



ACIP

Fayette Middle School

Fayette County Board of Education

Mr. Rodney Hannah
418 Third Avenue, NE
Fayette, AL 35555-2496

TABLE OF CONTENTS

Executive Summary

| | |
|--|---|
| Introduction..... | 2 |
| Description of the School..... | 3 |
| School's Purpose..... | 4 |
| Notable Achievements and Areas of Improvement..... | 5 |
| Additional Information | 6 |

Improvement Plan Stakeholder Involvement

| | |
|-----------------------------------|---|
| Introduction..... | 8 |
| Improvement Planning Process..... | 9 |

Stakeholder Feedback Diagnostic

| | |
|--------------------------------------|----|
| Introduction..... | 11 |
| Stakeholder Feedback Data..... | 12 |
| Evaluative Criteria and Rubrics..... | 13 |
| Areas of Notable Achievement..... | 14 |
| Areas in Need of Improvement..... | 15 |
| Report Summary..... | 16 |

Student Performance Diagnostic

Introduction..... 18

Student Performance Data..... 19

Evaluative Criteria and Rubrics..... 20

Areas of Notable Achievement..... 21

Areas in Need of Improvement..... 23

Report Summary..... 24

ACIP Assurances

Introduction..... 26

ACIP Assurances..... 27

Plan for ACIP

Overview..... 30

Goals Summary..... 31

 Goal 1: Engage and Empower the Learner Through Technology..... 32

 Goal 2: Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students..... 32

 Goal 3: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it..... 33

 Goal 4: To increase the number of middle school students scoring at a proficient level in mathematics..... 34

 Goal 5: The number of students in grades 5-8 will become proficient in Reading at Fayette Middle School..... 34

 Goal 6: All students at Fayette Middle School will attend school in a safe environment..... 35

Activity Summary by Funding Source..... 37

Progress Notes..... 39

Title I Schoolwide Diagnostic

Introduction..... 41

| | |
|--|----|
| Component 1: Comprehensive Needs Assessment | 42 |
| Component 2: Schoolwide Reform Strategies | 43 |
| Component 3: Instruction by Highly Qualified Staff | 57 |
| Component 4: Strategies to Attract Highly Qualified Teachers | 58 |
| Component 5: High Quality and Ongoing Professional Development | 59 |
| Component 6: Strategies to Increase Parental Involvement | 67 |
| Component 7: Transition Strategies..... | 71 |
| Component 8: Teacher Participation in Making Assessment Decisions | 74 |
| Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards..... | 75 |
| Component 10: Coordination and Integration of Federal, State and Local Programs and Resources ... | 76 |
| Evaluation:..... | 78 |

Coordination of Resources/Comprehensive Budget

| | |
|---|----|
| Introduction..... | 80 |
| State Foundation Funds:..... | 81 |
| Federal Funds: Title I Part A..... | 83 |
| Federal Funds:School Improvement Grant – SIG..... | 84 |
| Federal Funds:Title II: Professional Development Activities | 85 |
| Federal Funds:Title III: For English Language Learners | 86 |
| Federal Funds:Other federal funds..... | 87 |
| Federal Funds:Title VI: For Rural and Low-income Schools | 88 |

III. Local Funds (if applicable) 89

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?

Fayette Middle School is the only middle school in Fayette County. It is located in the town of Fayette and is approximately 45 minutes from Tuscaloosa. As a Title I School, we serve grades 5-8. Approximately 65 percent of the 458 students at Fayette Middle School qualify for free and reduced lunches. The school also has a large special education population that requires the assistance of 3 resource teachers and 5 paraprofessionals. Our student population consists of about 78 percent Caucasian, 20 percent African American, less than 1 percent Hispanic, and less than 1 percent Asian. Our student average attendance rate is 94.5 percent while our teacher attendance is 90.5 percent (including professional leave) and 96.1 (excluding professional leave).

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.

School's Purpose

The climate of FMS is one that is geared towards a positive environment where students are encouraged to pursue leadership roles. While adopting our own mission statement, we embrace the district mission: "to provide a safe, disciplined, learning environment that empowers all students to develop their full potential." We believe that in consistently safe and healthy environment all students can become responsible, respectful, and resourceful. We believe students learn best when actively engaged in the learning process. Education is a collaborative partnership involving school, family, and community. At FMS, we strive to build lasting relationships among students and staff that encourage open discussion and provide activities that develop our students' strengths. Much time is allotted for collaborative planning and resources are used wisely to impact student and teacher learning.

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.

Fayette Middle School has made notable achievements which align with our school's purpose and direction. One of our achievements is the implementation of Strategic Teaching Strategies in all subject areas at FMS. In order to accomplish this, we have held teacher workshops with state ARI Specialists and turnaround training with teachers from the middle school. During these training sessions, teachers were shown how to implement Before, During, and After strategies. The Strategic Teaching strategy lessons encompass a variety of differentiated instruction strategies, formative and summative assessments, technology integration, as well as best practice methods. We have also begun the implementation of Global Scholar testing in conjunction with RtI in order to identify student strengths and weaknesses by the means of state benchmarks. The special education teachers and general education teachers work collaboratively in order to provide the best academic support available for students at FMS.

While FMS is a school that consistently strives to do what is in the best interest of students, there are areas in which improvements can be made. One need for improvement is effectively communicating with community members and stakeholders about our school's events, involvement opportunities, and student progress. To improve this area, we have invested in School Cast, an electronic marquee, and a school website (SchoolinSites). These tools are used to inform stakeholders and the community of school information, emergencies, and reminders. Another area for improvement is familiarizing staff members on the use and interpretation of data (formative and summative) in order to guide instructional decisions. Efforts are being made to improve this area by utilizing progress monitoring to guide instructional decisions. The staff at FMS will continue to attend professional development workshops on how to effectively use data for higher quality instruction.

Additional Information

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

AMSTI is also being used at FMS in math and science classrooms in addition to Strategic Teaching.

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 order to engage a variety of stakeholders, parents and business leaders of our community were asked to be a part of the development of the school's improvement plan. These particular stakeholders were chosen because the school's leadership team felt they had the skills and knowledge needed to help our school develop and implement the plan in a timely fashion. These stakeholders were also chosen because they are positive members of the community. They will help to ensure that our students are equipped with what they need in order to be successful while at our school as well as when they transition to the high school. At our initial meeting, stakeholders were told they were needed to assist us in deciding the needs of our school and how we could properly address these needs.

Meetings were held during the school day, as well as after school, so that all stakeholders would be given the opportunity to share valuable input. They have and continue to be an asset in helping our school grow academically and financially.

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

Representation from stakeholder groups included the FMS Leadership Team, parents, and local business leaders. The Leadership Team's responsibility was to ensure that necessary data was available so that pertinent goals could be established and written using attainable measures. Our stakeholder representations come from various backgrounds and community groups. Their responsibilities include evaluating the plan, offering suggestions for needed improvements, and attending meetings where the information in the plan is reviewed and their input may be given.

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

The final improvement plan is made available at a beginning of the year meeting. It is also distributed to all students and parents at the beginning of each year in the Superintendent's folder. Stakeholders are informed of the progress of our plan at an end of the year meeting.

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 | | FMS Surveys |

Evaluative Criteria and Rubrics

Overall Rating: 2.5

| | Statement or Question | Response | Rating |
|----|------------------------------|---|---------|
| 1. | Questionnaire Administration | Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants. | Level 3 |

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

Areas of Notable Achievement

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

Staff Survey:

- 1. Our school's purpose statement is clearly focused on student success. 4.45
- 5. Our school has a continuous improvement process based on data, goals, actions, and measures for growth. 4.37
- 4. Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body. 4.29

Parent Survey:

- 1. Our school's purpose statement is clearly focused on student success. 4.2
- 19. My child knows the expectations for learning in all classes. 4.14
- 6. Our school has high expectations for students in all classes. 4.11

Student Survey:

- 5. In my school, my teachers want me to do my best work. 3.0
- 1. In my school, principals and teachers want every student to learn. 2.97
- 16. My school has computers to help me learn. 2.97

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

This is our first year to use the AdvancEd surveys, so we have no comparison documents.

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

The reported findings above are consistent with the feedback from the 2012-2013 Parent Involvement Survey.

Areas in Need of Improvement

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

The parent survey showed a 3.64 average for # 16 -- All of my child's teachers keep me informed regularly of how my child is being graded.

The staff survey showed a 3.36 average for # 31 -- In our school, a formal process is in place to support new staff members in their professional practice.

The student survey showed a 2.92 average for #27 -- In my school students help each other even if they are not friends.

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

This is our first year taking the AdvancEd survey, so we have no comparison documents.

What are the implications for these stakeholder perceptions?

Staff perception could be related to no teacher turnover. We had one teacher who retired and one teacher who transferred.

Parent perception could be related to strategic teaching strategies being used in the classroom.

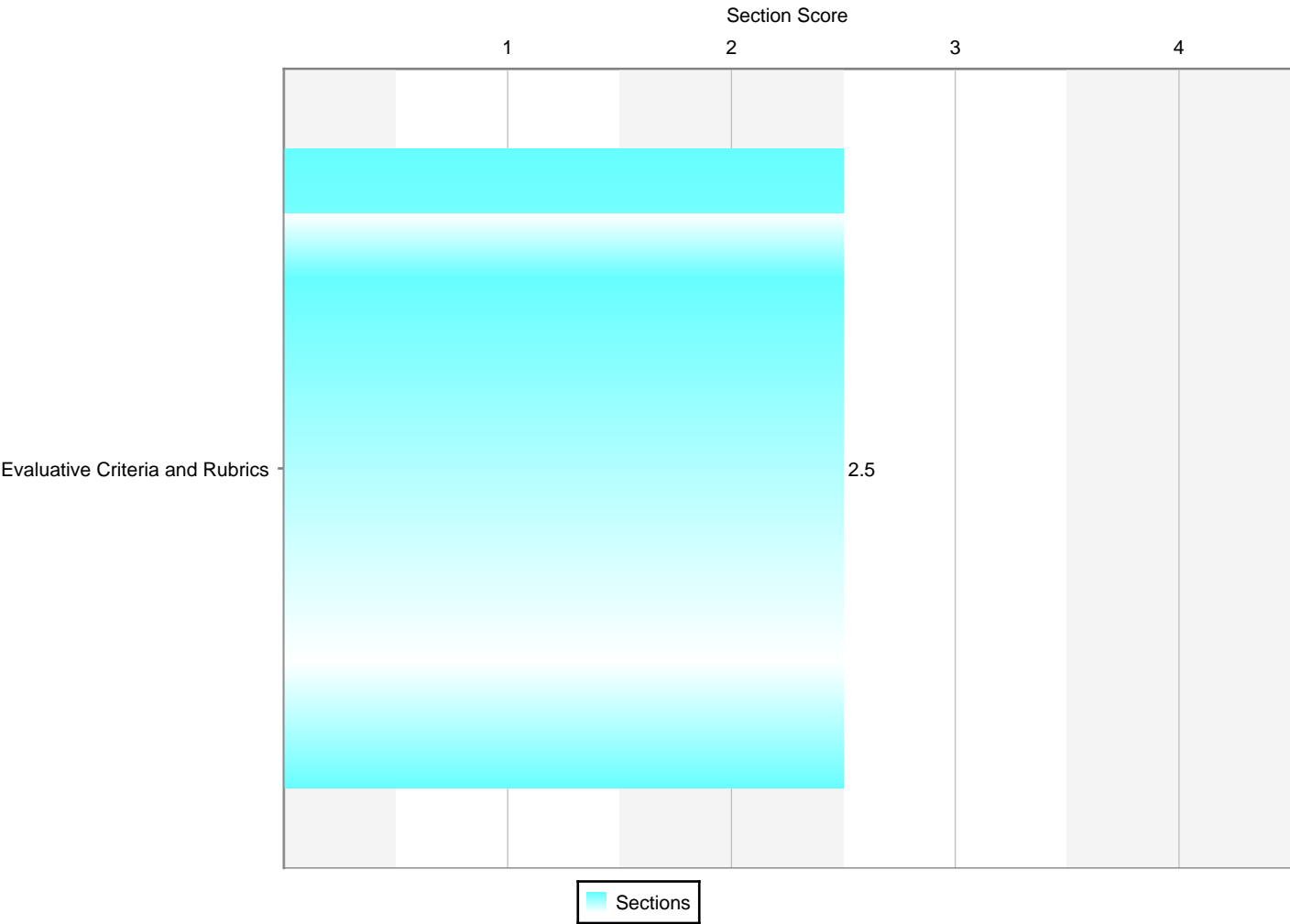
Student perception could be related to expectations being clearly communicated in the classrooms.

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

The reported findings above are consistent with the feedback from the 2012-2013 Parent Involvement Survey.

Report Summary

Scores By Section



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 | We used the data from the ARMT+ and Science Assessment | Data Document |

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

| | Statement or Question | Response | Rating |
|----|-----------------------|--|---------|
| 3. | Quality of Learning | Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected. | Level 3 |

| | Statement or Question | Response | Rating |
|----|-----------------------|--|---------|
| 4. | Equity of Learning | Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined. | Level 3 |

Areas of Notable Achievement

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

5th grade -- 94 percent in math and 88 percent in reading

6th grade -- 96 percent in math and 96 percent in reading

7th grade-- 75 percent in math and 87 percent in reading

8th grade -- 85 percent in math and 85 percent in reading

5th grade ARMT+ math increased 13 percent over 2012 scores. 8th grade ARMT+ reading increased 7 percent over 2012 scores.

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

5th grade -- 94 percent in math and 88 percent in reading

6th grade -- 96 percent in math and 96 percent in reading

7th grade-- 75 percent in math and 87 percent in reading

8th grade -- 85 percent in math and 85 percent in reading

5th grade ARMT+ math increased 13 percent over 2012 scores. 8th grade ARMT+ reading increased 7 percent over 2012 scores.

Which area(s) indicate the overall highest performance?

5th grade -- 94 percent in math and 88 percent in reading

6th grade -- 96 percent in math and 96 percent in reading

7th grade-- 75 percent in math and 87 percent in reading

8th grade -- 85 percent in math and 85 percent in reading

5th grade ARMT+ math increased 13 percent over 2012 scores. 8th grade ARMT+ reading increased 7 percent over 2012 scores.

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

The 6th grade African American students scored 100 percent proficient in reading.

Between which subgroups is the achievement gap closing?

The achievement gap appears to be closing between males and females.

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

Global Scholar results are consistent with these findings.

Areas in Need of Improvement

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

The area that was below the expected levels of achievement was the Science portion of the ARMT+, which saw a decrease of 16 percent for 7th grade.

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

5th grade reading decreased 5 percent from 2012-2013. 5th grade science decreased 5 percent from 2012-2013.
7th grade math decreased 9 percent from 2012-2013 and 7th grade reading decreased 5 percent from 2012-2013.
7th grade science decreased 16 percent from 2012-2013.

Which area(s) indicate the overall lowest performance?

7th grade science was our overall lowest.

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

No subgroups identified.

Between which subgroups is the achievement gap becoming greater?

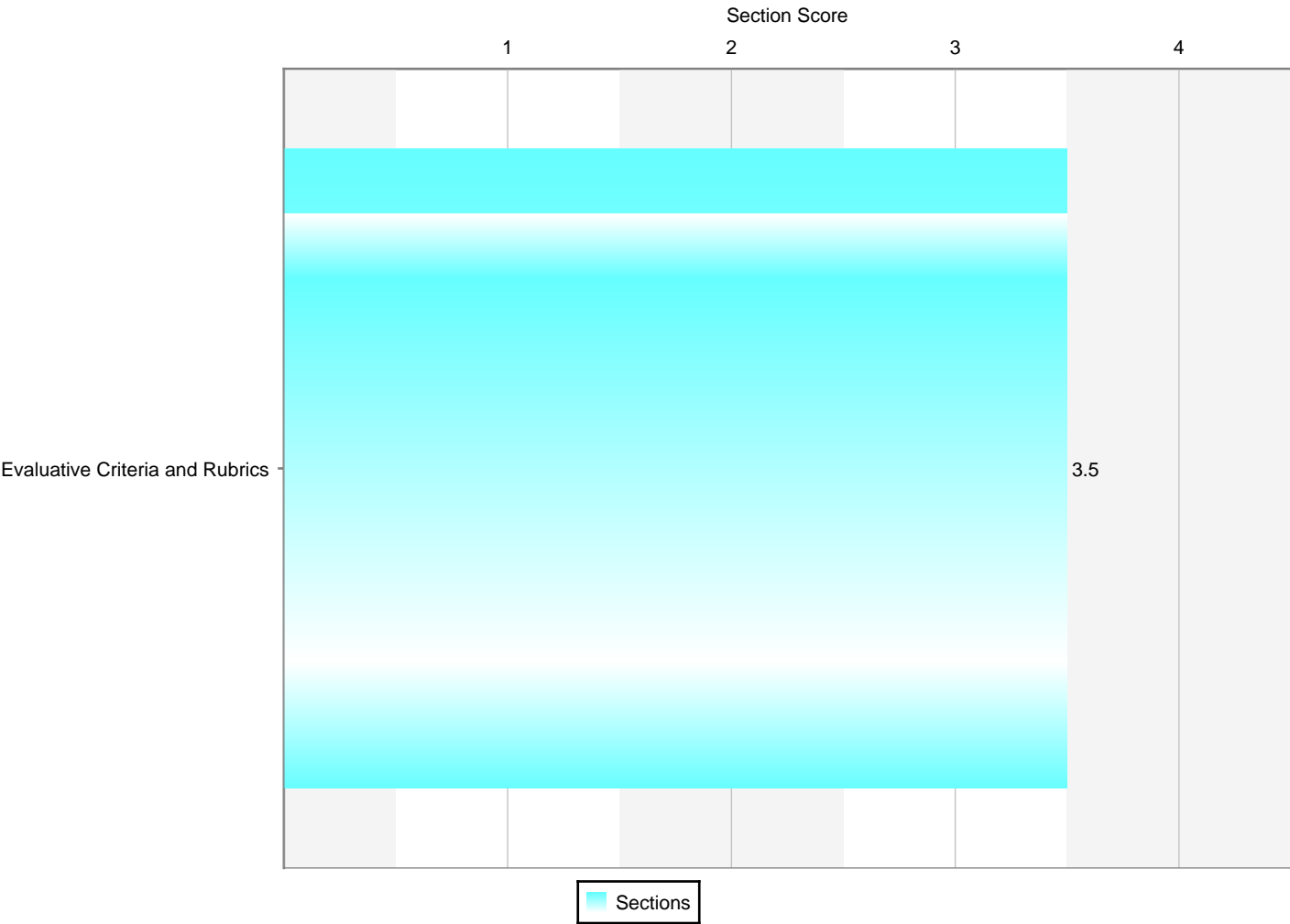
No subgroups identified.

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

No other data at this institution relate to these findings.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

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

| 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 | | Non-Discriminatory Statement |

| 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 | Rodney Hannah, FMS Principal 205-932-7660 Fayette Middle School 418 Third Avenue NE Fayette, AL 35555 | Non-Discriminatory Statement |

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

ACIP

Fayette Middle School

| Label | Assurance | Response | Comment | Attachment |
|--------------|---|-----------------|----------------|-------------------|
| 5. | The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students. | Yes | | Parent Compact |

Plan for ACIP

Overview

Plan Name

Plan for ACIP

Plan Description

Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|---|---|----------------|---------------|
| 1 | Engage and Empower the Learner Through Technology | Objectives: 1 Strategies: 1 Activities: 3 | Academic | \$0 |
| 2 | Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students | Objectives: 1 Strategies: 1 Activities: 1 | Academic | \$0 |
| 3 | All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it. | Objectives: 1 Strategies: 1 Activities: 2 | Organizational | \$12000 |
| 4 | To increase the number of middle school students scoring at a proficient level in mathematics. | Objectives: 1 Strategies: 1 Activities: 3 | Academic | \$0 |
| 5 | The number of students in grades 5-8 will become proficient in Reading at Fayette Middle School. | Objectives: 1 Strategies: 1 Activities: 3 | Academic | \$0 |
| 6 | All students at Fayette Middle School will attend school in a safe environment. | Objectives: 1 Strategies: 1 Activities: 1 | Organizational | \$0 |

Goal 1: Engage and Empower the Learner Through Technology

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in using technology tools to organize, interpret, and display data, as well as in using digital environments to collaborate and communicate in Practical Living by 05/20/2014 as measured by frequent opportunities to practice in multiple classroom environments.

Strategy 1:

Technology Based Learning - Classroom teachers will provide regular and frequent opportunities for students to use technology as a learning tool. Students will prepare multimedia presentations using programs such as PowerPoint; they will work in online learning environments such as Edmodo and Remind 101; and they will utilize learning and assessment tools such as My Skills Tutor and Global Scholar. Students will utilize desktop and laptop computers, as well as mobile devices to conduct research, prepare presentations, take assessments, communicate with teachers, collaborate with classmates, publish written works, and solve problems.

Research Cited: ARI and AMSTI

| Activity - Monitor Use of Technology as Learning Tools | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|--|
| Principal and/or assistant principal will monitor the use of technology as a learning tool through periodic walk throughs. | Policy and Process | 08/19/2013 | 05/20/2014 | \$0 | No Funding Required | Principal and/or assistant principal, classroom teachers |

| Activity - Lesson Planning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|------------------------|
| Teachers will plan lessons that enable students to use technology in the learning process. Because most students still do not have access to technology and technology support at home, technology-based lessons and activities are critical for growth and development in the 21st century. | Policy and Process | 08/19/2013 | 05/20/2014 | \$0 | No Funding Required | All classroom teachers |

| Activity - Teacher Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-------------------|--|
| Select teachers will participate in training to use iPads, iPods, Smartboards, elmos, etc. in order to facilitate student support in the classroom and to maximize technology-based learning opportunities. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 | Title I Part A | Local technology coordinators and assistants; in-service center trainers |

Goal 2: Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

2% of All Students will demonstrate a proficiency in Career & Technical and in Mathematics by 05/22/2014 as measured by End of Course Assessments, Aspire, and Global Scholar.

Strategy 1:

Global Scholar - Students will be assessed in grades 5-8 in the areas of math and reading 3 times during the year.

Research Cited: Global Scholar

| Activity - Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|--|
| Teachers will be trained in Global Scholar Performance Series and Global Scholar Achievement Series. Teachers will also attend data meetings at the individual schools to understand the data and resources concerning Global Scholar. | Professional Learning | 07/01/2013 | 05/20/2014 | \$0 | No Funding Required | Technology coordinator, professional development coordinator |

Goal 3: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth, and wireless connectivity in order to access the internet, digital learning resources, productivity tools, online assessment and data by 05/20/2014 as measured by Transform 2020 Survey results, Inventory Report, and bandwidth traffic report.

Strategy 1:

Alabama Supercomputer - Continue to support access through Alabama Supercomputer.

Research Cited: The Broadband Imperative: Recommendation to Address K-12 Education Infrastruct Needs. (2012) Retrieved from www.setda.org

| Activity - Monitor Broadband Access | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|---------------------|------------------------|
| Monitor broadband access through the bandwidth traffic data | Technology | 09/19/2013 | 05/20/2014 | \$0 | No Funding Required | Technology coordinator |

| Activity - Wireless Access Points | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|-----------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

| | | | | | | |
|--|------------|------------|------------|---------|-------|--|
| Continue to increase the number of wireless access points at each school | Technology | 09/19/2013 | 05/20/2014 | \$12000 | Other | Technology coordinator and network administrator |
|--|------------|------------|------------|---------|-------|--|

Goal 4: To increase the number of middle school students scoring at a proficient level in mathematics.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

70% of All Students will demonstrate a proficiency of improving achievement in Mathematics by 05/20/2014 as measured by scoring at grade level or above on Global Scholar Performance Series Tests.

