ACIP

Saraland Middle School/Nelson Adams Campus

Saraland City Schools

Mr. Alex Crane
401 Baldwin Street
Saraland, AL 36571

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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?

City Demographics

Saraland is a city in Mobile County, Alabama. It is located in southwest Alabama near the Gulf of Mexico and is a suburb of the Mobile metropolitan area. It is the third largest city in Mobile County. As of the 2010 census, the population of the city is 13,405. The racial makeup of the total population is as follows: White - 11,225; Black - 1,604; Hispanic - 336; Non-Hispanic - 12,890; White Non-Hispanic - 11,094; American Indian/Alaska Native - 104; Asian - 84; Native Hawaiian and Other Pacific Islander - 10; Other - 197; Two or More Races - 181. Saraland offers numerous parks and recreational facilities for children of all ages. The city encourages community involvement by hosting an annual Christmas Parade, an annual Harvest Festival, fire safety training activities, and other events that involve the entire community. In addition, Saraland partnered with the "Spartan Race" coordinators to bring that event to Saraland, AL in the fall of 2015 and 2016. It is currently scheduled for March 16-17, 2019 in Saraland. The city supports volunteer efforts with local organizations such as youth sports, Meals on Wheels, the Women's Club, the Senior Center, and the Keep Saraland Beautiful Committee. Saraland is continually growing with the construction of new subdivisions, new commercial and retail development, and the increasing demand for growth in infrastructure. Because of the city's continual growth, Saraland considers itself "A Gateway to Progress."

In June 2006, the City of Saraland voted to break away from the Mobile County Public School System and form its own school system. The school district came into effect in the summer of 2008. The citizens of Saraland are extremely proud of their new school system and support all its efforts. The community has played a vital part in the success of the school system. Community members serve in various roles, such as judging the Iron Chef competition in Family Consumer Science, assisting STEM students in the design and creation of a robot, and volunteering for school-wide events including Fall Fun Day and Spring Fling. Business leaders in the area also support Saraland Middle School through generous donations the school's program. For instance, DuPont and the local Smoothie King presented checks on September 16, 2016 to the robotics team. The dedication and efforts of these community volunteers result in a collaborative effort to provide a world class education for the students in Saraland. As a result of this commitment, Saraland City Schools attained an "A" on the A-F Report Card for 2017. For 2018, Saraland Middle School attained an 87 "B" on the A-F Report Card revealing that out of 286 middle schools in the state of Alabama only 41 scored higher than Saraland Middle School.

School Demographics

Saraland City School System (SCSS) opened its doors to students during the summer of 2008. The system is comprised of four schools - Saraland Early Education Center, Saraland Elementary School, Saraland Middle School, and Saraland High School. According to the Fall Average Daily Membership (ADM) Report, current student enrollment at Saraland Middle School is 729 (grades 6-8). During the summer of 2012, Saraland Middle School was renovated to provide a safer educational environment for students in grades fifth through eighth. Presently, Saraland Middle School's personnel include the following: 1 principal, 1 assistant principal, 1 counselor, 3 nurses, 1 library media specialist, 1 instructional partner, 36 classroom teachers, and 8 paraprofessionals. The current student enrollment is 729 (grades 6-8). The racial makeup of the total student population is as follows: White - 549; Black - 126; American Indian/Alaskan Native - 13; Asian - 6; Other -

35. The pupil- teacher ratio is 20 to 1.

Challenges and Unique Features Associated with the Community

An immediate challenge for SCSS is the system's rapid growth. Approximately 140 new students enroll annually. As the local community expands, facility enhancements are needed to compensate for the brisk growth of student population. In 2009, the system built a new, state of the art high school facility for students in grades ninth through twelfth. In 2012, the middle school was completely renovated to provide a safer educational environment for students in grades fifth through eighth. In 2013, a newly constructed Saraland Elementary School opened its doors to students in grades pre-kindergarten through fourth. The previous elementary school was 40,000 square feet and the new school is 105,000 square feet. The new facility has a safeway hall, two computer labs, a cafetorium, and a gym. Although the elementary school had more than doubled in square footage, an additional wing was built in 2014 to compensate for student growth. After the wing was added, the ability to accommodate increased enrollment remained a problem; therefore, the Early Education Center was constructed in 2016. This construction allowed fifth grade to return to Saraland Elementary to start the 2017-2018 school year. Saraland Middle now serves grades 6-8. Moreover, a new wing housing 14 additional classrooms, a Project Lead the Way (PLTW) Engineering Program, and a Welding Program was completed at the high school in July 2016.

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.

Vision and Mission

The vision of the Saraland City School System (SCSS) is to build a world class educational system for its children. The mission is to ensure all students realize their unique potential in a system characterized by a dedicated and exemplary staff, a supportive and involved community, recognition and celebration of diversity, optimal utilization of resources, uncompromising commitment to excellence, and willingness to affect change. Striving for excellence is the dominant theme of the vision and mission statements for the SCSS. The overall goals of the system are to meet the needs of all students and to challenge them with a rigorous curriculum to ensure they are prepared for the next grade level and are college and career ready. To achieve this goal, the system establishes high expectations for its students, teachers, local school administrators, and central office staff through the implementation of an effective and comprehensive curriculum. Teachers use research-based practices to ensure instructional strategies are current, meaningful, and rigorous. Overall, the system believes that a rigorous curriculum will produce students who are able to compete globally. Delivering this message of excellence throughout the community continues to be a focal point for the SCSS. Community acceptance of higher standards is vital to the success of the school system. Local school administrators and teachers present this message to parents through social media, conferences, Parent Teacher Organization (PTO) meetings, honor assemblies, State-wide Parenting Day, Title I Parent meetings, ASSIST Continuous Improvement Plan (aCIP) reviews, Open Houses, and other meetings conducted that support the curriculum. The central office staff continuously meets with parents and community groups to seek input and reinforce the theme of excellence delivered through the vision and mission statements. SCSS is committed to building a world class educational system for its students and understands the importance of communicating its purpose and goals to all stakeholders.

Additionally, local schools use the aCIP as their framework for improving student achievement. Each goal included in the aCIP has objectives, strategies, and activities that focus on actively engaging students in instruction. The aCIP committee is comprised of local school administrators, counselors, teachers, parents, and community stakeholders. The plan includes these three goals:

(1) Engage and Empower the Learner through the Effective Implementation of College and Career Ready Standards (CCRS),
(2) Provide Digital Tools and Resources to All Teachers and Students, and
(3) Increase Student Attendance to Improve the System's Dropout Rate.

Saraland Middle School teachers selected standards in Educate Alabama which addresses the importance of designing coherent lessons that integrate a variety of appropriate and effective instructional strategies and facilitating inclusive learning environments that support and address the needs of learners with learning differences and disabilities as the area they plan to strengthen in their PLP. Two instructional rounds are planned for the 2018-2019 school year to provide teachers the opportunity to examine closely the teaching practices taking place in the building. Instructional rounds will provide job-embedded professional development as teachers participate in classroom observations, debriefing of data, and designing action steps, including recommending more professional development ideas based on the results. Each

goal has strategies and action steps that focus on actively engaging students in instruction and supporting learning differences in the classroom. They are based on academic needs that are identified during the system and local school aCIP reviews, annual federal meetings, SCSS Strategic Plan meetings, and all other meetings concerning student performance data. All strategies and action steps are monitored and refined by the local school aCIP Committee quarterly. Additionally, the central office staff continually collaborates with local school principals and teachers to ensure the strategies and action steps are implemented appropriately and in a timely manner.

Notable Achievements and Areas of Improvement

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

Notable Achievements

Notable achievements made by Saraland Middle School (SMS) are as follows:

- In 7th grade, 120 students qualified for the Duke Talent Search by scoring 95% or higher on an area of the ACT Aspire.
- In 6th grade, 60 students qualified for the Duke Talent Search.
- In July 2017, Mr. Kirkland built garden beds for 7th grade life science classes. Students filled them with soil and tended plants throughout the year.
- In the spring, life science classes watched eggs incubate and hatch over a period of 18 days. (Incubators and chick holding pen were new to our school this year.)
- The Scholar's Bowl "A" team qualified for the Super Tournament in March and placed fourth in their division. The "B" team placed second in their division. The "A" team captain, David Johnston, received a medal for scoring in the top three in his division.
- The Rewards Reading intervention program was incorporated for the first time into our reading intervention classes.
- SMS contracted a retired math teacher to tutor students in math three days a week.
- SMS piloted the iReady program, administering a math and reading diagnostic in November 2017 and then scheduled time for students to work on their individualized learning paths as prescribed by the program. SMS partnered with Curriculum Associates to maximize student learning by ensuring math and reading teachers received PD sessions on iReady.
- The Robotics team qualified for Regionals at Auburn University after competing with many other middle and high schools.
- SMS was featured on Channel 15.
- Chasity White, a 7th grade science teacher, became a National Board-Certified Teacher. She joined the other two NBCT teachers on the faculty, Mrs. Cindy Mayfield and Mrs. Donna Hughes. Three other teachers at SMS are also pursuing board certification, Carey Johnson, Kim Patterson, and Heather Huff.
- Four science teachers, Mrs. Meacham, Mr. Kirkland, Miss Wells, and Mrs. White attended the National Science Teachers Association conference in New Orleans.
- SMS hosted two instructional rounds. Teachers from Thomasville City Schools participated in our second round to see how they could implement them in their schools.
- Teachers participated in two book studies which were funded by The University of South Alabama. Teachers read and discussed "Now That's a Good Question" by Erik Francis and "Differentiation in Middle & High School" by Kristina J. Doubet and Jessica A. Hockett.
- TreBelles, the show choir at SMS, took first place in the Girls Division at the Capital City Classic. Ashlynn Best won best show vocalist.
- FCCLA won several awards at the State Leadership Conference. Four groups earned Best Overall in their category and one received third place. At the FCCLA National Leadership Conference in Atlanta, five members earned gold medals and three members earned silver medals. Three members earned the highest rating for the Southern Region in their event.
- STEM students participated in the National Flight Academy in Pensacola.
- FBLA had a strong showing at the 2018 State FBLA Conference. They won the following awards: Largest Chapter District 3, Membership Increase, Largest Membership Increase District 3, Blueprint for Success, Celebrate FBLA Week, Dress for Success,

Community Service, Program of Work, Spotlight on Membership/Advisors, FBLA Publicity, FBLA Tomorrow's Business Leader, Foundation Donation, March of Dimes, March of Dimes Banners for Babies, Honor Our Military, and March of Dimes $500 Club.
- Saraland Middle School hosted the 5th grade transition field trip in May 2018.
- Saraland Middle School inducted 75 students into the National Junior Honor Society on May 10, 2018.
- In May 2018, Saraland Middle School was selected as an Alabama Bicentennial School. The $2000 grant to implement our project "Social Butterflies" was awarded in August 2018.
- Barbara McDaniel attended an A+ College Ready Computer Science training in June.
- Ashton Carder also attended an LTF training in the summer of 2018.
- Math teacher Nancy Springer, ELA teacher Carey Johnson, and Instructional Partner Donna Hughes attended a three-day workshop in Birmingham, Alabama called the Southern Regional Education Board Ready for High School Literacy and Math workshop.
- Mackenzie Persons attended a coding workshop in the summer of 2018. She also teaches a coding class for 7th grade students at SMS.
- In July, Chasity White was named a Regional Winner in the Inaugural Science Lab Competition sponsored by Shell Science Lab and the National Science Teachers Association. She won $10,000 toward a science lab makeover for SMS.
- For the 2018-2019 school year, Saraland Middle is implementing the Advocacy Program as part of Project Care. Students will have an adult advocate, other than their teacher or guidance counselor, who supports their educational experience.
- Twenty SMS students earned membership in the Million Word Reader Club for 2017-2018. Words read were calculated through AR testing.

Areas of Improvement

Areas of Improvement made by SMS in the past three years are as follows:
- SMS implemented PLAN 2020 (Alabama's new accountability system) trainings that focused on the system's accountability goals for the next six years.
- SMS CCRS Implementation Team members conducted quarterly CCRS turnaround trainings at the school annually beginning in 2012.
- SMS replaced Bloom's Taxonomy with Webb's Depth of Knowledge (DOK) Model because research showed that the model is the best tool for systematically analyzing the alignment between the CCRS standards and test items in standardized assessments.
- SMS administrators used the Effective Learning Environments Observation Tool (ELEOT) to record observable evidence that students are engaging, reacting, and benefiting from various contexts or environments that should be evident in all effective learning settings.
- SMS implemented a 6-8 student writing portfolio system to enhance student writing skills and improve writing on all weekly assessments, required quarterly writing and in preparation for AP exams.
- SMS participates in a K-12 Graduation Tracking Program and an Early Warning Truancy Program to provide useful strategies for analyzing academic, behavioral, and attendance data for identified at-risk students.
- SMS purchased and implemented the ScholarChip-ABE (Alternative Behavior Educator) Behavior Management and Intervention Plan and saw a decrease in students being referred to In-School Suspension.
- SMS principal attended K-12 Early Warning Truancy Court to conduct parent conferences that focused on decreasing the number of students experiencing chronic discipline and attendance concerns.
- SMS implemented a high-quality Safety, Emergency Crisis Prevention Plan for all students and personnel.
- SMS teachers participated in Laying the Foundation (LTF) National Math and Science Initiative (NMSI) vertical alignment meetings with high school teachers quarterly.
- SMS Project CARE (Dropout Prevention) Plan includes a K-12 Graduation Tracking Program and an Early Warning Truancy

Program to provide useful strategies for analyzing academic, behavior, and attendance data for identified at-risk students.

- SMS principal participated in the Key Leaders Network presented by A+ Education.

- SMS employed an Instructional Partner to mentor teachers and assist with data analysis.

- SMS assistant principal and Instructional Partner attend Powerful Conversation Network (PCN) to attain strategies to improve

 instruction and increase student achievement.

- SMS updates the Safety Emergency Crisis Prevention Plan to ensure the safety of all students and personnel.

Areas for Improvement

Areas for Improvement that SMS is striving to achieve in the next three years are as follows:

- Implementing the strategies gained during Alabama Math, Science, and Technology Initiative (AMSTI) for teachers in grades 6-8.

- Expanding the availability of technology, through the purchase of computers and tablets, to increase access and usage for

 teachers and students.

- Increasing core subject tutoring opportunities for students before, during, and after the regular school day.

- Analyzing data with support staff when applicable.

Additional Information

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

All SMS teachers have a copy of the current Alabama Course of Study for the subject(s) they teach. Core content and foreign language teachers are required to complete CCRS pacing guides that align the state and national standards to state mandated assessment standards, American College Testing (ACT) standards, and Advanced Placement (AP) standards. The pacing guides include the date each standard was tested and/or retested. These plans are reviewed quarterly by the local school principal and semi-annually by central office personnel. Weekly lesson plans are required of all teachers and must accommodate student needs. Lesson plans are comprised of four components: (1) objectives, (2) materials, (3) activities/strategies, and (4) evaluation. Local school administrators review each teacher's lesson plans throughout the school year.

Student grading parameters are established by grade level teachers in grade five and by departments in grades sixth through eighth. The purpose of the parameters is to ensure uniform grading procedures which will make certain students are receiving an adequate number of grades per course and that the recorded grades focus on the Alabama Course of Study Standards. Local school administrators review each teacher's grade book throughout the school year to ensure grades are being recorded in a timely manner and to identify areas of academic concern.

Data drives instruction for all SMS teachers. Formative and summative data are disaggregated and reviewed during central office staff meetings, principal meetings, faculty meetings, grade level/departmental meetings, and the Annual Administrative Retreat. The formative measures of progress include Scantron Performance Series Assessment and iReady reading and math assessments administered in grades sixth through eighth. In addition, seventh grade science also takes the Scantron Performance Series Assessment. The summative measures of progress are as follows: Scantron Performance Series Assessment, Alabama Alternate Assessment (AAA), and Assessing Comprehension and Communication in English State-to-State (ACCESS) assessment. SMS uses the data findings from the formative and summative assessments to improve the curriculum, plan for instruction and assessment, and schedule needed professional development. If students have difficulty mastering a standard, the standard is included in the teacher's pacing guide for multiple months. Each pacing guide also includes when the standard was tested and retested.

Classroom teachers and intervention teachers work with Tier II and Tier III students to improve deficient areas. The grade level/departmental Problem Solving Teams (PSTs) guide general education intervention services for all students who have academic or behavior difficulties. The PST is central to the school's successful implementation of the RtI framework and is responsible for the day-to-day decisions which ensure that (1) students receive instruction and interventions matched to their identified needs, (2) appropriate progress monitoring tools are utilized to provide evidence of students' response to instruction and intervention, and (3) progress monitoring data are used to make timely instructional decisions which maximize student outcomes. Tier II and Tier III student data are reviewed monthly by a PST.

Another tool SMS uses is the local school at-risk student reports. SMS reviews the report quarterly and then submits it to central office. In addition, confidential lists of eighth grade students identified as at-risk are compiled by the middle school counselors and forwarded to the receiving school principals each May. Parent conferences are scheduled for all at-risk students.

For newly hired teachers, SMS implements the Teacher Mentor Program to ensure novice teachers have guidance and support from master teachers. Additionally, a SDE Teacher Mentor Program will be implemented this school year through the school's Instructional Partner.

Moreover, SMS and the Central Office conduct training for new teachers at the beginning of each school year.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

In May 2018, the school leadership team, which is chosen by the administrative staff and includes teachers, parents, and stakeholders, began the revision of the 2018-2019 continuous improvement plan. Specifically, teachers and administrators met during faculty meetings and grade level/departmental meetings to discuss areas of strengths and weaknesses. Scantron Performance Series results compiled throughout the year were used to facilitate these discussions. Additionally, these dialogues pertained to all core subject areas, but specifically targeted the areas of math and reading. In August 2018, Scantron Performance Series scores were shared with faculty members and additional data provided confirmation of areas of strengths and deficiencies. As a result, areas of continued focus for the 2018-2019 school year were established in math and reading. Subsequently, student achievement strategies were developed and budgets were submitted to support the plan. Additionally, all teachers will provide a rigorous curriculum and incorporate Alabama College and Career Ready Standards (CCRS) in all subject areas. Committee members will reconvene and make any adjustments deemed appropriate as a result of all stakeholder input.

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

Saraland's Federal Programs Director schedules and conducts various meetings each quarter with the school leadership team to review aCIP goals, strategies, and deadlines. In addition, local school faculty meet with central office personnel throughout the school year to review data and ensure student progress is being monitored. At the middle school, faculty and administrators collaborate with one another to analyze assessment data and survey reports. Grade level meetings are held bi-weekly on Monday afternoons. In addition, the principal meets every other week by department with curriculum teachers for vertical assessment and planning. Through these collaborative meetings, the needs of teachers and students are communicated and included in the aCIP. The aCIP is reviewed and modified during the quarterly review meetings.

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 aCIP will be made available to all stakeholders in the Saraland community. Content area team leaders receive a copy of the plan for review during their common planning periods. At the Annual Title I meeting, parents and students will have the opportunity to view the plan and ask questions regarding its contents. Additionally, copies of the document will be placed in the school office and library. In this same manner, parents and students will have access to the plan. Business leaders and Partners-In-Education liaisons will have the opportunity to examine the aCIP at various meetings and events held throughout the course of the school year. Finally, a copy of the aCIP will be available at www.smspartans.com.

