open house events, student showcases and other special events. The school maintains a parent resource center that provides written and video materials to assist parents in understanding and addressing the needs of their students

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

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

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

Translators and translated materials are provided for parents who do not speak English. TransACT is utilized to assist in providing these documents. All parents are encouraged to participate as much as possible in their children's education.

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))

Childersburg Middle School provides reasonable support for parental involvement activities. Any parent request regarding parental involvement activities are considered and acted upon in the best interest of the students.

The following activities are regularly provided for parental involvement and parent input solicited through these venues:

- Parent Compact is sent home to every parent at the beginning of the school year. This compact is signed and returned to the school.

- Parents are represented on the Title I Committee and the School Improvement Committee.

-The Parent Involvement Policy is sent home annually.

-Weekly folders of graded papers and student work are sent home each week with the fifth and sixth grade students. Seventh and eighthgrade students take home a computer generated

progress report every other week. Parents can also access their student's grades using the INOW Parent Portal.

-Parent workshops are offered based on information taken from the parent surveys that are completed during the annual needs assessment process.

-Report cards and progress reports are sent home each grading period.

-Parents assist classroom teachers.

-Parent Volunteer Program solicits parent volunteer help with bulletin boards, give items to the school, chaperon, copy papers, take pictures and anything else the teachers need.

-Honors Programs provide other opportunities for parents to assist by serving food, setting-up furniture, cleaning-up and decorating.

-Meet the Teacher Night- Provides another opportunity for parents to receive valuable information for the new school year.

-Monthly Calendar- Parents receive a monthly calendar of school events.

- Parents are contacted and their help enlisted as part of the Response to Intervention Plan.