Strategy 1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

| Activity - Achievement and Performance Series Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|--|
| Teachers will be trained on the interpretation of the Global Scholar Data | Professional Learning | 06/24/2013 | 05/20/2014 | \$0 | No Funding Required | Previously trained faculty and principal |

| Activity - ARI PAL Strategies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|------------------------|
| All teachers will incorporate appropriate "Before" strategies to introduce concepts and test prior knowledge, "During" strategies to provide explicit instruction, and "After" strategies to summarize big ideas or test students' grasp of the material into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 | No Funding Required | All classroom teachers |

| Activity - Variety of Instructional Methods | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|------------------------|
| All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 | No Funding Required | All classroom teachers |

Goal 5: The number of students in grades 5-8 will become proficient in Reading at Fayette Middle School.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

75% of All Students will demonstrate a proficiency of improving achievement in Reading by 05/20/2014 as measured by scoring at grade level or above on Global Scholar Performance Series Tests.

Strategy 1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies.

Research Cited: ARI

| Activity - ARI PAL Strategies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|----------------------------|
| All teachers will incorporate appropriate "Before" strategies to introduce concepts and test prior knowledge, "During" strategies to provide explicit instruction, and "After" strategies to summarize big ideas or test students' grasp of the material into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 | No Funding Required | All classroom teachers |
| Activity - Variety of Instructional Methods | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 | No Funding Required | All classroom teachers |
| Activity - Achievement and Performance Series Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Previously-trained faculty members will provide training sessions for preparing resources and assessments to use in instruction. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 | No Funding Required | Previously trained faculty |

Goal 6: All students at Fayette Middle School will attend school in a safe environment.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to create a safe environment for all students at Fayette Middle School by 05/20/2014 as measured by Virtual Alabama and regular safety drills.

Strategy 1:

Virtual Alabama Drills - Regular safety drills will be conducted and entered into Virtual Alabama throughout the year.

Research Cited: Virtual Alabama

| Activity - Safety Drills | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

ACIP

Fayette Middle School

| | | | | | | |
|---|-------|------------|------------|-----|---------------------|---|
| Weather Drills, Lock-down drills, and fire drills will be conducted as required by the State Department of Education. | Other | 08/20/2013 | 05/20/2014 | \$0 | No Funding Required | Principal, Assistant Principal, Prevention and Support Supervisor |
|---|-------|------------|------------|-----|---------------------|---|

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 |
|---|--|-----------------------|------------|------------|-------------------|--|
| ARI PAL Strategies | All teachers will incorporate appropriate "Before" strategies to introduce concepts and test prior knowledge, "During" strategies to provide explicit instruction, and "After" strategies to summarize big ideas or test students' grasp of the material into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 | All classroom teachers |
| Monitor Broadband Access | Monitor broadband access through the bandwidth traffic data | Technology | 09/19/2013 | 05/20/2014 | \$0 | Technology coordinator |
| ARI PAL Strategies | All teachers will incorporate appropriate "Before" strategies to introduce concepts and test prior knowledge, "During" strategies to provide explicit instruction, and "After" strategies to summarize big ideas or test students' grasp of the material into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 | All classroom teachers |
| Achievement and Performance Series Training | Previously-trained faculty members will provide training sessions for preparing resources and assessments to use in instruction. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 | Previously trained faculty |
| Variety of Instructional Methods | All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 | All classroom teachers |
| Monitor Use of Technology as Learning Tools | Principal and/or assistant principal will monitor the use of technology as a learning tool through periodic walk throughs. | Policy and Process | 08/19/2013 | 05/20/2014 | \$0 | Principal and/or assistant principal, classroom teachers |
| Variety of Instructional Methods | All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 | All classroom teachers |
| Achievement and Performance Series Training | Teachers will be trained on the interpretation of the Global Scholar Data | Professional Learning | 06/24/2013 | 05/20/2014 | \$0 | Previously trained faculty and principal |
| Lesson Planning | Teachers will plan lessons that enable students to use technology in the learning process. Because most students still do not have access to technology and technology support at home, technology-based lessons and activities are critical for growth and development in the 21st century. | Policy and Process | 08/19/2013 | 05/20/2014 | \$0 | All classroom teachers |

ACIP

Fayette Middle School

| | | | | | | |
|--------------------------|--|-----------------------|------------|------------|-----|---|
| Professional Development | Teachers will be trained in Global Scholar Performance Series and Global Scholar Achievement Series. Teachers will also attend data meetings at the individual schools to understand the data and resources concerning Global Scholar. | Professional Learning | 07/01/2013 | 05/20/2014 | \$0 | Technology coordinator, professional development coordinator |
| Safety Drills | Weather Drills, Lock-down drills, and fire drills will be conducted as required by the State Department of Education. | Other | 08/20/2013 | 05/20/2014 | \$0 | Principal, Assistant Principal, Prevention and Support Supervisor |
| Total | | | | | \$0 | |

Title I Part A

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------|---|-----------------------|------------|------------|-------------------|--|
| Teacher Training | Select teachers will participate in training to use iPads, iPods, Smartboards, elmos, etc. in order to facilitate student support in the classroom and to maximize technology-based learning opportunities. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 | Local technology coordinators and assistants; in-service center trainers |
| Total | | | | | \$0 | |

Other

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------|--|---------------|------------|------------|-------------------|--|
| Wireless Access Points | Continue to increase the number of wireless access points at each school | Technology | 09/19/2013 | 05/20/2014 | \$12000 | Technology coordinator and network administrator |
| Total | | | | | \$12000 | |

Progress Notes

| Type | Name | Status | Comments | Created On | Created By |
|------|------|--------|----------|------------|------------|
|------|------|--------|----------|------------|------------|

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

How was the comprehensive needs assessment conducted?

Our needs assessment is conducted by the leadership team as they examine the data from Educate Alabama, ARMT +, and our attendance.

What were the results of the comprehensive needs assessment?

Compared to other counties our scores were holding steady or above theirs when comparing the percentage of proficient students.

What conclusions were drawn from the results?

Our students are performing at or above the levels of other students in surrounding schools.

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

At FMS, we need to improve on transitioning students from 6th grade (elementary level) to 7th grade (secondary level).

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

Our school goals are consistent with our findings in the Needs Assessment. Our data indicates that we need to work in the areas of Mathematics and Reading and our goals support that finding.

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

We analyzed ARMT+ results, Alabama Science Assessment results, and Global Scholar results to determine our goals.

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

We examine Global Scholar data and ARMT + results to determine which students need more intense instruction or remediation with RtI.

Component 2: Schoolwide Reform Strategies

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

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in using technology tools to organize, interpret, and display data, as well as in using digital environments to collaborate and communicate in Practical Living by 05/20/2014 as measured by frequent opportunities to practice in multiple classroom environments.

Strategy1:

Technology Based Learning - Classroom teachers will provide regular and frequent opportunities for students to use technology as a learning tool. Students will prepare multimedia presentations using programs such as PowerPoint; they will work in online learning environments such as Edmodo and Remind 101; and they will utilize learning and assessment tools such as My Skills Tutor and Global Scholar. Students will utilize desktop and laptop computers, as well as mobile devices to conduct research, prepare presentations, take assessments, communicate with teachers, collaborate with classmates, publish written works, and solve problems.

Research Cited: ARI and AMSTI

| Activity - Teacher Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|--|
| Select teachers will participate in training to use iPads, iPods, Smartboards, elmos, etc. in order to facilitate student support in the classroom and to maximize technology-based learning opportunities. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - Title I Part A | Local technology coordinators and assistants; in-service center trainers |

| Activity - Monitor Use of Technology as Learning Tools | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| Principal and/or assistant principal will monitor the use of technology as a learning tool through periodic walk throughs. | Policy and Process | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | Principal and/ or assistant principal, classroom teachers |

| Activity - Lesson Planning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|------------------------|
| Teachers will plan lessons that enable students to use technology in the learning process. Because most students still do not have access to technology and technology support at home, technology-based lessons and activities are critical for growth and development in the 21st century. | Policy and Process | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

Goal 2:

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

2% of All Students will demonstrate a proficiency in Career & Technical and in Mathematics by 05/22/2014 as measured by End of Course Assessments, Aspire, and Global Scholar.

Strategy1:

Global Scholar - Students will be assessed in grades 5-8 in the areas of math and reading 3 times during the year.

Research Cited: Global Scholar

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Teachers will be trained in Global Scholar Performance Series and Global Scholar Achievement Series. Teachers will also attend data meetings at the individual schools to understand the data and resources concerning Global Scholar. | Professional Learning | 07/01/2013 | 05/20/2014 | \$0 - No Funding Required | Technology coordinator, professional development coordinator |

Goal 3:

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

Measurable Objective 1:

collaborate to ensure students, teachers, and administrators have excellent, viable bandwidth, and wireless connectivity in order to access the internet, digital learning resources, productivity tools, online assessment and data by 05/20/2014 as measured by Transform 2020 Survey results, Inventory Report, and bandwidth traffic report.

Strategy1:

Alabama Supercomputer - Continue to support access through Alabama Supercomputer.

Research Cited: The Broadband Imperative: Recommendation to Address K-12 Education Infrastruct Needs. (2012) Retrieved from www.setda.org

| Activity - Wireless Access Points | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|-------------------------|--|
| Continue to increase the number of wireless access points at each school | Technology | 09/19/2013 | 05/20/2014 | \$12000 - Other | Technology coordinator and network administrator |

| Activity - Monitor Broadband Access | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|------------------------|
| Monitor broadband access through the bandwidth traffic data | Technology | 09/19/2013 | 05/20/2014 | \$0 - No Funding Required | Technology coordinator |

Goal 4:

To increase the number of middle school students scoring at a proficient level in mathematics.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency of improving achievement in Mathematics by 05/20/2014 as measured by scoring at grade level or above on Global Scholar Performance Series Tests.

Strategy1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

| Activity - Variety of Instructional Methods | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

| Activity - ARI PAL Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate appropriate "Before" strategies to introduce concepts and test prior knowledge, "During" strategies to provide explicit instruction, and "After" strategies to summarize big ideas or test students' grasp of the material into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

| Activity - Achievement and Performance Series Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Teachers will be trained on the interpretation of the Global Scholar Data | Professional Learning | 06/24/2013 | 05/20/2014 | \$0 - No Funding Required | Previously trained faculty and principal |

Goal 5:

The number of students in grades 5-8 will become proficient in Reading at Fayette Middle School.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency of improving achievement in Reading by 05/20/2014 as measured by scoring at grade level or above on Global Scholar Performance Series Tests.

Strategy1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies.

Research Cited: ARI

| Activity - ARI PAL Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate appropriate "Before" strategies to introduce concepts and test prior knowledge, "During" strategies to provide explicit instruction, and "After" strategies to summarize big ideas or test students' grasp of the material into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

| Activity - Variety of Instructional Methods | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

| Activity - Achievement and Performance Series Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|----------------------------|
| Previously-trained faculty members will provide training sessions for preparing resources and assessments to use in instruction. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | Previously trained faculty |

Goal 6:

All students at Fayette Middle School will attend school in a safe environment.

Measurable Objective 1:

collaborate to create a safe environment for all students at Fayette Middle School by 05/20/2014 as measured by Virtual Alabama and regular safety drills.

Strategy1:

Virtual Alabama Drills - Regular safety drills will be conducted and entered into Virtual Alabama throughout the year.

Research Cited: Virtual Alabama

| Activity - Safety Drills | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|---|
| Weather Drills, Lock-down drills, and fire drills will be conducted as required by the State Department of Education. | Other | 08/20/2013 | 05/20/2014 | \$0 - No Funding Required | Principal, Assistant Principal, Prevention and Support Supervisor |

Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction?

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in using technology tools to organize, interpret, and display data, as well as in using digital environments to collaborate and communicate in Practical Living by 05/20/2014 as measured by frequent opportunities to practice in multiple classroom environments.

Strategy1:

Technology Based Learning - Classroom teachers will provide regular and frequent opportunities for students to use technology as a learning tool. Students will prepare multimedia presentations using programs such as PowerPoint; they will work in online learning environments such as Edmodo and Remind 101; and they will utilize learning and assessment tools such as My Skills Tutor and Global Scholar. Students will utilize desktop and laptop computers, as well as mobile devices to conduct research, prepare presentations, take assessments, communicate with teachers, collaborate with classmates, publish written works, and solve problems.

Research Cited: ARI and AMSTI

| Activity - Monitor Use of Technology as Learning Tools | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| Principal and/or assistant principal will monitor the use of technology as a learning tool through periodic walk throughs. | Policy and Process | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | Principal and/ or assistant principal, classroom teachers |

| Activity - Teacher Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|--|
| Select teachers will participate in training to use iPads, iPods, Smartboards, elmos, etc. in order to facilitate student support in the classroom and to maximize technology-based learning opportunities. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - Title I Part A | Local technology coordinators and assistants; in-service center trainers |

| Activity - Lesson Planning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|------------------------|
| Teachers will plan lessons that enable students to use technology in the learning process. Because most students still do not have access to technology and technology support at home, technology-based lessons and activities are critical for growth and development in the 21st century. | Policy and Process | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

Goal 2:

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

2% of All Students will demonstrate a proficiency in Career & Technical and in Mathematics by 05/22/2014 as measured by End of Course Assessments, Aspire, and Global Scholar.

Strategy1:

Global Scholar - Students will be assessed in grades 5-8 in the areas of math and reading 3 times during the year.

Research Cited: Global Scholar

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Teachers will be trained in Global Scholar Performance Series and Global Scholar Achievement Series. Teachers will also attend data meetings at the individual schools to understand the data and resources concerning Global Scholar. | Professional Learning | 07/01/2013 | 05/20/2014 | \$0 - No Funding Required | Technology coordinator, professional development coordinator |

Goal 3:

To increase the number of middle school students scoring at a proficient level in mathematics.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency of improving achievement in Mathematics by 05/20/2014 as measured by scoring at grade level or above on Global Scholar Performance Series Tests.

Strategy1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

| Activity - Variety of Instructional Methods | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

| Activity - Achievement and Performance Series Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Teachers will be trained on the interpretation of the Global Scholar Data | Professional Learning | 06/24/2013 | 05/20/2014 | \$0 - No Funding Required | Previously trained faculty and principal |

| Activity - ARI PAL Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate appropriate "Before" strategies to introduce concepts and test prior knowledge, "During" strategies to provide explicit instruction, and "After" strategies to summarize big ideas or test students' grasp of the material into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

Goal 4:

The number of students in grades 5-8 will become proficient in Reading at Fayette Middle School.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency of improving achievement in Reading by 05/20/2014 as measured by scoring at grade level or above on Global Scholar Performance Series Tests.

Strategy1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies.

Research Cited: ARI

| Activity - Variety of Instructional Methods | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

| Activity - Achievement and Performance Series Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|----------------------------|
| Previously-trained faculty members will provide training sessions for preparing resources and assessments to use in instruction. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | Previously trained faculty |

| Activity - ARI PAL Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate appropriate "Before" strategies to introduce concepts and test prior knowledge, "During" strategies to provide explicit instruction, and "After" strategies to summarize big ideas or test students' grasp of the material into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

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

Goal 1:

To increase the number of middle school students scoring at a proficient level in mathematics.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency of improving achievement in Mathematics by 05/20/2014 as measured by scoring at grade level or above on Global Scholar Performance Series Tests.

Strategy1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

| Activity - ARI PAL Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate appropriate "Before" strategies to introduce concepts and test prior knowledge, "During" strategies to provide explicit instruction, and "After" strategies to summarize big ideas or test students' grasp of the material into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

| Activity - Achievement and Performance Series Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Teachers will be trained on the interpretation of the Global Scholar Data | Professional Learning | 06/24/2013 | 05/20/2014 | \$0 - No Funding Required | Previously trained faculty and principal |

| Activity - Variety of Instructional Methods | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

Goal 2:

The number of students in grades 5-8 will become proficient in Reading at Fayette Middle School.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency of improving achievement in Reading by 05/20/2014 as measured by scoring at grade level or above on Global Scholar Performance Series Tests.

Strategy1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies.

Research Cited: ARI

| Activity - Variety of Instructional Methods | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

| Activity - ARI PAL Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate appropriate "Before" strategies to introduce concepts and test prior knowledge, "During" strategies to provide explicit instruction, and "After" strategies to summarize big ideas or test students' grasp of the material into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

| Activity - Achievement and Performance Series Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|----------------------------|
| Previously-trained faculty members will provide training sessions for preparing resources and assessments to use in instruction. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | Previously trained faculty |

Identify the strategies in the schoolwide plan that provide an enriched and accelerated curriculum for select students and support progress for all students?

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in using technology tools to organize, interpret, and display data, as well as in using digital environments to collaborate and communicate in Practical Living by 05/20/2014 as measured by frequent opportunities to practice in multiple classroom environments.

Strategy1:

Technology Based Learning - Classroom teachers will provide regular and frequent opportunities for students to use technology as a learning tool. Students will prepare multimedia presentations using programs such as PowerPoint; they will work in online learning environments such as Edmodo and Remind 101; and they will utilize learning and assessment tools such as My Skills Tutor and Global Scholar. Students will utilize desktop and laptop computers, as well as mobile devices to conduct research, prepare presentations, take assessments, communicate with teachers, collaborate with classmates, publish written works, and solve problems.

Research Cited: ARI and AMSTI

| Activity - Monitor Use of Technology as Learning Tools | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| Principal and/or assistant principal will monitor the use of technology as a learning tool through periodic walk throughs. | Policy and Process | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | Principal and/ or assistant principal, classroom teachers |

| Activity - Lesson Planning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|------------------------|
| Teachers will plan lessons that enable students to use technology in the learning process. Because most students still do not have access to technology and technology support at home, technology-based lessons and activities are critical for growth and development in the 21st century. | Policy and Process | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

| Activity - Teacher Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|--|
| Select teachers will participate in training to use iPads, iPods, Smartboards, elmos, etc. in order to facilitate student support in the classroom and to maximize technology-based learning opportunities. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - Title I Part A | Local technology coordinators and assistants; in-service center trainers |

Goal 2:

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

2% of All Students will demonstrate a proficiency in Career & Technical and in Mathematics by 05/22/2014 as measured by End of Course

Assessments, Aspire, and Global Scholar.

Strategy1:

Global Scholar - Students will be assessed in grades 5-8 in the areas of math and reading 3 times during the year.

Research Cited: Global Scholar

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Teachers will be trained in Global Scholar Performance Series and Global Scholar Achievement Series. Teachers will also attend data meetings at the individual schools to understand the data and resources concerning Global Scholar. | Professional Learning | 07/01/2013 | 05/20/2014 | \$0 - No Funding Required | Technology coordinator, professional development coordinator |

Goal 3:

To increase the number of middle school students scoring at a proficient level in mathematics.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency of improving achievement in Mathematics by 05/20/2014 as measured by scoring at grade level or above on Global Scholar Performance Series Tests.

Strategy1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

| Activity - Achievement and Performance Series Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Teachers will be trained on the interpretation of the Global Scholar Data | Professional Learning | 06/24/2013 | 05/20/2014 | \$0 - No Funding Required | Previously trained faculty and principal |

| Activity - Variety of Instructional Methods | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

| Activity - ARI PAL Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate appropriate "Before" strategies to introduce concepts and test prior knowledge, "During" strategies to provide explicit instruction, and "After" strategies to summarize big ideas or test students' grasp of the material into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

Goal 4:

The number of students in grades 5-8 will become proficient in Reading at Fayette Middle School.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency of improving achievement in Reading by 05/20/2014 as measured by scoring at grade level or above on Global Scholar Performance Series Tests.

Strategy1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies.

Research Cited: ARI

| Activity - Variety of Instructional Methods | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

| Activity - ARI PAL Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate appropriate "Before" strategies to introduce concepts and test prior knowledge, "During" strategies to provide explicit instruction, and "After" strategies to summarize big ideas or test students' grasp of the material into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

| Activity - Achievement and Performance Series Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|----------------------------|
| Previously-trained faculty members will provide training sessions for preparing resources and assessments to use in instruction. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | Previously trained faculty |

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

Goal 1:

To increase the number of middle school students scoring at a proficient level in mathematics.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency of improving achievement in Mathematics by 05/20/2014 as measured by scoring at grade level or above on Global Scholar Performance Series Tests.

Strategy1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

| Activity - ARI PAL Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate appropriate "Before" strategies to introduce concepts and test prior knowledge, "During" strategies to provide explicit instruction, and "After" strategies to summarize big ideas or test students' grasp of the material into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

| Activity - Achievement and Performance Series Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Teachers will be trained on the interpretation of the Global Scholar Data | Professional Learning | 06/24/2013 | 05/20/2014 | \$0 - No Funding Required | Previously trained faculty and principal |

| Activity - Variety of Instructional Methods | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

Goal 2:

The number of students in grades 5-8 will become proficient in Reading at Fayette Middle School.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency of improving achievement in Reading by 05/20/2014 as measured by scoring at grade level or above on Global Scholar Performance Series Tests.

Strategy1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies.

Research Cited: ARI

| Activity - Variety of Instructional Methods | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

| Activity - ARI PAL Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate appropriate "Before" strategies to introduce concepts and test prior knowledge, "During" strategies to provide explicit instruction, and "After" strategies to summarize big ideas or test students' grasp of the material into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

| Activity - Achievement and Performance Series Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|----------------------------|
| Previously-trained faculty members will provide training sessions for preparing resources and assessments to use in instruction. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | Previously trained faculty |

Component 3: Instruction by Highly Qualified Staff

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------------------------------------|------------|
| 1. | Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this? | Yes | All of our staff is highly qualified. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|----------------------------------|------------|
| 2. | Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this? | Yes | Yes, we meet these requirements. | |

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

Only those applicants who hold a valid teaching certificate in the appropriate field and are highly qualified are considered for employment. Staffing placements are based upon teacher interviews with the principal and personnel director.

Component 4: Strategies to Attract Highly Qualified Teachers

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

There is a low teacher turnover at FMS. Our choir teacher retired last year, but was not replaced because we no longer have choir at FMS.

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

The vast majority of our faculty are veteran teachers with at least a minimum of a bachelor's degree. Several of our teachers also hold advanced degrees. All teachers are tenured and our teacher with the least amount of experience has been teaching for 4 years.

What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

We post positions on Teach In Alabama and seek out job applicants with the necessary qualifications for interviews within our system. To retain teachers, our principal tries to minimize teacher duties. Our system also encourages teachers to pursue advanced degrees and continuing education.

What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

There are numerous applications on file at the Fayette County Board of Education. All vacant positions at FMS are posted and filled according to current personnel laws and local Board policy. Only those applicants who hold a valid teaching certificate in the appropriate field and are highly qualified are considered for employment.

In order to attract highly qualified teachers to our area, the Fayette County Board of Education sends representatives to College Recruiting days at several area colleges and universities (The University of Alabama, Mississippi University for Women, Stillman College, University of West Alabama, The University of North Alabama, etc.). The Board also looks at Educate Alabama evaluations of those applicants with teaching experience. These in-depth evaluations of educational and professional performance serve as guides in recognizing highly qualified personnel.

If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

FMS has never had a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

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

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in using technology tools to organize, interpret, and display data, as well as in using digital environments to collaborate and communicate in Practical Living by 05/20/2014 as measured by frequent opportunities to practice in multiple classroom environments.

Strategy1:

Technology Based Learning - Classroom teachers will provide regular and frequent opportunities for students to use technology as a learning tool. Students will prepare multimedia presentations using programs such as PowerPoint; they will work in online learning environments such as Edmodo and Remind 101; and they will utilize learning and assessment tools such as My Skills Tutor and Global Scholar. Students will utilize desktop and laptop computers, as well as mobile devices to conduct research, prepare presentations, take assessments, communicate with teachers, collaborate with classmates, publish written works, and solve problems.

Research Cited: ARI and AMSTI

| Activity - Monitor Use of Technology as Learning Tools | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| Principal and/or assistant principal will monitor the use of technology as a learning tool through periodic walk throughs. | Policy and Process | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | Principal and/ or assistant principal, classroom teachers |

| Activity - Lesson Planning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|------------------------|
| Teachers will plan lessons that enable students to use technology in the learning process. Because most students still do not have access to technology and technology support at home, technology-based lessons and activities are critical for growth and development in the 21st century. | Policy and Process | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

| Activity - Teacher Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|--|
| Select teachers will participate in training to use iPads, iPods, Smartboards, elmos, etc. in order to facilitate student support in the classroom and to maximize technology-based learning opportunities. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - Title I Part A | Local technology coordinators and assistants; in-service center trainers |

Goal 2:

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

2% of All Students will demonstrate a proficiency in Career & Technical and in Mathematics by 05/22/2014 as measured by End of Course Assessments, Aspire, and Global Scholar.