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	Student Performance Diagnostic	Formative Trend Data Summative Trend Data Math Gains Analysis Math Performance Bands Reading Performance Bands

Evaluative Criteria and Rubrics

Overall Rating: 3.75

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

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

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

	Statement or Question	**Response**	**Rating**
4.	Equity of Learning	Evidence of student learning indicates 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?

The following is a listing by grade level and subject area of the percent proficiency scored by Saraland Middle School students in the Spring of 2018 on the Scantron Performance Series assessment.

	Math	Reading	Science
Grade 6	74%	62%	--------
Grade 7	76%	64%	55%
Grade 8	63%	58%	--------

Saraland Middle School students met or exceeded the national benchmark in three subject areas for all grades 6th through 8th. Math was slightly higher than Reading with 7th grade Math highest overall at 76%.

In comparison to the 2017 ACT Aspire reporting data, the following subject areas reported and increase in proficiency.

Grade 6 - Reading
Grade 7 - Reading and Math
Grade 8 - Reading and Math

There were four students who tested on the Alabama Alternate Assessment (AAA) in grades 6-8. Two students scored a Level III in Reading and Math, one scored a Level III in Reading and a Level II in Math, and one scored a Level II in Reading and a Level I in Math.

Five students participated in the WIDA ACCESS for ELLS 2.0 in the Spring of 2018 at SMS. No student scored 4.8 or higher in order to exit the program.

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

Formative Trend Data

The Scantron Performance Series test was administered three times in 2017-2018. The fall and spring tests were required by the state to determine proficiency levels and to measure growth. Saraland Middle School elected to administer a winter test to provide more data for to guide instruction. Positive trends were evident in the three areas tested.

	Fall Scaled Score	Winter Scaled Score	Spring Scaled Score	Average Gains
Reading	2868	2910	2977	+109
Math	2699	2732	2839	+140

7th Grade Science	2629	2674	2726	+97

Summative Trend Data

2017-2018 was the first year to administer Scantron Performance Series as the summative test; therefore, this is a baseline year. Students took the test at the beginning, middle, and end of the year which provide comparative data and growth results. Positive trends are evident in all three grades.

Grade 6 - Positive trends are evident in Reading, where students went from 51% proficient in the fall to 62% proficient in the spring, and in Math, where students improved from 65% proficient to 74% by the end of the year.

Grade 7 - Positive trends are apparent in Reading and in Math. Students improved from 57% proficient in the fall administration of Reading to 64% in the Spring test. In Math, students increased by 7%, moving from 69% proficient in the fall to 76% proficient in the spring.

Grade 8 - A positive trend was demonstrated in 8th grade reading where students improved from 51% proficient in the fall to 58% proficient in the spring. Math data depicted a 1% increase with 62% proficient in the fall compared to 63% proficient in the spring.

Saraland Middle School also piloted the iReady Curriculum, administering a diagnostic test in math and reading to all students in the second nine weeks. The iReady results were slightly lower than the fall Scantron results in grade level of each subject.

iReady Test Results
Grade 6 - 46% proficient in reading and 57% proficient in math
Grade 7 - 52% proficient in reading and 61% proficient in math
Grade 8 - 45% proficient in reading and 43% proficient in math

Which area(s) indicate the overall highest performance?

The spring 2018 Scantron Performance data points to math as the highest area of overall performance with 71% demonstrating proficiency compared to 62% meeting the proficiency mark in reading.

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

As a baseline year, there are no data to compare from one year to the next; however, trends can be determined by comparing the fall administration of Scantron to the Spring results.

Reading: Students on meal assistance improved from 43% proficient in the fall to 53% proficient in the spring. Thirty-two percent of African American students tested proficient in the fall, and 45% demonstrated a proficient reading level in the spring, an increase of 13%. The proficiency rate of male students improved 12%, 46% in the fall to 58% in the spring. Sixty-two percent of males and 59% of females met

their annual growth target. Females increased their proficiency rate 4%, moving from 61% proficient to 65%.

Math: The math scores of students on meal assistance improved 5% from a fall proficiency of 58% to 63% in the spring. Male students demonstrated a 5% increase in proficiency, improving from 61% proficient in the fall to 66% proficient in the spring. Sixty-five percent of males and 69% of females met their annual growth target in math. Females increased their proficiency rate by 6%, improving from 71% proficient in the fall to 77% proficient in the spring.

Between which subgroups is the achievement gap closing?

While this is a baseline year, the achievement gap between males and females shows a trend toward closing with 62% of males meeting their annual growth target in reading as compared to 59% of females. In the fall administration of Scantron Reading, male students were at a 46% proficient rate compared to 61% of female students, a 15% difference. In the spring, male students improved to 58% proficient and females to 65% proficient. The difference between the two subgroups had closed to a 7% difference.

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

Saraland Middle School students participated in a pilot of the iReady adaptive diagnostic test in reading and math. The results were used to identify which students would benefit from math tutoring and which ones should be placed in a math or reading intervention class. The findings from iReady were consistent with the fall and winter administration of Scantron. Additionally, teachers used the Webb's Depth of Knowledge Model to ensure teacher-made assessments were rigorous, relevant, and aligned to the CCRS standards.

Areas in Need of Improvement

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

The following is a listing by grade level and subject area of the percent proficient scored by Saraland Middle School students on the Spring 2018 Scantron Performance Series Assessment.

Reading
Grade 6 - 62%
Grade 7 - 64%
Grade 8 - 58%
All Grades - 62%

Math
Grade 6 - 74%
Grade 7 - 76%
Grade 8 - 63%
All Grades - 71%

As a baseline year, it is difficult to identify areas that are below expected performance. However, upon review of the 2018 Scantron data, eighth grade test results are below that of the other two grades. Eighth grade reading is 4% below the school average and math is 8% below the school average.

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

The test results from last year provide baseline data upon which trends will be identified for next year. Based on the data from one year of administration, eighth grade math and reading are below the performance levels of the other grades.

Males scored lower than females in math and in reading. 58% of males versus 65% of females were proficient in the spring administration of Scantron Reading. 66% of males tested proficient in math compared to 77% of females, an 11-percentage point difference. However, both subgroups did make gains from their math and reading fall test scores.

Which area(s) indicate the overall lowest performance?

The overall reading results were 9% lower than those of math.

The eighth grade was lower than the other two grades in both reading and math.

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

Formative Trend Data

Saraland Middle School piloted iReady this year and has no comparative data from the previous year. This is a baseline year for Scantron as well. Scantron served as both a formative assessment and a summative because it was given three times in the year and used to inform instruction.

Of the 96 African American students who took the fall administration of Scantron Math, 53% were proficient. In the spring, 99 African American students tested in Scantron Math, and the number of proficient students decreased 2% to 51%.

Summative Trend Data
As a baseline year, trends were identified within one year of growth rather than comparing one test year to the previous. Serving as both a formative and summative assessment, Scantron results were analyzed to identify a subgroup which showed a trend toward a decreasing performance. Of the 96 African American students who took the fall administration of Scantron Math, 53% were proficient. In the spring, 99 African American students tested in Scantron Math, and the number of proficient students decreased 2% to 51%.

Between which subgroups is the achievement gap becoming greater?

The only subgroup to show a decrease in achievement from the fall administration of Scantron Performance Series to the spring administration is African American students on the math test with a 2% decrease in the overall proficiency level.

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

Throughout the 2017-2018 school year, Saraland Middle School students were measured through by two assessments to prepare them for the spring Scantron Performance Series test. The fall and winter administrations of the Scantron Performance Series test in math, reading, and 7th grade science was use to inform instruction, drive professional development, and identify students who would benefit from additional help in math and reading. Teachers tracked students' progress in Scantron while also using the Webb's Depth of Knowledge Model to ensure teacher-made assessments were rigorous, relevant, and aligned to the CCRS standards.

In addition to these data driven programs, the principal, instructional partner, and teachers met bi-weekly to analyze student data and reflect on student progress. Teachers submitted a data analysis form for each course they taught to show a breakdown of students currently performing below proficiency in the classroom setting, including identifying subgroups to which they belong. iReady was piloted as an additional adaptive diagnostic tool which then provided individualized learning paths for each student based on his or her instructional needs. Students were allotted time in class to complete activities in iReady each week with a goal of 45 minutes in math and reading each week.

Report Summary

Scores By Section

Section Score
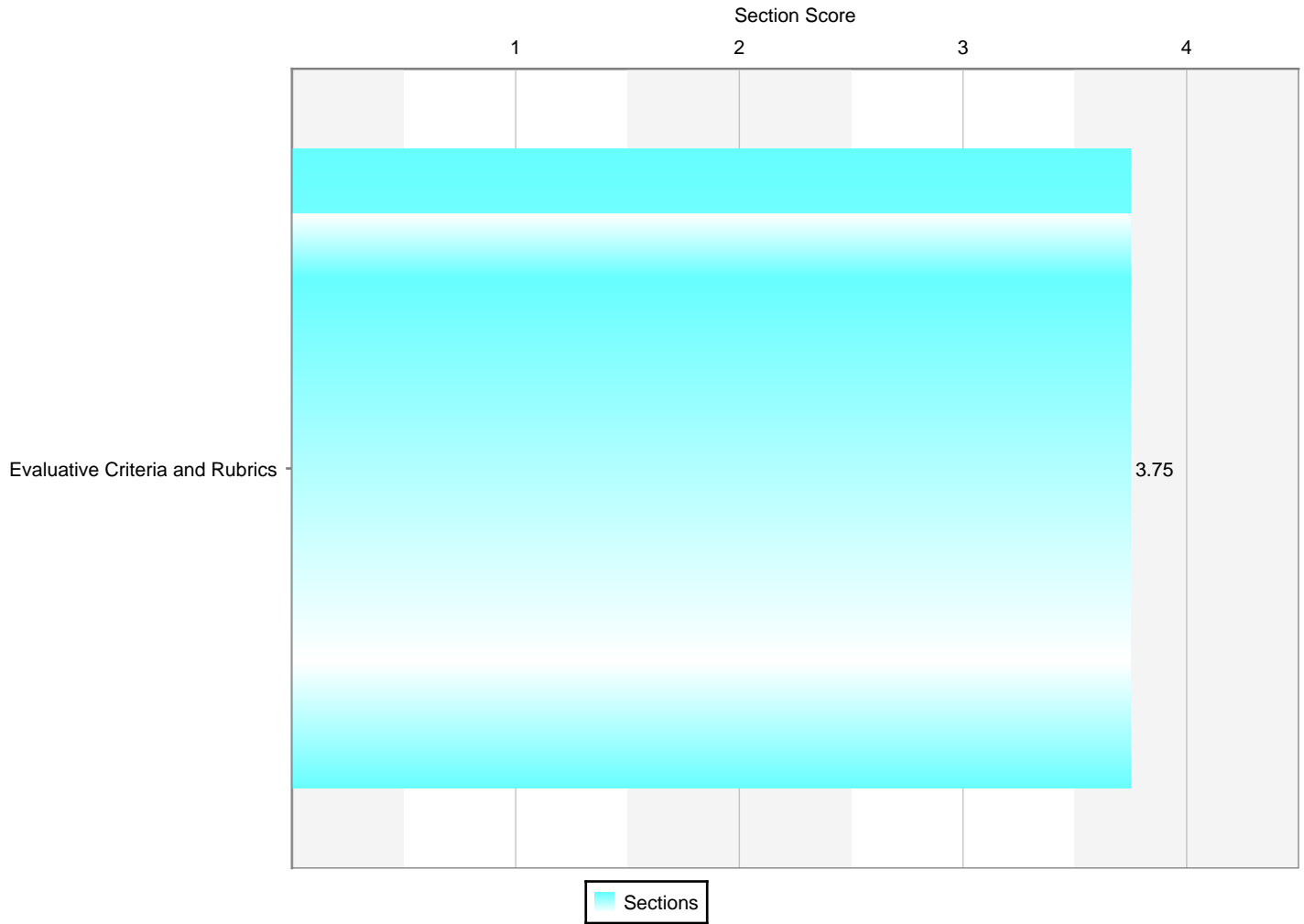
ACIP Assurances

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	See attachment	SMS Signature Page

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	See attachment	Principal Assurance Signature

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	Alex G. Crane Saraland Middle School Principal 401 Baldwin Street Saraland, AL 36571 251-679-9405	A Crane Signature

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	See attachments	LEA Consolidated Plan FY19 Parent and Family Engagement Plan FY19

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	See attachment	School Parent Compact

2018-2019 Saraland Middle School ACIP

Overview

Plan Name

2018-2019 Saraland Middle School 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	Engage and Empower the Learner through the Effective Implementation of CCRS	Objectives: 6 Strategies: 8 Activities: 20	Academic	$92664
2	Increase Student Attendance to Improve the System's Dropout Rate	Objectives: 1 Strategies: 1 Activities: 3	Academic	$19017
3	Provide Digital Tools and Resources to All Teachers and Students	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$13637

Goal 1: Engage and Empower the Learner through the Effective Implementation of CCRS

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering the standards in English Language Arts by 05/23/2019 as measured by formative and summative assessments.

Strategy 1:

Implement Rigor in ELA Curriculum - By incorporating Webb's Depth of Knowledge into the ELA curriculum, objectives, standards, and assessments, teachers will

develop student's higher order thinking skills. Instructors will improve teaching strategies and skills through content level meetings and classroom observations

(instructional rounds).Teachers will document using monthly curriculum plans, lesson plans, and assessments.

School administrators will review these documents as well as monitor through classroom observations.

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

Research Cited: Drake, Susan M. (2012). Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition. Thousand Oaks, CA: Corwin.

Activity - English College and Career Ready Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In the content areas, teachers will implement CCRS standards through daily instruction using the DOK model. Teachers will provide parents with a course syllabus based on CCRS and links to online resources to use at home. Monitor implementation of CCRS through monthly curriculum and lesson plans, as well as classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$0	No Funding Required	School Admin., Classroom Teachers

Activity - English Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Although PD is embedded through bi-weekly grade level meetings along with bi-weekly curriculum meetings, eighth grade teachers will attend an A+ College Ready workshop in summer of 2018. This workshop will provide guidance for them as they utilize the Laying The Foundation/NMSI program with pre-AP students at SMS. All teachers will attend the iReady training on September 10, 2018 to learn about the new features provided by the program to support monitoring student growth.	Professional Learning	08/07/2018	05/23/2019	$0	No Funding Required	School Administration, Classroom Teachers

Activity - Vocabulary Workshop (Sadlier Inc.)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will continue to incorporate vocabulary words from the "Vocabulary Workshop" book into 6-8 ELA curriculum. Students will have the opportunity to engage and work with challenging words to expand their vocabulary in speaking and writing.	Direct Instruction	08/07/2018	05/23/2019	$0	No Funding Required	School Administration; Classroom Teachers

Measurable Objective 2:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering standards in Mathematics by 05/23/2019 as measured by formative and summative assessments.

Strategy 1:

Implement Rigor in Mathematics Curriculum - By incorporating Webb's Depth of Knowledge into the mathematics curriculum, objectives, standards, and assessments, teachers will develop students' higher order thinking skills. Instructors will improve teaching strategies and skills through content level meetings and classroom observations (instructional rounds). Teachers will document using monthly curriculum plans, lesson plans, and assessments.

School administrators will review these documents as well as monitor through classroom observations.

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

Research Cited: Bender, William N. (2013) Differentiating Math Instruction K-8. Thousand Oaks, CA. Corwin. Larson, Matthew..et al. (2012). Common Core Mathematics in a PLC at Work. Bloomington, IN. Solution Tree Press.

Activity - Mathematics College and Career Ready Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In the content areas, teachers will implement CCRS standards through daily instruction using the DOK model. Teachers will provide parents with a course syllabus based on CCRS and links to online resources to use at home. Teachers will implement AMSTI strategies during daily instruction. Monitor implementation of CCRS through monthly curriculum and lesson plans, as well as classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$0	No Funding Required	School Admin., Classroom Teachers

Activity - BrainPop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use activities and material presented through BrainPop as an additional resource to support classroom instruction. Monitor implementation through lesson plans and classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$898	Title I Part A	School Administration, Classroom Teachers

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development is embedded through bi-weekly grade level meetings along with bi-weekly curriculum meetings. Classroom teachers will participate in iReady training on September 10, 2018 to learn about the new features provided by the program to support monitoring student growth. Monitor completion of professional development with agendas and sign-in sheets. Implementation of learning will be monitored through classroom observations, lesson plans, and data analysis.	Professional Learning	08/07/2018	05/23/2019	$0	No Funding Required	School Administration, Classroom Teachers

Strategy 2:

Differentiate Mathematics Instruction for Students - Based on the needs assessment conducted, teachers, paraprofessionals, and classroom intervention teachers will implement all parts of the RtI framework for all students. Those identified as Tier II or Tier III students will receive Tier II intervention in the classroom. Tier III students will receive remediation through intervention classes during the regular school day. Problem solving teams meet monthly to monitor progress using classroom data as well as online formative assessments.

Category: Develop/Implement Learning Supports

Activity - Math Response to Intervention (RtI)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students who are struggling to master math objectives and not performing according to grade level. RtI problem solving teams will meet to discuss student data and monitor progress of Tier II and Tier III students. Intervention strategies will be adjusted as needed for those who are not reaching their rate of improvement goal and/or making gains. A math intervention teacher provides remediation and second delivery of core concepts in a small group setting (intervention class). Parental Set-Aside funds will be used to increase parental awareness of student grades, behavior, and attendance. Instructional supplies are also needed to execute the RtI process. Students will use iReady on a weekly basis to strengthen skills and close learning gaps. After school tutoring is also available on Tuesdays and Thursdays throughout the year. Monitor RtI implementation through Tier II and Tier III documentation on specified forms and classroom observations.	Academic Support Program	08/07/2018	05/23/2019	$14408	Title I Part A	School Admin., Intervention Teachers, Paraprofessionals, and Classroom Teachers

Measurable Objective 3:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering standards in Reading by 05/23/2019 as measured by formative and summative assessments.

Strategy 1:

Implement Rigor in Reading Curriculum - By incorporating Webb's Depth of Knowledge into the Reading curriculum, objectives, standards, and assessments, teachers will develop students' higher order thinking skills. Teachers will document using monthly curriculum plans, lesson plans, and assessments.

School administrators will review these documents as well as monitor through classroom observations.

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

Research Cited: Crawford, Joe. (2012). Aligning Your Curriculum to the Common Core State Standards. Thousand Oaks, CA: Corwin.

Activity - Reading College and Career Ready Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| In the content areas, teachers will implement CCRS standards through daily instruction using the DOK model. Teachers will provide parents with a course syllabus based on CCRS and links to online resources to use at home. A paraprofessional will be employed to aid classroom teachers and provide assistance to students.