Strategy1:

Global Scholar - Students will be assessed in grades 5-8 in the areas of math and reading 3 times during the year.

Research Cited: Global Scholar

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Teachers will be trained in Global Scholar Performance Series and Global Scholar Achievement Series. Teachers will also attend data meetings at the individual schools to understand the data and resources concerning Global Scholar. | Professional Learning | 07/01/2013 | 05/20/2014 | \$0 - No Funding Required | Technology coordinator, professional development coordinator |

Goal 3:

To increase the number of middle school students scoring at a proficient level in mathematics.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency of improving achievement in Mathematics by 05/20/2014 as measured by scoring at grade level or above on Global Scholar Performance Series Tests.

Strategy1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

| Activity - Variety of Instructional Methods | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

| Activity - Achievement and Performance Series Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Teachers will be trained on the interpretation of the Global Scholar Data | Professional Learning | 06/24/2013 | 05/20/2014 | \$0 - No Funding Required | Previously trained faculty and principal |

| Activity - ARI PAL Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate appropriate "Before" strategies to introduce concepts and test prior knowledge, "During" strategies to provide explicit instruction, and "After" strategies to summarize big ideas or test students' grasp of the material into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

Goal 4:

The number of students in grades 5-8 will become proficient in Reading at Fayette Middle School.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency of improving achievement in Reading by 05/20/2014 as measured by scoring at grade level or above on Global Scholar Performance Series Tests.

Strategy1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies.

Research Cited: ARI

| Activity - Achievement and Performance Series Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|----------------------------|
| Previously-trained faculty members will provide training sessions for preparing resources and assessments to use in instruction. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | Previously trained faculty |

| Activity - ARI PAL Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate appropriate "Before" strategies to introduce concepts and test prior knowledge, "During" strategies to provide explicit instruction, and "After" strategies to summarize big ideas or test students' grasp of the material into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

| Activity - Variety of Instructional Methods | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

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

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

75% of All Students will demonstrate a proficiency in using technology tools to organize, interpret, and display data, as well as in using digital environments to collaborate and communicate in Practical Living by 05/20/2014 as measured by frequent opportunities to practice in multiple classroom environments.

Strategy1:

Technology Based Learning - Classroom teachers will provide regular and frequent opportunities for students to use technology as a learning tool. Students will prepare multimedia presentations using programs such as PowerPoint; they will work in online learning environments such as Edmodo and Remind 101; and they will utilize learning and assessment tools such as My Skills Tutor and Global Scholar. Students will utilize desktop and laptop computers, as well as mobile devices to conduct research, prepare presentations, take assessments, communicate with teachers, collaborate with classmates, publish written works, and solve problems.

Research Cited: ARI and AMSTI

| Activity - Monitor Use of Technology as Learning Tools | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| Principal and/or assistant principal will monitor the use of technology as a learning tool through periodic walk throughs. | Policy and Process | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | Principal and/ or assistant principal, classroom teachers |

| Activity - Teacher Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|--|
| Select teachers will participate in training to use iPads, iPods, Smartboards, elmos, etc. in order to facilitate student support in the classroom and to maximize technology-based learning opportunities. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - Title I Part A | Local technology coordinators and assistants; in-service center trainers |

| Activity - Lesson Planning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|------------------------|
| Teachers will plan lessons that enable students to use technology in the learning process. Because most students still do not have access to technology and technology support at home, technology-based lessons and activities are critical for growth and development in the 21st century. | Policy and Process | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

Goal 2:

Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

Measurable Objective 1:

2% of All Students will demonstrate a proficiency in Career & Technical and in Mathematics by 05/22/2014 as measured by End of Course Assessments, Aspire, and Global Scholar.

Strategy1:

Global Scholar - Students will be assessed in grades 5-8 in the areas of math and reading 3 times during the year.

Research Cited: Global Scholar

| Activity - Professional Development | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Teachers will be trained in Global Scholar Performance Series and Global Scholar Achievement Series. Teachers will also attend data meetings at the individual schools to understand the data and resources concerning Global Scholar. | Professional Learning | 07/01/2013 | 05/20/2014 | \$0 - No Funding Required | Technology coordinator, professional development coordinator |

Goal 3:

To increase the number of middle school students scoring at a proficient level in mathematics.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency of improving achievement in Mathematics by 05/20/2014 as measured by scoring at grade level or above on Global Scholar Performance Series Tests.

Strategy1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

| Activity - ARI PAL Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate appropriate "Before" strategies to introduce concepts and test prior knowledge, "During" strategies to provide explicit instruction, and "After" strategies to summarize big ideas or test students' grasp of the material into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

| Activity - Variety of Instructional Methods | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

| Activity - Achievement and Performance Series Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Teachers will be trained on the interpretation of the Global Scholar Data | Professional Learning | 06/24/2013 | 05/20/2014 | \$0 - No Funding Required | Previously trained faculty and principal |

Goal 4:

The number of students in grades 5-8 will become proficient in Reading at Fayette Middle School.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency of improving achievement in Reading by 05/20/2014 as measured by scoring at grade level or above on Global Scholar Performance Series Tests.

Strategy1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies.

Research Cited: ARI

| Activity - Achievement and Performance Series Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|----------------------------|
| Previously-trained faculty members will provide training sessions for preparing resources and assessments to use in instruction. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | Previously trained faculty |

| Activity - Variety of Instructional Methods | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

| Activity - ARI PAL Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate appropriate "Before" strategies to introduce concepts and test prior knowledge, "During" strategies to provide explicit instruction, and "After" strategies to summarize big ideas or test students' grasp of the material into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

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

Goal 1:

To increase the number of middle school students scoring at a proficient level in mathematics.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency of improving achievement in Mathematics by 05/20/2014 as measured by scoring at grade level or above on Global Scholar Performance Series Tests.

Strategy1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

| Activity - ARI PAL Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate appropriate "Before" strategies to introduce concepts and test prior knowledge, "During" strategies to provide explicit instruction, and "After" strategies to summarize big ideas or test students' grasp of the material into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

| Activity - Achievement and Performance Series Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Teachers will be trained on the interpretation of the Global Scholar Data | Professional Learning | 06/24/2013 | 05/20/2014 | \$0 - No Funding Required | Previously trained faculty and principal |

| Activity - Variety of Instructional Methods | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

Goal 2:

The number of students in grades 5-8 will become proficient in Reading at Fayette Middle School.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency of improving achievement in Reading by 05/20/2014 as measured by scoring at grade level or above on Global Scholar Performance Series Tests.

Strategy1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies.

Research Cited: ARI

| Activity - ARI PAL Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate appropriate "Before" strategies to introduce concepts and test prior knowledge, "During" strategies to provide explicit instruction, and "After" strategies to summarize big ideas or test students' grasp of the material into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

| Activity - Achievement and Performance Series Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|----------------------------|
| Previously-trained faculty members will provide training sessions for preparing resources and assessments to use in instruction. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | Previously trained faculty |

| Activity - Variety of Instructional Methods | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

Describe how this professional development is “sustained and ongoing.”

Sustained and ongoing professional development is achieved through turn-around training by faculty members who attend state workshops concerning Strategic Teaching and Global Scholar. We also plan to use our Global Scholar test results with our RtI at FMS.

Component 6: Strategies to Increase Parental Involvement

How were parents involved in the design of the schoolwide plan?

The leadership and staff of FMS 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. Our annual meetings for parents of participating children will be offered at different times during the school year.

FMS believes in involving parents in all aspects of its Title I programs. Our process for how all parents have the opportunity for involvement in decision-making is as follows: parents receive notices of meetings, parents assist in planning and revising our CIP plan, and parents may also assist in budget meetings. Furthermore, parents are also given a calendar that outlines various parent involvement opportunities that will take place throughout the year. Then we remind parents of activities through SchoolinSites of involvement activities going on each month. Parent input and suggestions are welcomed after the plan has been drafted. Revisions and concerns are addressed throughout the year, as needed.

How were parents involved in the implementation of the schoolwide plan?

Parents read and sign the School Compact, agreeing to help their child to be successful at FMS. The compact describes how parents, school staff, and students will share responsibility for improved student academic achievement. It also describes the means by which the school and parents will build and develop a partnership to help students achieve or exceed proficiency of the state's academic content standards. The Compact is sent home in the Superintendent's folder on the first day of school.

How were parents involved in the evaluation of the schoolwide plan?

Our process for how all parents have the opportunity for involvement in decision-making is as follows: parents receive notices of meetings, parents assist in planning and revising our CIP plan, and parents may also assist in budget meetings. Furthermore, parents are also given a calendar that outlines various parent involvement opportunities that will take place throughout the year. Then we remind parents of activities through SchoolinSites of involvement activities going on each month. Parents take the AdvancedEd survey at the beginning of the year and the Parent Involvement Survey at the end of the year. This is in addition to our parent meetings at the start and end of each academic year where parent feedback is encouraged.

Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?

Yes, FMS does have a Parent Involvement Policy to address this issue.

How is the school carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f)?

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:

(1) Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. We provide training as funding is available to help parents work with their children to improve their children's achievement. Parents are reached through PTO meetings, parent conference day, training sessions, etc.

(2) 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. Tracts are available at the main office for parents to pick up as needed. We will also make available the Middle School Parent Guidebook. We utilize SchoolinSites, an online program designed to provide parents access to school information

(3) 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. We shall educate teachers at faculty meetings as to 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. Other school staff is involved in institute and in-service days for training.

(4) 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.

We shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with programs such as Head Start, Home Instruction Programs, state funded licensed daycare facilities, parent training programs and other activities, such as parent resource centers that encourage and support parents in more fully participating in the education of their children.

(5) 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. Parents receive school related information through notes sent home by students, SchoolinSite, local newspaper, radio and an electronic billboard. We will also utilize SchoolCast to inform stakeholders of routine or emergency information. Documents for ELL will be translated into the language the parents can understand through transact.com or local interpreters.

(6) Shall provide such other reasonable support for parental involvement activities as parents may request. We may provide reasonable support for parental involvement activities such as interpreting test scores, computer training, and using parent classroom resources.

The faculty at Fayette Middle School recognizes the importance of providing appropriate educational programs to all students and makes every effort to inform all parents about important information and school reports. Currently, our school has one English Language Learner identified. Services are being provided to this student that include, but are not limited to, after school tutoring, summer reading programs, interpreters on hand, and translated handouts/forms in the language in which the students and parents can understand.

Fayette County is not an area that has a migratory work force. Should we enroll any migrant students, we would adhere to the LEA Title I plan for serving migratory students. Services include, but are not limited to, tutoring, purchasing school supplies, and parent workshops. We attempt to identify possible migrant students through a survey at the time of enrollment.

At the beginning of each school year, we send home a folder with all the necessary information for parents, including the promotion policy, school rules, and free and reduced lunch forms. Throughout the year, we send home notices of various meetings, such as PTO, IEP, and Title I meetings. We send home report cards, progress reports, and test results. We also have parent/teacher conferences. We often contact parents by phone or invite them to the school to provide further explanation of complicated forms in an effort to increase the participation of our economically disadvantaged and disabled parents. We also utilize SchoolinSites as a communication tool.

How will the parent involvement component of the schoolwide plan be evaluated?

The parent involvement component will be evaluated through the use of the Parent Survey at the end of the academic year.

How will the results of the evaluation be used to improve the schoolwide program?

Survey results are considered when we meet to revise/ draft our ACIP plan each year, when revising the Student Compact, and when creating the Parent Involvement Calendar for the coming year.

How was the school-parent compact developed?

School parent involvement coordinators, with the assistance of parents, developed the compact using the standards given to them by the ALSDE.

How is the parent compact used at elementary-level parent teacher conferences?

The compact is used to remind parents and teachers of our joint responsibilities in the success of our students.

How is the parent compact shared with middle school or high school parents (depending on the grade span of the school)?

The Compact is sent home with students in the Superintendent's folder at the beginning of the year.

How does the school provide individual student academic assessment results in a language the parents can understand?

Parents receive school related information through notes sent home by students, SchoolinSite, local newspaper, radio and an electronic billboard. We will also utilize SchoolCast to inform stakeholders of routine or emergency information. Documents for ELL will be translated into the language the parents can understand through transact.com or local interpreters.

Component 7: Transition Strategies

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.

Goal 1:

To increase the number of middle school students scoring at a proficient level in mathematics.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency of improving achievement in Mathematics by 05/20/2014 as measured by scoring at grade level or above on Global Scholar Performance Series Tests.

Strategy1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies, incorporating a variety of instructional methods.

Research Cited: ARI

| Activity - Achievement and Performance Series Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--|
| Teachers will be trained on the interpretation of the Global Scholar Data | Professional Learning | 06/24/2013 | 05/20/2014 | \$0 - No Funding Required | Previously trained faculty and principal |

| Activity - Variety of Instructional Methods | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

| Activity - ARI PAL Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate appropriate "Before" strategies to introduce concepts and test prior knowledge, "During" strategies to provide explicit instruction, and "After" strategies to summarize big ideas or test students' grasp of the material into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

Goal 2:

The number of students in grades 5-8 will become proficient in Reading at Fayette Middle School.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency of improving achievement in Reading by 05/20/2014 as measured by scoring at grade level or above on Global Scholar Performance Series Tests.

Strategy1:

Strategic Teaching - Students will receive explicit, intensive instruction on reading standards from teachers who use ARI PAL strategic teaching strategies.

Research Cited: ARI

| Activity - ARI PAL Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate appropriate "Before" strategies to introduce concepts and test prior knowledge, "During" strategies to provide explicit instruction, and "After" strategies to summarize big ideas or test students' grasp of the material into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

| Activity - Achievement and Performance Series Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|----------------------------|
| Previously-trained faculty members will provide training sessions for preparing resources and assessments to use in instruction. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | Previously trained faculty |

| Activity - Variety of Instructional Methods | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|------------------------|
| All teachers will incorporate various instructional strategies (differentiated instruction, scaffolding of instruction, cooperative learning) into their daily lessons. | Professional Learning | 08/19/2013 | 05/20/2014 | \$0 - No Funding Required | All classroom teachers |

Goal 3:

All students at Fayette Middle School will attend school in a safe environment.

Measurable Objective 1:

collaborate to create a safe environment for all students at Fayette Middle School by 05/20/2014 as measured by Virtual Alabama and regular safety drills.

Strategy1:

Virtual Alabama Drills - Regular safety drills will be conducted and entered into Virtual Alabama throughout the year.

Research Cited: Virtual Alabama

ACIP

Fayette Middle School

| Activity - Safety Drills | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|---|
| Weather Drills, Lock-down drills, and fire drills will be conducted as required by the State Department of Education. | Other | 08/20/2013 | 05/20/2014 | \$0 - No Funding Required | Principal, Assistant Principal, Prevention and Support Supervisor |

Component 8: Teacher Participation in Making Assessment Decisions

How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Decisions regarding school-based testing are made by the principal. However, our principal welcomes feedback from teachers.

How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

The ACIP committee uses testing data to make decisions about our school improvement based on our strengths and weaknesses. Classroom teachers use data to make decisions in their individual classrooms concerning instruction. Teachers also use data in regards to Rtl.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

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

Our counselor provides teachers with a list of students who were not proficient or partially proficient on achievement assessments at our first faculty meeting in August. Individual teachers use this data in regards to instruction and intervention for struggling students. Data may also be used in RtI if students do not show improvement.

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?

Teachers and administrators will use the test results to make decisions regarding curriculum changes, assess the instructional program, and develop strategies for addressing the areas of weakness identified by the test results. RtI meetings will be held to assist students at risk or who do not show any improvement.

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

All teachers have been trained in how to use Strategic Teaching and should be implementing Strategic Teaching into their lessons. Teachers will also be able to use results from Global Scholar to see student strengths and weaknesses.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

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

The Fayette County Board of Education and Fayette Middle School have implemented the following programs. These programs are vital components in the success of the ACIP. The objectives of these programs will be met through the efforts of the Fayette County Board of Education, program coordinators, Fayette Middle School administration, faculty, staff, parents, and students. These programs aid in the acquisition and mastery of educational goals for every student at Fayette Middle School.

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.

FEDERAL

Title I - This program provides the resources for all students to meet academic achievement. The goal of Title I is to place highly qualified teachers in every classroom and to provide a well-integrated program, a variety of instructional materials, methods, and activities that reflect individual student needs and interests.

Title II - This program provides resources for professional development expenses including registration fees, travel, and substitutes.

Title VI - This program provides money for a full-time LPN.

Carl Perkins Fund - This program provides funding to update vocational equipment used by vocational teachers in the classroom.

E-Rate - This money comes from a federal program that provides a rebate of telephone charges and gives the money back to the schools. This money helps fund our school's technology program.

Child Nutrition Program - This program provides nutritional breakfast and lunches to students as well as to qualifying students through the free/reduced program.

IDEA Funds - This provides a federally funded special education teacher to serve identified students.

STATE

At-Risk Programs - These programs allow for the funding of the Alternative School, Drop-out Prevention, and Truancy Intervention for students who have exhibited behavior problems or have neglected academic responsibilities. The money is administered by the central office.

State Enhancement Technology Funds - Technology funds are allocated for support of the computers issued by the county system.

Utilization of these funds varies on an as needed basis.

State Vocational Funds - This money provides for the update and repair of vocational equipment.

LOCAL

-Fayette Middle School PTO - The local Fayette PTO, which includes parents, teacher, and community members, raises money to annually to provide school improvements and enhancements.

- Local Churches - These organizations provide donations for instructional supplies.
- Citizens Bank - This organization provides funds for a perfect attendance award.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

We shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with programs such as Head Start, Home Instruction Programs, state funded licensed daycare facilities, parent training programs and other activities, such as parent resource centers that encourage and support parents in more fully participating in the education of their children. Parent Resource Center is available outside the front office. Lana Langley, our speech therapist, works with day cares, Headstart, and pre-schools.

Tracts are available at the main office for parents to pick up as needed. We will also make available the Middle School Parent Guidebook. We utilize SchoolinSites, an online program designed to provide parents access to school information. Also, a Parent Involvement Center is available in the front office. Strengthening Families provides training for improving parental involvement.

Evaluation:

How does the school evaluate at least annually the implementation of the schoolwide program?

We evaluate our implementation through periodic meetings during the year. We have a beginning of the year meeting, a mid-year review, and an end of the year meeting for further revision/ modification.

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?

We revise our ACIP plan as needed based on the results of our assessment data. If we need to modify our goals, we meet to discuss our AMOs and resources that can be used to help reach our goals.

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

We determine whether the program was effective through the analysis of our achievement data.

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?

Grade level meetings will be held to discuss individual student progress and weaknesses. These meetings will be used to develop strategies to improve individual student performance. School wide faculty meetings will also be held to review and evaluate overall school performance on state assessments. Teachers and administrators will use the test results to make decisions regarding curriculum changes, assess the instructional program, and develop strategies for addressing the areas of weakness identified by the test results. Rtl meetings will be held to assist students at risk.

Coordination of Resources/Comprehensive Budget

Introduction

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

State Foundation Funds:

| Label | Question | Value |
|-------------------------|--|-----------|
| State Foundation Funds: | Provide the total funds allocated for. | 2115698.2 |

| Label | Question | Value |
|-------|---|-------|
| 1. | Provide the number of teacher assigned units. | 21.96 |

| Label | Question | Value |
|-------|---|-------|
| 2. | Provide the number of classroom teachers. | 23.32 |

| Label | Question | Value |
|-------|--|-----------|
| 3. | Provide the total of all salaries for the teacher assigned units and classroom teachers. | 1118239.9 |

| Label | Question | Value |
|-------|--|-------|
| 4. | Provide the number of Administrator units. | 1.0 |

| Label | Question | Value |
|-------|---|----------|
| 5. | Provide the total funds allocated for Administrator salaries. | 80395.77 |

| Label | Question | Value |
|-------|---|-------|
| 6. | Provide the number of Assistant Principal(s). | 0.5 |

| Label | Question | Value |
|-------|---|---------|
| 7. | Provide the total funds allocated for Assistant Principal salaries. | 29437.0 |

| Label | Question | Value |
|-------|-------------------------------------|-------|
| 8. | Provide the number of Counselor(s). | 1.0 |

| Label | Question | Value |
|-------|---|---------|
| 9. | Provide the total funds allocated for Counselor salaries. | 56926.0 |

| Label | Question | Value |
|-------|-------------------------------------|-------|
| 10. | Provide the number of Librarian(s). | 1.0 |

| Label | Question | Value |
|-------|---|---------|
| 11. | Provide the total funds allocated for Librarian salaries. | 53792.0 |

| Label | Question | Value |
|-------|---|--------|
| 12. | Provide total funds allocated for Instructional Supplies. | 7638.0 |

| Label | Question | Value |
|-------|--|-------|
| 13. | Provide total funds allocated on Library Enhancement(s). | 0.0 |

| Label | Question | Value |
|-------|--|-------|
| 14. | Provide total funds allocated on Technology. | 0.0 |

| Label | Question | Value |
|-------|--|-------|
| 15. | Provide total funds allocated on Professional Development. | 0.0 |

| Label | Question | Value |
|-------|---|-------|
| 16. | Provide total funds allocated on State ELL Funds. | 0.0 |

Federal Funds: Title I Part A

| Label | Question | Value |
|--|------------------------------------|----------|
| Title I: Part A: Improving the Academic Achievement of the Disadvantaged | Provide the total funds allocated. | 128961.0 |

Provide a brief explanation and breakdown of spending.

FMS is providing salaries and benefits for one and a half certified teachers totaling \$90,103. They have also allotted \$1,000 for copier maintenance, \$6,734 for materials and supplies, \$1,000 for software, \$28,651 for instructional computer hardware, and \$1,473 for parent involvement.

Federal Funds:School Improvement Grant – SIG

| Label | Question | Value |
|-------------|------------------------------------|-------|
| ARRA FUNDS: | Provide the total funds allocated. | 0.0 |

Provide a brief explanation and breakdown of spending.

Not applicable

Federal Funds:Title II: Professional Development Activities

| Label | Question | Value |
|-----------|------------------------------------|-------|
| Title II: | Provide the total funds allocated. | 0.0 |

Provide a brief explanition and breakdown of spending.

Not applicable

Federal Funds:Title III: For English Language Learners

| Label | Question | Value |
|------------|------------------------------------|-------|
| Title III: | Provide the total funds allocated. | 0.0 |

Provide a brief explanation and breakdown of spending.

Not applicable

Federal Funds:Other federal funds

| Label | Question | Value |
|-----------|------------------------------------|-------|
| Title IV: | Provide the total funds allocated. | 0.0 |

Provide a brief explanation and breakdown of expenses.

Not applicable

Federal Funds:Title VI: For Rural and Low-income Schools

| Label | Question | Value |
|-----------|------------------------------------|-------|
| Title VI: | Provide the total funds allocated. | 0.0 |

Provide a brief explanation and breakdown of spending.

Not applicable

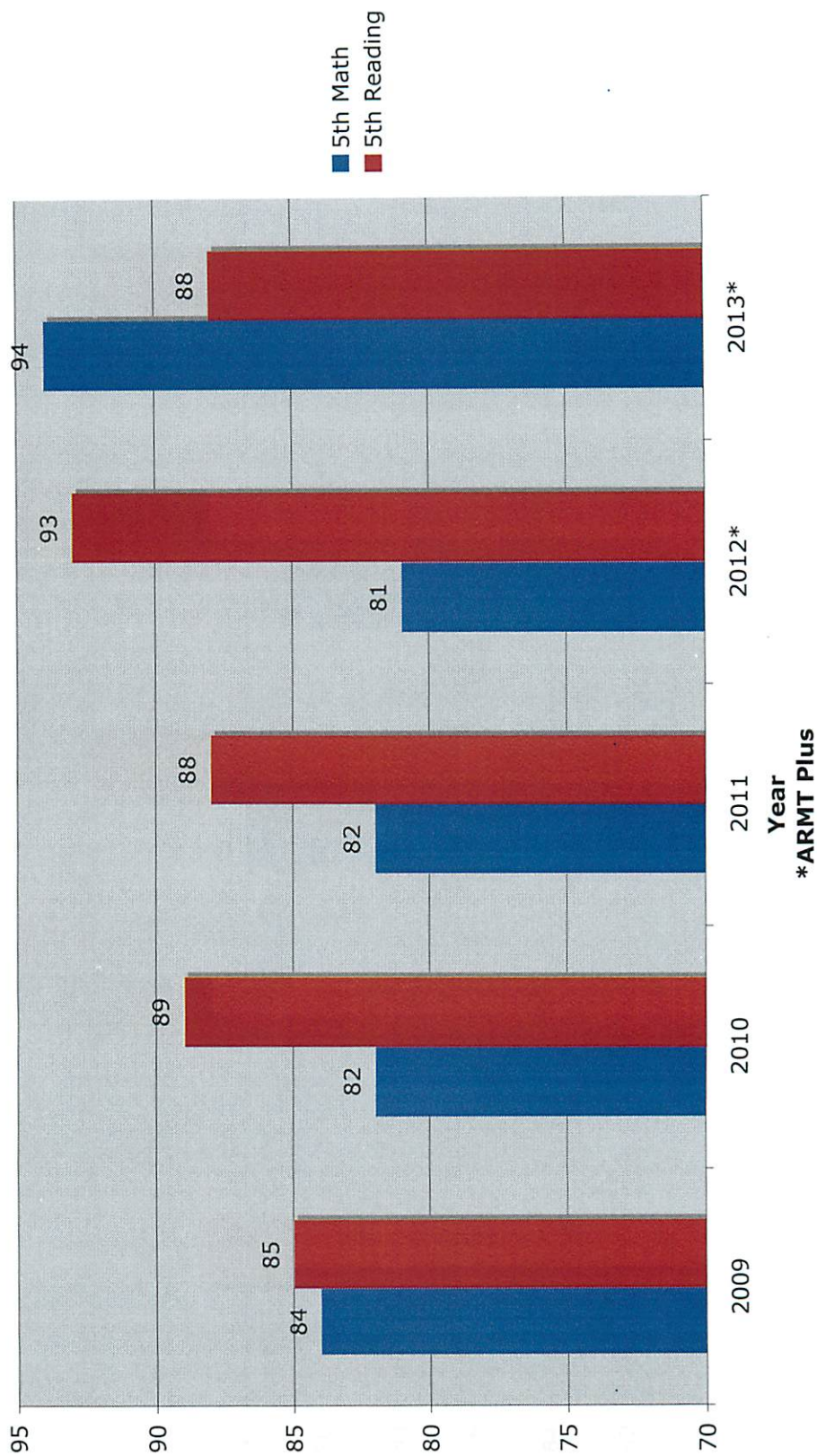
III. Local Funds (if applicable)

| Label | Question | Value |
|--------------|------------------------------------|----------|
| Local Funds: | Provide the total funds allocated. | 467084.7 |

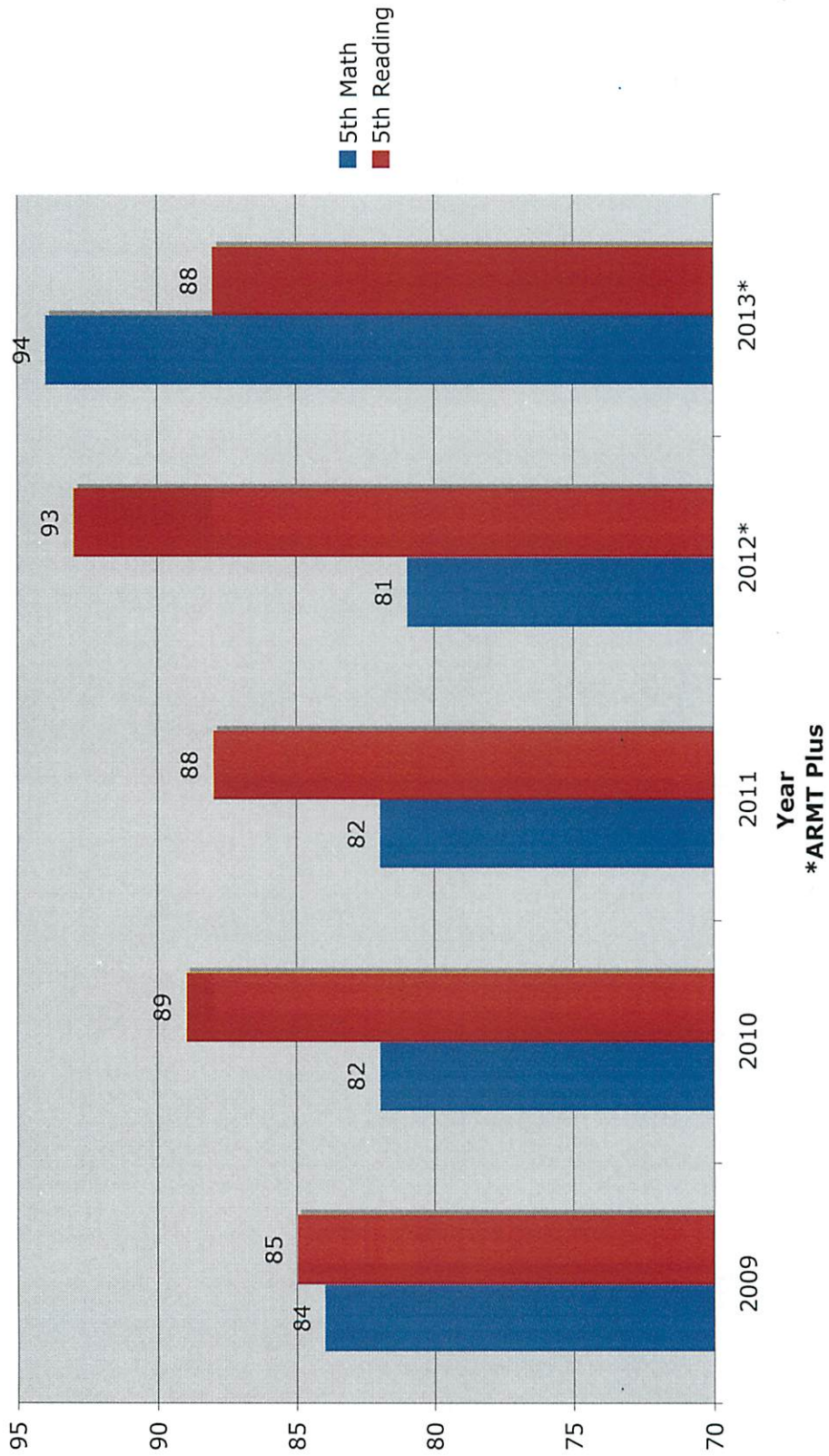
Provide a brief explanation and breakdown of spending.

BES spends their local money in the following areas: salaries/benefits, instructional materials/supplies, utilities, operation/maintenance, travel/training, office supplies, copier maintenance, items for resale, and transfers.

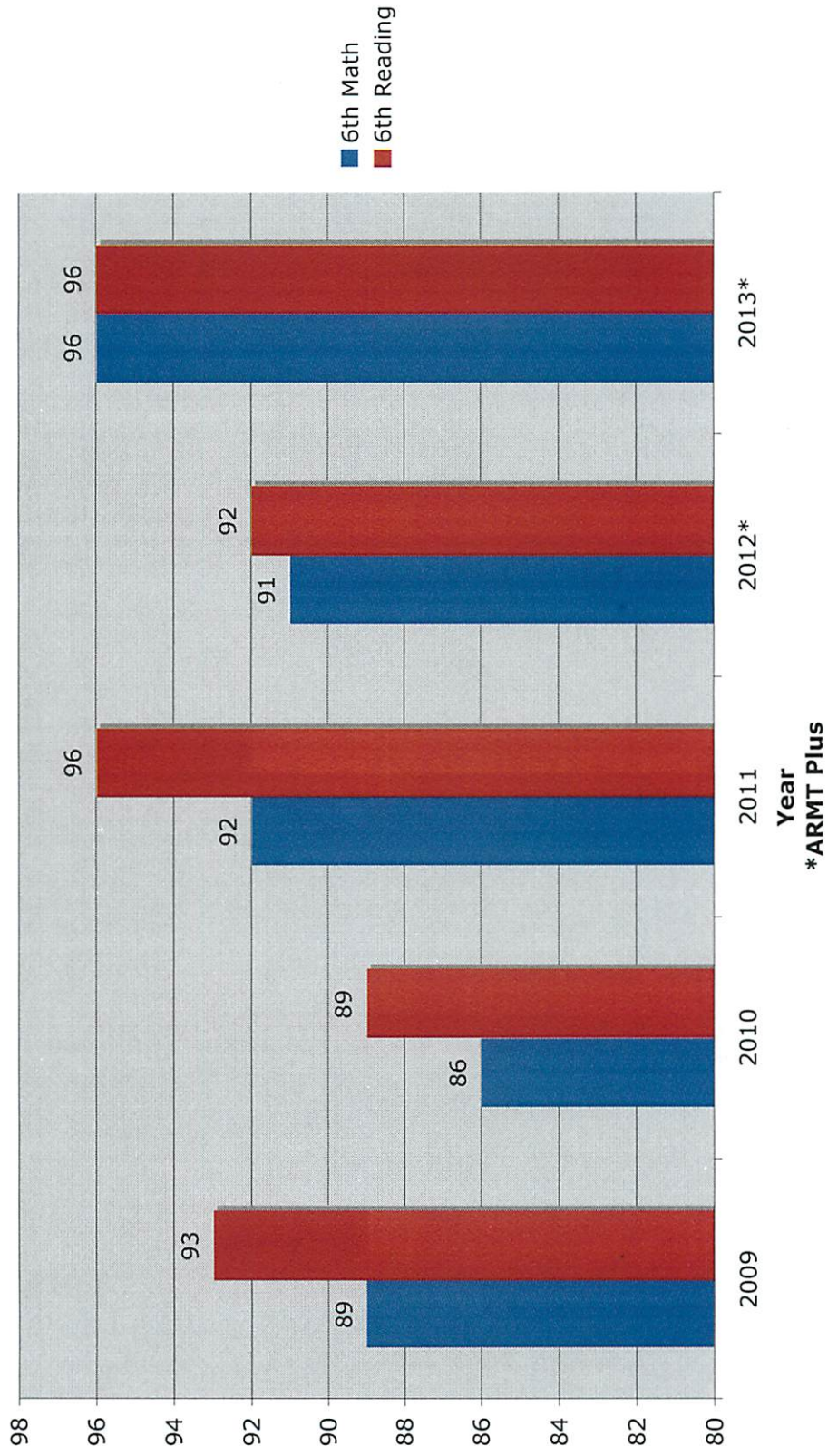
Fayette Middle School 5th Grade ARMT Progress Over Time



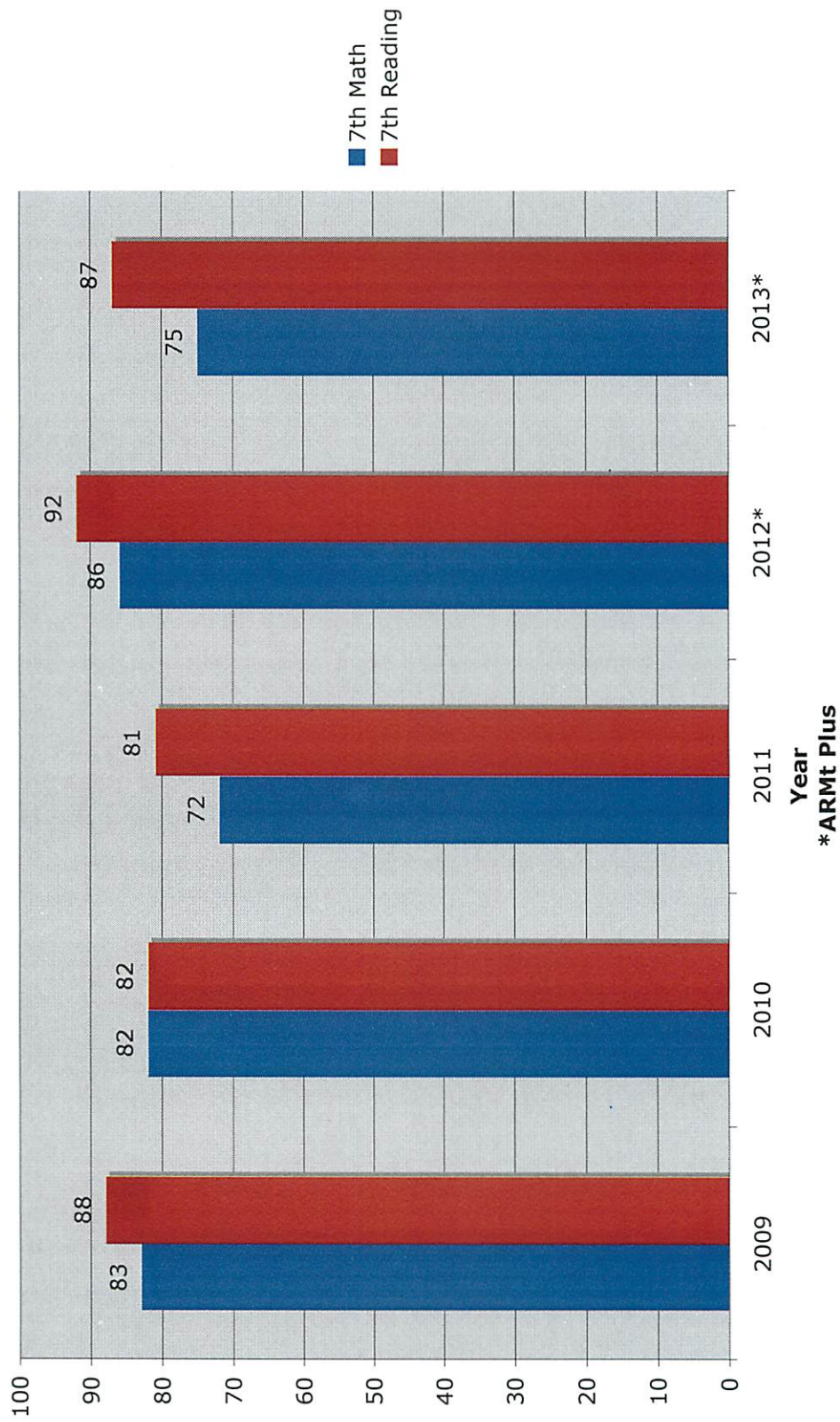
Fayette Middle School 5th Grade ARMT Progress Over Time



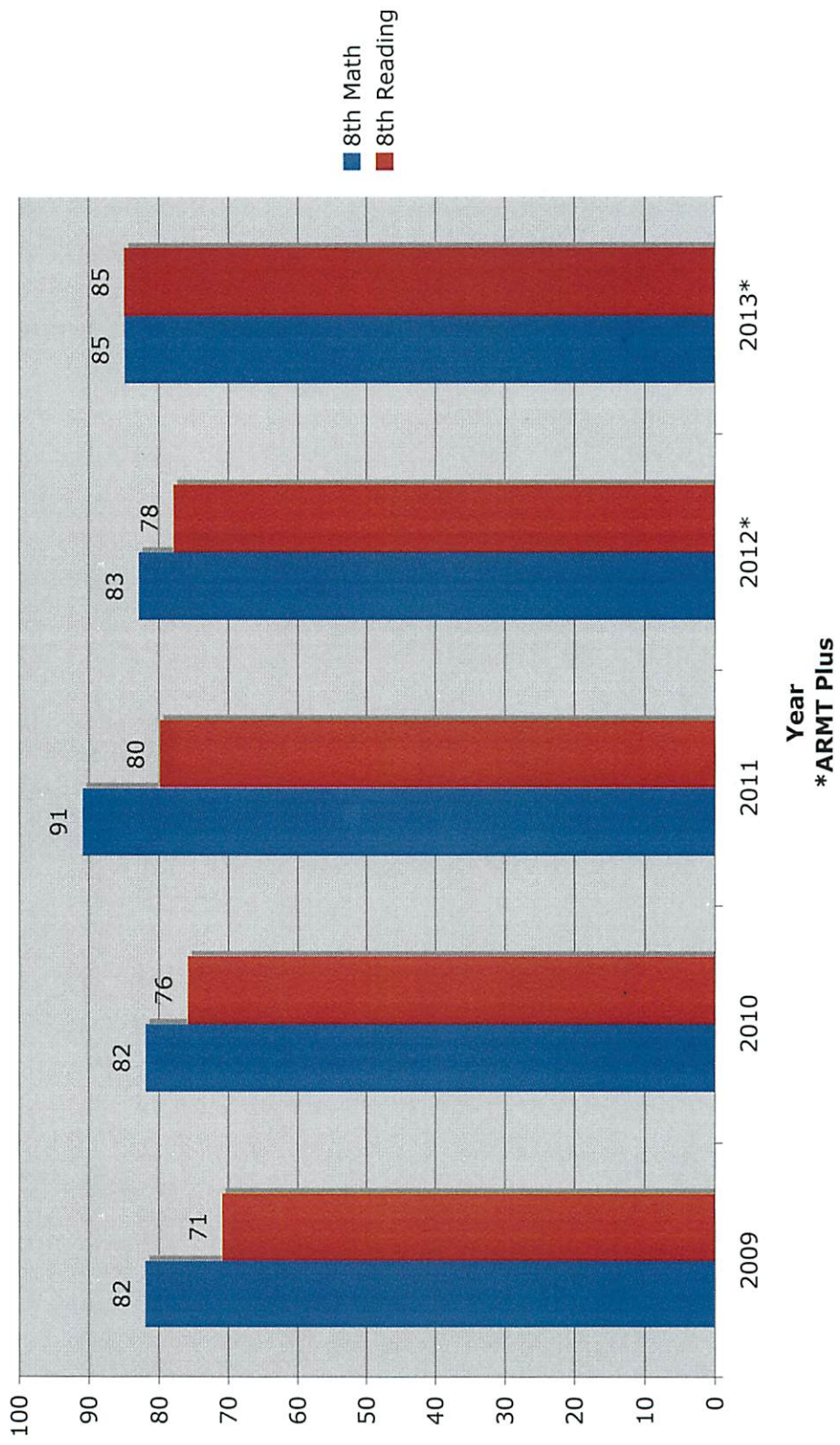
Fayette Middle School 6th Grade ARMT Progress Over Time



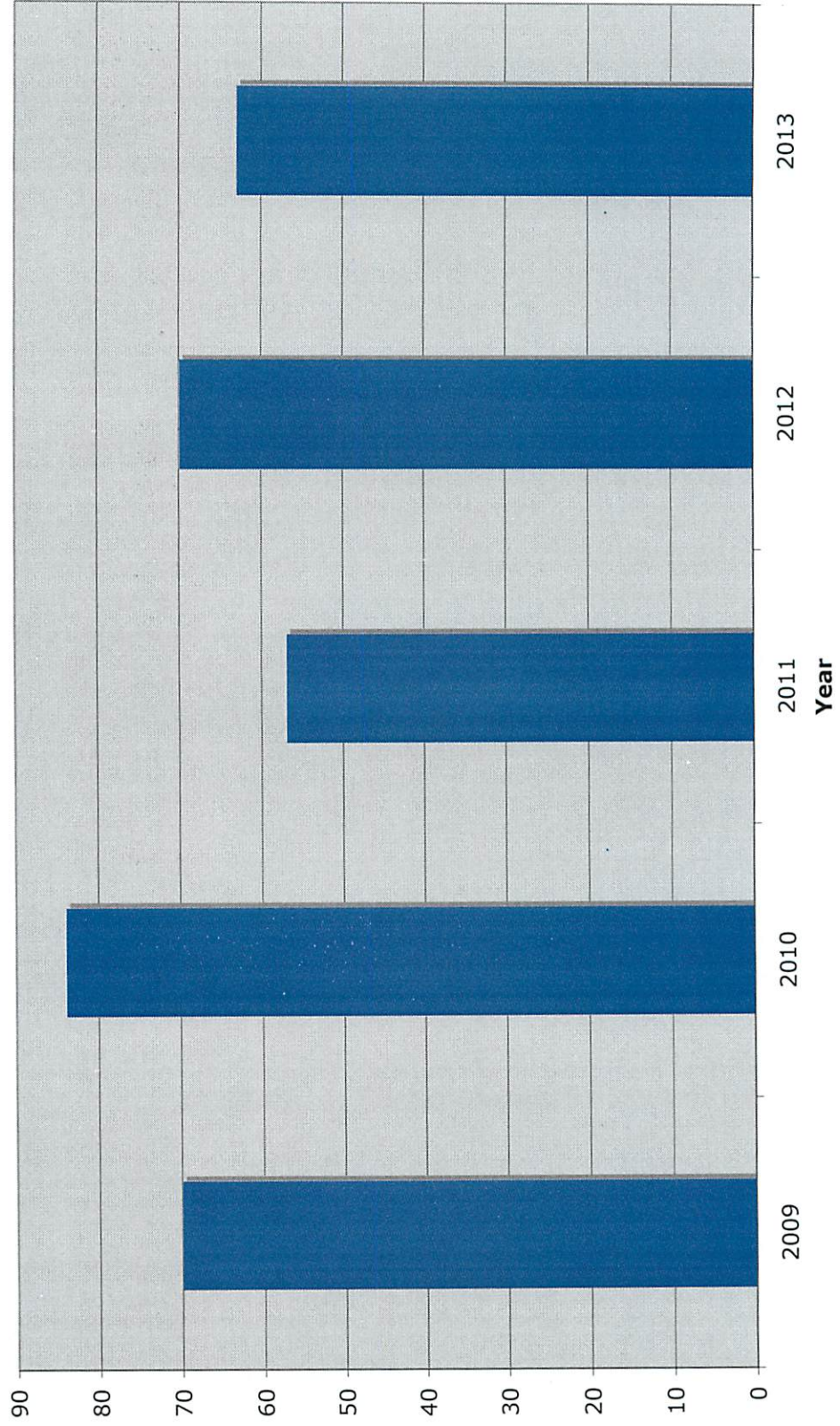
Fayette Middle School 7th Grade ARMT Progress Over Time