Monitor implementation of CCRS through monthly curriculum and lesson plans, as well as classroom observations. | Direct Instruction | 08/07/2018 | 05/23/2019 | $31915 | Title I Part A | School Administration, Paraprofessional, Classroom Teachers |

Activity - Reading Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Although PD is embedded through bi-weekly grade level meetings along with bi-weekly curriculum meetings, eighth grade teachers will attend an A+ College Ready workshop in summer of 2018. This workshop will provide guidance for them as they utilize the Laying The Foundation/NMSI program with pre-AP students at SMS. All teachers will participate in iReady training on September 10, 2018 to learn about the new features provided by the program to support monitoring student growth. These activities will be monitored by school administrators through classroom observations, lesson plans, and data analysis. The IP will provide DOK training throughout the school year for all teachers.	Professional Learning	08/07/2018	05/23/2019	$672	State Funds	School Administration, Classroom Teachers

Activity - Renaissance Learning Accelerated Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read and test on books in Accelerated Reading to improve individual reading levels. A goal is set each quarter to encourage students to read and take tests on the books they read. Monitor usage through data collected and AR scores.	Academic Support Program	08/07/2018	05/23/2019	$5485	Title I Part A	School Administrators, Classroom Teachers

Activity - BrainPop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement BrainPop as an additional resource to support classroom instruction. Monitor implementation through lesson plans and classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$897	Title I Part A	School Administrators, Classroom Teachers

Strategy 2:

Differentiate Reading Instruction for Students - Based on the needs assessment conducted, teachers, paraprofessionals, and intervention teachers will implement all parts of the RtI framework for all students. Those identified as Tier II or Tier III students will receive Tier II intervention in the classroom. Tier III students will also receive remediation in intervention classes.

Problem solving teams meet monthly to monitor progress using classroom data as well as online formative assessments.

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

Research Cited: Wright, Jim. (2014). Strategies for Struggling Learners in the Era of CCSS & RTI. Grand Rapids, MI: Montauk

Activity - Reading Response to Intervention (RtI)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students who are struggling to master reading objectives and not performing according to grade level. RtI problem solving teams will meet to discuss student data and monitor progress of Tier II and Tier III students. Based on the Scantron Performance Series 2018 scores and iReady results, students were identified for placement in a daily reading intervention. Intervention strategies will be adjusted as needed for those who are not reaching their rate of improvement goal and/or making gains. Reading Intervention classes use multiple points of data to assess students' reading levels. (Scantron, iReady, One-On-One Read Aloud, and classroom performance) The system will use at-risk state funds to employ an ISS teacher to assist in meeting the needs of at-risk students. Additionally, a Dyslexia Interventionist will screen and assist students with dyslexic tendencies. Students will use iReady on a weekly basis to strengthen skills and close learning gaps. The Rewards reading program will be implemented in Reading Intervention classes to provide strategies and additional support. Parental Set-Aside funds will be used to increase parental awareness of student grades, behavior, and attendance. Monitor RtI implementation through Tier II and Tier III documentation on specified forms and classroom observations and using iReady test results from Fall 2018, December 2018, and May 2019.	Academic Support Program	08/07/2018	05/23/2019	$32415	Other	School Admin., Intervention Teachers (ISS), Paraprofessionals, and Classroom Teachers

Measurable Objective 4:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering the standards in Science by 05/23/2019 as measured by formative and summative assessments.

Strategy 1:

Implement Rigor in Science Curriculum - By incorporating Webb's Depth of Knowledge in the science curriculum, objectives, standards, and assessments, teachers will develop students' higher order thinking skills. Teachers will document using monthly curriculum plans, lesson plans, and assessments.

School administrators will review these documents as well as monitor through classroom observations.

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

Research Cited: March, Judith K., and peters, Karen H. (2014). The Common Core, an Uncommon Opportunity. Thousand Oaks, CA: Corwin.

Research Cited: Riley, Susan M. (2012). STEAM point: A Guide to Integrating Science, Technology, Engineering, the Arts and Mathematics through Common Core. Westminster, MD. EducationCloset.

Activity - Science College and Career Ready Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| In the content areas, teachers will implement CCRS standards through daily instruction using the DOK model. Teachers will provide parents with an explanation of CCRS and resources to use at home during quarterly meetings.

Monitor implementation of CCRS through monthly curriculum and lesson plans, as well as classroom observations. | Direct Instruction | 08/07/2018 | 05/23/2019 | $0 | No Funding Required | School Administration , Classroom Teachers |

Activity - Science Content Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In alignment with CCRS, teachers will incorporate writing assignments into the content area through the year. Monitor implementation of writing standards in science classroom through observations, monthly curriculum plans, lesson plans, and classroom grade book.	Direct Instruction	08/07/2018	05/23/2019	$0	No Funding Required	School Admin., Classroom Teachers

Activity - Science Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development is embedded in bi-weekly grade level and curriculum meetings. All teachers will attend the iReady training on September 10, 2018 to learn about the new features provided by the program to support monitoring student growth. Monitor participation in training with agendas and sign-in sheets. Monitor professional development inplementation through lesson plans, classroom observations, and data analysis.	Professional Learning	08/07/2018	05/23/2019	$0	No Funding Required	School Administration , Classroom Teachers, and Special Education Teachers

Measurable Objective 5:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering standards in Writing by 05/23/2019 as measured by formative and summative assessments.

Strategy 1:

Implement Rigor in Writing Curriculum - By incorporating Webb's Depth of Knowledge into the writing curriculum, rubrics, modeling, objectives, standards, and assessments, teachers will develop students' higher order thinking skills. Teachers will document using monthly curriculum plans, lesson plans, and assessments.

School administrators will review these documents as well as monitor through classroom observations.

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

Activity - Content Writing in Science and Social Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| In alignment with CCRS, science and social studies teachers will embed writing activities within their specific curriculum. Monitor implementation of writing standards through classroom observations, monthly curriculum plans, lesson plans, and classroom grade book. | Direct Instruction | 08/07/2018 | 05/23/2019 | $0 | No Funding Required | School Administration , Classroom Teachers |

Activity - Explicit Writing Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide explicit writing instruction (I do, we do, you do) for the narrative, opinion/argumentative, and informative types of text. Monitor with writing folders that follow middle school students from grade to grade.	Direct Instruction	08/07/2018	05/23/2019	$0	No Funding Required	School Administration , Classroom Teachers

Activity - Student Writing Portfolio Samples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student writing samples will be scored and evaluated quarterly and yearly to gauge writing proficiency. Monitor through writing portfolios maintained by classroom teachers.	Direct Instruction	08/07/2018	05/23/2019	$0	No Funding Required	School Administration , Classroom Teachers

Measurable Objective 6:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in courses in Career & Technical by 05/23/2019 as measured by the number of students who successfully credential in MOS, ServSafe, or CNA.

Strategy 1:

Career and Technical Education - Improve the Career and Technical Education program through a continued use of state standards, attending professional

development, and implementing a rigorous program.

Category: Develop/Implement Learning Supports

Research Cited: R. Kauder, K. Krepcio, and R. Nicholas, A Literature Review of Employer-Initiated and Market-Driven Approaches to Recruiting, Hiring, and Retaining

Employees with Disabilities, New Brunswick, NJ: NTAR Leadership Center, 2009.

Activity - CTE Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE teachers will attend training conducted during the school year by the State Department of Education including the ALACTE in the summer, National Leadership Conference, State FCCLA Leadership Conference, and the State FBLA Conference. Professional development expenses	Technology, Professional Learning	08/07/2018	05/23/2019	$5974	Perkins	Administrator, CTE Teachers

Activity - CTE College and Career Ready Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will implement CCRS standards through daily instruction using the DOK model. Teachers will provide parents with a course syllabus based on CCRS and links to online resources to use at home. Monitor implementation of CCRS through monthly curriculum and lesson plans, as well as classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$0	No Funding Required	School Administration, Classroom Teachers

Goal 2: Increase Student Attendance to Improve the System's Dropout Rate

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior that reduces the amount of classroom instruction missed resulting in an increasing proficiency in content area standards in Mathematics by 05/23/2019 as measured by formative and summative assessments.

Strategy 1:

Increase Student Attendance - Faculty and staff will encourage students to attend school every day, all day. At-risk students will be identified by staff members.

Through Project CARE, assigned teacher mentors will establish contact and encourage regular attendance. In addition, parents will be held accountable for student

attendance through the Early Warning Truancy Program.

The school will employ a nurse to assess student wellness in the office in an effort to help reduce the number of early dismissals and lost instructional time.

Category: Develop/Implement Learning Supports

Research Cited: Marzano, Robert J., Water, Timothy, and McNulty, Brian A. (2005). School Leadership that Works. Alexandria, VA: ASCD.

Activity - Project CARE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Using the Project CARE program, at-risk students will be identified and assigned a teacher mentor. Teacher mentors, along with the school nurse, will be available to encourage student attendance, positive behavior, and academic success. All students must have an adult advocate, other than their teacher or guidance counselor. By implementing the Advocacy Program, students will be well-known by at least one adult advocate in the school who supports their educational experience. Parental involvement with school activities will be encouraged. Additionally, school counselors and administrators will track students' progress with academics, behavior, and attendance through the Graduation Tracking System (GTS). Counselors will use instructional supplies to help students make appropriate choices, prevent drop-out, and support academic success. The school will employ a nurse to assess student wellness in the office in an effort to help reduce the number of early dismissals and lost instructional time. Attendance for at-risk students will be monitored by attendance and health services reports from iNOW, counselor log, and the attendance officer.	Behavioral Support Program	08/07/2018	05/23/2019	$19017	Title I Part A	School Admin., School Counselor, Classroom Teachers, School Nurse, and Attendance Officer

Activity - Early Warning Truancy Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students with attendance issues will be referred to the Early Warning Truancy Program. Parents will be required to attend meetings with administrators and central office staff to discuss and rectify truancy issues. Moreover, Title I Parental set-aside funds will be used to increase parental awareness of student grades, behavior, and attendance.	Behavioral Support Program	08/07/2018	05/23/2019	$0	No Funding Required	School Admin., Attendance Officer, and Central Office Staff

Activity - Increase Accountability Through Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and staff will utilize iNOW, SchoolCAST, REMIND, and social media outlets to share academic and extra-curricular information with parents and guardians.	Technology	08/07/2018	05/23/2019	$0	No Funding Required	Administration, classroom Teachers, Counselors

Goal 3: Provide Digital Tools and Resources to All Teachers and Students

Measurable Objective 1:

demonstrate a proficiency by increasing performance in content areas by 2% using technology by 05/23/2019 as measured by formative and summative assessments.

Strategy 1:

Increase Student Achievement Through Technology - Technology will be used to enhance and extend lessons beyond the classroom. Computer lab activities provide practice needed to improve skills, incorporate higher order thinking skills, and encourage collaboration with peers, where appropriate.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Kelly, Frank S., McCain, Ted, and Jukes, Ian. (2009). Teaching the Digital Generation.Thousand Oaks, CA; Corwin.

Activity - CCRS Implementation through Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the three traditional computer labs as well as the six rolling Chromebook labs (two will be added this year) as they work toward the full implementation of CCRS and preparation for the state mandated Scantron Performance Series Assessment. Through designated lab time, students will receive access to iReady learning activities especially prescribed to their reading and math levels. Additionally, classes across grade levels will conduct online research, Webquests, and collaborative projects to enhance learning opportunities and meet the needs of a variety of learners. Monitor through monthly curriculum plans, lesson plans, computer lab log, and walk through observation.	Technology	08/07/2018	05/23/2019	$13637	Title I Part A	School Administration, Classroom Teachers

Activity - Scantron Performance Series Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In Fall, Winter, and Spring, students will take a computer based test to track their progress. Teachers will gather data and formulate reports after each testing period and will make adjustments to lessons based on the strengths and weaknesses identified.	Academic Support Program	08/07/2018	05/23/2019	$0	No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
English Professional Development	Although PD is embedded through bi-weekly grade level meetings along with bi-weekly curriculum meetings, eighth grade teachers will attend an A+ College Ready workshop in summer of 2018. This workshop will provide guidance for them as they utilize the Laying The Foundation/NMSI program with pre-AP students at SMS. All teachers will attend the iReady training on September 10, 2018 to learn about the new features provided by the program to support monitoring student growth.	Professional Learning	08/07/2018	05/23/2019	$0	School Administration, Classroom Teachers
Student Writing Portfolio Samples	Student writing samples will be scored and evaluated quarterly and yearly to gauge writing proficiency. Monitor through writing portfolios maintained by classroom teachers.	Direct Instruction	08/07/2018	05/23/2019	$0	School Administration, Classroom Teachers
Science Professional Development	Professional Development is embedded in bi-weekly grade level and curriculum meetings. All teachers will attend the iReady training on September 10, 2018 to learn about the new features provided by the program to support monitoring student growth. Monitor participation in training with agendas and sign-in sheets. Monitor professional development inplementation through lesson plans, classroom observations, and data analysis.	Professional Learning	08/07/2018	05/23/2019	$0	School Administration, Classroom Teachers, and Special Education Teachers
Content Writing in Science and Social Studies	In alignment with CCRS, science and social studies teachers will embed writing activities within their specific curriculum. Monitor implementation of writing standards through classroom observations, monthly curriculum plans, lesson plans, and classroom grade book.	Direct Instruction	08/07/2018	05/23/2019	$0	School Administration, Classroom Teachers

Mathematics College and Career Ready Standards	In the content areas, teachers will implement CCRS standards through daily instruction using the DOK model. Teachers will provide parents with a course syllabus based on CCRS and links to online resources to use at home. Teachers will implement AMSTI strategies during daily instruction. Monitor implementation of CCRS through monthly curriculum and lesson plans, as well as classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$0	School Admin., Classroom Teachers
Scantron Performance Series Assessment	In Fall, Winter, and Spring, students will take a computer based test to track their progress. Teachers will gather data and formulate reports after each testing period and will make adjustments to lessons based on the strengths and weaknesses identified.	Academic Support Program	08/07/2018	05/23/2019	$0	School Admin., Classroom Teachers, and Special Education Teachers
Science College and Career Ready Standards	In the content areas, teachers will implement CCRS standards through daily instruction using the DOK model. Teachers will provide parents with an explanation of CCRS and resources to use at home during quarterly meetings. Monitor implementation of CCRS through monthly curriculum and lesson plans, as well as classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$0	School Administration, Classroom Teachers
Increase Accountability Through Technology	Faculty and staff will utilize iNOW, SchoolCAST, REMIND, and social media outlets to share academic and extra-curricular information with parents and guardians.	Technology	08/07/2018	05/23/2019	$0	Administration, classroom Teachers, Counselors
Math Professional Development	Professional Development is embedded through bi-weekly grade level meetings along with bi-weekly curriculum meetings. Classroom teachers will participate in iReady training on September 10, 2018 to learn about the new features provided by the program to support monitoring student growth. Monitor completion of professional development with agendas and sign-in sheets. Implementation of learning will be monitored through classroom observations, lesson plans, and data analysis.	Professional Learning	08/07/2018	05/23/2019	$0	School Administration, Classroom Teachers
Explicit Writing Instruction	Teachers will provide explicit writing instruction (I do, we do, you do) for the narrative, opinion/argumentative, and informative types of text. Monitor with writing folders that follow middle school students from grade to grade.	Direct Instruction	08/07/2018	05/23/2019	$0	School Administration, Classroom Teachers

Vocabulary Workshop (Sadlier Inc.)	All ELA teachers will continue to incorporate vocabulary words from the "Vocabulary Workshop" book into 6-8 ELA curriculum. Students will have the opportunity to engage and work with challenging words to expand their vocabulary in speaking and writing.	Direct Instruction	08/07/2018	05/23/2019	$0	School Administration; Classroom Teachers
CTE College and Career Ready Standards	Teachers will implement CCRS standards through daily instruction using the DOK model. Teachers will provide parents with a course syllabus based on CCRS and links to online resources to use at home. Monitor implementation of CCRS through monthly curriculum and lesson plans, as well as classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$0	School Administration, Classroom Teachers
Early Warning Truancy Program	Parents and students with attendance issues will be referred to the Early Warning Truancy Program. Parents will be required to attend meetings with administrators and central office staff to discuss and rectify truancy issues. Moreover, Title I Parental set-aside funds will be used to increase parental awareness of student grades, behavior, and attendance.	Behavioral Support Program	08/07/2018	05/23/2019	$0	School Admin., Attendance Officer, and Central Office Staff
English College and Career Ready Standards	In the content areas, teachers will implement CCRS standards through daily instruction using the DOK model. Teachers will provide parents with a course syllabus based on CCRS and links to online resources to use at home. Monitor implementation of CCRS through monthly curriculum and lesson plans, as well as classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$0	School Admin., Classroom Teachers
Science Content Writing	In alignment with CCRS, teachers will incorporate writing assignments into the content area through the year. Monitor implementation of writing standards in science classroom through observations, monthly curriculum plans, lesson plans, and classroom grade book.	Direct Instruction	08/07/2018	05/23/2019	$0	School Admin., Classroom Teachers
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Renaissance Learning Accelerated Reading	Students will read and test on books in Accelerated Reading to improve individual reading levels. A goal is set each quarter to encourage students to read and take tests on the books they read. Monitor usage through data collected and AR scores.	Academic Support Program	08/07/2018	05/23/2019	$5485	School Administrators, Classroom Teachers

CCRS Implementation through Technology	Students will use the three traditional computer labs as well as the six rolling Chromebook labs (two will be added this year) as they work toward the full implementation of CCRS and preparation for the state mandated Scantron Performance Series Assessment. Through designated lab time, students will receive access to iReady learning activities especially prescribed to their reading and math levels. Additionally, classes across grade levels will conduct online research, Webquests, and collaborative projects to enhance learning opportunities and meet the needs of a variety of learners. Monitor through monthly curriculum plans, lesson plans, computer lab log, and walk through observation.	Technology	08/07/2018	05/23/2019	$13637	School Administration, Classroom Teachers
Project CARE	Using the Project CARE program, at-risk students will be identified and assigned a teacher mentor. Teacher mentors, along with the school nurse, will be available to encourage student attendance, positive behavior, and academic success. All students must have an adult advocate, other than their teacher or guidance counselor. By implementing the Advocacy Program, students will be well-known by at least one adult advocate in the school who supports their educational experience. Parental involvement with school activities will be encouraged. Additionally, school counselors and administrators will track students' progress with academics, behavior, and attendance through the Graduation Tracking System (GTS). Counselors will use instructional supplies to help students make appropriate choices, prevent drop-out, and support academic success. The school will employ a nurse to assess student wellness in the office in an effort to help reduce the number of early dismissals and lost instructional time. Attendance for at-risk students will be monitored by attendance and health services reports from iNOW, counselor log, and the attendance officer.	Behavioral Support Program	08/07/2018	05/23/2019	$19017	School Admin., School Counselor, Classroom Teachers, School Nurse, and Attendance Officer