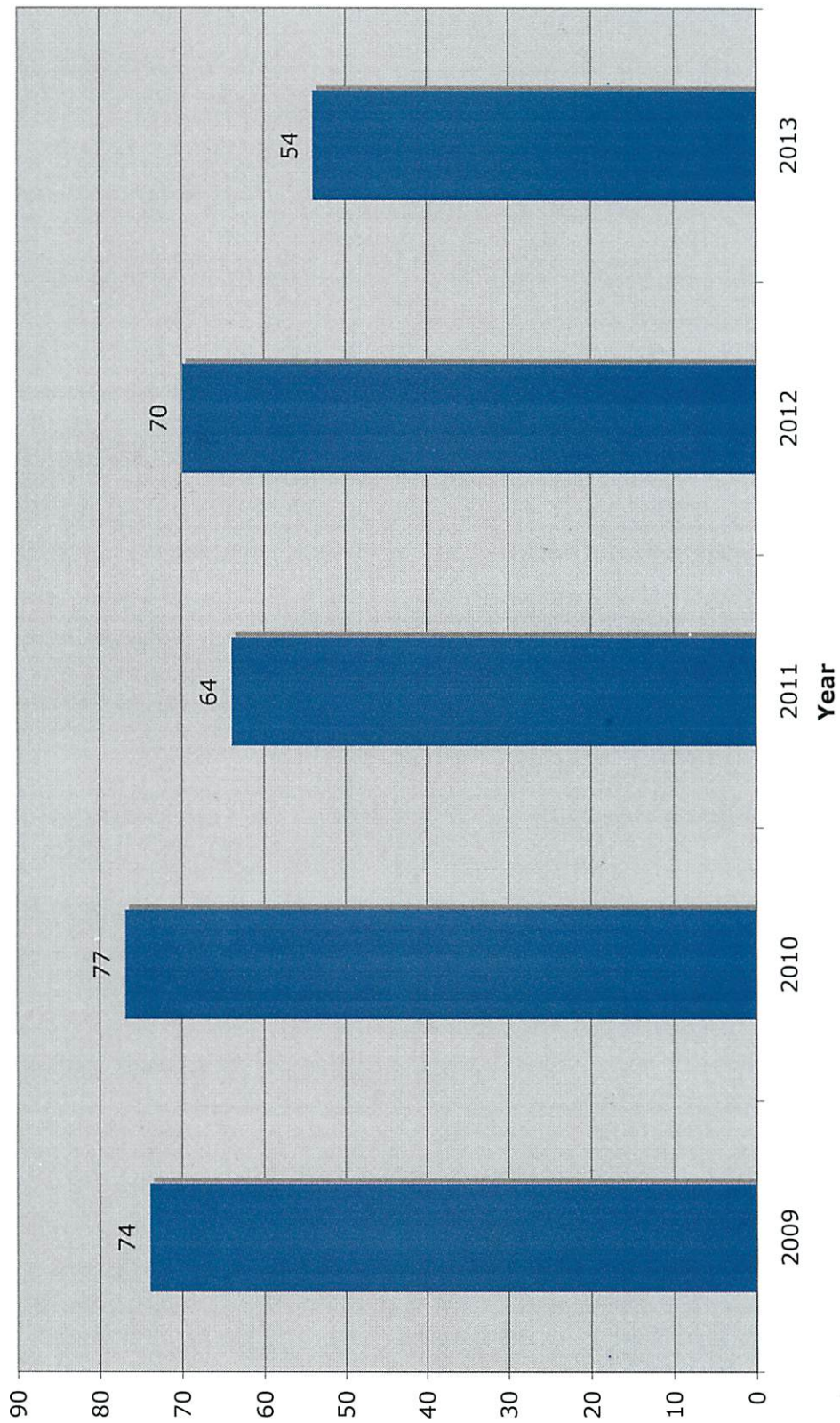
Fayette Middle School 8th Grade ARMT Progress Over Time



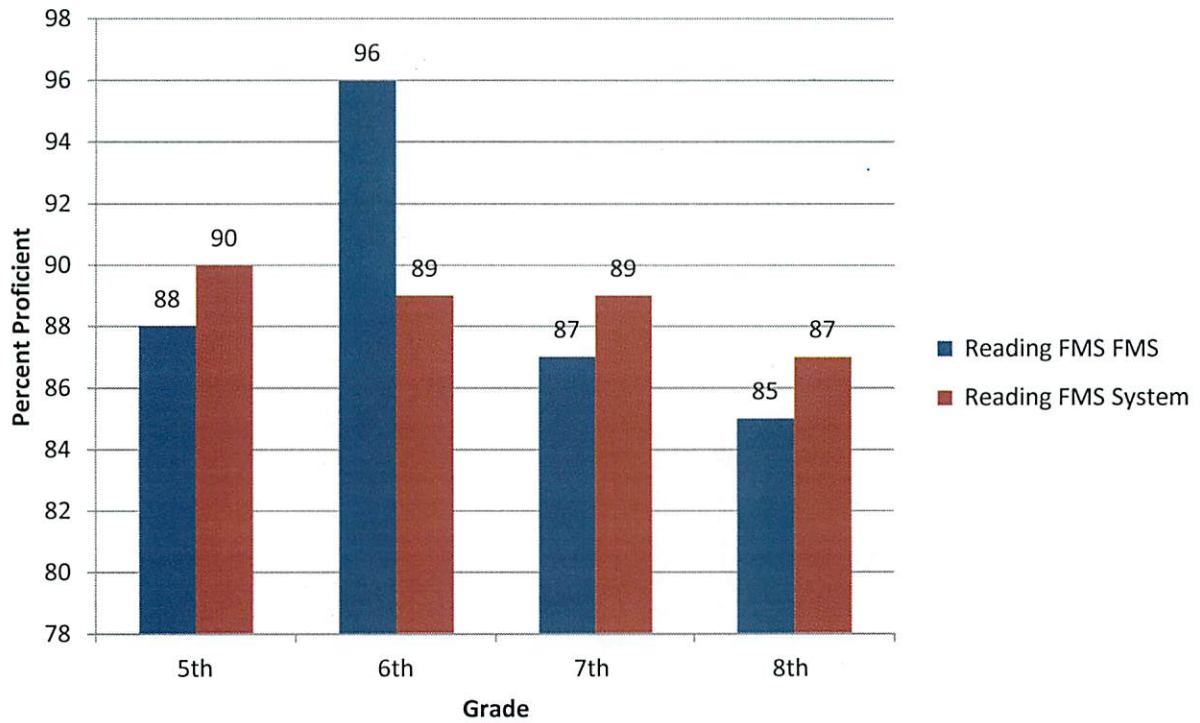
**Fayette Middle School 5th Grade Science Assessment
Progress Over Time**



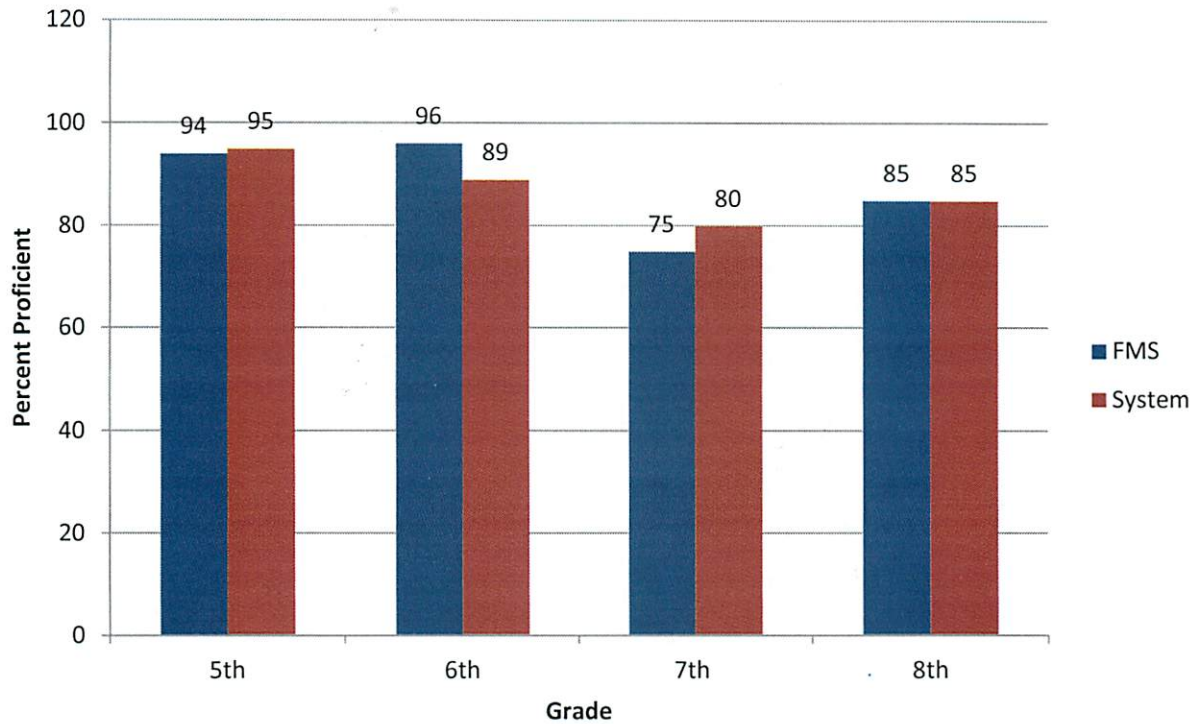
**Fayette Middle School 7th Grade Science Assessment
Progress Over Time**



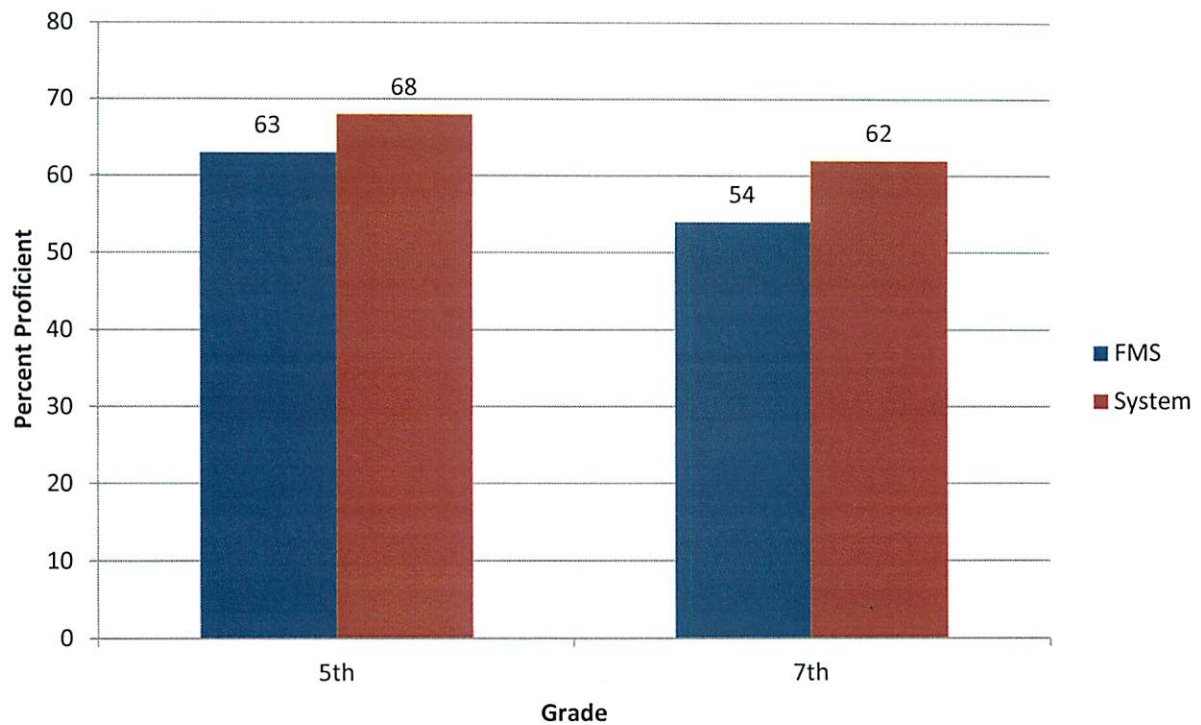
Fayette Middle School ARMT Plus Reading Comparison to System



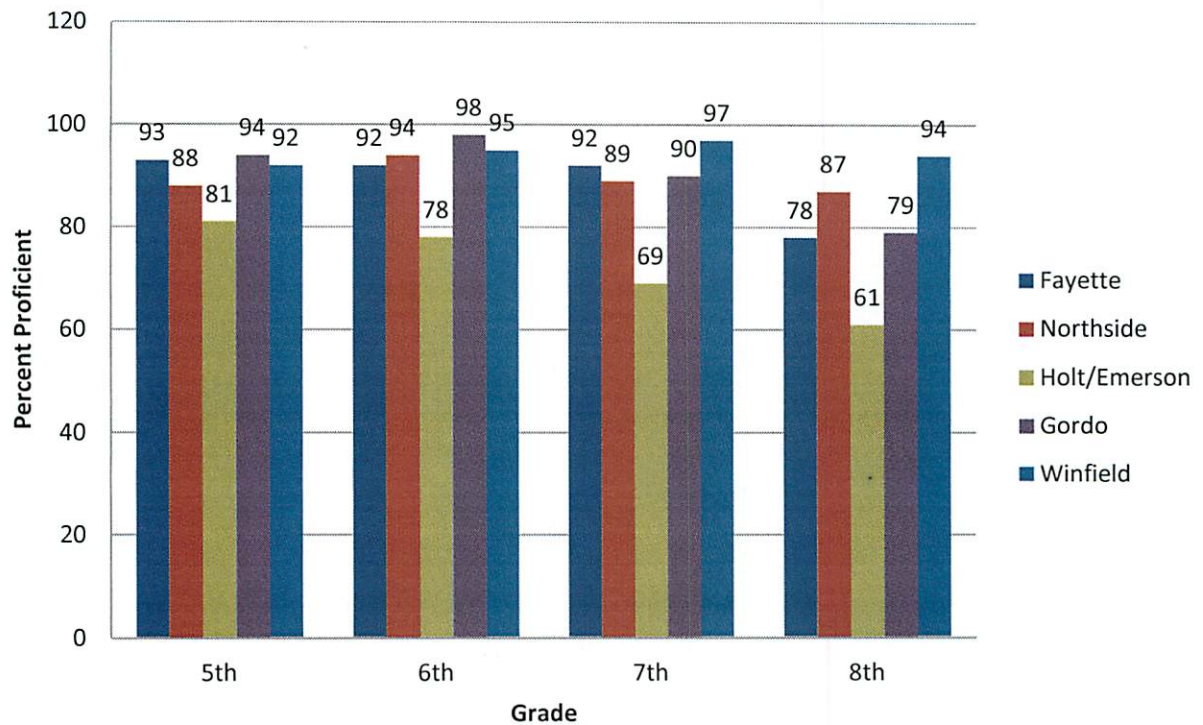
Fayette Middle School ARMT Plus Math Comparison to System



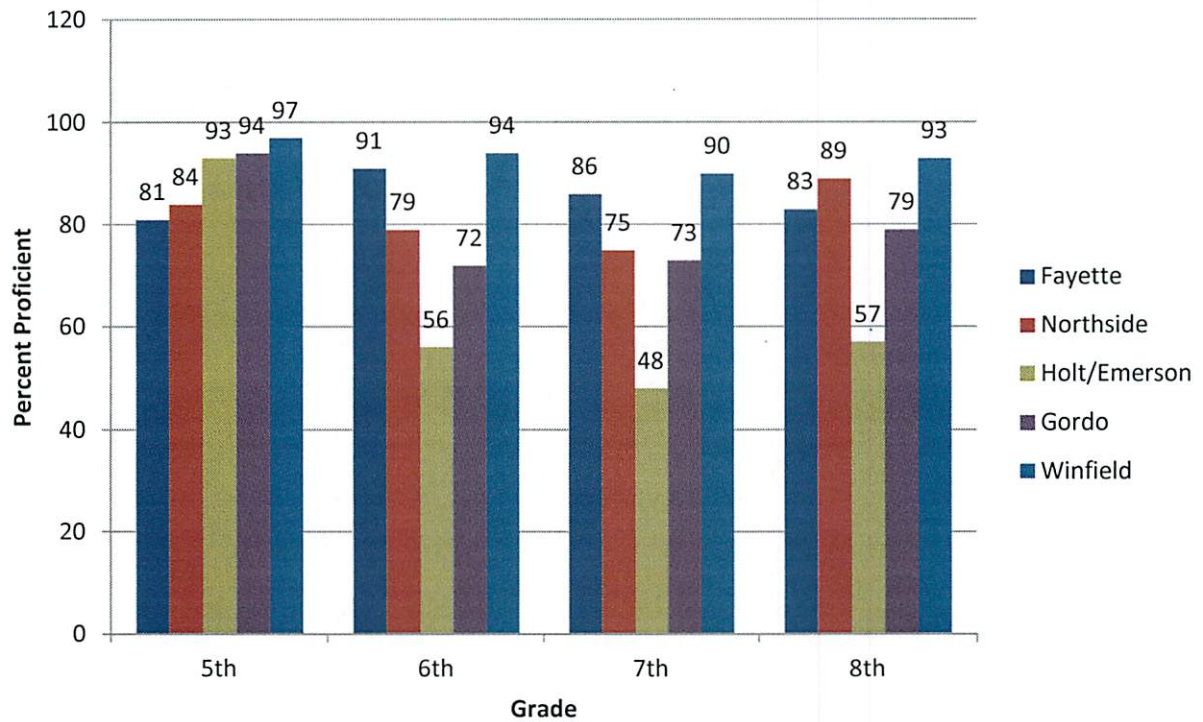
Fayette Middle School ARMT Plus Science Comparison to System



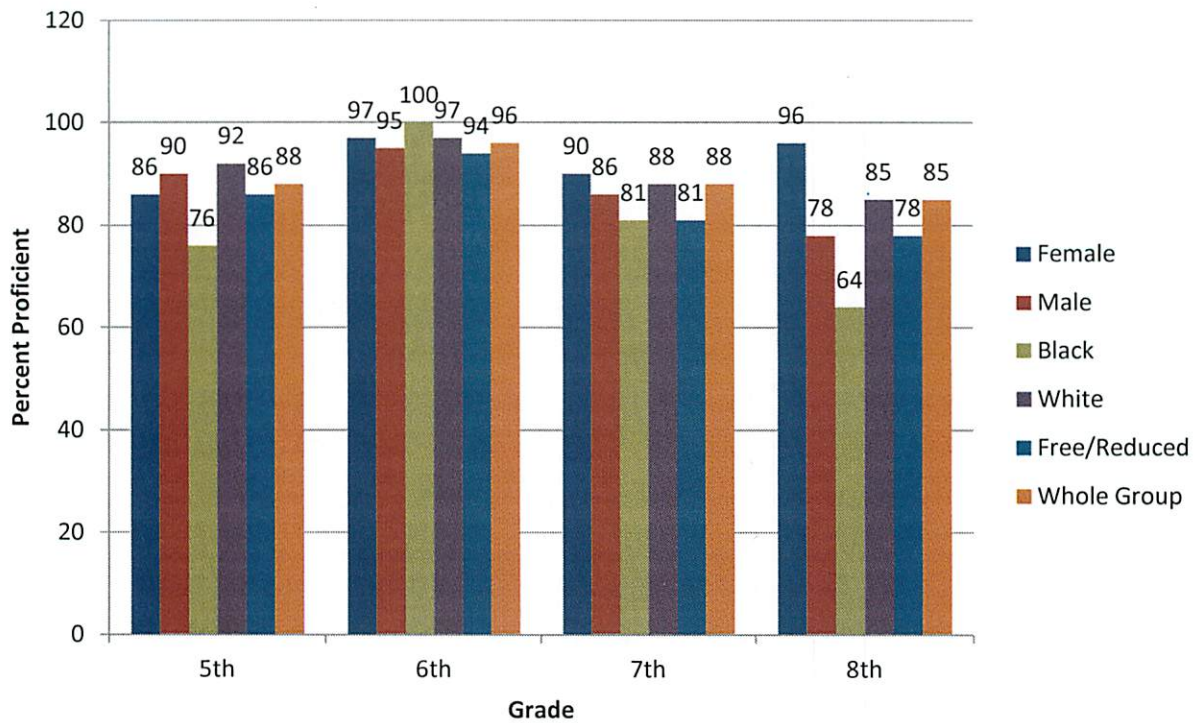
FMS 2012 ARMT Reading Comparison to Similar Schools



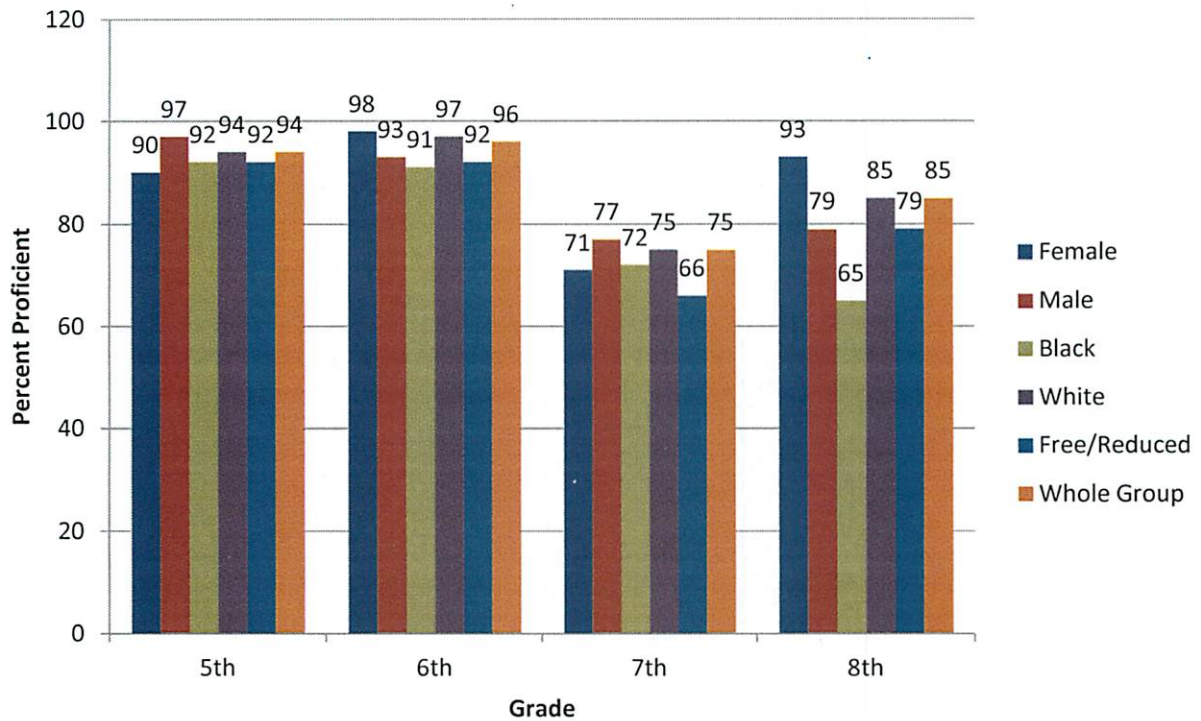
FMS 2012 ARMT Math Comparison to Similar Schools



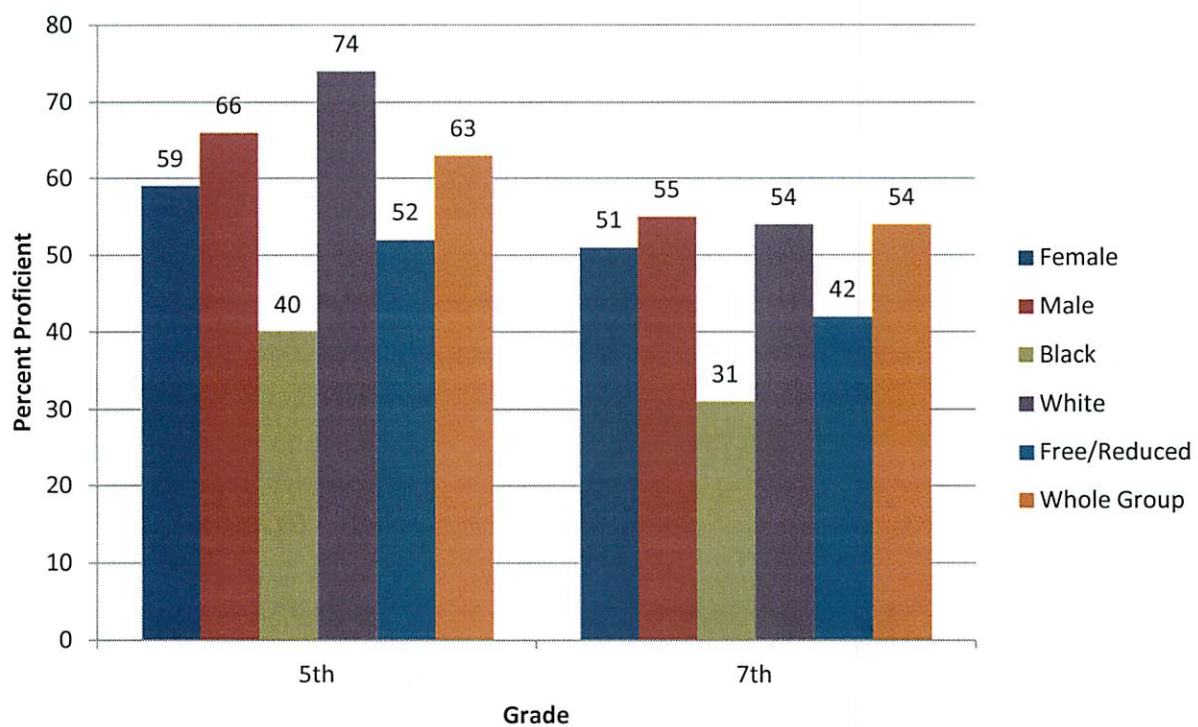
Fayette Middle 2013 ARMT Reading Disaggregated Data



Fayette Middle 2013 ARMT Math Disaggregated Data



Fayette Middle 2013 ARMT Science Disaggregated Data



Fayette Middle School – Parent Involvement Policy – 2013 - 2014

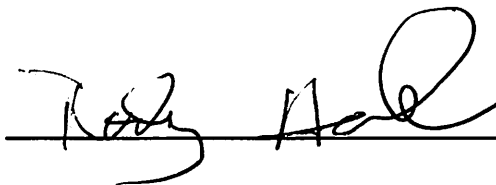
In recognition that the parent is the child's first and most important teacher and that the parent's continued involvement is essential for the child, the Fayette County Board of Education and Fayette Middle School are committed to building a strong parent-school partnership. Furthermore, federal regulations state that funds may be received only if programs, activities, and procedures for the involvement of parents of participating children are implemented. Such activities shall be planned and implemented with valuable consultation with parents of children at Fayette Middle School. Consultation shall be organized, systematic, ongoing, informed, and timely.