Math Response to Intervention (RtI)	Additional academic support will be provided to Tier II and Tier III students who are struggling to master math objectives and not performing according to grade level. RtI problem solving teams will meet to discuss student data and monitor progress of Tier II and Tier III students. Intervention strategies will be adjusted as needed for those who are not reaching their rate of improvement goal and/or making gains. A math intervention teacher provides remediation and second delivery of core concepts in a small group setting (intervention class). Parental Set-Aside funds will be used to increase parental awareness of student grades, behavior, and attendance. Instructional supplies are also needed to execute the RtI process. Students will use iReady on a weekly basis to strengthen skills and close learning gaps. After school tutoring is also available on Tuesdays and Thursdays throughout the year. Monitor RtI implementation through Tier II and Tier III documentation on specified forms and classroom observations.	Academic Support Program	08/07/2018	05/23/2019	$14408	School Admin., Intervention Teachers, Paraprofessionals, and Classroom Teachers
BrainPop	Teachers will implement BrainPop as an additional resource to support classroom instruction. Monitor implementation through lesson plans and classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$897	School Administrators, Classroom Teachers
BrainPop	Teachers will use activities and material presented through BrainPop as an additional resource to support classroom instruction. Monitor implementation through lesson plans and classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$898	School Administration, Classroom Teachers
Reading College and Career Ready Standards	In the content areas, teachers will implement CCRS standards through daily instruction using the DOK model. Teachers will provide parents with a course syllabus based on CCRS and links to online resources to use at home. A paraprofessional will be employed to aid classroom teachers and provide assistance to students. Monitor implementation of CCRS through monthly curriculum and lesson plans, as well as classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$31915	School Administration, Paraprofessional, Classroom Teachers
				Total	$86257	

State Funds

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

Reading Professional Development	Although PD is embedded through bi-weekly grade level meetings along with bi-weekly curriculum meetings, eighth grade teachers will attend an A+ College Ready workshop in summer of 2018. This workshop will provide guidance for them as they utilize the Laying The Foundation/NMSI program with pre-AP students at SMS. All teachers will participate in iReady training on September 10, 2018 to learn about the new features provided by the program to support monitoring student growth. These activities will be monitored by school administrators through classroom observations, lesson plans, and data analysis. The IP will provide DOK training throughout the school year for all teachers.	Professional Learning	08/07/2018	05/23/2019	$672	School Administration, Classroom Teachers
				Total	$672	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CTE Professional Development	CTE teachers will attend training conducted during the school year by the State Department of Education including the ALACTE in the summer, National Leadership Conference, State FCCLA Leadership Conference, and the State FBLA Conference. Professional development expenses	Technology, Professional Learning	08/07/2018	05/23/2019	$5974	Administrator, CTE Teachers
				Total	$5974	

Other

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

Reading Response to Intervention (RtI)	Additional academic support will be provided to Tier II and Tier III students who are struggling to master reading objectives and not performing according to grade level. RtI problem solving teams will meet to discuss student data and monitor progress of Tier II and Tier III students. Based on the Scantron Performance Series 2018 scores and iReady results, students were identified for placement in a daily reading intervention. Intervention strategies will be adjusted as needed for those who are not reaching their rate of improvement goal and/or making gains. Reading Intervention classes use multiple points of data to assess students' reading levels. (Scantron, iReady, One-On-One Read Aloud, and classroom performance) The system will use at-risk state funds to employ an ISS teacher to assist in meeting the needs of at-risk students. Additionally, a Dyslexia Interventionist will screen and assist students with dyslexic tendencies. Students will use iReady on a weekly basis to strengthen skills and close learning gaps. The Rewards reading program will be implemented in Reading Intervention classes to provide strategies and additional support. Parental Set-Aside funds will be used to increase parental awareness of student grades, behavior, and attendance. Monitor RtI implementation through Tier II and Tier III documentation on specified forms and classroom observations and using iReady test results from Fall 2018, December 2018, and May 2019.	Academic Support Program	08/07/2018	05/23/2019	$32415	School Admin., Intervention Teachers (ISS), Paraprofessionals, and Classroom Teachers
				Total	$32415	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	See Attachment	Parent Survey 2018

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	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	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). 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 well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

Title I Parent Survey:

1. 95% of parent respondents feel welcome in the school.

2. 99% of parent respondents understand their child's report cards and test scores.

3. 95% of parent respondents can reach their child's classroom teacher to discuss their child.

4. 95% of parent respondents feel that teachers are interested and cooperative when discussing academic progress and concerns.

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

Title I Parent Survey Results - Parents continue to feel welcome at Saraland Middle School and know that we value them as a partner in their child's education. Parents recognize the importance of student progress and understanding their child's report cards and test scores. Parents also emphasize the importance of communication with teachers about their child and their academic progress.

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

While collecting data to help the superintendent and administrative staff establish a clear and effective strategic plan for the Saraland City Schools, various groups of stakeholders were surveyed in August 2014. According to the results of those surveys, parents, staff, and community members were very pleased and highly complimentary of the Saraland City School System and the level of services being provided to the students of Saraland. Stakeholders indicated they were pleased with the leadership of the school board and local school staff. It was noted that Saraland City Schools was a significant asset to the community.

Community leaders, including the mayor and city council members, continue to show strong support for the Saraland City School System. Business and real estate developers have selected Saraland for new projects citing the independent school system as an important contributor to the growth of the city. These findings are also generally supported by social media posts made in a variety of outlets (Facebook, Twitter, etc). Parents and the community at large are aware of the great strides being made by the Saraland City School System, and they are proud to be a part of the Spartan community.

Areas in Need of Improvement

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

Title I Parent Survey:

1. Only 74% of parent respondents know about volunteer opportunities at the school.

2. Only 75% of parent respondents know how to be involved in school planning and review committees.

3. Only 75% of parent respondents know about the school's referral program to community services outside of the school.

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

The Title I Parent Survey results reflected favorable scores for SMS. There were no obvious negative trends.

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

Communication is the key to providing parents, students, and community members with the information they are lacking. Saraland Middle School and the school system as a whole must continue to strive for consistent and excellent communication with students, parents, staff, and community members. In addition, parental involvement in activities offered during the school year is vital to the support of Saraland City Schools. Saraland Middle School must therefore continue to encourage parents to participate in these activities to contribute in accomplishing the mission of Saraland City Schools.

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

When comparing the most recent report given regarding the strategic planning surveys, stakeholders across the board are consistently declaring their confidence and support of the leadership and direction the school system is headed. They approve of the current plans in place and are eager for Saraland City Schools to increase academic and extra-curricular offerings available for students.

Report Summary

Scores By Section

Section Score
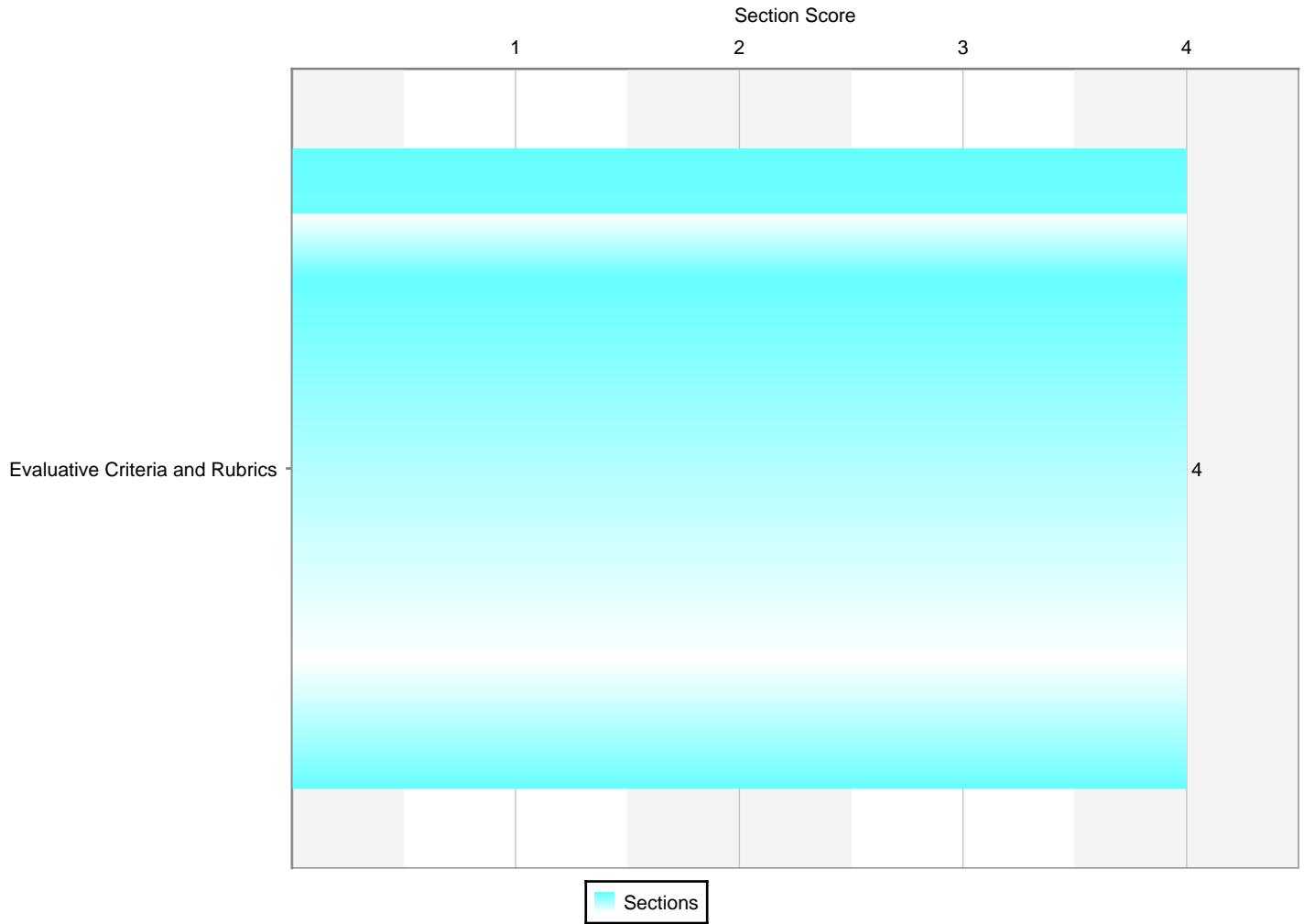
Title I Schoolwide Diagnostic

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?

In order to determine Saraland Middle School's areas of strength and opportunities for improvement, a variety of assessment instruments are utilized. Specifically, the needs assessment for Saraland Middle was realized through the compilation of data from various reports provided by the Central Office staff. Scantron Performance Series Assessment results from Spring 2018 were reviewed and analyzed to identify areas of strengths and weaknesses. In addition to Scantron Performance Series results, Saraland Middle also analyzed data from iReady testing sessions and attendance data from the 2017-2018 school year.

In order to ensure that all students are receiving the highest level of education, test results for the Alabama Alternate Assessment are also reviewed and analyzed as part of the schoolwide needs assessment. Additionally, the leadership team evaluates the English Learner (EL) program using ACCESS data from the previous year.

What were the results of the comprehensive needs assessment?

The following is a listing by grade level and subject area of the percent proficiency scored by Saraland Middle School students in the Spring of 2018 on the Scantron Performance Series Assessment.

Math
Grade 6 - 74%
Grade 7 - 76%
Grade 8 - 63%

Reading
Grade 6 - 62%
Grade 7 - 64%
Grade 8 - 58%

Science
Grade 7 - 55%

During the 2017 - 2018 school year, Saraland Middle School met the required 96% percent attendance rate.

Five students participated in the WIDA ACCESS for ELL 2.0 in the spring of 2018 at SMS. No student scored 4.8 or higher in order to exit the program.

Four students tested on the Alabama Alternate Assessment (AAA). Two students scored a level III in Reading and Math, one student scored a level III in Reading and a level II in Math, and one student scored a level II in Reading and a level I in Math.

What conclusions were drawn from the results?

Although Saraland Middle School continues to meet or exceed almost every national benchmark set forth by the Scantron Performance Series Assessment, there was an area of focus for this school year. The faculty and administration recognize that reading is lower than math proficiency numbers, 62% to 71%; therefore, reading continues to be an area of concern overall. Math proficiency increased from 66% overall to 71%; this area will also receive intensive analysis to make sure growth is sustained.

Attendance rates meet achievement goal requirements and will need to be maintained or improved.

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

The school as a whole performed well on the Scantron Performance Series in the spring of 2018.

Highlights include:

- 61% met their annual growth target in Reading.
- 67% met their annual growth target in Math.
- The reading proficiency rate for students receiving meal assistance improved from 43% to 53%.
- The reading proficiency rate for African American students increased from 32% to 45%.
- Males increased 12% in reading from 46% to 58%.

However, upon analysis of the disaggregated data, the achievement gap appears to be widening for African American students in math. Their proficiency level decreased from 53% to 51%. This gap indicates opportunities for improvements in order to reduce the gap for the 2019 testing cycle.

Reading continues to be an area of focus for improvement. In reading, 62% of students were proficient compared to 71% proficient in math.

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

As Saraland Middle School faculty and staff strive to achieve the goals set forth by Central Office and the SDE, teachers will be better prepared to educate all students, and the strategies outlined in the plan will improve their effectiveness in the classroom. Through meaningful professional development and access to technology, teachers will continue to implement CCRS in their lesson plans and classroom activities and assessments.

The Saraland City School System received a grant that enables the school to implement iReady. This computer-based program uses an online iReady adaptive diagnostic in reading and math to create individualized learning paths in math and reading to help close gaps in knowledge for students. All students have computer lab time assigned to them through their class schedule to allow them 45 minutes of time

to complete activities in the program. The learning paths are specifically designed to meet the needs of each individual learner. Teachers can view results and analyze data to help further guide classroom instruction. Ready workbooks have been provided to reading and math intervention teachers to further address areas of weakness.

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

In order to improve upon the foundation of world-class educational excellence that the school system and Saraland Middle School have established, the continuous improvement plan goals must include strategies and action steps that enhance instruction. With this in mind, faculty and staff must have access to effective professional development opportunities, digital tools to help maintain high levels of engagement in the classroom, and an environment conducive to educating students. Upon review of the test data (i.e., Scantron, AAA, ACCESS, and iReady), attendance reports, and stakeholder survey analysis, the goals outlined in the Saraland Middle School aCIP were written to provide concentration and guidance to increase success in all these areas.

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

By providing teachers with the knowledge and tools needed to develop and implement research-based strategies in the classroom, all students, including those with special needs, have an increased probability of experiencing success in their educational endeavors. The implementation of iReady at SMS will allow all students access to individualized learning paths aimed at closing knowledge gaps to increase student achievement for all students in all subgroups. The goals included in the aCIP are all aimed at ensuring the best possible environment for teachers to provide high-quality instruction where student achievement can be increased.

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

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

Goal 1:

Engage and Empower the Learner through the Effective Implementation of CCRS

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering standards in Mathematics by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Differentiate Mathematics Instruction for Students - Based on the needs assessment conducted, teachers, paraprofessionals, and classroom intervention teachers will implement all parts of the RtI framework for all students. Those identified as Tier II or Tier III students will receive Tier II intervention in the classroom. Tier III students will receive remediation through intervention classes during the regular school day. Problem solving teams meet monthly to monitor progress using classroom data as well as online formative assessments.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Math Response to Intervention (RtI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students who are struggling to master math objectives and not performing according to grade level. RtI problem solving teams will meet to discuss student data and monitor progress of Tier II and Tier III students. Intervention strategies will be adjusted as needed for those who are not reaching their rate of improvement goal and/or making gains. A math intervention teacher provides remediation and second delivery of core concepts in a small group setting (intervention class). Parental Set-Aside funds will be used to increase parental awareness of student grades, behavior, and attendance. Instructional supplies are also needed to execute the RtI process. Students will use iReady on a weekly basis to strengthen skills and close learning gaps. After school tutoring is also available on Tuesdays and Thursdays throughout the year. Monitor RtI implementation through Tier II and Tier III documentation on specified forms and classroom observations.	Academic Support Program	08/07/2018	05/23/2019	$14408 - Title I Part A	School Admin., Intervention Teachers, Paraprofessionals, and Classroom Teachers

Strategy2:

Implement Rigor in Mathematics Curriculum - By incorporating Webb's Depth of Knowledge into the mathematics curriculum, objectives, standards, and assessments, teachers will develop students' higher order thinking skills. Instructors will improve teaching strategies and skills through content level meetings and classroom observations (instructional rounds). Teachers will document using monthly curriculum plans, lesson plans, and assessments.

School administrators will review these documents as well as monitor through classroom observations.

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

Research Cited: Bender, William N. (2013) Differentiating Math Instruction K-8. Thousand Oaks, CA. Corwin. Larson, Matthew..et al. (2012). Common Core Mathematics in a PLC at Work. Bloomington, IN. Solution Tree Press.

Activity - Mathematics College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In the content areas, teachers will implement CCRS standards through daily instruction using the DOK model. Teachers will provide parents with a course syllabus based on CCRS and links to online resources to use at home. Teachers will implement AMSTI strategies during daily instruction. Monitor implementation of CCRS through monthly curriculum and lesson plans, as well as classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Admin., Classroom Teachers

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development is embedded through bi-weekly grade level meetings along with bi-weekly curriculum meetings. Classroom teachers will participate in iReady training on September 10, 2018 to learn about the new features provided by the program to support monitoring student growth. Monitor completion of professional development with agendas and sign-in sheets. Implementation of learning will be monitored through classroom observations, lesson plans, and data analysis.	Professional Learning	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration, Classroom Teachers

Activity - BrainPop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use activities and material presented through BrainPop as an additional resource to support classroom instruction. Monitor implementation through lesson plans and classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$898 - Title I Part A	School Administration, Classroom Teachers

Measurable Objective 2:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th

to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in courses in Career & Technical by 05/23/2019 as measured by the number of students who successfully credential in MOS, ServSafe, or CNA.

Strategy1:

Career and Technical Education - Improve the Career and Technical Education program through a continued use of state standards, attending professional development, and implementing a rigorous program.

Category: Develop/Implement Learning Supports

Research Cited: R. Kauder, K. Krepcio, and R. Nicholas, A Literature Review of Employer-Initiated and Market-Driven Approaches to Recruiting, Hiring, and Retaining Employees with Disabilities, New Brunswick, NJ: NTAR Leadership Center, 2009.

Activity - CTE College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement CCRS standards through daily instruction using the DOK model. Teachers will provide parents with a course syllabus based on CCRS and links to online resources to use at home. Monitor implementation of CCRS through monthly curriculum and lesson plans, as well as classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration, Classroom Teachers

Activity - CTE Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE teachers will attend training conducted during the school year by the State Department of Education including the ALACTE in the summer, National Leadership Conference, State FCCLA Leadership Conference, and the State FBLA Conference. Professional development expenses	Professional Learning Technology	08/07/2018	05/23/2019	$5974 - Perkins	Administrator, CTE Teachers

Measurable Objective 3:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering the standards in English Language Arts by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement Rigor in ELA Curriculum - By incorporating Webb's Depth of Knowledge into the ELA curriculum, objectives, standards, and assessments, teachers will develop student's higher order thinking skills. Instructors will improve teaching strategies and skills through content level meetings and classroom observations (instructional rounds).Teachers will document using monthly curriculum plans, lesson plans, and assessments.

School administrators will review these documents as well as monitor through classroom observations.

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

Research Cited: Drake, Susan M. (2012). Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition.

Thousand Oaks, CA: Corwin.