To support a strong parent-school partnership, this policy was developed jointly with parents of Fayette Middle School students. Furthermore, this Parent Involvement Policy shall be incorporated into the Fayette Middle School Plan to ensure that parents are involved in planning, implementing, and evaluating the schoolwide program. Please review the following provisions:

- Parents shall be involved in an organized, ongoing, and timely manner through various meetings and surveys and in the planning, review, and improvement of the parental involvement program and the joint development of the schoolwide plan.
- Parents shall be invited to an annual meeting to be held at the beginning of the year to explain the program and activities through Title I, federal guidelines, and the role of all parents in the education of their children. Parental input concerning the means by which the program's objectives are met will also be solicited.
- Parents or guardians of each child shall be given the opportunity to participate in at least one annual parent-teacher conference and any additional conferences needed to ensure understanding and cooperation among the parents, students, and the respective school official necessary for the student to profit from all school experiences. Furthermore, parents will be encouraged to talk with the classroom and/or other teacher(s) during the school term as needed.
- The school staff shall strive to improve student's achievement and maintain strong school/family/community partnership.
- Information shall be provided to help parents understand the National Education goals, state content and performance standards, and state and local assessment, and how these standards impact upon their children's education. The school shall disseminate this information in some of the following ways:
 - PTO Meetings
 - Parent-Teacher Conferences
 - Send home results by student
 - Small Group Meetings
 - Grade Level Meetings
- Materials and training shall be provided as needed to assist parents toward improving their child's achievement.

- Appropriate training shall be provided to increase the effectiveness of teachers, principals, and staff in working with parents in the building of partnership between home and school.
- The school shall provide a flexible number of meetings at times which are convenient for parents to attend. These meetings shall provide the following elements: opportunities for parents to formulate suggestions, share experiences, and participate in decisions relating to their child's education; training to work with the school as equal partners toward improving student performance; and opportunities for input concerning the parent involvement program and the schoolwide program.
- The school shall communicate with the home in a form parents can understand, including the primary language of the parent to the extent possible. The school will provide information by one or more of the following means.
 - Printed Notices
 - E-mail
 - Telephone calls
 - Brochures
 - Flyers
 - News Releases
 - SchoolCast
 - FMS website
 - INOW
- The school shall develop a school-parent compact that outlines how parents, the school staff, and the students will share the responsibility for improved student achievement, and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.
- The school shall conduct, at the end of each year, an evaluation in order to determine the effectiveness of the parental involvement program and policy. Planning for the future development of the program/policy will be determined by a compilation of data from this evaluation.
- The results of the annual evaluation shall be utilized to revise policies, if necessary, and to increase the scope of the policy/ program.
- The policy shall be available to all parents of students in the school.

Principal Signature: _____

A handwritten signature in black ink, appearing to read "Randy Noel", is written over a horizontal line.

PLEASE SIGN BY STARS

**Fayette Middle School
SCHOOL-PARENT COMPACT – 2013 - 2014**

Fayette Middle School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the No Child Left Behind Act of 2001 (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. Our mission is to provide a safe, disciplined learning environment that empowers all students to develop their full potential.

School Responsibilities

Fayette Middle School will

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards.**
 - *Teach the objectives in the Alabama Course of Study.*
 - *Support discipline policies of the classroom and school.*
 - *Provide an environment conducive to learning.*
 - *Facilitate positive communication between home and school.*
 - *Provide activities that lend themselves to different learning styles of students. (computer, group activities, peer tutoring, cooperative learning, etc.)*
 - *Provide relevant homework assignments.*
- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.**

Specifically, those conferences will be held in the fall on Conference Day and as needed throughout the year during each teacher's prep time.
- 3. Provide parents with frequent reports on their children's progress.**

Specifically, the school will provide these reports.

 - *Report cards will be sent home every six weeks.*
 - *Progress reports will be sent home on an "as needed" basis.*
 - *Grades will be posted on I NOW.*
 - *Phone calls and emails will be sent as needed.*
 - *Graded papers will be returned periodically.*
- 4. Provide parents reasonable access to staff.**

Specifically, staff will be available for consultation with parents.

 - *Teachers will be available for conferences during their prep time.*
 - *Phone calls, emails, and notes home will be used as needed.*
- 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.**
 - *Field Trips*
 - *PTO*
 - *Volunteer work in the school*
 - *Guest speakers*

Parent Responsibilities

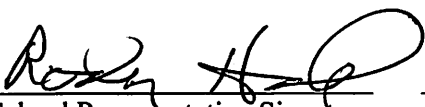
We, as parents, will support our child's learning in the following ways:

- *Monitor school attendance.*
- *Make sure that homework is completed.*
- *Monitor amount of television children watch.*
- *Participate, as appropriate, in decisions relating to my child's education.*
- *Promote positive use of my child's extracurricular time.*
- *Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the school district and responding, as appropriate.*
- *Serve, to the extent possible, on advisory groups, such as Title I advisory committees and parental involvement committees and attend Open House, PTO, parent conferences, etc.*
- *Support school discipline policies.*
- *Supply my child with appropriate school supplies.*
- *Actively encourage and participate in my child's learning.*

Student Responsibilities

I will share the responsibility to improve my academic achievement and achieve the state's high standards. Specifically, I will do the following activities:

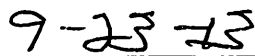
- *Do my homework and ask for help when needed.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*
- *Respect adults and classmates.*
- *Be responsible for my own behavior and obey rules.*
- *Bring appropriate supplies to class.*
- *Do my best in class.*
- *Attend school regularly and arrive promptly.*
- *Obey school rules.*



School Representative Signature

Parent Signature(s) ****

Student Signature ****



Date

Date *****

Date*****

Survey Response Counts

Section: Purpose and Direction

| Question / Institution | | | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Not Applicable | | Total | |
|---|-----------------------|---------------|----------------|--------|-------|--------|---------|--------|----------|-------|-------------------|-------|----------------|-------|-------|------|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| 1. Our school's purpose statement is clearly focused on student success. | Fayette Middle School | Average Score | 21 | 55.26% | 14 | 36.84% | 2 | 5.26% | 1 | 2.63% | 0 | 0% | 0 | 0% | 38 | 100% |
| | | 4.45 | 21 | 55.26% | 14 | 36.84% | 2 | 5.26% | 1 | 2.63% | 0 | 0% | 0 | 0% | 38 | 100% |
| | Total | | 21 | 55.26% | 14 | 36.84% | 2 | 5.26% | 1 | 2.63% | 0 | 0% | 0 | 0% | 38 | 100% |
| 2. Our school's purpose statement is formally reviewed and revised with involvement from stakeholders. | Fayette Middle School | Average Score | 13 | 34.21% | 18 | 47.37% | 4 | 10.53% | 2 | 5.26% | 0 | 0% | 1 | 2.63% | 38 | 100% |
| | | 4.03 | 13 | 34.21% | 18 | 47.37% | 4 | 10.53% | 2 | 5.26% | 0 | 0% | 1 | 2.63% | 38 | 100% |
| | Total | | 13 | 34.21% | 18 | 47.37% | 4 | 10.53% | 2 | 5.26% | 0 | 0% | 1 | 2.63% | 38 | 100% |
| 3. Our school's purpose statement is based on shared values and beliefs that guide decision-making. | Fayette Middle School | Average Score | 18 | 47.37% | 14 | 36.84% | 4 | 10.53% | 2 | 5.26% | 0 | 0% | 0 | 0% | 38 | 100% |
| | | 4.26 | 18 | 47.37% | 14 | 36.84% | 4 | 10.53% | 2 | 5.26% | 0 | 0% | 0 | 0% | 38 | 100% |
| | Total | | 18 | 47.37% | 14 | 36.84% | 4 | 10.53% | 2 | 5.26% | 0 | 0% | 0 | 0% | 38 | 100% |
| 4. Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body. | Fayette Middle School | Average Score | 16 | 42.11% | 17 | 44.74% | 5 | 13.16% | 0 | 0% | 0 | 0% | 0 | 0% | 38 | 100% |
| | | 4.29 | 16 | 42.11% | 17 | 44.74% | 5 | 13.16% | 0 | 0% | 0 | 0% | 0 | 0% | 38 | 100% |
| | Total | | 16 | 42.11% | 17 | 44.74% | 5 | 13.16% | 0 | 0% | 0 | 0% | 0 | 0% | 38 | 100% |
| 5. Our school has a continuous improvement process based on data, goals, actions, and measures for growth. | Fayette Middle School | Average Score | 20 | 52.63% | 14 | 36.84% | 3 | 7.89% | 0 | 0% | 1 | 2.63% | 0 | 0% | 38 | 100% |
| | | 4.37 | 20 | 52.63% | 14 | 36.84% | 3 | 7.89% | 0 | 0% | 1 | 2.63% | 0 | 0% | 38 | 100% |
| | Total | | 20 | 52.63% | 14 | 36.84% | 3 | 7.89% | 0 | 0% | 1 | 2.63% | 0 | 0% | 38 | 100% |
| Total | | | 88 | 46.32% | 77 | 40.53% | 18 | 9.47% | 5 | 2.63% | 1 | 0.53% | 1 | 0.53% | 190 | 100% |

Section: Governance and Leadership

| Question / Institution | | | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Not Applicable | | Total | |
|---|-----------------------|---------------|----------------|--------|-------|--------|---------|--------|----------|--------|-------------------|------|----------------|------|-------|------|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| | | | | | | | | | | | | | | | | |
| 6. Our school's governing body or school board complies with all policies, procedures, laws, and regulations. | Fayette Middle School | Average Score | 16 | 43.24% | 13 | 35.14% | 6 | 16.22% | 2 | 5.41% | 0 | 0% | 0 | 0% | 37 | 100% |
| | | 4.16 | 16 | 43.24% | 13 | 35.14% | 6 | 16.22% | 2 | 5.41% | 0 | 0% | 0 | 0% | 37 | 100% |
| | Total | | 16 | 43.24% | 13 | 35.14% | 6 | 16.22% | 2 | 5.41% | 0 | 0% | 0 | 0% | 37 | 100% |
| 7. Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership. | Fayette Middle School | Average Score | 11 | 29.73% | 19 | 51.35% | 4 | 10.81% | 3 | 8.11% | 0 | 0% | 0 | 0% | 37 | 100% |
| | | 4.03 | 11 | 29.73% | 19 | 51.35% | 4 | 10.81% | 3 | 8.11% | 0 | 0% | 0 | 0% | 37 | 100% |
| | Total | | 11 | 29.73% | 19 | 51.35% | 4 | 10.81% | 3 | 8.11% | 0 | 0% | 0 | 0% | 37 | 100% |
| 8. Our school's leaders support an innovative and collaborative culture. | Fayette Middle School | Average Score | 17 | 45.95% | 13 | 35.14% | 5 | 13.51% | 1 | 2.7% | 1 | 2.7% | 0 | 0% | 37 | 100% |
| | | 4.19 | 17 | 45.95% | 13 | 35.14% | 5 | 13.51% | 1 | 2.7% | 1 | 2.7% | 0 | 0% | 37 | 100% |
| | Total | | 17 | 45.95% | 13 | 35.14% | 5 | 13.51% | 1 | 2.7% | 1 | 2.7% | 0 | 0% | 37 | 100% |
| 9. Our school's leaders expect staff members to hold all students to high academic standards. | Fayette Middle School | Average Score | 13 | 35.14% | 20 | 54.05% | 3 | 8.11% | 1 | 2.7% | 0 | 0% | 0 | 0% | 37 | 100% |
| | | 4.22 | 13 | 35.14% | 20 | 54.05% | 3 | 8.11% | 1 | 2.7% | 0 | 0% | 0 | 0% | 37 | 100% |
| | Total | | 13 | 35.14% | 20 | 54.05% | 3 | 8.11% | 1 | 2.7% | 0 | 0% | 0 | 0% | 37 | 100% |
| 10. Our school's leaders hold themselves accountable for student learning. | Fayette Middle School | Average Score | 17 | 45.95% | 10 | 27.03% | 7 | 18.92% | 2 | 5.41% | 1 | 2.7% | 0 | 0% | 37 | 100% |
| | | 4.08 | 17 | 45.95% | 10 | 27.03% | 7 | 18.92% | 2 | 5.41% | 1 | 2.7% | 0 | 0% | 37 | 100% |
| | Total | | 17 | 45.95% | 10 | 27.03% | 7 | 18.92% | 2 | 5.41% | 1 | 2.7% | 0 | 0% | 37 | 100% |
| 11. Our school's leaders hold all staff members accountable for student learning. | Fayette Middle School | Average Score | 18 | 48.65% | 8 | 21.62% | 5 | 13.51% | 5 | 13.51% | 1 | 2.7% | 0 | 0% | 37 | 100% |
| | | 4.0 | 18 | 48.65% | 8 | 21.62% | 5 | 13.51% | 5 | 13.51% | 1 | 2.7% | 0 | 0% | 37 | 100% |
| | Total | | 18 | 48.65% | 8 | 21.62% | 5 | 13.51% | 5 | 13.51% | 1 | 2.7% | 0 | 0% | 37 | 100% |
| 12. Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning. | Fayette Middle School | Average Score | 15 | 40.54% | 15 | 40.54% | 5 | 13.51% | 0 | 0% | 1 | 2.7% | 1 | 2.7% | 37 | 100% |
| | | 4.08 | 15 | 40.54% | 15 | 40.54% | 5 | 13.51% | 0 | 0% | 1 | 2.7% | 1 | 2.7% | 37 | 100% |
| | Total | | 15 | 40.54% | 15 | 40.54% | 5 | 13.51% | 0 | 0% | 1 | 2.7% | 1 | 2.7% | 37 | 100% |
| 13. Our school's leaders ensure all staff members use supervisory feedback to improve student learning. | Fayette Middle School | Average Score | 14 | 37.84% | 15 | 40.54% | 6 | 16.22% | 1 | 2.7% | 1 | 2.7% | 0 | 0% | 37 | 100% |
| | | 4.08 | 14 | 37.84% | 15 | 40.54% | 6 | 16.22% | 1 | 2.7% | 1 | 2.7% | 0 | 0% | 37 | 100% |
| | Total | | 14 | 37.84% | 15 | 40.54% | 6 | 16.22% | 1 | 2.7% | 1 | 2.7% | 0 | 0% | 37 | 100% |

| Question / Institution | | | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Not Applicable | | Total | |
|---|-----------------------|---------------|----------------|--------|-------|--------|---------|--------|----------|-------|-------------------|-------|----------------|-------|-------|------|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| | | | | | | | | | | | | | | | | |
| 14. Our school's leaders engage effectively with all stakeholders about the school's purpose and direction. | Fayette Middle School | Average Score | 14 | 37.84% | 16 | 43.24% | 4 | 10.81% | 1 | 2.7% | 1 | 2.7% | 1 | 2.7% | 37 | 100% |
| | | 4.03 | 14 | 37.84% | 16 | 43.24% | 4 | 10.81% | 1 | 2.7% | 1 | 2.7% | 1 | 2.7% | 37 | 100% |
| | Total | | 14 | 37.84% | 16 | 43.24% | 4 | 10.81% | 1 | 2.7% | 1 | 2.7% | 1 | 2.7% | 37 | 100% |
| 15. Our school's leaders provide opportunities for stakeholders to be involved in the school. | Fayette Middle School | Average Score | 17 | 45.95% | 11 | 29.73% | 6 | 16.22% | 1 | 2.7% | 1 | 2.7% | 1 | 2.7% | 37 | 100% |
| | | 4.05 | 17 | 45.95% | 11 | 29.73% | 6 | 16.22% | 1 | 2.7% | 1 | 2.7% | 1 | 2.7% | 37 | 100% |
| | Total | | 17 | 45.95% | 11 | 29.73% | 6 | 16.22% | 1 | 2.7% | 1 | 2.7% | 1 | 2.7% | 37 | 100% |
| Total | | | 152 | 41.08% | 140 | 37.84% | 51 | 13.78% | 17 | 4.59% | 7 | 1.89% | 3 | 0.81% | 370 | 100% |

Section: Teaching and Assessing for Learning

| Question / Institution | | | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Not Applicable | | Total | |
|--|-----------------------|---------------|----------------|--------|-------|--------|---------|--------|----------|--------|-------------------|-------|----------------|-------|-------|------|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| 16. All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice. | Fayette Middle School | Average Score | 9 | 25% | 12 | 33.33% | 10 | 27.78% | 4 | 11.11% | 0 | 0% | 1 | 2.78% | 36 | 100% |
| | | 3.64 | 9 | 25% | 12 | 33.33% | 10 | 27.78% | 4 | 11.11% | 0 | 0% | 1 | 2.78% | 36 | 100% |
| | Total | | 9 | 25% | 12 | 33.33% | 10 | 27.78% | 4 | 11.11% | 0 | 0% | 1 | 2.78% | 36 | 100% |
| 17. All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students. | Fayette Middle School | Average Score | 6 | 16.67% | 15 | 41.67% | 8 | 22.22% | 5 | 13.89% | 1 | 2.78% | 1 | 2.78% | 36 | 100% |
| | | 3.47 | 6 | 16.67% | 15 | 41.67% | 8 | 22.22% | 5 | 13.89% | 1 | 2.78% | 1 | 2.78% | 36 | 100% |
| | Total | | 6 | 16.67% | 15 | 41.67% | 8 | 22.22% | 5 | 13.89% | 1 | 2.78% | 1 | 2.78% | 36 | 100% |

| Question / Institution | | | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Not Applicable | | Total | |
|---|-----------------------|---------------|----------------|--------|-------|--------|---------|--------|----------|--------|-------------------|----|----------------|-------|-------|------|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| | | | | | | | | | | | | | | | | |
| 18. All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. | Fayette Middle School | Average Score | 7 | 19.44% | 18 | 50% | 6 | 16.67% | 4 | 11.11% | 0 | 0% | 1 | 2.78% | 36 | 100% |
| | | 3.69 | 7 | 19.44% | 18 | 50% | 6 | 16.67% | 4 | 11.11% | 0 | 0% | 1 | 2.78% | 36 | 100% |
| | Total | | 7 | 19.44% | 18 | 50% | 6 | 16.67% | 4 | 11.11% | 0 | 0% | 1 | 2.78% | 36 | 100% |
| 19. All teachers in our school use a variety of technologies as instructional resources. | Fayette Middle School | Average Score | 8 | 22.22% | 16 | 44.44% | 8 | 22.22% | 3 | 8.33% | 0 | 0% | 1 | 2.78% | 36 | 100% |
| | | 3.72 | 8 | 22.22% | 16 | 44.44% | 8 | 22.22% | 3 | 8.33% | 0 | 0% | 1 | 2.78% | 36 | 100% |
| | Total | | 8 | 22.22% | 16 | 44.44% | 8 | 22.22% | 3 | 8.33% | 0 | 0% | 1 | 2.78% | 36 | 100% |
| 20. All teachers in our school use a process to inform students of their learning expectations and standards of performance. | Fayette Middle School | Average Score | 10 | 27.78% | 16 | 44.44% | 6 | 16.67% | 3 | 8.33% | 0 | 0% | 1 | 2.78% | 36 | 100% |
| | | 3.83 | 10 | 27.78% | 16 | 44.44% | 6 | 16.67% | 3 | 8.33% | 0 | 0% | 1 | 2.78% | 36 | 100% |
| | Total | | 10 | 27.78% | 16 | 44.44% | 6 | 16.67% | 3 | 8.33% | 0 | 0% | 1 | 2.78% | 36 | 100% |
| 21. All teachers in our school provide students with specific and timely feedback about their learning. | Fayette Middle School | Average Score | 8 | 22.22% | 17 | 47.22% | 7 | 19.44% | 3 | 8.33% | 0 | 0% | 1 | 2.78% | 36 | 100% |
| | | 3.75 | 8 | 22.22% | 17 | 47.22% | 7 | 19.44% | 3 | 8.33% | 0 | 0% | 1 | 2.78% | 36 | 100% |
| | Total | | 8 | 22.22% | 17 | 47.22% | 7 | 19.44% | 3 | 8.33% | 0 | 0% | 1 | 2.78% | 36 | 100% |
| 22. All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum. | Fayette Middle School | Average Score | 8 | 22.22% | 13 | 36.11% | 11 | 30.56% | 3 | 8.33% | 0 | 0% | 1 | 2.78% | 36 | 100% |
| | | 3.64 | 8 | 22.22% | 13 | 36.11% | 11 | 30.56% | 3 | 8.33% | 0 | 0% | 1 | 2.78% | 36 | 100% |
| | Total | | 8 | 22.22% | 13 | 36.11% | 11 | 30.56% | 3 | 8.33% | 0 | 0% | 1 | 2.78% | 36 | 100% |
| 23. All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria. | Fayette Middle School | Average Score | 9 | 25% | 15 | 41.67% | 8 | 22.22% | 3 | 8.33% | 0 | 0% | 1 | 2.78% | 36 | 100% |
| | | 3.75 | 9 | 25% | 15 | 41.67% | 8 | 22.22% | 3 | 8.33% | 0 | 0% | 1 | 2.78% | 36 | 100% |
| | Total | | 9 | 25% | 15 | 41.67% | 8 | 22.22% | 3 | 8.33% | 0 | 0% | 1 | 2.78% | 36 | 100% |

| Question / Institution | | | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Not Applicable | | Total | |
|--|-----------------------|---------------|----------------|--------|-------|--------|---------|--------|----------|--------|-------------------|-------|----------------|-------|-------|------|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| | | | # | | # | | # | | # | | # | | # | | # | |
| 24. All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas. | Fayette Middle School | Average Score | 9 | 25% | 15 | 41.67% | 8 | 22.22% | 2 | 5.56% | 1 | 2.78% | 1 | 2.78% | 36 | 100% |
| | | 3.72 | 9 | 25% | 15 | 41.67% | 8 | 22.22% | 2 | 5.56% | 1 | 2.78% | 1 | 2.78% | 36 | 100% |
| | Total | | 9 | 25% | 15 | 41.67% | 8 | 22.22% | 2 | 5.56% | 1 | 2.78% | 1 | 2.78% | 36 | 100% |
| 25. All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching). | Fayette Middle School | Average Score | 10 | 27.78% | 17 | 47.22% | 6 | 16.67% | 0 | 0% | 2 | 5.56% | 1 | 2.78% | 36 | 100% |
| | | 3.83 | 10 | 27.78% | 17 | 47.22% | 6 | 16.67% | 0 | 0% | 2 | 5.56% | 1 | 2.78% | 36 | 100% |
| | Total | | 10 | 27.78% | 17 | 47.22% | 6 | 16.67% | 0 | 0% | 2 | 5.56% | 1 | 2.78% | 36 | 100% |
| 26. In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills. | Fayette Middle School | Average Score | 10 | 27.78% | 17 | 47.22% | 5 | 13.89% | 2 | 5.56% | 1 | 2.78% | 1 | 2.78% | 36 | 100% |
| | | 3.83 | 10 | 27.78% | 17 | 47.22% | 5 | 13.89% | 2 | 5.56% | 1 | 2.78% | 1 | 2.78% | 36 | 100% |
| | Total | | 10 | 27.78% | 17 | 47.22% | 5 | 13.89% | 2 | 5.56% | 1 | 2.78% | 1 | 2.78% | 36 | 100% |
| 27. In our school, related learning support services are provided for all students based on their needs. | Fayette Middle School | Average Score | 9 | 25% | 13 | 36.11% | 8 | 22.22% | 4 | 11.11% | 1 | 2.78% | 1 | 2.78% | 36 | 100% |
| | | 3.61 | 9 | 25% | 13 | 36.11% | 8 | 22.22% | 4 | 11.11% | 1 | 2.78% | 1 | 2.78% | 36 | 100% |
| | Total | | 9 | 25% | 13 | 36.11% | 8 | 22.22% | 4 | 11.11% | 1 | 2.78% | 1 | 2.78% | 36 | 100% |
| 28. In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience. | Fayette Middle School | Average Score | 9 | 25% | 10 | 27.78% | 12 | 33.33% | 3 | 8.33% | 1 | 2.78% | 1 | 2.78% | 36 | 100% |
| | | 3.56 | 9 | 25% | 10 | 27.78% | 12 | 33.33% | 3 | 8.33% | 1 | 2.78% | 1 | 2.78% | 36 | 100% |
| | Total | | 9 | 25% | 10 | 27.78% | 12 | 33.33% | 3 | 8.33% | 1 | 2.78% | 1 | 2.78% | 36 | 100% |