Activity - English College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In the content areas, teachers will implement CCRS standards through daily instruction using the DOK model. Teachers will provide parents with a course syllabus based on CCRS and links to online resources to use at home. Monitor implementation of CCRS through monthly curriculum and lesson plans, as well as classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Admin., Classroom Teachers

Activity - Vocabulary Workshop (Sadlier Inc.)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA teachers will continue to incorporate vocabulary words from the "Vocabulary Workshop" book into 6-8 ELA curriculum. Students will have the opportunity to engage and work with challenging words to expand their vocabulary in speaking and writing.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration; Classroom Teachers

Activity - English Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Although PD is embedded through bi-weekly grade level meetings along with bi-weekly curriculum meetings, eighth grade teachers will attend an A+ College Ready workshop in summer of 2018. This workshop will provide guidance for them as they utilize the Laying The Foundation/NMSI program with pre-AP students at SMS. All teachers will attend the iReady training on September 10, 2018 to learn about the new features provided by the program to support monitoring student growth.	Professional Learning	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration, Classroom Teachers

Measurable Objective 4:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering standards in Writing by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement Rigor in Writing Curriculum - By incorporating Webb's Depth of Knowledge into the writing curriculum, rubrics, modeling, objectives, standards, and assessments, teachers will develop students' higher order thinking skills. Teachers will document using monthly curriculum plans, lesson plans, and assessments.

School administrators will review these documents as well as monitor through classroom observations.

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

Research Cited:

Activity - Content Writing in Science and Social Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In alignment with CCRS, science and social studies teachers will embed writing activities within their specific curriculum. Monitor implementation of writing standards through classroom observations, monthly curriculum plans, lesson plans, and classroom grade book.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration, Classroom Teachers

Activity - Explicit Writing Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit writing instruction (I do, we do, you do) for the narrative, opinion/argumentative, and informative types of text. Monitor with writing folders that follow middle school students from grade to grade.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration, Classroom Teachers

Activity - Student Writing Portfolio Samples	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student writing samples will be scored and evaluated quarterly and yearly to gauge writing proficiency. Monitor through writing portfolios maintained by classroom teachers.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration, Classroom Teachers

Measurable Objective 5:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering standards in Reading by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement Rigor in Reading Curriculum - By incorporating Webb's Depth of Knowledge into the Reading curriculum, objectives, standards, and assessments, teachers will develop students' higher order thinking skills. Teachers will document using monthly curriculum plans, lesson plans, and assessments.

School administrators will review these documents as well as monitor through classroom observations.

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

Research Cited: Crawford, Joe. (2012). Aligning Your Curriculum to the Common Core State Standards. Thousand Oaks, CA: Corwin.

Activity - Reading College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In the content areas, teachers will implement CCRS standards through daily instruction using the DOK model. Teachers will provide parents with a course syllabus based on CCRS and links to online resources to use at home. A paraprofessional will be employed to aid classroom teachers and provide assistance to students. Monitor implementation of CCRS through monthly curriculum and lesson plans, as well as classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$31915 - Title I Part A	School Administration, Paraprofessional, Classroom Teachers

Activity - Renaissance Learning Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read and test on books in Accelerated Reading to improve individual reading levels. A goal is set each quarter to encourage students to read and take tests on the books they read. Monitor usage through data collected and AR scores.	Academic Support Program	08/07/2018	05/23/2019	$5485 - Title I Part A	School Administrators, Classroom Teachers

Activity - Reading Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Although PD is embedded through bi-weekly grade level meetings along with bi-weekly curriculum meetings, eighth grade teachers will attend an A+ College Ready workshop in summer of 2018. This workshop will provide guidance for them as they utilize the Laying The Foundation/NMSI program with pre-AP students at SMS. All teachers will participate in iReady training on September 10, 2018 to learn about the new features provided by the program to support monitoring student growth. These activities will be monitored by school administrators through classroom observations, lesson plans, and data analysis. The IP will provide DOK training throughout the school year for all teachers.	Professional Learning	08/07/2018	05/23/2019	$672 - State Funds	School Administration, Classroom Teachers

Activity - BrainPop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement BrainPop as an additional resource to support classroom instruction. Monitor implementation through lesson plans and classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$897 - Title I Part A	School Administrators, Classroom Teachers

Strategy2:

Differentiate Reading Instruction for Students - Based on the needs assessment conducted, teachers, paraprofessionals, and intervention

teachers will implement all parts of the RtI framework for all students. Those identified as Tier II or Tier III students will receive Tier II

intervention in the classroom. Tier III students will also receive remediation in intervention classes.

Problem solving teams meet monthly to monitor progress using classroom data as well as online formative assessments.

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

Research Cited: Wright, Jim. (2014). Strategies for Struggling Learners in the Era of CCSS & RTI. Grand Rapids, MI: Montauk

Activity - Reading Response to Intervention (RtI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students who are struggling to master reading objectives and not performing according to grade level. RtI problem solving teams will meet to discuss student data and monitor progress of Tier II and Tier III students. Based on the Scantron Performance Series 2018 scores and iReady results, students were identified for placement in a daily reading intervention. Intervention strategies will be adjusted as needed for those who are not reaching their rate of improvement goal and/or making gains. Reading Intervention classes use multiple points of data to assess students' reading levels. (Scantron, iReady, One-On-One Read Aloud, and classroom performance) The system will use at-risk state funds to employ an ISS teacher to assist in meeting the needs of at-risk students. Additionally, a Dyslexia Interventionist will screen and assist students with dyslexic tendencies. Students will use iReady on a weekly basis to strengthen skills and close learning gaps. The Rewards reading program will be implemented in Reading Intervention classes to provide strategies and additional support. Parental Set-Aside funds will be used to increase parental awareness of student grades, behavior, and attendance. Monitor RtI implementation through Tier II and Tier III documentation on specified forms and classroom observations and using iReady test results from Fall 2018, December 2018, and May 2019.	Academic Support Program	08/07/2018	05/23/2019	$32415 - Other	School Admin., Intervention Teachers (ISS), Paraprofessionals, and Classroom Teachers

Measurable Objective 6:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering the standards in Science by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement Rigor in Science Curriculum - By incorporating Webb's Depth of Knowledge in the science curriculum, objectives, standards, and assessments, teachers will develop students' higher order thinking skills. Teachers will document using monthly curriculum plans, lesson plans, and assessments.

School administrators will review these documents as well as monitor through classroom observations.

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

Research Cited: March, Judith K., and peters, Karen H. (2014). The Common Core, an Uncommon Opportunity. Thousand Oaks, CA: Corwin.

Research Cited: Riley, Susan M. (2012). STEAM point: A Guide to Integrating Science, Technology, Engineering, the Arts and Mathematics through Common Core. Westminster, MD. EducationCloset.

Activity - Science Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development is embedded in bi-weekly grade level and curriculum meetings. All teachers will attend the iReady training on September 10, 2018 to learn about the new features provided by the program to support monitoring student growth. Monitor participation in training with agendas and sign-in sheets. Monitor professional development inplementation through lesson plans, classroom observations, and data analysis.	Professional Learning	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration, Classroom Teachers, and Special Education Teachers

Activity - Science Content Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In alignment with CCRS, teachers will incorporate writing assignments into the content area through the year. Monitor implementation of writing standards in science classroom through observations, monthly curriculum plans, lesson plans, and classroom grade book.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Admin., Classroom Teachers

Activity - Science College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In the content areas, teachers will implement CCRS standards through daily instruction using the DOK model. Teachers will provide parents with an explanation of CCRS and resources to use at home during quarterly meetings. Monitor implementation of CCRS through monthly curriculum and lesson plans, as well as classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration, Classroom Teachers

Goal 2:

Increase Student Attendance to Improve the System's Dropout Rate

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior that reduces the amount of classroom instruction missed resulting in an increasing proficiency in content area standards in Mathematics by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Increase Student Attendance - Faculty and staff will encourage students to attend school every day, all day. At-risk students will be identified by staff members. Through Project CARE, assigned teacher mentors will establish contact and encourage regular attendance. In addition,

parents will be held accountable for student attendance through the Early Warning Truancy Program.

The school will employ a nurse to assess student wellness in the office in an effort to help reduce the number of early dismissals and lost instructional time.

Category: Develop/Implement Learning Supports

Research Cited: Marzano, Robert J., Water, Timothy, and McNulty, Brian A. (2005). School Leadership that Works. Alexandria, VA: ASCD.

Activity - Increase Accountability Through Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff will utilize iNOW, SchoolCAST, REMIND, and social media outlets to share academic and extra-curricular information with parents and guardians.	Technology	08/07/2018	05/23/2019	$0 - No Funding Required	Administration, classroom Teachers, Counselors

Activity - Project CARE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the Project CARE program, at-risk students will be identified and assigned a teacher mentor. Teacher mentors, along with the school nurse, will be available to encourage student attendance, positive behavior, and academic success. All students must have an adult advocate, other than their teacher or guidance counselor. By implementing the Advocacy Program, students will be well-known by at least one adult advocate in the school who supports their educational experience. Parental involvement with school activities will be encouraged. Additionally, school counselors and administrators will track students' progress with academics, behavior, and attendance through the Graduation Tracking System (GTS). Counselors will use instructional supplies to help students make appropriate choices, prevent drop-out, and support academic success. The school will employ a nurse to assess student wellness in the office in an effort to help reduce the number of early dismissals and lost instructional time. Attendance for at-risk students will be monitored by attendance and health services reports from iNOW, counselor log, and the attendance officer.	Behavioral Support Program	08/07/2018	05/23/2019	$19017 - Title I Part A	School Admin., School Counselor, Classroom Teachers, School Nurse, and Attendance Officer

Activity - Early Warning Truancy Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students with attendance issues will be referred to the Early Warning Truancy Program. Parents will be required to attend meetings with administrators and central office staff to discuss and rectify truancy issues. Moreover, Title I Parental set-aside funds will be used to increase parental awareness of student grades, behavior, and attendance.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School Admin., Attendance Officer, and Central Office Staff

Goal 3:

Provide Digital Tools and Resources to All Teachers and Students

Measurable Objective 1:

demonstrate a proficiency by increasing performance in content areas by 2% using technology by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Increase Student Achievement Through Technology - Technology will be used to enhance and extend lessons beyond the classroom. Computer lab activities provide practice needed to improve skills, incorporate higher order thinking skills, and encourage collaboration with peers, where appropriate.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Kelly, Frank S., McCain, Ted, and Jukes, Ian. (2009). Teaching the Digital Generation.Thousand Oaks, CA; Corwin.

Activity - Scantron Performance Series Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In Fall, Winter, and Spring, students will take a computer based test to track their progress. Teachers will gather data and formulate reports after each testing period and will make adjustments to lessons based on the strengths and weaknesses identified.	Academic Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

Activity - CCRS Implementation through Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the three traditional computer labs as well as the six rolling Chromebook labs (two will be added this year) as they work toward the full implementation of CCRS and preparation for the state mandated Scantron Performance Series Assessment. Through designated lab time, students will receive access to iReady learning activities especially prescribed to their reading and math levels. Additionally, classes across grade levels will conduct online research, Webquests, and collaborative projects to enhance learning opportunities and meet the needs of a variety of learners. Monitor through monthly curriculum plans, lesson plans, computer lab log, and walk through observation.	Technology	08/07/2018	05/23/2019	$13637 - Title I Part A	School Administration, Classroom Teachers

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

Goal 1:

Engage and Empower the Learner through the Effective Implementation of CCRS

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering the standards in English Language Arts by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement Rigor in ELA Curriculum - By incorporating Webb's Depth of Knowledge into the ELA curriculum, objectives, standards, and assessments, teachers will develop student's higher order thinking skills. Instructors will improve teaching strategies and skills through content level meetings and classroom observations (instructional rounds).Teachers will document using monthly curriculum plans, lesson plans, and assessments.

School administrators will review these documents as well as monitor through classroom observations.

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

Research Cited: Drake, Susan M. (2012). Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition. Thousand Oaks, CA: Corwin.

Activity - English Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Although PD is embedded through bi-weekly grade level meetings along with bi-weekly curriculum meetings, eighth grade teachers will attend an A+ College Ready workshop in summer of 2018. This workshop will provide guidance for them as they utilize the Laying The Foundation/NMSI program with pre-AP students at SMS. All teachers will attend the iReady training on September 10, 2018 to learn about the new features provided by the program to support monitoring student growth.	Professional Learning	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration, Classroom Teachers

Activity - English College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In the content areas, teachers will implement CCRS standards through daily instruction using the DOK model. Teachers will provide parents with a course syllabus based on CCRS and links to online resources to use at home. Monitor implementation of CCRS through monthly curriculum and lesson plans, as well as classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Admin., Classroom Teachers

Activity - Vocabulary Workshop (Sadlier Inc.)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA teachers will continue to incorporate vocabulary words from the "Vocabulary Workshop" book into 6-8 ELA curriculum. Students will have the opportunity to engage and work with challenging words to expand their vocabulary in speaking and writing.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration; Classroom Teachers

Measurable Objective 2:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering standards in Mathematics by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement Rigor in Mathematics Curriculum - By incorporating Webb's Depth of Knowledge into the mathematics curriculum, objectives, standards, and assessments, teachers will develop students' higher order thinking skills. Instructors will improve teaching strategies and skills through content level meetings and classroom observations (instructional rounds). Teachers will document using monthly curriculum plans, lesson plans, and assessments.

School administrators will review these documents as well as monitor through classroom observations.

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

Research Cited: Bender, William N. (2013) Differentiating Math Instruction K-8. Thousand Oaks, CA. Corwin. Larson, Matthew..et al. (2012). Common Core Mathematics in a PLC at Work. Bloomington, IN. Solution Tree Press.

Activity - BrainPop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use activities and material presented through BrainPop as an additional resource to support classroom instruction. Monitor implementation through lesson plans and classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$898 - Title I Part A	School Administration, Classroom Teachers

Activity - Mathematics College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In the content areas, teachers will implement CCRS standards through daily instruction using the DOK model. Teachers will provide parents with a course syllabus based on CCRS and links to online resources to use at home. Teachers will implement AMSTI strategies during daily instruction. Monitor implementation of CCRS through monthly curriculum and lesson plans, as well as classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Admin., Classroom Teachers

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development is embedded through bi-weekly grade level meetings along with bi-weekly curriculum meetings. Classroom teachers will participate in iReady training on September 10, 2018 to learn about the new features provided by the program to support monitoring student growth. Monitor completion of professional development with agendas and sign-in sheets. Implementation of learning will be monitored through classroom observations, lesson plans, and data analysis.	Professional Learning	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration, Classroom Teachers

Strategy2:

Differentiate Mathematics Instruction for Students - Based on the needs assessment conducted, teachers, paraprofessionals, and classroom

intervention teachers will implement all parts of the RtI framework for all students. Those identified as Tier II or Tier III students will receive

Tier II intervention in the classroom. Tier III students will receive remediation through intervention classes during the regular school day.

Problem solving teams meet monthly to monitor progress using classroom data as well as online formative assessments.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Math Response to Intervention (RtI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students who are struggling to master math objectives and not performing according to grade level. RtI problem solving teams will meet to discuss student data and monitor progress of Tier II and Tier III students. Intervention strategies will be adjusted as needed for those who are not reaching their rate of improvement goal and/or making gains. A math intervention teacher provides remediation and second delivery of core concepts in a small group setting (intervention class). Parental Set-Aside funds will be used to increase parental awareness of student grades, behavior, and attendance. Instructional supplies are also needed to execute the RtI process. Students will use iReady on a weekly basis to strengthen skills and close learning gaps. After school tutoring is also available on Tuesdays and Thursdays throughout the year. Monitor RtI implementation through Tier II and Tier III documentation on specified forms and classroom observations.	Academic Support Program	08/07/2018	05/23/2019	$14408 - Title I Part A	School Admin., Intervention Teachers, Paraprofessionals, and Classroom Teachers

Measurable Objective 3:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged,

Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native

and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering the standards in Science by 05/23/2019

as measured by formative and summative assessments.

Strategy1:

Implement Rigor in Science Curriculum - By incorporating Webb's Depth of Knowledge in the science curriculum, objectives, standards, and assessments, teachers will develop students' higher order thinking skills. Teachers will document using monthly curriculum plans, lesson plans, and assessments.

School administrators will review these documents as well as monitor through classroom observations.

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

Research Cited: March, Judith K., and peters, Karen H. (2014). The Common Core, an Uncommon Opportunity. Thousand Oaks, CA: Corwin.

Research Cited: Riley, Susan M. (2012). STEAM point: A Guide to Integrating Science, Technology, Engineering, the Arts and Mathematics through Common Core. Westminster, MD. EducationCloset.

Activity - Science College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In the content areas, teachers will implement CCRS standards through daily instruction using the DOK model. Teachers will provide parents with an explanation of CCRS and resources to use at home during quarterly meetings. Monitor implementation of CCRS through monthly curriculum and lesson plans, as well as classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration, Classroom Teachers

Activity - Science Content Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In alignment with CCRS, teachers will incorporate writing assignments into the content area through the year. Monitor implementation of writing standards in science classroom through observations, monthly curriculum plans, lesson plans, and classroom grade book.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Admin., Classroom Teachers

Activity - Science Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development is embedded in bi-weekly grade level and curriculum meetings. All teachers will attend the iReady training on September 10, 2018 to learn about the new features provided by the program to support monitoring student growth. Monitor participation in training with agendas and sign-in sheets. Monitor professional development inplementation through lesson plans, classroom observations, and data analysis.	Professional Learning	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration, Classroom Teachers, and Special Education Teachers

Measurable Objective 4:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering standards in Writing by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement Rigor in Writing Curriculum - By incorporating Webb's Depth of Knowledge into the writing curriculum, rubrics, modeling, objectives, standards, and assessments, teachers will develop students' higher order thinking skills. Teachers will document using monthly curriculum plans, lesson plans, and assessments.

School administrators will review these documents as well as monitor through classroom observations.

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

Research Cited:

Activity - Explicit Writing Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit writing instruction (I do, we do, you do) for the narrative, opinion/argumentative, and informative types of text. Monitor with writing folders that follow middle school students from grade to grade.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration, Classroom Teachers

Activity - Student Writing Portfolio Samples	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student writing samples will be scored and evaluated quarterly and yearly to gauge writing proficiency. Monitor through writing portfolios maintained by classroom teachers.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration, Classroom Teachers

Activity - Content Writing in Science and Social Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In alignment with CCRS, science and social studies teachers will embed writing activities within their specific curriculum. Monitor implementation of writing standards through classroom observations, monthly curriculum plans, lesson plans, and classroom grade book.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration, Classroom Teachers

Measurable Objective 5:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering standards in Reading by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Differentiate Reading Instruction for Students - Based on the needs assessment conducted, teachers, paraprofessionals, and intervention teachers will implement all parts of the RtI framework for all students. Those identified as Tier II or Tier III students will receive Tier II

intervention in the classroom. Tier III students will also receive remediation in intervention classes.

Problem solving teams meet monthly to monitor progress using classroom data as well as online formative assessments.

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

Research Cited: Wright, Jim. (2014). Strategies for Struggling Learners in the Era of CCSS & RTI. Grand Rapids, MI: Montauk

Activity - Reading Response to Intervention (RtI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students who are struggling to master reading objectives and not performing according to grade level. RtI problem solving teams will meet to discuss student data and monitor progress of Tier II and Tier III students. Based on the Scantron Performance Series 2018 scores and iReady results, students were identified for placement in a daily reading intervention. Intervention strategies will be adjusted as needed for those who are not reaching their rate of improvement goal and/or making gains. Reading Intervention classes use multiple points of data to assess students' reading levels. (Scantron, iReady, One-On-One Read Aloud, and classroom performance) The system will use at-risk state funds to employ an ISS teacher to assist in meeting the needs of at-risk students. Additionally, a Dyslexia Interventionist will screen and assist students with dyslexic tendencies. Students will use iReady on a weekly basis to strengthen skills and close learning gaps. The Rewards reading program will be implemented in Reading Intervention classes to provide strategies and additional support. Parental Set-Aside funds will be used to increase parental awareness of student grades, behavior, and attendance. Monitor RtI implementation through Tier II and Tier III documentation on specified forms and classroom observations and using iReady test results from Fall 2018, December 2018, and May 2019.	Academic Support Program	08/07/2018	05/23/2019	$32415 - Other	School Admin., Intervention Teachers (ISS), Paraprofessionals, and Classroom Teachers

Strategy2:

Implement Rigor in Reading Curriculum - By incorporating Webb's Depth of Knowledge into the Reading curriculum, objectives, standards, and assessments, teachers will develop students' higher order thinking skills. Teachers will document using monthly curriculum plans, lesson plans, and assessments.

School administrators will review these documents as well as monitor through classroom observations.

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

Research Cited: Crawford, Joe. (2012). Aligning Your Curriculum to the Common Core State Standards. Thousand Oaks, CA: Corwin.

Activity - BrainPop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement BrainPop as an additional resource to support classroom instruction. Monitor implementation through lesson plans and classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$897 - Title I Part A	School Administrators, Classroom Teachers

Activity - Renaissance Learning Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read and test on books in Accelerated Reading to improve individual reading levels. A goal is set each quarter to encourage students to read and take tests on the books they read. Monitor usage through data collected and AR scores.	Academic Support Program	08/07/2018	05/23/2019	$5485 - Title I Part A	School Administrators, Classroom Teachers

Activity - Reading Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Although PD is embedded through bi-weekly grade level meetings along with bi-weekly curriculum meetings, eighth grade teachers will attend an A+ College Ready workshop in summer of 2018. This workshop will provide guidance for them as they utilize the Laying The Foundation/NMSI program with pre-AP students at SMS. All teachers will participate in iReady training on September 10, 2018 to learn about the new features provided by the program to support monitoring student growth. These activities will be monitored by school administrators through classroom observations, lesson plans, and data analysis. The IP will provide DOK training throughout the school year for all teachers.	Professional Learning	08/07/2018	05/23/2019	$672 - State Funds	School Administration, Classroom Teachers

Activity - Reading College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In the content areas, teachers will implement CCRS standards through daily instruction using the DOK model. Teachers will provide parents with a course syllabus based on CCRS and links to online resources to use at home. A paraprofessional will be employed to aid classroom teachers and provide assistance to students. Monitor implementation of CCRS through monthly curriculum and lesson plans, as well as classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$31915 - Title I Part A	School Administration, Paraprofessional, Classroom Teachers

Measurable Objective 6:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in courses in Career & Technical by 05/23/2019 as measured by the number of students who successfully credential in MOS, ServSafe, or CNA.

Strategy1:

Career and Technical Education - Improve the Career and Technical Education program through a continued use of state standards, attending professional development, and implementing a rigorous program.

Category: Develop/Implement Learning Supports

Research Cited: R. Kauder, K. Krepcio, and R. Nicholas, A Literature Review of Employer-Initiated and Market-Driven Approaches to

Recruiting, Hiring, and Retaining Employees with Disabilities, New Brunswick, NJ: NTAR Leadership Center, 2009.

Activity - CTE Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE teachers will attend training conducted during the school year by the State Department of Education including the ALACTE in the summer, National Leadership Conference, State FCCLA Leadership Conference, and the State FBLA Conference. Professional development expenses	Technology Professional Learning	08/07/2018	05/23/2019	$5974 - Perkins	Administrator, CTE Teachers

Activity - CTE College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement CCRS standards through daily instruction using the DOK model. Teachers will provide parents with a course syllabus based on CCRS and links to online resources to use at home. Monitor implementation of CCRS through monthly curriculum and lesson plans, as well as classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration, Classroom Teachers

Goal 2:

Provide Digital Tools and Resources to All Teachers and Students

Measurable Objective 1:

demonstrate a proficiency by increasing performance in content areas by 2% using technology by 05/23/2019 as measured by formative

and summative assessments.

Strategy1:

Increase Student Achievement Through Technology - Technology will be used to enhance and extend lessons beyond the classroom.

Computer lab activities provide practice needed to improve skills, incorporate higher order thinking skills, and encourage collaboration with

peers, where appropriate.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Kelly, Frank S., McCain, Ted, and Jukes, Ian. (2009). Teaching the Digital Generation.Thousand Oaks, CA; Corwin.

Activity - CCRS Implementation through Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the three traditional computer labs as well as the six rolling Chromebook labs (two will be added this year) as they work toward the full implementation of CCRS and preparation for the state mandated Scantron Performance Series Assessment. Through designated lab time, students will receive access to iReady learning activities especially prescribed to their reading and math levels. Additionally, classes across grade levels will conduct online research, Webquests, and collaborative projects to enhance learning opportunities and meet the needs of a variety of learners. Monitor through monthly curriculum plans, lesson plans, computer lab log, and walk through observation.	Technology	08/07/2018	05/23/2019	$13637 - Title I Part A	School Administration, Classroom Teachers

Activity - Scantron Performance Series Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In Fall, Winter, and Spring, students will take a computer based test to track their progress. Teachers will gather data and formulate reports after each testing period and will make adjustments to lessons based on the strengths and weaknesses identified.	Academic Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

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

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

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

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

Goal 1:

Engage and Empower the Learner through the Effective Implementation of CCRS

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically

Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th

to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in courses in Career & Technical by 05/23/2019 as measured by the number of students who successfully credential in MOS, ServSafe, or CNA.

Strategy1:

Career and Technical Education - Improve the Career and Technical Education program through a continued use of state standards, attending professional development, and implementing a rigorous program.

Category: Develop/Implement Learning Supports

Research Cited: R. Kauder, K. Krepcio, and R. Nicholas, A Literature Review of Employer-Initiated and Market-Driven Approaches to Recruiting, Hiring, and Retaining Employees with Disabilities, New Brunswick, NJ: NTAR Leadership Center, 2009.

Activity - CTE College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement CCRS standards through daily instruction using the DOK model. Teachers will provide parents with a course syllabus based on CCRS and links to online resources to use at home. Monitor implementation of CCRS through monthly curriculum and lesson plans, as well as classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration, Classroom Teachers

Activity - CTE Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE teachers will attend training conducted during the school year by the State Department of Education including the ALACTE in the summer, National Leadership Conference, State FCCLA Leadership Conference, and the State FBLA Conference. Professional development expenses	Professional Learning Technology	08/07/2018	05/23/2019	$5974 - Perkins	Administrator, CTE Teachers

Measurable Objective 2:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering standards in Writing by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement Rigor in Writing Curriculum - By incorporating Webb's Depth of Knowledge into the writing curriculum, rubrics, modeling, objectives, standards, and assessments, teachers will develop students' higher order thinking skills. Teachers will document using monthly curriculum plans, lesson plans, and assessments.

School administrators will review these documents as well as monitor through classroom observations.

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

Research Cited:

Activity - Explicit Writing Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit writing instruction (I do, we do, you do) for the narrative, opinion/argumentative, and informative types of text. Monitor with writing folders that follow middle school students from grade to grade.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration, Classroom Teachers

Activity - Content Writing in Science and Social Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In alignment with CCRS, science and social studies teachers will embed writing activities within their specific curriculum. Monitor implementation of writing standards through classroom observations, monthly curriculum plans, lesson plans, and classroom grade book.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration, Classroom Teachers

Activity - Student Writing Portfolio Samples	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student writing samples will be scored and evaluated quarterly and yearly to gauge writing proficiency. Monitor through writing portfolios maintained by classroom teachers.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration, Classroom Teachers

Measurable Objective 3:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering standards in Reading by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement Rigor in Reading Curriculum - By incorporating Webb's Depth of Knowledge into the Reading curriculum, objectives, standards, and assessments, teachers will develop students' higher order thinking skills. Teachers will document using monthly curriculum plans, lesson plans, and assessments.

School administrators will review these documents as well as monitor through classroom observations.

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

Research Cited: Crawford, Joe. (2012). Aligning Your Curriculum to the Common Core State Standards. Thousand Oaks, CA: Corwin.

Activity - Renaissance Learning Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read and test on books in Accelerated Reading to improve individual reading levels. A goal is set each quarter to encourage students to read and take tests on the books they read. Monitor usage through data collected and AR scores.	Academic Support Program	08/07/2018	05/23/2019	$5485 - Title I Part A	School Administrators, Classroom Teachers

Activity - Reading College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In the content areas, teachers will implement CCRS standards through daily instruction using the DOK model. Teachers will provide parents with a course syllabus based on CCRS and links to online resources to use at home. A paraprofessional will be employed to aid classroom teachers and provide assistance to students. Monitor implementation of CCRS through monthly curriculum and lesson plans, as well as classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$31915 - Title I Part A	School Administration, Paraprofessional, Classroom Teachers

Activity - BrainPop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement BrainPop as an additional resource to support classroom instruction. Monitor implementation through lesson plans and classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$897 - Title I Part A	School Administrators, Classroom Teachers

Activity - Reading Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Although PD is embedded through bi-weekly grade level meetings along with bi-weekly curriculum meetings, eighth grade teachers will attend an A+ College Ready workshop in summer of 2018. This workshop will provide guidance for them as they utilize the Laying The Foundation/NMSI program with pre-AP students at SMS. All teachers will participate in iReady training on September 10, 2018 to learn about the new features provided by the program to support monitoring student growth. These activities will be monitored by school administrators through classroom observations, lesson plans, and data analysis. The IP will provide DOK training throughout the school year for all teachers.	Professional Learning	08/07/2018	05/23/2019	$672 - State Funds	School Administration, Classroom Teachers

Strategy2:

Differentiate Reading Instruction for Students - Based on the needs assessment conducted, teachers, paraprofessionals, and intervention

teachers will implement all parts of the RtI framework for all students. Those identified as Tier II or Tier III students will receive Tier II

intervention in the classroom. Tier III students will also receive remediation in intervention classes.

Problem solving teams meet monthly to monitor progress using classroom data as well as online formative assessments.

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

Research Cited: Wright, Jim. (2014). Strategies for Struggling Learners in the Era of CCSS & RTI. Grand Rapids, MI: Montauk

Activity - Reading Response to Intervention (RtI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students who are struggling to master reading objectives and not performing according to grade level. RtI problem solving teams will meet to discuss student data and monitor progress of Tier II and Tier III students. Based on the Scantron Performance Series 2018 scores and iReady results, students were identified for placement in a daily reading intervention. Intervention strategies will be adjusted as needed for those who are not reaching their rate of improvement goal and/or making gains. Reading Intervention classes use multiple points of data to assess students' reading levels. (Scantron, iReady, One-On-One Read Aloud, and classroom performance) The system will use at-risk state funds to employ an ISS teacher to assist in meeting the needs of at-risk students. Additionally, a Dyslexia Interventionist will screen and assist students with dyslexic tendencies. Students will use iReady on a weekly basis to strengthen skills and close learning gaps. The Rewards reading program will be implemented in Reading Intervention classes to provide strategies and additional support. Parental Set-Aside funds will be used to increase parental awareness of student grades, behavior, and attendance. Monitor RtI implementation through Tier II and Tier III documentation on specified forms and classroom observations and using iReady test results from Fall 2018, December 2018, and May 2019.	Academic Support Program	08/07/2018	05/23/2019	$32415 - Other	School Admin., Intervention Teachers (ISS), Paraprofessionals, and Classroom Teachers

Measurable Objective 4:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering standards in Mathematics by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Differentiate Mathematics Instruction for Students - Based on the needs assessment conducted, teachers, paraprofessionals, and classroom intervention teachers will implement all parts of the RtI framework for all students. Those identified as Tier II or Tier III students will receive Tier II intervention in the classroom. Tier III students will receive remediation through intervention classes during the regular school day. Problem solving teams meet monthly to monitor progress using classroom data as well as online formative assessments.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Math Response to Intervention (RtI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students who are struggling to master math objectives and not performing according to grade level. RtI problem solving teams will meet to discuss student data and monitor progress of Tier II and Tier III students. Intervention strategies will be adjusted as needed for those who are not reaching their rate of improvement goal and/or making gains. A math intervention teacher provides remediation and second delivery of core concepts in a small group setting (intervention class). Parental Set-Aside funds will be used to increase parental awareness of student grades, behavior, and attendance. Instructional supplies are also needed to execute the RtI process. Students will use iReady on a weekly basis to strengthen skills and close learning gaps. After school tutoring is also available on Tuesdays and Thursdays throughout the year. Monitor RtI implementation through Tier II and Tier III documentation on specified forms and classroom observations.	Academic Support Program	08/07/2018	05/23/2019	$14408 - Title I Part A	School Admin., Intervention Teachers, Paraprofessionals, and Classroom Teachers

Strategy2:

Implement Rigor in Mathematics Curriculum - By incorporating Webb's Depth of Knowledge into the mathematics curriculum, objectives, standards, and assessments, teachers will develop students' higher order thinking skills. Instructors will improve teaching strategies and skills through content level meetings and classroom observations (instructional rounds). Teachers will document using monthly curriculum plans, lesson plans, and assessments.

School administrators will review these documents as well as monitor through classroom observations.

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

Research Cited: Bender, William N. (2013) Differentiating Math Instruction K-8. Thousand Oaks, CA. Corwin. Larson, Matthew..et al. (2012). Common Core Mathematics in a PLC at Work. Bloomington, IN. Solution Tree Press.

Activity - Mathematics College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In the content areas, teachers will implement CCRS standards through daily instruction using the DOK model. Teachers will provide parents with a course syllabus based on CCRS and links to online resources to use at home. Teachers will implement AMSTI strategies during daily instruction. Monitor implementation of CCRS through monthly curriculum and lesson plans, as well as classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Admin., Classroom Teachers

Activity - BrainPop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use activities and material presented through BrainPop as an additional resource to support classroom instruction. Monitor implementation through lesson plans and classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$898 - Title I Part A	School Administration, Classroom Teachers

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development is embedded through bi-weekly grade level meetings along with bi-weekly curriculum meetings. Classroom teachers will participate in iReady training on September 10, 2018 to learn about the new features provided by the program to support monitoring student growth. Monitor completion of professional development with agendas and sign-in sheets. Implementation of learning will be monitored through classroom observations, lesson plans, and data analysis.	Professional Learning	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration, Classroom Teachers

Measurable Objective 5:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering the standards in English Language Arts by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement Rigor in ELA Curriculum - By incorporating Webb's Depth of Knowledge into the ELA curriculum, objectives, standards, and assessments, teachers will develop student's higher order thinking skills. Instructors will improve teaching strategies and skills through content level meetings and classroom observations (instructional rounds).Teachers will document using monthly curriculum plans, lesson plans, and assessments.

School administrators will review these documents as well as monitor through classroom observations.

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

Research Cited: Drake, Susan M. (2012). Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition. Thousand Oaks, CA: Corwin.

Activity - Vocabulary Workshop (Sadlier Inc.)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA teachers will continue to incorporate vocabulary words from the "Vocabulary Workshop" book into 6-8 ELA curriculum. Students will have the opportunity to engage and work with challenging words to expand their vocabulary in speaking and writing.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration; Classroom Teachers

Activity - English Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Although PD is embedded through bi-weekly grade level meetings along with bi-weekly curriculum meetings, eighth grade teachers will attend an A+ College Ready workshop in summer of 2018. This workshop will provide guidance for them as they utilize the Laying The Foundation/NMSI program with pre-AP students at SMS. All teachers will attend the iReady training on September 10, 2018 to learn about the new features provided by the program to support monitoring student growth.	Professional Learning	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration, Classroom Teachers

Activity - English College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In the content areas, teachers will implement CCRS standards through daily instruction using the DOK model. Teachers will provide parents with a course syllabus based on CCRS and links to online resources to use at home. Monitor implementation of CCRS through monthly curriculum and lesson plans, as well as classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Admin., Classroom Teachers

Measurable Objective 6:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering the standards in Science by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement Rigor in Science Curriculum - By incorporating Webb's Depth of Knowledge in the science curriculum, objectives, standards, and assessments, teachers will develop students' higher order thinking skills. Teachers will document using monthly curriculum plans, lesson plans, and assessments.

School administrators will review these documents as well as monitor through classroom observations.

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

Research Cited: March, Judith K., and peters, Karen H. (2014). The Common Core, an Uncommon Opportunity. Thousand Oaks, CA: Corwin.

Research Cited: Riley, Susan M. (2012). STEAM point: A Guide to Integrating Science, Technology, Engineering, the Arts and Mathematics through Common Core. Westminster, MD. EducationCloset.

Activity - Science Content Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In alignment with CCRS, teachers will incorporate writing assignments into the content area through the year. Monitor implementation of writing standards in science classroom through observations, monthly curriculum plans, lesson plans, and classroom grade book.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Admin., Classroom Teachers

Activity - Science College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In the content areas, teachers will implement CCRS standards through daily instruction using the DOK model. Teachers will provide parents with an explanation of CCRS and resources to use at home during quarterly meetings. Monitor implementation of CCRS through monthly curriculum and lesson plans, as well as classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration, Classroom Teachers

Activity - Science Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development is embedded in bi-weekly grade level and curriculum meetings. All teachers will attend the iReady training on September 10, 2018 to learn about the new features provided by the program to support monitoring student growth. Monitor participation in training with agendas and sign-in sheets. Monitor professional development inplementation through lesson plans, classroom observations, and data analysis.	Professional Learning	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration, Classroom Teachers, and Special Education Teachers

Goal 2:

Increase Student Attendance to Improve the System's Dropout Rate

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior that reduces the amount of classroom instruction missed resulting in an increasing proficiency in content area standards in Mathematics by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Increase Student Attendance - Faculty and staff will encourage students to attend school every day, all day. At-risk students will be identified by staff members. Through Project CARE, assigned teacher mentors will establish contact and encourage regular attendance. In addition, parents will be held accountable for student attendance through the Early Warning Truancy Program.

The school will employ a nurse to assess student wellness in the office in an effort to help reduce the number of early dismissals and lost instructional time.

Category: Develop/Implement Learning Supports

Research Cited: Marzano, Robert J., Water, Timothy, and McNulty, Brian A. (2005). School Leadership that Works. Alexandria, VA: ASCD.