| Question / Institution | | | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Not Applicable | | Total | |
|--|-----------------------|---------------|----------------|--------|-------|--------|---------|--------|----------|--------|-------------------|-------|----------------|-------|-------|------|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| | | | | | | | | | | | | | | | | |
| 29. In our school, all staff members use student data to address the unique learning needs of all students. | Fayette Middle School | Average Score | 7 | 19.44% | 14 | 38.89% | 10 | 27.78% | 3 | 8.33% | 1 | 2.78% | 1 | 2.78% | 36 | 100% |
| | | 3.56 | 7 | 19.44% | 14 | 38.89% | 10 | 27.78% | 3 | 8.33% | 1 | 2.78% | 1 | 2.78% | 36 | 100% |
| | Total | | 7 | 19.44% | 14 | 38.89% | 10 | 27.78% | 3 | 8.33% | 1 | 2.78% | 1 | 2.78% | 36 | 100% |
| 30. In our school, staff members provide peer coaching to teachers. | Fayette Middle School | Average Score | 9 | 25% | 11 | 30.56% | 9 | 25% | 4 | 11.11% | 2 | 5.56% | 1 | 2.78% | 36 | 100% |
| | | 3.5 | 9 | 25% | 11 | 30.56% | 9 | 25% | 4 | 11.11% | 2 | 5.56% | 1 | 2.78% | 36 | 100% |
| | Total | | 9 | 25% | 11 | 30.56% | 9 | 25% | 4 | 11.11% | 2 | 5.56% | 1 | 2.78% | 36 | 100% |
| 31. In our school, a formal process is in place to support new staff members in their professional practice. | Fayette Middle School | Average Score | 7 | 19.44% | 11 | 30.56% | 10 | 27.78% | 5 | 13.89% | 2 | 5.56% | 1 | 2.78% | 36 | 100% |
| | | 3.36 | 7 | 19.44% | 11 | 30.56% | 10 | 27.78% | 5 | 13.89% | 2 | 5.56% | 1 | 2.78% | 36 | 100% |
| | Total | | 7 | 19.44% | 11 | 30.56% | 10 | 27.78% | 5 | 13.89% | 2 | 5.56% | 1 | 2.78% | 36 | 100% |
| 32. In our school, all staff members participate in continuous professional learning based on identified needs of the school. | Fayette Middle School | Average Score | 8 | 22.22% | 20 | 55.56% | 4 | 11.11% | 3 | 8.33% | 1 | 2.78% | 0 | 0% | 36 | 100% |
| | | 3.86 | 8 | 22.22% | 20 | 55.56% | 4 | 11.11% | 3 | 8.33% | 1 | 2.78% | 0 | 0% | 36 | 100% |
| | Total | | 8 | 22.22% | 20 | 55.56% | 4 | 11.11% | 3 | 8.33% | 1 | 2.78% | 0 | 0% | 36 | 100% |
| 33. In our school, a professional learning program is designed to build capacity among all professional and support staff members. | Fayette Middle School | Average Score | 10 | 27.78% | 16 | 44.44% | 4 | 11.11% | 5 | 13.89% | 1 | 2.78% | 0 | 0% | 36 | 100% |
| | | 3.81 | 10 | 27.78% | 16 | 44.44% | 4 | 11.11% | 5 | 13.89% | 1 | 2.78% | 0 | 0% | 36 | 100% |
| | Total | | 10 | 27.78% | 16 | 44.44% | 4 | 11.11% | 5 | 13.89% | 1 | 2.78% | 0 | 0% | 36 | 100% |
| 34. In our school, all school personnel regularly engage families in their children's learning progress. | Fayette Middle School | Average Score | 7 | 19.44% | 14 | 38.89% | 12 | 33.33% | 2 | 5.56% | 1 | 2.78% | 0 | 0% | 36 | 100% |
| | | 3.67 | 7 | 19.44% | 14 | 38.89% | 12 | 33.33% | 2 | 5.56% | 1 | 2.78% | 0 | 0% | 36 | 100% |
| | Total | | 7 | 19.44% | 14 | 38.89% | 12 | 33.33% | 2 | 5.56% | 1 | 2.78% | 0 | 0% | 36 | 100% |
| 35. In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting. | Fayette Middle School | Average Score | 13 | 36.11% | 16 | 44.44% | 4 | 11.11% | 0 | 0% | 1 | 2.78% | 2 | 5.56% | 36 | 100% |
| | | 3.94 | 13 | 36.11% | 16 | 44.44% | 4 | 11.11% | 0 | 0% | 1 | 2.78% | 2 | 5.56% | 36 | 100% |
| | Total | | 13 | 36.11% | 16 | 44.44% | 4 | 11.11% | 0 | 0% | 1 | 2.78% | 2 | 5.56% | 36 | 100% |
| Total | | | 173 | 24.03% | 296 | 41.11% | 156 | 21.67% | 61 | 8.47% | 16 | 2.22% | 18 | 2.5% | 720 | 100% |

Section: Resources and Support Systems

| Question / Institution | | | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Not Applicable | | Total | |
|---|-----------------------|---------------|----------------|--------|-------|--------|---------|--------|----------|--------|-------------------|-------|----------------|-------|-------|------|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| 36. Our school provides qualified staff members to support student learning. | Fayette Middle School | Average Score | 13 | 36.11% | 19 | 52.78% | 2 | 5.56% | 0 | 0% | 1 | 2.78% | 1 | 2.78% | 36 | 100% |
| | | 4.11 | 13 | 36.11% | 19 | 52.78% | 2 | 5.56% | 0 | 0% | 1 | 2.78% | 1 | 2.78% | 36 | 100% |
| | Total | | 13 | 36.11% | 19 | 52.78% | 2 | 5.56% | 0 | 0% | 1 | 2.78% | 1 | 2.78% | 36 | 100% |
| 37. Our school provides instructional time and resources to support our school's goals and priorities. | Fayette Middle School | Average Score | 10 | 27.78% | 19 | 52.78% | 6 | 16.67% | 1 | 2.78% | 0 | 0% | 0 | 0% | 36 | 100% |
| | | 4.06 | 10 | 27.78% | 19 | 52.78% | 6 | 16.67% | 1 | 2.78% | 0 | 0% | 0 | 0% | 36 | 100% |
| | Total | | 10 | 27.78% | 19 | 52.78% | 6 | 16.67% | 1 | 2.78% | 0 | 0% | 0 | 0% | 36 | 100% |
| 38. Our school provides sufficient material resources to meet student needs. | Fayette Middle School | Average Score | 8 | 22.22% | 15 | 41.67% | 7 | 19.44% | 4 | 11.11% | 2 | 5.56% | 0 | 0% | 36 | 100% |
| | | 3.64 | 8 | 22.22% | 15 | 41.67% | 7 | 19.44% | 4 | 11.11% | 2 | 5.56% | 0 | 0% | 36 | 100% |
| | Total | | 8 | 22.22% | 15 | 41.67% | 7 | 19.44% | 4 | 11.11% | 2 | 5.56% | 0 | 0% | 36 | 100% |
| 39. Our school provides protected instructional time. | Fayette Middle School | Average Score | 13 | 36.11% | 13 | 36.11% | 5 | 13.89% | 4 | 11.11% | 0 | 0% | 1 | 2.78% | 36 | 100% |
| | | 3.89 | 13 | 36.11% | 13 | 36.11% | 5 | 13.89% | 4 | 11.11% | 0 | 0% | 1 | 2.78% | 36 | 100% |
| | Total | | 13 | 36.11% | 13 | 36.11% | 5 | 13.89% | 4 | 11.11% | 0 | 0% | 1 | 2.78% | 36 | 100% |
| 40. Our school provides a variety of information resources to support student learning. | Fayette Middle School | Average Score | 8 | 22.22% | 18 | 50% | 8 | 22.22% | 1 | 2.78% | 0 | 0% | 1 | 2.78% | 36 | 100% |
| | | 3.83 | 8 | 22.22% | 18 | 50% | 8 | 22.22% | 1 | 2.78% | 0 | 0% | 1 | 2.78% | 36 | 100% |
| | Total | | 8 | 22.22% | 18 | 50% | 8 | 22.22% | 1 | 2.78% | 0 | 0% | 1 | 2.78% | 36 | 100% |
| 41. Our school provides a plan for the acquisition and support of technology to support student learning. | Fayette Middle School | Average Score | 10 | 27.78% | 20 | 55.56% | 2 | 5.56% | 2 | 5.56% | 1 | 2.78% | 1 | 2.78% | 36 | 100% |
| | | 3.92 | 10 | 27.78% | 20 | 55.56% | 2 | 5.56% | 2 | 5.56% | 1 | 2.78% | 1 | 2.78% | 36 | 100% |
| | Total | | 10 | 27.78% | 20 | 55.56% | 2 | 5.56% | 2 | 5.56% | 1 | 2.78% | 1 | 2.78% | 36 | 100% |
| 42. Our school provides a plan for the acquisition and support of technology to support the school's operational needs. | Fayette Middle School | Average Score | 9 | 25% | 19 | 52.78% | 5 | 13.89% | 3 | 8.33% | 0 | 0% | 0 | 0% | 36 | 100% |
| | | 3.94 | 9 | 25% | 19 | 52.78% | 5 | 13.89% | 3 | 8.33% | 0 | 0% | 0 | 0% | 36 | 100% |
| | Total | | 9 | 25% | 19 | 52.78% | 5 | 13.89% | 3 | 8.33% | 0 | 0% | 0 | 0% | 36 | 100% |

| Question / Institution | | | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Not Applicable | | Total | |
|--|-----------------------|---------------|----------------|--------|-------|--------|---------|--------|----------|--------|-------------------|-------|----------------|-------|-------|------|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| | | | # | | | | | | | | | | | | | |
| 43. Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning). | Fayette Middle School | Average Score | 12 | 33.33% | 14 | 38.89% | 5 | 13.89% | 4 | 11.11% | 0 | 0% | 1 | 2.78% | 36 | 100% |
| | | 3.86 | 12 | 33.33% | 14 | 38.89% | 5 | 13.89% | 4 | 11.11% | 0 | 0% | 1 | 2.78% | 36 | 100% |
| | Total | | 12 | 33.33% | 14 | 38.89% | 5 | 13.89% | 4 | 11.11% | 0 | 0% | 1 | 2.78% | 36 | 100% |
| 44. Our school provides opportunities for students to participate in activities that interest them. | Fayette Middle School | Average Score | 10 | 27.78% | 16 | 44.44% | 3 | 8.33% | 6 | 16.67% | 0 | 0% | 1 | 2.78% | 36 | 100% |
| | | 3.75 | 10 | 27.78% | 16 | 44.44% | 3 | 8.33% | 6 | 16.67% | 0 | 0% | 1 | 2.78% | 36 | 100% |
| | Total | | 10 | 27.78% | 16 | 44.44% | 3 | 8.33% | 6 | 16.67% | 0 | 0% | 1 | 2.78% | 36 | 100% |
| 45. Our school maintains facilities that support student learning. | Fayette Middle School | Average Score | 7 | 19.44% | 21 | 58.33% | 6 | 16.67% | 2 | 5.56% | 0 | 0% | 0 | 0% | 36 | 100% |
| | | 3.92 | 7 | 19.44% | 21 | 58.33% | 6 | 16.67% | 2 | 5.56% | 0 | 0% | 0 | 0% | 36 | 100% |
| | Total | | 7 | 19.44% | 21 | 58.33% | 6 | 16.67% | 2 | 5.56% | 0 | 0% | 0 | 0% | 36 | 100% |
| 46. Our school maintains facilities that contribute to a safe environment. | Fayette Middle School | Average Score | 11 | 30.56% | 16 | 44.44% | 7 | 19.44% | 2 | 5.56% | 0 | 0% | 0 | 0% | 36 | 100% |
| | | 4.0 | 11 | 30.56% | 16 | 44.44% | 7 | 19.44% | 2 | 5.56% | 0 | 0% | 0 | 0% | 36 | 100% |
| | Total | | 11 | 30.56% | 16 | 44.44% | 7 | 19.44% | 2 | 5.56% | 0 | 0% | 0 | 0% | 36 | 100% |
| Total | | | 111 | 28.03% | 190 | 47.98% | 56 | 14.14% | 29 | 7.32% | 4 | 1.01% | 6 | 1.52% | 396 | 100% |

Section: Using Results for Continuous Improvement

| Question / Institution | | | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Not Applicable | | Total | |
|--|-----------------------|---------------|----------------|--------|-------|--------|---------|--------|----------|-------|-------------------|----|----------------|-------|-------|------|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| | | | | | | | | | | | | | | | | |
| 47. Our school uses multiple assessment measures to determine student learning and school performance. | Fayette Middle School | Average Score | 13 | 37.14% | 17 | 48.57% | 4 | 11.43% | 0 | 0% | 0 | 0% | 1 | 2.86% | 35 | 100% |
| | | 4.14 | 13 | 37.14% | 17 | 48.57% | 4 | 11.43% | 0 | 0% | 0 | 0% | 1 | 2.86% | 35 | 100% |
| | Total | | 13 | 37.14% | 17 | 48.57% | 4 | 11.43% | 0 | 0% | 0 | 0% | 1 | 2.86% | 35 | 100% |
| 48. Our school employs consistent assessment measures across classrooms and courses. | Fayette Middle School | Average Score | 9 | 25.71% | 16 | 45.71% | 6 | 17.14% | 3 | 8.57% | 0 | 0% | 1 | 2.86% | 35 | 100% |
| | | 3.8 | 9 | 25.71% | 16 | 45.71% | 6 | 17.14% | 3 | 8.57% | 0 | 0% | 1 | 2.86% | 35 | 100% |
| | Total | | 9 | 25.71% | 16 | 45.71% | 6 | 17.14% | 3 | 8.57% | 0 | 0% | 1 | 2.86% | 35 | 100% |

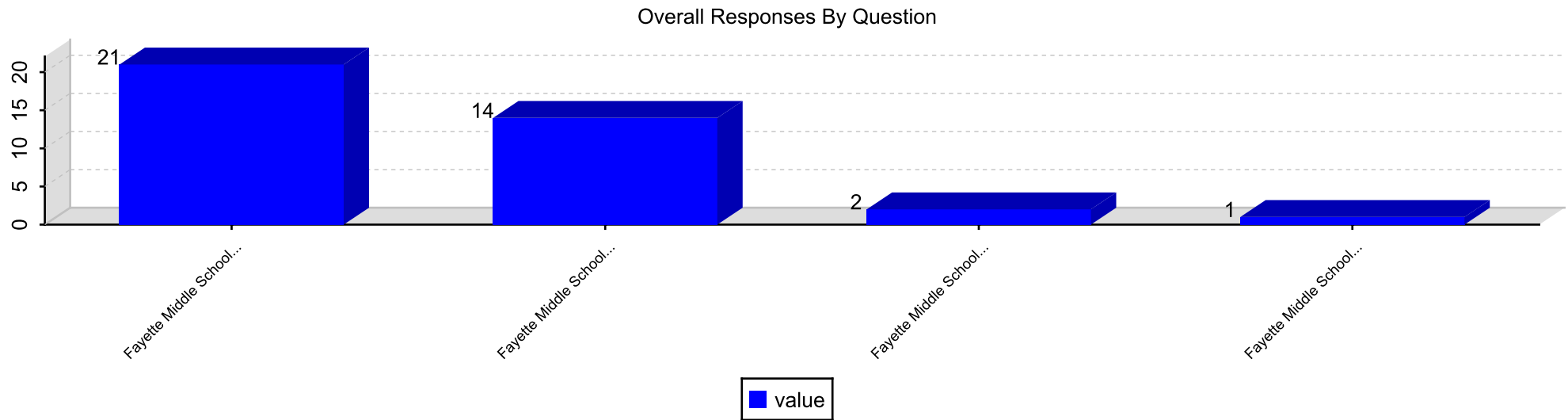
| Question / Institution | | | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Not Applicable | | Total | |
|--|-----------------------|---------------|----------------|--------|-------|--------|---------|--------|----------|-------|-------------------|-------|----------------|-------|-------|------|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| | | | | | | | | | | | | | | | | |
| 49. Our school has a systematic process for collecting, analyzing, and using data. | Fayette Middle School | Average Score | 11 | 31.43% | 15 | 42.86% | 6 | 17.14% | 2 | 5.71% | 0 | 0% | 1 | 2.86% | 35 | 100% |
| | | 3.91 | 11 | 31.43% | 15 | 42.86% | 6 | 17.14% | 2 | 5.71% | 0 | 0% | 1 | 2.86% | 35 | 100% |
| | Total | | 11 | 31.43% | 15 | 42.86% | 6 | 17.14% | 2 | 5.71% | 0 | 0% | 1 | 2.86% | 35 | 100% |
| 50. Our school ensures all staff members are trained in the evaluation, interpretation, and use of data. | Fayette Middle School | Average Score | 9 | 25.71% | 16 | 45.71% | 6 | 17.14% | 3 | 8.57% | 1 | 2.86% | 0 | 0% | 35 | 100% |
| | | 3.83 | 9 | 25.71% | 16 | 45.71% | 6 | 17.14% | 3 | 8.57% | 1 | 2.86% | 0 | 0% | 35 | 100% |
| | Total | | 9 | 25.71% | 16 | 45.71% | 6 | 17.14% | 3 | 8.57% | 1 | 2.86% | 0 | 0% | 35 | 100% |
| 51. Our school uses data to monitor student readiness and success at the next level. | Fayette Middle School | Average Score | 8 | 22.86% | 20 | 57.14% | 4 | 11.43% | 2 | 5.71% | 0 | 0% | 1 | 2.86% | 35 | 100% |
| | | 3.89 | 8 | 22.86% | 20 | 57.14% | 4 | 11.43% | 2 | 5.71% | 0 | 0% | 1 | 2.86% | 35 | 100% |
| | Total | | 8 | 22.86% | 20 | 57.14% | 4 | 11.43% | 2 | 5.71% | 0 | 0% | 1 | 2.86% | 35 | 100% |
| 52. Our school leaders monitor data related to student achievement. | Fayette Middle School | Average Score | 11 | 31.43% | 15 | 42.86% | 5 | 14.29% | 3 | 8.57% | 0 | 0% | 1 | 2.86% | 35 | 100% |
| | | 3.89 | 11 | 31.43% | 15 | 42.86% | 5 | 14.29% | 3 | 8.57% | 0 | 0% | 1 | 2.86% | 35 | 100% |
| | Total | | 11 | 31.43% | 15 | 42.86% | 5 | 14.29% | 3 | 8.57% | 0 | 0% | 1 | 2.86% | 35 | 100% |
| 53. Our school leaders monitor data related to school continuous improvement goals. | Fayette Middle School | Average Score | 11 | 31.43% | 14 | 40% | 8 | 22.86% | 2 | 5.71% | 0 | 0% | 0 | 0% | 35 | 100% |
| | | 3.97 | 11 | 31.43% | 14 | 40% | 8 | 22.86% | 2 | 5.71% | 0 | 0% | 0 | 0% | 35 | 100% |
| | Total | | 11 | 31.43% | 14 | 40% | 8 | 22.86% | 2 | 5.71% | 0 | 0% | 0 | 0% | 35 | 100% |
| Total | | | 72 | 29.39% | 113 | 46.12% | 39 | 15.92% | 15 | 6.12% | 1 | 0.41% | 5 | 2.04% | 245 | 100% |

Responses By Section and Question

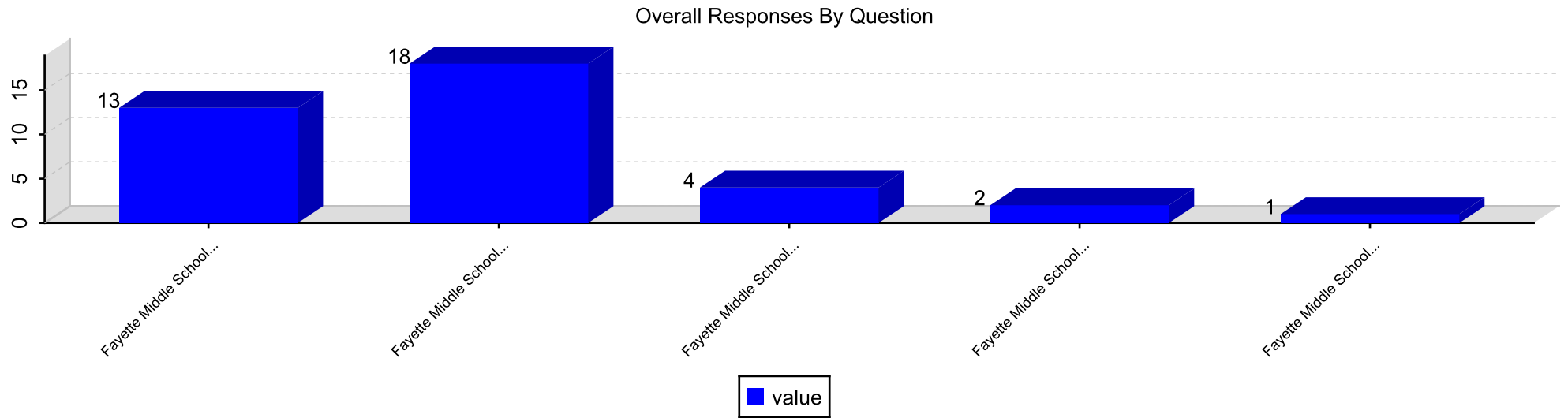
Section: Purpose and Direction

Responses By Question

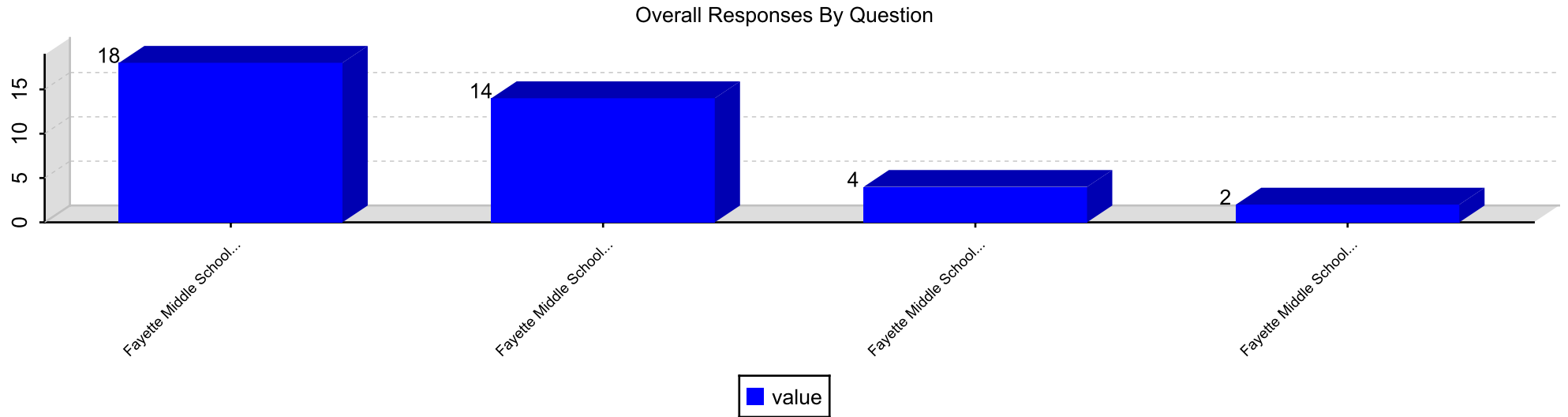
Question 1. Our school's purpose statement is clearly focused on student success.