Activity - Project CARE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the Project CARE program, at-risk students will be identified and assigned a teacher mentor. Teacher mentors, along with the school nurse, will be available to encourage student attendance, positive behavior, and academic success. All students must have an adult advocate, other than their teacher or guidance counselor. By implementing the Advocacy Program, students will be well-known by at least one adult advocate in the school who supports their educational experience. Parental involvement with school activities will be encouraged. Additionally, school counselors and administrators will track students' progress with academics, behavior, and attendance through the Graduation Tracking System (GTS). Counselors will use instructional supplies to help students make appropriate choices, prevent drop-out, and support academic success. The school will employ a nurse to assess student wellness in the office in an effort to help reduce the number of early dismissals and lost instructional time. Attendance for at-risk students will be monitored by attendance and health services reports from iNOW, counselor log, and the attendance officer.	Behavioral Support Program	08/07/2018	05/23/2019	$19017 - Title I Part A	School Admin., School Counselor, Classroom Teachers, School Nurse, and Attendance Officer

Activity - Early Warning Truancy Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students with attendance issues will be referred to the Early Warning Truancy Program. Parents will be required to attend meetings with administrators and central office staff to discuss and rectify truancy issues. Moreover, Title I Parental set-aside funds will be used to increase parental awareness of student grades, behavior, and attendance.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School Admin., Attendance Officer, and Central Office Staff

Activity - Increase Accountability Through Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff will utilize iNOW, SchoolCAST, REMIND, and social media outlets to share academic and extra-curricular information with parents and guardians.	Technology	08/07/2018	05/23/2019	$0 - No Funding Required	Administration, classroom Teachers, Counselors

Goal 3:

Provide Digital Tools and Resources to All Teachers and Students

Measurable Objective 1:

demonstrate a proficiency by increasing performance in content areas by 2% using technology by 05/23/2019 as measured by formative

and summative assessments.

Strategy1:

Increase Student Achievement Through Technology - Technology will be used to enhance and extend lessons beyond the classroom.

Computer lab activities provide practice needed to improve skills, incorporate higher order thinking skills, and encourage collaboration with peers, where appropriate.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Kelly, Frank S., McCain, Ted, and Jukes, Ian. (2009). Teaching the Digital Generation.Thousand Oaks, CA; Corwin.

Activity - CCRS Implementation through Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the three traditional computer labs as well as the six rolling Chromebook labs (two will be added this year) as they work toward the full implementation of CCRS and preparation for the state mandated Scantron Performance Series Assessment. Through designated lab time, students will receive access to iReady learning activities especially prescribed to their reading and math levels. Additionally, classes across grade levels will conduct online research, Webquests, and collaborative projects to enhance learning opportunities and meet the needs of a variety of learners. Monitor through monthly curriculum plans, lesson plans, computer lab log, and walk through observation.	Technology	08/07/2018	05/23/2019	$13637 - Title I Part A	School Administration, Classroom Teachers

Activity - Scantron Performance Series Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In Fall, Winter, and Spring, students will take a computer based test to track their progress. Teachers will gather data and formulate reports after each testing period and will make adjustments to lessons based on the strengths and weaknesses identified.	Academic Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School Admin., Classroom Teachers, and Special Education Teachers

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

Goal 1:

Engage and Empower the Learner through the Effective Implementation of CCRS

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering standards in Mathematics by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Differentiate Mathematics Instruction for Students - Based on the needs assessment conducted, teachers, paraprofessionals, and classroom

intervention teachers will implement all parts of the RtI framework for all students. Those identified as Tier II or Tier III students will receive

Tier II intervention in the classroom. Tier III students will receive remediation through intervention classes during the regular school day.

Problem solving teams meet monthly to monitor progress using classroom data as well as online formative assessments.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Math Response to Intervention (RtI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students who are struggling to master math objectives and not performing according to grade level. RtI problem solving teams will meet to discuss student data and monitor progress of Tier II and Tier III students. Intervention strategies will be adjusted as needed for those who are not reaching their rate of improvement goal and/or making gains. A math intervention teacher provides remediation and second delivery of core concepts in a small group setting (intervention class). Parental Set-Aside funds will be used to increase parental awareness of student grades, behavior, and attendance. Instructional supplies are also needed to execute the RtI process. Students will use iReady on a weekly basis to strengthen skills and close learning gaps. After school tutoring is also available on Tuesdays and Thursdays throughout the year. Monitor RtI implementation through Tier II and Tier III documentation on specified forms and classroom observations.	Academic Support Program	08/07/2018	05/23/2019	$14408 - Title I Part A	School Admin., Intervention Teachers, Paraprofessionals, and Classroom Teachers

Strategy2:

Implement Rigor in Mathematics Curriculum - By incorporating Webb's Depth of Knowledge into the mathematics curriculum, objectives,

standards, and assessments, teachers will develop students' higher order thinking skills. Instructors will improve teaching strategies and skills

through content level meetings and classroom observations (instructional rounds). Teachers will document using monthly curriculum plans,

lesson plans, and assessments.

School administrators will review these documents as well as monitor through classroom observations.

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

Research Cited: Bender, William N. (2013) Differentiating Math Instruction K-8. Thousand Oaks, CA. Corwin. Larson, Matthew..et al. (2012).

Common Core Mathematics in a PLC at Work. Bloomington, IN. Solution Tree Press.

Activity - Mathematics College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In the content areas, teachers will implement CCRS standards through daily instruction using the DOK model. Teachers will provide parents with a course syllabus based on CCRS and links to online resources to use at home. Teachers will implement AMSTI strategies during daily instruction. Monitor implementation of CCRS through monthly curriculum and lesson plans, as well as classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Admin., Classroom Teachers

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development is embedded through bi-weekly grade level meetings along with bi-weekly curriculum meetings. Classroom teachers will participate in iReady training on September 10, 2018 to learn about the new features provided by the program to support monitoring student growth. Monitor completion of professional development with agendas and sign-in sheets. Implementation of learning will be monitored through classroom observations, lesson plans, and data analysis.	Professional Learning	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration, Classroom Teachers

Activity - BrainPop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use activities and material presented through BrainPop as an additional resource to support classroom instruction. Monitor implementation through lesson plans and classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$898 - Title I Part A	School Administration, Classroom Teachers

Measurable Objective 2:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering the standards in English Language Arts by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement Rigor in ELA Curriculum - By incorporating Webb's Depth of Knowledge into the ELA curriculum, objectives, standards, and assessments, teachers will develop student's higher order thinking skills. Instructors will improve teaching strategies and skills through content level meetings and classroom observations (instructional rounds).Teachers will document using monthly curriculum plans, lesson plans, and assessments.

School administrators will review these documents as well as monitor through classroom observations.

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

Research Cited: Drake, Susan M. (2012). Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition. Thousand Oaks, CA: Corwin.

Activity - English College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In the content areas, teachers will implement CCRS standards through daily instruction using the DOK model. Teachers will provide parents with a course syllabus based on CCRS and links to online resources to use at home. Monitor implementation of CCRS through monthly curriculum and lesson plans, as well as classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Admin., Classroom Teachers

Activity - English Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Although PD is embedded through bi-weekly grade level meetings along with bi-weekly curriculum meetings, eighth grade teachers will attend an A+ College Ready workshop in summer of 2018. This workshop will provide guidance for them as they utilize the Laying The Foundation/NMSI program with pre-AP students at SMS. All teachers will attend the iReady training on September 10, 2018 to learn about the new features provided by the program to support monitoring student growth.	Professional Learning	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration, Classroom Teachers

Activity - Vocabulary Workshop (Sadlier Inc.)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA teachers will continue to incorporate vocabulary words from the "Vocabulary Workshop" book into 6-8 ELA curriculum. Students will have the opportunity to engage and work with challenging words to expand their vocabulary in speaking and writing.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration; Classroom Teachers

Measurable Objective 3:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in courses in Career & Technical by 05/23/2019 as measured by the number of students who successfully credential in MOS, ServSafe, or CNA.

Strategy1:

Career and Technical Education - Improve the Career and Technical Education program through a continued use of state standards, attending professional development, and implementing a rigorous program.

Category: Develop/Implement Learning Supports

Research Cited: R. Kauder, K. Krepcio, and R. Nicholas, A Literature Review of Employer-Initiated and Market-Driven Approaches to Recruiting, Hiring, and Retaining Employees with Disabilities, New Brunswick, NJ: NTAR Leadership Center, 2009.

Activity - CTE Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CTE teachers will attend training conducted during the school year by the State Department of Education including the ALACTE in the summer, National Leadership Conference, State FCCLA Leadership Conference, and the State FBLA Conference. Professional development expenses	Professional Learning Technology	08/07/2018	05/23/2019	$5974 - Perkins	Administrator, CTE Teachers

Activity - CTE College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement CCRS standards through daily instruction using the DOK model. Teachers will provide parents with a course syllabus based on CCRS and links to online resources to use at home. Monitor implementation of CCRS through monthly curriculum and lesson plans, as well as classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration, Classroom Teachers

Measurable Objective 4:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering standards in Writing by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement Rigor in Writing Curriculum - By incorporating Webb's Depth of Knowledge into the writing curriculum, rubrics, modeling, objectives, standards, and assessments, teachers will develop students' higher order thinking skills. Teachers will document using monthly curriculum plans, lesson plans, and assessments.

School administrators will review these documents as well as monitor through classroom observations.

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

Research Cited:

Activity - Content Writing in Science and Social Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In alignment with CCRS, science and social studies teachers will embed writing activities within their specific curriculum. Monitor implementation of writing standards through classroom observations, monthly curriculum plans, lesson plans, and classroom grade book.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration, Classroom Teachers

Activity - Explicit Writing Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide explicit writing instruction (I do, we do, you do) for the narrative, opinion/argumentative, and informative types of text. Monitor with writing folders that follow middle school students from grade to grade.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration, Classroom Teachers

Activity - Student Writing Portfolio Samples	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student writing samples will be scored and evaluated quarterly and yearly to gauge writing proficiency. Monitor through writing portfolios maintained by classroom teachers.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration, Classroom Teachers

Measurable Objective 5:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering standards in Reading by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement Rigor in Reading Curriculum - By incorporating Webb's Depth of Knowledge into the Reading curriculum, objectives, standards, and assessments, teachers will develop students' higher order thinking skills. Teachers will document using monthly curriculum plans, lesson plans, and assessments.

School administrators will review these documents as well as monitor through classroom observations.

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

Research Cited: Crawford, Joe. (2012). Aligning Your Curriculum to the Common Core State Standards. Thousand Oaks, CA: Corwin.

Activity - BrainPop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement BrainPop as an additional resource to support classroom instruction. Monitor implementation through lesson plans and classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$897 - Title I Part A	School Administrators, Classroom Teachers

Activity - Reading Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Although PD is embedded through bi-weekly grade level meetings along with bi-weekly curriculum meetings, eighth grade teachers will attend an A+ College Ready workshop in summer of 2018. This workshop will provide guidance for them as they utilize the Laying The Foundation/NMSI program with pre-AP students at SMS. All teachers will participate in iReady training on September 10, 2018 to learn about the new features provided by the program to support monitoring student growth. These activities will be monitored by school administrators through classroom observations, lesson plans, and data analysis. The IP will provide DOK training throughout the school year for all teachers.	Professional Learning	08/07/2018	05/23/2019	$672 - State Funds	School Administration, Classroom Teachers

Activity - Reading College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In the content areas, teachers will implement CCRS standards through daily instruction using the DOK model. Teachers will provide parents with a course syllabus based on CCRS and links to online resources to use at home. A paraprofessional will be employed to aid classroom teachers and provide assistance to students. Monitor implementation of CCRS through monthly curriculum and lesson plans, as well as classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$31915 - Title I Part A	School Administration, Paraprofessional, Classroom Teachers

Activity - Renaissance Learning Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read and test on books in Accelerated Reading to improve individual reading levels. A goal is set each quarter to encourage students to read and take tests on the books they read. Monitor usage through data collected and AR scores.	Academic Support Program	08/07/2018	05/23/2019	$5485 - Title I Part A	School Administrators, Classroom Teachers

Strategy2:

Differentiate Reading Instruction for Students - Based on the needs assessment conducted, teachers, paraprofessionals, and intervention teachers will implement all parts of the RtI framework for all students. Those identified as Tier II or Tier III students will receive Tier II intervention in the classroom. Tier III students will also receive remediation in intervention classes.

Problem solving teams meet monthly to monitor progress using classroom data as well as online formative assessments.

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

Research Cited: Wright, Jim. (2014). Strategies for Struggling Learners in the Era of CCSS & RTI. Grand Rapids, MI: Montauk

Activity - Reading Response to Intervention (RtI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional academic support will be provided to Tier II and Tier III students who are struggling to master reading objectives and not performing according to grade level. RtI problem solving teams will meet to discuss student data and monitor progress of Tier II and Tier III students. Based on the Scantron Performance Series 2018 scores and iReady results, students were identified for placement in a daily reading intervention. Intervention strategies will be adjusted as needed for those who are not reaching their rate of improvement goal and/or making gains. Reading Intervention classes use multiple points of data to assess students' reading levels. (Scantron, iReady, One-On-One Read Aloud, and classroom performance) The system will use at-risk state funds to employ an ISS teacher to assist in meeting the needs of at-risk students. Additionally, a Dyslexia Interventionist will screen and assist students with dyslexic tendencies. Students will use iReady on a weekly basis to strengthen skills and close learning gaps. The Rewards reading program will be implemented in Reading Intervention classes to provide strategies and additional support. Parental Set-Aside funds will be used to increase parental awareness of student grades, behavior, and attendance. Monitor RtI implementation through Tier II and Tier III documentation on specified forms and classroom observations and using iReady test results from Fall 2018, December 2018, and May 2019.	Academic Support Program	08/07/2018	05/23/2019	$32415 - Other	School Admin., Intervention Teachers (ISS), Paraprofessionals, and Classroom Teachers

Measurable Objective 6:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mastering the standards in Science by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Implement Rigor in Science Curriculum - By incorporating Webb's Depth of Knowledge in the science curriculum, objectives, standards, and assessments, teachers will develop students' higher order thinking skills. Teachers will document using monthly curriculum plans, lesson plans, and assessments.

School administrators will review these documents as well as monitor through classroom observations.

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

Research Cited: March, Judith K., and peters, Karen H. (2014). The Common Core, an Uncommon Opportunity. Thousand Oaks, CA: Corwin.

Research Cited: Riley, Susan M. (2012). STEAM point: A Guide to Integrating Science, Technology, Engineering, the Arts and Mathematics through Common Core. Westminster, MD. EducationCloset.

Activity - Science Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development is embedded in bi-weekly grade level and curriculum meetings. All teachers will attend the iReady training on September 10, 2018 to learn about the new features provided by the program to support monitoring student growth. Monitor participation in training with agendas and sign-in sheets. Monitor professional development inplementation through lesson plans, classroom observations, and data analysis.	Professional Learning	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration, Classroom Teachers, and Special Education Teachers

Activity - Science College and Career Ready Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In the content areas, teachers will implement CCRS standards through daily instruction using the DOK model. Teachers will provide parents with an explanation of CCRS and resources to use at home during quarterly meetings. Monitor implementation of CCRS through monthly curriculum and lesson plans, as well as classroom observations.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Administration, Classroom Teachers

Activity - Science Content Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In alignment with CCRS, teachers will incorporate writing assignments into the content area through the year. Monitor implementation of writing standards in science classroom through observations, monthly curriculum plans, lesson plans, and classroom grade book.	Direct Instruction	08/07/2018	05/23/2019	$0 - No Funding Required	School Admin., Classroom 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.

The Saraland School System contracts with ELL teachers to provide services to all ELL students. The Spanish teacher also serves as an interpreter to communicate with the parents of ELL students if the need arises. Parents are provided the opportunity to receive all updates and important school documents in English and Spanish or other language that the parents can understand.

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	All instructional paraprofessionals meet the state requirements for qualified staff.	

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	All teachers are highly qualified.	

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

Saraland City Schools only hire teachers and paraprofessional educators that are highly qualified. The master schedule is designed to utilize teachers and paraprofessionals in their HQ subject areas for maximum benefit in the learning environment.

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?

Saraland Middle School had two teachers who did not return for the 2018-2019 school year. One educator moved from the middle school to the elementary school and one coach moved from the middle school to the high school. Saraland Middle School added a social studies teacher. Overall, the retention rate was at 95%.

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

After surveying the faculty regarding their highest degree awarded in education and the number of years experience in the classroom, the results are as follows:

Degrees:
AA - 2
A - 25
B - 17
National Board Certified - 3

Summary of experience:
*1-3 years experience - 6
*4-7 years experience - 4
*8-15 years experience - 21
*16-20 years experience - 9
*21 or more years experience - 4

Saraland Middle School is proud to have a well-educated, highly experienced, and very energetic faculty.

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

There is not a high turnover rate. Of the two teachers not returning this year, one moved from the middle school to the elementary school and one moved from the middle school to the high school. Based on those circumstances, the school system has not needed to implement special initiatives or programs to help attract or retain high-quality educators. Saraland has earned the respect and support of the surrounding community and teachers are eager to become a part of the SMS faculty.

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.

Teachers at Saraland Middle School use a collaborative inquiry approach to analyze data and identify next steps. This method encourages data-driven dialogue based on a variety of sources including Scantron Performance and Achievement Series tests, iReady assessments, teacher-made assessments, student work, and teacher observations. Teachers examine the data for trends, identify gaps in foundational skills, and determine which students need intervention on which standard. Professional development needs are identified during instructional rounds and through the disaggregation of data. During the reflection time at the end of instructional rounds, teachers identify their areas of strength and weakness. In-house professional development becomes a natural outgrowth of these rounds as teachers observe colleagues successfully implementing strategies and ask for staff-wide training on how to do the same in their own classrooms. Additionally, as teachers pinpoint achievement gaps, they discuss problems of practice and how to improve instruction through professional development. Ongoing professional development is guided by such questions as "Who aren't we serving?" and "What aren't they learning?"

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

Saraland Middle School's eighth grade ELA teachers attended A+ College Ready training in the summer of 2018 to assist with the implementation of Laying the Foundation curriculum. All faculty members attended an iReady workshop to learn about the new features provided by the program.

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

Saraland Middle School has established a formal teacher mentoring program monitored by the administration staff. The overarching goal for the program is to improve the delivery of instruction in new teachers' classrooms. The program is designed to provide ongoing support for new or struggling teachers. Each new teacher is assigned a veteran teacher who is matched, to the extent practical, by subject, grade, and proximity. When possible, these teachers will share a common planning period to allow them to work collaboratively daily, when needed. Weekly meetings are encouraged to provide an outlet for new teachers to ask questions related to school culture and practices. Additionally, a SDE teacher mentor program will implemented this school year through the Instructional Partner.

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

The mentor and new teacher are required to meet weekly. Meetings are documented on a contact log and reflect the date, length of the meeting, and the focus. Additionally, SMS has built in time for classroom observations, both for the mentor to observe the new teacher and for the new teacher to observe the mentor. The mentoring program also includes training for both mentors and new teachers. Mentors are provided training on how to work with new teachers. In addition, SMS provides the following for new teachers: new teacher orientation, classroom management and discipline training, and effective instructional practices training. Additionally, a SDE teacher mentor program will

implemented this school year through the Instructional Partner.

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:

Increase Student Attendance to Improve the System's Dropout Rate

Measurable Objective 1:

A 2% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior that reduces the amount of classroom instruction missed resulting in an increasing proficiency in content area standards in Mathematics by 05/23/2019 as measured by formative and summative assessments.

Strategy1:

Increase Student Attendance - Faculty and staff will encourage students to attend school every day, all day. At-risk students will be identified by staff members. Through Project CARE, assigned teacher mentors will establish contact and encourage regular attendance. In addition, parents will be held accountable for student attendance through the Early Warning Truancy Program.

The school will employ a nurse to assess student wellness in the office in an effort to help reduce the number of early dismissals and lost instructional time.

Category: Develop/Implement Learning Supports

Research Cited: Marzano, Robert J., Water, Timothy, and McNulty, Brian A. (2005). School Leadership that Works. Alexandria, VA: ASCD.

Activity - Early Warning Truancy Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students with attendance issues will be referred to the Early Warning Truancy Program. Parents will be required to attend meetings with administrators and central office staff to discuss and rectify truancy issues. Moreover, Title I Parental set-aside funds will be used to increase parental awareness of student grades, behavior, and attendance.	Behavioral Support Program	08/07/2018	05/23/2019	$0 - No Funding Required	School Admin., Attendance Officer, and Central Office Staff

Activity - Project CARE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the Project CARE program, at-risk students will be identified and assigned a teacher mentor. Teacher mentors, along with the school nurse, will be available to encourage student attendance, positive behavior, and academic success. All students must have an adult advocate, other than their teacher or guidance counselor. By implementing the Advocacy Program, students will be well-known by at least one adult advocate in the school who supports their educational experience. Parental involvement with school activities will be encouraged. Additionally, school counselors and administrators will track students' progress with academics, behavior, and attendance through the Graduation Tracking System (GTS). Counselors will use instructional supplies to help students make appropriate choices, prevent drop-out, and support academic success. The school will employ a nurse to assess student wellness in the office in an effort to help reduce the number of early dismissals and lost instructional time. Attendance for at-risk students will be monitored by attendance and health services reports from iNOW, counselor log, and the attendance officer.	Behavioral Support Program	08/07/2018	05/23/2019	$19017 - Title I Part A $1192 - Other	School Admin., School Counselor, Classroom Teachers, School Nurse, and Attendance Officer

Activity - Increase Accountability Through Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff will utilize iNOW, SchoolCAST, REMIND, and social media outlets to share academic and extra-curricular information with parents and guardians.	Technology	08/07/2018	05/23/2019	$0 - No Funding Required	Administration, classroom Teachers, Counselors

Narrative:

Saraland Middle School realizes that students need support emotionally and academically during periods of transition from their current school to the next school. The following are transition activities offered:

- Students attending Saraland Elementary in the fifth grade visit Saraland Middle for a tour during the spring of the year preceding their advancement to 6th grade.

- Summer reading lists and school supply lists are included in the summer mailing sent to all incoming students.

- During summer, before school begins, incoming 6th graders have the opportunity to attend Camp Spartan. During this time, students meet the 6th grade staff and other faculty members, practice routines that will be a part of the normal school year, visit classrooms, and discuss the expectations of middle school students.

- "Meet the Teacher," an open house for all grades, is held prior to the beginning of the new school year at which time students and parents may meet teachers and visit classrooms.

- 8th graders approaching their high school career will have transition activities similar to those of 5th graders entering middle school. Spring tours, summer programs, and back to school meetings with teachers aid in the smooth transition to high school.

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?

Saraland Middle School teachers are involved in the decisions regarding the use of state academic assessments. Teachers will administer assessments to determine if students have mastered objectives taught. These assessments are used to determine if further instruction can continue or if remedial activities need to be implemented.

The following are various ways that teachers make decisions that guide instruction:

- The faculty collaboratively studies the disaggregated data and results of the state assessments.

- Problem Solving Team members evaluate data collected from Tier 2 and Tier 3 students to determine if students are improving academically.

- Grade level data meetings are held to adjust instructional procedures and strategies based on the progress monitoring data.

- Vertical team meetings help identify any instructional gaps or overlaps that may occur in grades K-8.

- Informal grade level and subject area meetings are held to discuss progress of students and steps to take to help students who demonstrate weaknesses in identified academic subjects.

Teacher representation and teacher input is included on school budget committees, policy committees, textbook selection committees, and school calendar committees. This voice allows teachers to be involved in all areas of overall instruction and testing.

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?

Saraland Middle School uses Response to Intervention (RtI) to identify students who are struggling to be successful in the classroom. Teachers, counselors, and administrators meet bi-weekly by grade level to review the current group of students who are being monitored, chart their progress, and where appropriate, remove them from RtI. SMS uses reading and math intervention classes during the regular school day, as well as after school tutoring to aid the success of students identified as at-risk. RtI documentation is maintained at the school level and monitored throughout the school year by local school administrators and the central office staff through audits. Additionally, a Dyslexia Interventionist will screen and provide intervention to students with dyslexic tendencies.

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?

Grade level meetings are held twice a month and information gleaned from those discussions is immediately forwarded to administration and intervention teachers. Remediation efforts can begin immediately and progress is monitored closely. In addition to mid-quarter progress reports that are sent home with every student, students and parents also receive a copy of the comprehensive progress reports every other Tuesday.

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

Students who experience difficulty mastering the proficient or advanced achievement standards will be provided timely, effective, and additional instructional assistance.
This will be accomplished by:
- Reviewing student permanent records, previous test results, and any other pertinent information that would help the teacher to determine student strengths and weaknesses
- Compiling class profiles by teachers, utilizing test reports to determine individual/class strengths and weaknesses, and addressing these results during instruction
- Communicating with previous teachers and parents who have insight about students learning styles
- Conducting monthly data meetings to discuss strategies and procedures that would encourage student success and reviewing student progress to make changes in instruction as needed
- Encouraging parental involvement in student education through school conferences, telephone conversations, and notes
- Implementing after school tutorial program
- Using iReady computer-based learning paths outside the regular school day
- Providing extended summer learning opportunities, if needed

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.

All students at Saraland Middle School, including those identified as migrant, limited-English proficient, homeless, economically disadvantaged, and neglected/delinquent have access to all services and programs available, including free/reduced lunch, Title I services, ELL services, Special Education services, At Risk, and counseling services. Also, Saraland Middle School uses the Department of Human Resources, the Department of Mental Health, and various community resources to provide students with necessary school supplies, food, clothing, and shelter.

All homeless, migratory, and limited-English proficient students must have equal access to the same free appropriate public education. All homeless, migratory, and limited-English proficient students are provided the opportunity to meet the challenging state content and state student performance standards established for all students without being stigmatized or isolated. The counselor and registrar identify limited-English proficient students upon enrollment. Each new student receives a Home Language Survey used to determine eligibility for limited-English proficient testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. All eligible students are tested with the WIDA Access Placement Test (WAPT) to determine if a student is eligible to receive services through the English Language Learner (ELL) program. Parents or guardians have the right to waive Title III Supplemental ELL services. If the parents or guardians agree for the student to receive services, an English Language Learner (ELL) committee convenes to determine appropriate services and placement for each individual student. The ELL committee consists of the ELL teacher, parents or guardians of the student, the student's teacher, the school counselor, an interpreter, and/or school administrator. A variety of services to all ELL students is provided, such as content area tutoring, pull-out ESL, pull-out for individual support, and content-based ESL. Saraland School System contracts with ELL teachers to provide services to all ELL students. The Spanish teacher also serves as an interpreter to communicate with the parents of ELL students if the need arises. Parents are provided the opportunity to receive all updates and important school documents in English and Spanish. The ELL committee reviews each student's progress annually. If the student scores proficient on the WIDA Access test and is performing on grade level (determined by grades, teacher recommendations, and results of reading standardized tests), the student becomes eligible to exit the ELL program and will be monitored for two years to ensure success.

The counselor and registrar identify migrant students upon enrollment. Parents or guardians of each student receive a Migrant Education Survey which determines student eligibility for the migrant program. Migrant students automatically qualify for free breakfast and lunch. Migrant students have access to all services and programs available to the rest of the students.

Saraland Middle School provides special education services and uses appropriate procedures in accordance with federal and Alabama State laws and regulations. The special education teacher tracks referrals and notices to parents concerning eligibility meetings. The evaluation is conducted to determine if the student is eligible for special education services. An Individualized Education Plan (IEP) team convenes to determine the eligibility for special education services. The IEP team develops the Individualized Education Plan based on the results of the evaluations, the concerns of the parents, and the academic, developmental, and functional needs of the child. To the maximum extent appropriate, special education students are educated with children who are not disabled. Special education classes will occur only when the nature of severity of the disability is such that education in the general education classroom, including the use of supplementary aids and services, cannot be successfully achieved. Saraland Middle School ensures that children with disabilities have access to a variety of educational programs and services available to non-disabled children, including art, music, ELL, and physical education. In addition, special education students are provided an equal opportunity to participate in all extracurricular activities available to non-disabled students.

School counselors and nurses are responsible for identifying homeless students upon enrollment and providing them with support. The

school uses Alabama State Department of Education and federal regulations and definitions to identify homeless students. Saraland Middle School is contacted by the Department of Human Resources, Social Services, LEA Attendance Officer, or parent to initialize identification of homeless students. The counseling office and school administrator identify possible services. If further intervention is needed, the local school will contact the district office for possible funding or other needs. Homeless students have access to all services and programs available to the rest of the students, including free lunch, Title I, ELL, Special Education, and At-Risk. Saraland Middle School uses Title I and supplementary community resources to provide homeless students with necessary school supplies, clothes, and other items of necessity.

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 students at Saraland Middle School are given equal opportunity to participate in career/technical classes. Specific needs are handled on an individual basis. If necessary, the child is evaluated by the problem-solving team (PST) team, and a plan is put into place for all teachers and staff to help the child be successful.

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.

Using the online Scantron Performance Series assessment, SMS is able to determine which students are performing on grade level in each subject area. Based on that information, teachers and administrators work collaboratively to provide the appropriate intervention strategies to increase student achievement and sustain success throughout the year. Through reading and math intervention sessions, as well as after school tutoring, teachers provide differentiated instruction in small group settings.

After each administration of the Scantron Performance Series assessment, students receive updated learning paths in iReady that reflect areas of weakness in student learning. In addition to the iReady lessons, classroom teachers are customizing in-class and online lesson plans to help eliminate the academic gaps. In the Fall, Winter, and Spring, each student takes the Scantron Performance Series assessment, including math, reading, English, and science. The test results are analyzed by the administration and faculty.

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)?

Saraland Middle School administrators and counselors use a variety of methods to educate students through violence prevention programs. Guest speakers from several local organizations are scheduled to make presentations throughout the year. Annually, the physical education department sponsors a presentation for all students regarding the negative impacts of bullying on students. In addition, the Penelope House has a designee who will conduct bullying and healthy relationships sessions for students first semester.

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

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

School and central office administrators monitor CCRS pacing guides and lesson plans. At the end of each quarter, the school leadership team and central office staff conduct an aCIP review. Formative assessment data and report card information are analyzed and adjustments are made as needed.

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?

Upon receipt of annual assessment results, Central Office staff compile results and develop charts and graphs to disseminate to local schools. Results are shared during faculty meetings and teachers receive individual score reports for their students. Teachers use these reports to determine specific areas of strength and opportunities for improvement for every student. Using the partnership conference document, teachers share results from assessments with parents and students. Evidence of this process is maintained by the school through the partnership conference document. Similarly, data are collected and analyzed throughout the school year to monitor progress. This is accomplished with the use of Scantron Performance Series, iReady, and teacher-made assessments.

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?

Continuous evaluation of the aCIP among administration, faculty, parents, and community stakeholders allows the school to monitor whether or not the plan is being successfully implemented. Using the assessment tools provided, along with a constant line of open communication with parents through conferences, will provide the school leadership team with the evidence needed to determine the effectiveness of the academic program.

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?

The aCIP team meets quarterly to discuss the progress and effectiveness of the plan. Adjustments are made based on the recommendations of the team. In addition, the Curriculum and Instruction Director attends the quarterly leadership team meetings to discuss quarterly data and make any adjustments that are deemed necessary.

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.	36.28

Provide the number of classroom teachers.

36.78

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2543600.34

Total   2,543,600.34

Administrator Units

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

Provide the number of administrators.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	69157.16

Total   69,157.16

Assistant Principal

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

Provide the number of Assistant Principals.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	69157.16

Total   69,157.16

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.5

Provide the number of Counselors.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	69157.16

Total   69,157.16

Librarian

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

Provide the number of Librarians.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	69157.16

Total   69,157.16

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.

0.00

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.

0.00

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.

0.00

Label	Question	Value
3.	Provide the total of all funding for Technology.	12234.0

Total   12,234.00

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.

0.00

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	3671.0

Total   3,671.00

EL Teachers

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

Provide the number of EL Teachers.

0.0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	674.82

Total   674.82

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.

0.00

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	21861.0

Total   21,861.00

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.

0.00

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	3921.0

Total   3,921.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	86258.7

Provide a brief explanation and breakdown of expenses.

Paraprofessional $31,915.01

LPN School Nurse $19,017.48

Contract Intervention Teacher $14,408.40

Technology (Student Work Stations/Laptops, Printers, Document Cameras, Projectors) $13,637.33

Renaissance AR $5,485.48

BrainPOP $1,795.00

Title I Parental Set-Aside (Paper, Ink, Postage) $1,028.28

Title II

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

Provide a brief explanation and a breakdown of expenses.

Title II funds will be provided from the district level to cover the expense of substitute teachers for professional development opportunities, teacher stipends, training materials, conferences, and consultant fees.

Title III

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

Provide a brief explanation and a breakdown of expenses.

State funding is used to provide assistance to ELL students in the amount of $674.82.

Title IV

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

Provide a brief explanation and a breakdown of expenses.

No funding provided.

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.

No funding provided.

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	5974.0

Provide a brief explanation and breakdown of expenses.

Perkins funds will be used to cover professional development expenses.

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	5974.0

Provide a brief explanation and breakdown of expenses.

Perkins funds will be used to cover professional development for teachers.

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

Provide a brief explanation and breakdown of expenses.

Funding not provided.

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.

No funding provided.

Local Funds

Label	Question	Value
1.	Provide the total	50000.0

Provide a brief explanation and breakdown of expenses.

Local funds are used to cover the cost for instructional materials and supplies, professional development opportunities, and extracurricular activities. These funds are paid at the school level.

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))

During the fall of each school year, Saraland Middle School holds its annual meetings for all parents of participating students. Parents are notified of the meetings through (1) notices sent home, (2) school website postings, (3) marquee sign reminders, (4) social media postings, as well as (5) SchoolCast calls.
The following topics will be discussed at this year's meeting:

- Continuous Improvement Plan

- An explanation of the school's curriculum and the state's content standards

- Title I program and participation, its services, and parents' rights

- Parent and Family Engagement of the Continuous Improvement Plan (Overview and Distribution)

- School-parent conference forms (testing results)

- The Parent Center and Parenting set-aside budgets

- Online Parent survey

- Student-Parent Compacts

- Title I Consolidated Plan

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

1. The leadership and staff of Saraland Middle School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. In addition, the parent center will offer parenting workshops at varying times to include morning sessions and evening sessions. The parent center will be open every school day during school operating hours for parents to pick up materials and information or meet with the parent organizer. The Title I Parental Set-Aside for 2018-2019 is $1,028.28.
2. Saraland Middle School believes in involving parents in all aspects of its Title I programs. The parent representatives included on the aCIP committee were active participants in the development of the plan and were involved from the first meeting of the committee. In addition, all

parents were given the opportunity to review the plan and offer their input before the plan was approved. For the Parent and Family Engagement Plan, all parents were given surveys at the start of the school year, seeking their input on activities, training, and materials that the school should offer to parents during the school year. Each year, the Continuous Improvement Plan and the Parent and Family Engagement Plan are reviewed and evaluated. Results of parent surveys are reviewed by the parent representatives and the entire aCIP committee to determine if changes are needed.

3. Saraland Middle School uses its parental involvement funds as follows: To purchase all materials and supplies in the school's parent center and to provide materials and office supplies for the parent organizer.

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

At the annual meeting of parents at the beginning of the school year, Saraland Middle School will hold a general meeting to present information about the Title I programs, the curriculum, and forms of academic assessment used. Basic curriculum content will be outlined for parents. Parents will be informed how teachers update staff webpages weekly to ensure that parents have access to details about assignments, assessments, and other important information. They will also learn how to schedule parent-teacher conferences and how they can participate in decisions related to the education of their child. Parents will be given a copy of the Title I parent packet, which includes more detailed information on these topics, a parent survey, as well as a copy of the district and local school parental involvement plans.

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))

Saraland Middle School revised the school-parent compact in May 2018. All parents are given a copy of the compact, signed by the principal, during registration. The compact is explained to parents, and parents are asked to sign the compacts, signifying their commitment to working in partnership with the school to ensure the success of their child. Additionally, students sign the compact to solidify the ownership of their education. During faculty meetings the compacts are discussed with teachers who then keep a copy of the compact in their classrooms for use during parent-teacher and/or student-teacher conferences.

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

In May of each school year, the Saraland Middle School aCIP Committee meets to review, evaluate, and revise the Continuous Improvement Plan. There are two parents on the Committee who represent all the parents of the school. The plan is posted for review on the school's website, and the principal invites parents to submit comments or suggestions regarding the plan through the "Principal's Corner" page of the website.

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)

Saraland Middle School's aCIP Committee works diligently to ensure that all parent materials and training are closely aligned with the school's identified goals. Saraland has its own parent center within the school and a parent organizer to help parents obtain information. The center houses materials (in English and Spanish) for parents to check out to learn ways they can help their child be successful. Throughout the year, parenting classes will be offered on topics that address identified school goals. Parent workshop topics will be based on the information obtained from the parent survey distributed after the annual parent meeting in October.

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)

Saraland Middle School will continue to work with teachers through in-services, faculty meetings, and grade-level meetings to explain the importance of parental involvement opportunities for parents. This year, the aCIP committee placed special emphasis on the need to ensure a closer connection between the school's identified goals and parent involvement activities. The administration has set the expectation that teachers work closely with the parent organizer in planning parent involvement activities and securing materials that best meet the school's identified goals.

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)

Saraland Middle School coordinates the parent involvement program for all parents. The Title I parent center provides resources for parents that can be gathered at their leisure. Additionally, the parent organizer is available each day to help answer questions and receive input from parents regarding ways the school can help their children.

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)

At the present time, Saraland Middle has eight ESL students identified.

If needed, any information on school meetings, parent notices, etc., can be provided in Spanish to parents. In addition, Saraland has a Spanish teacher and an ELL teacher who are bilingual to assist with verbal communication as needed.

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)

Saraland Middle School makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. For example, the parent surveys that are distributed in the fall of the year are the driving force behind the topics covered in the parent workshops for the year. The surveys will also assist the school in determining the times and days of the week that will best meet the needs of the parents in the community.

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))

Saraland Middle School provides opportunities for parents with limited English proficiency and parents with disabilities to participate in the academic program.

Currently, Saraland Middle School has eight students identified as ELL. All parent notifications can be provided in Spanish (or native language) to parents or guardians. In addition, a Spanish teacher and a bilingual ELL teacher are available to assist with verbal communications.

At this time, Saraland Middle School has no migrant students. Every effort is made to accommodate parents with disabilities. Saraland Middle School is a handicapped-accessible building.