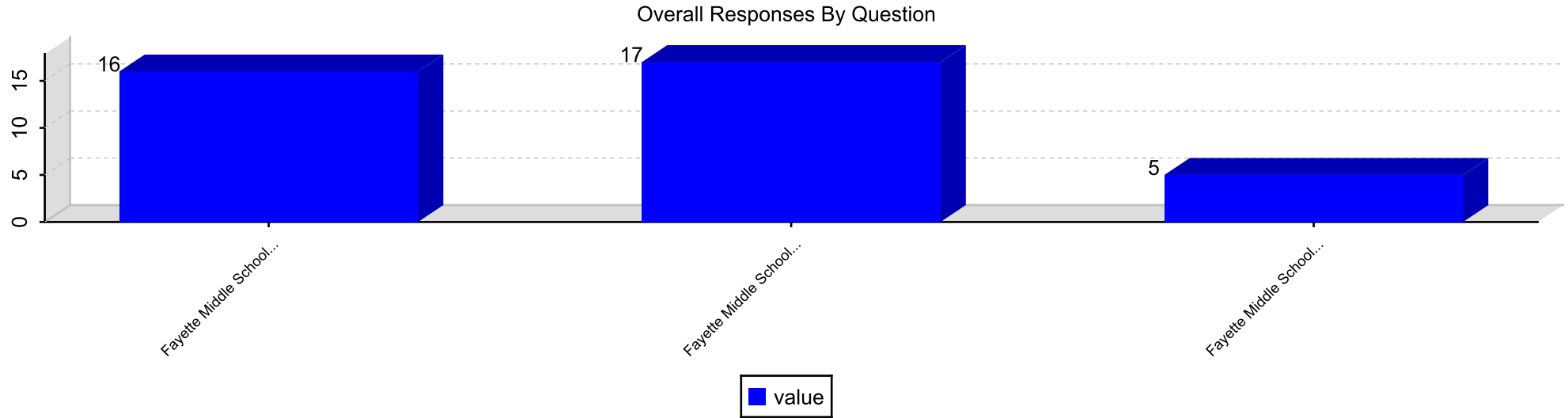
Question 2. Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.



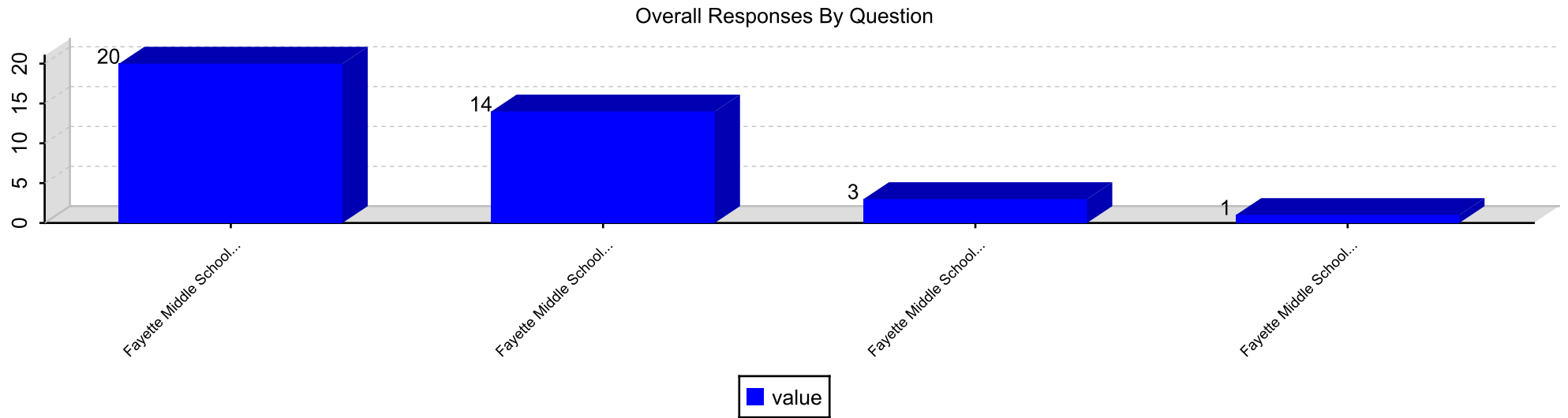
Question 3. Our school's purpose statement is based on shared values and beliefs that guide decision-making.



Question 4. Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body.



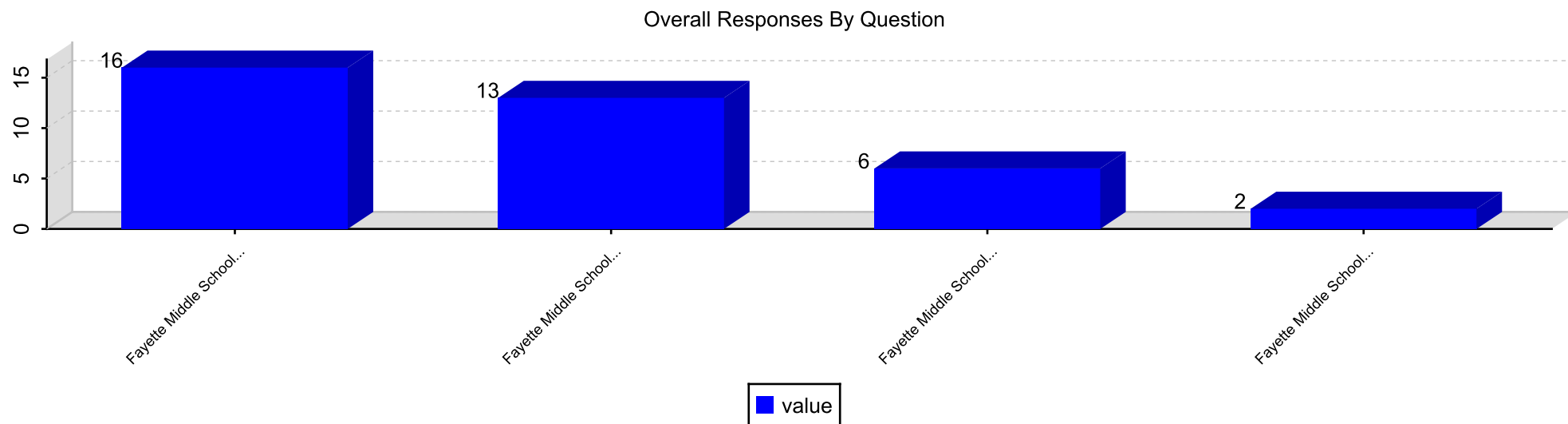
Question 5. Our school has a continuous improvement process based on data, goals, actions, and measures for growth.



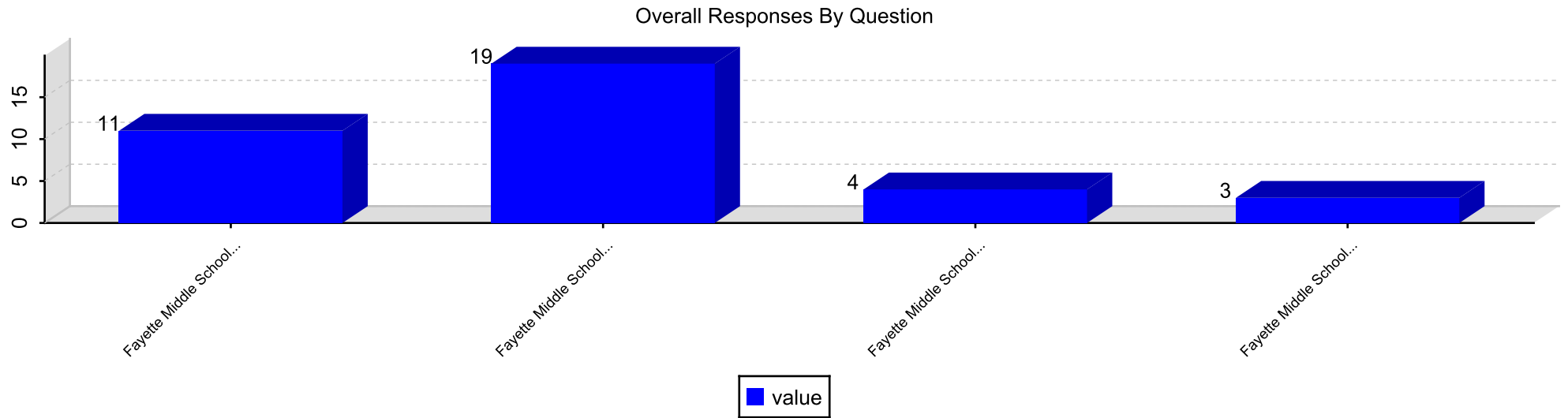
Section: Governance and Leadership

Responses By Question

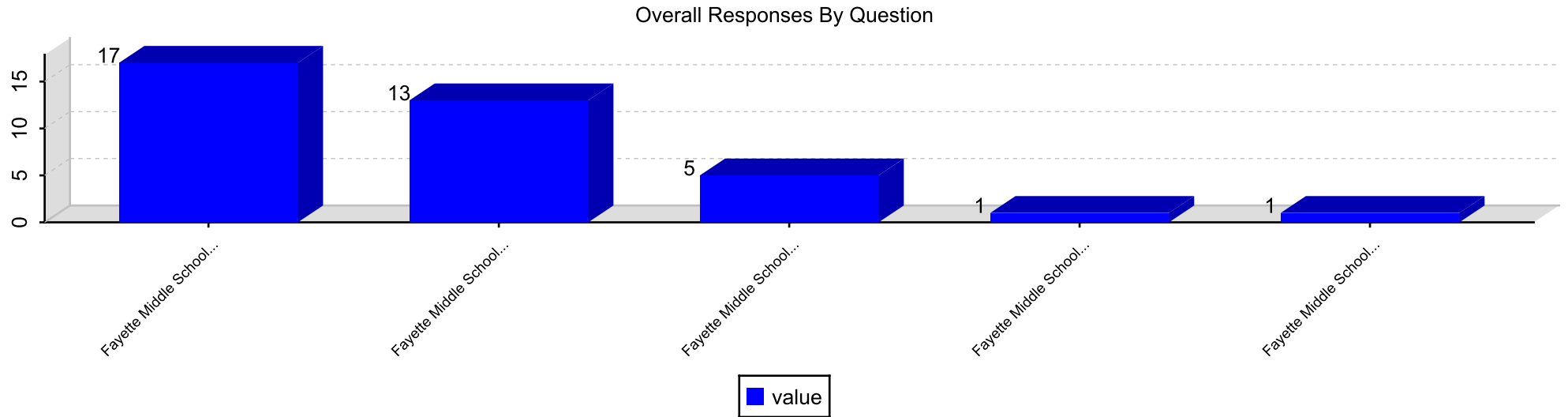
Question 6. Our school's governing body or school board complies with all policies, procedures, laws, and regulations.



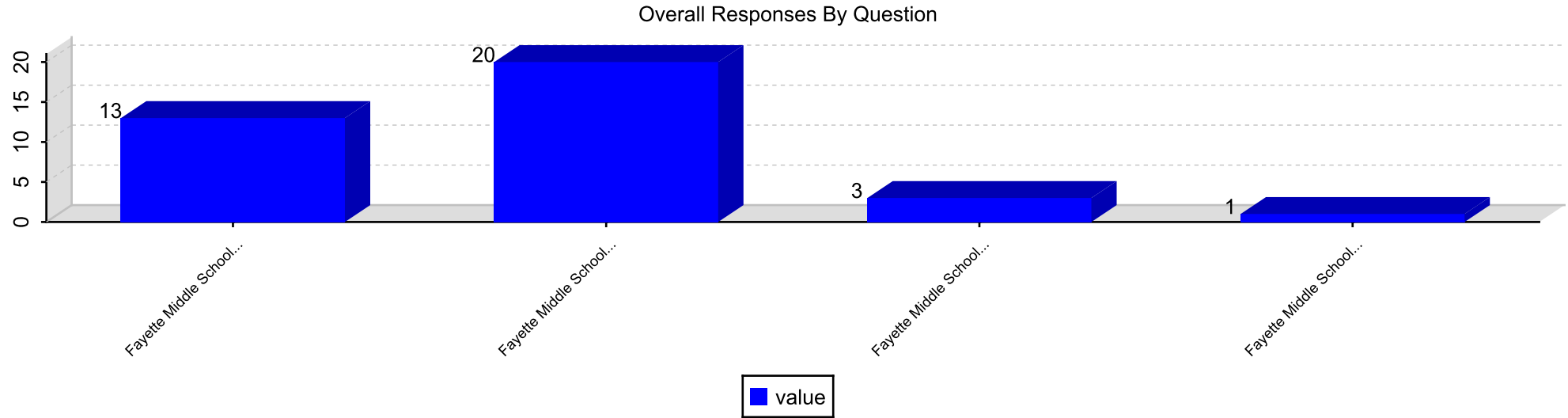
Question 7. Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.



Question 8. Our school's leaders support an innovative and collaborative culture.

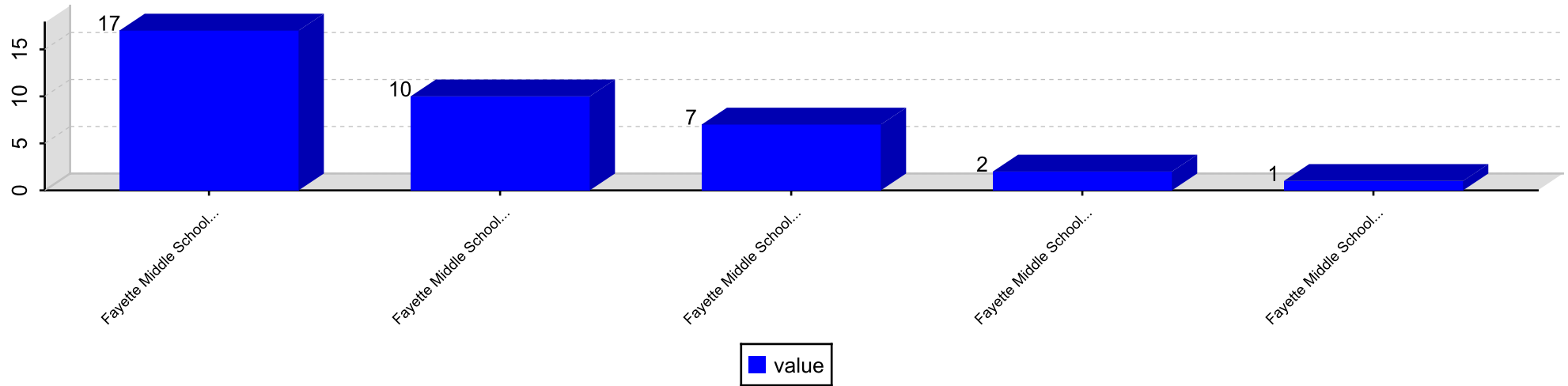


Question 9. Our school's leaders expect staff members to hold all students to high academic standards.



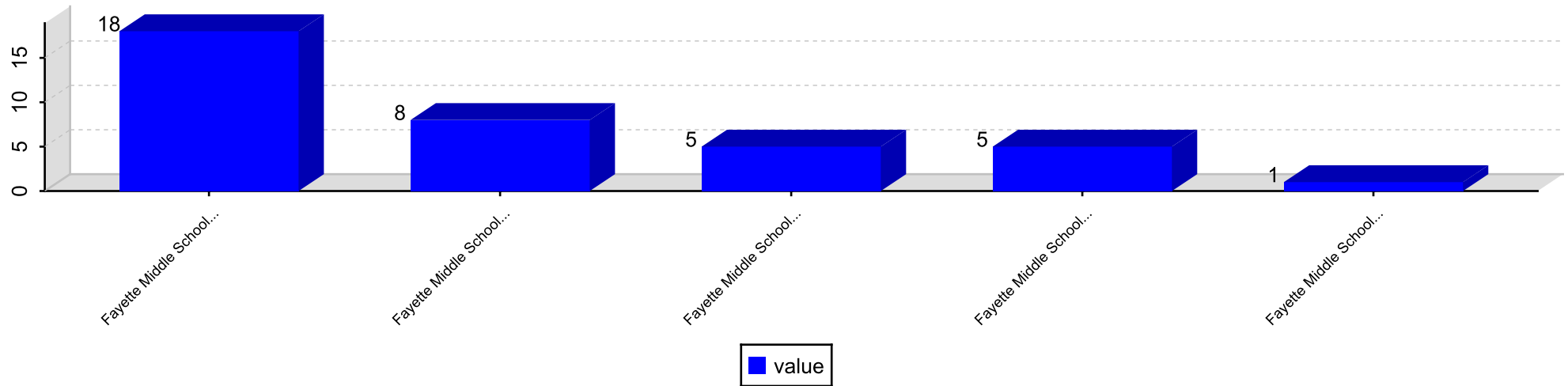
Question 10. Our school's leaders hold themselves accountable for student learning.

Overall Responses By Question

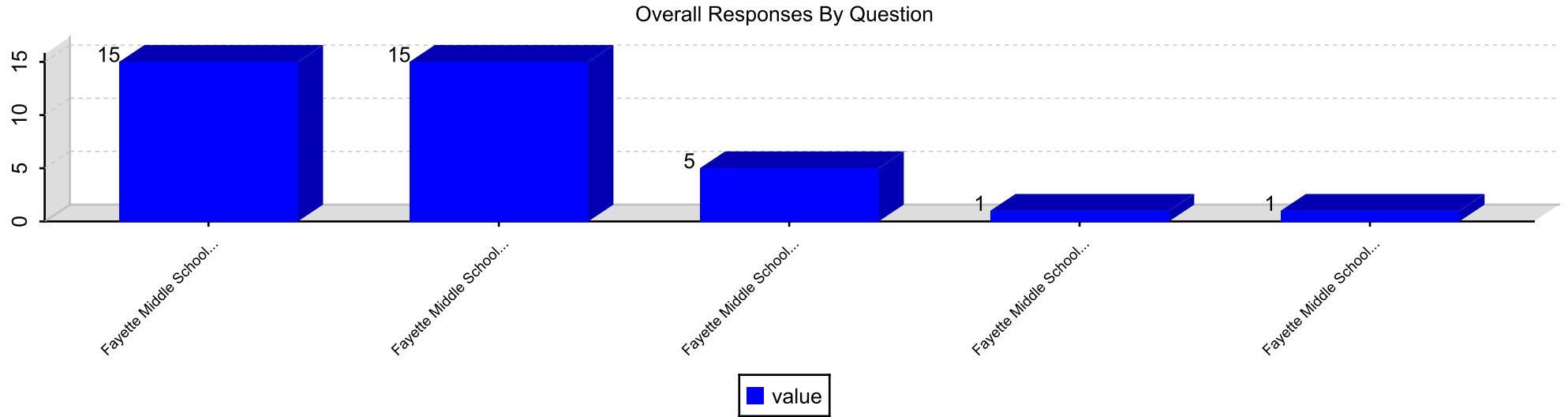


Question 11. Our school's leaders hold all staff members accountable for student learning.

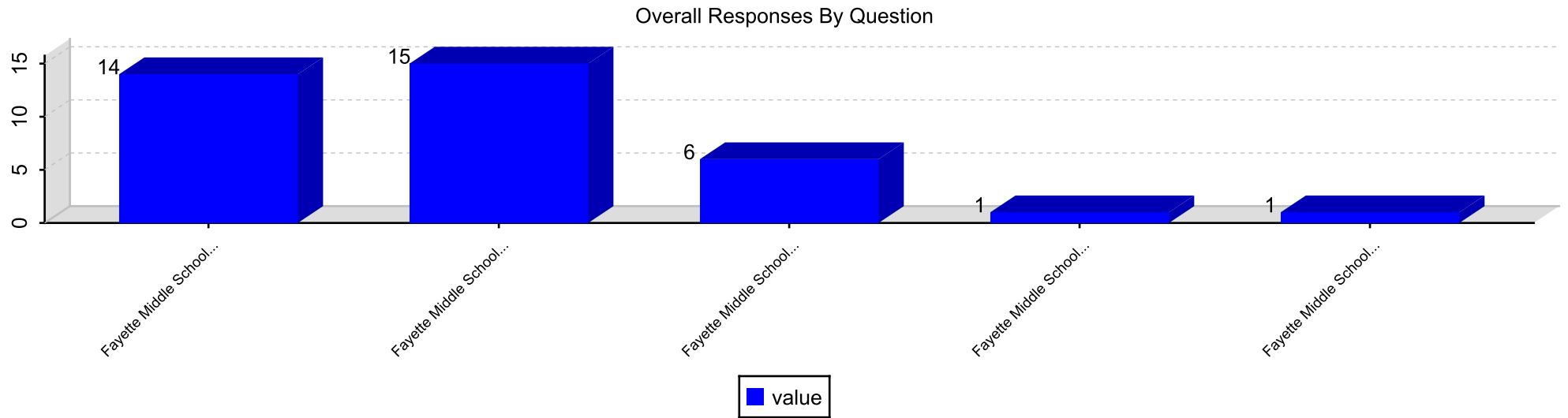
Overall Responses By Question



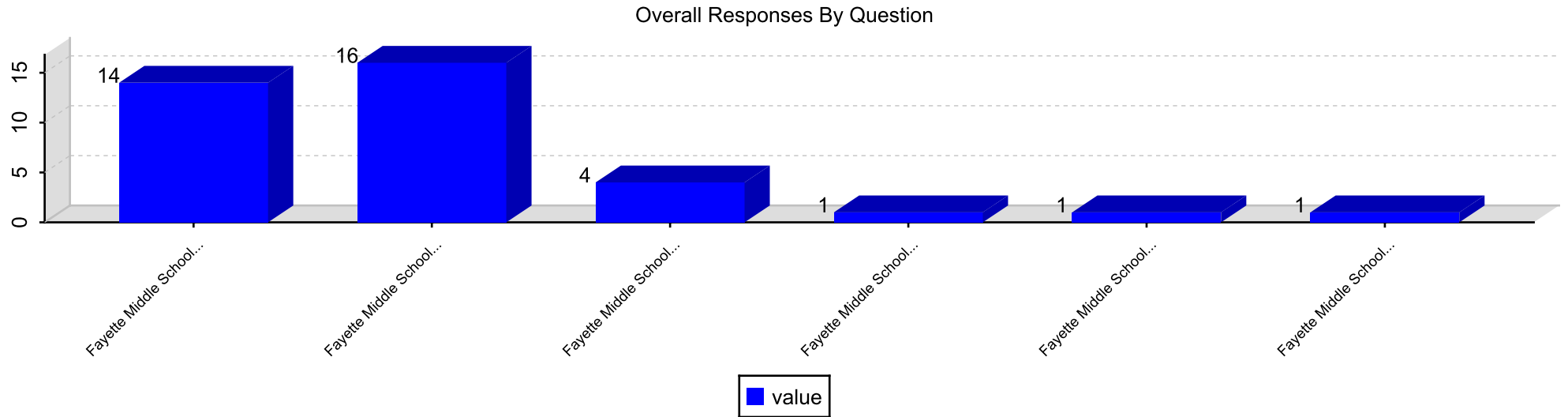
Question 12. Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning.



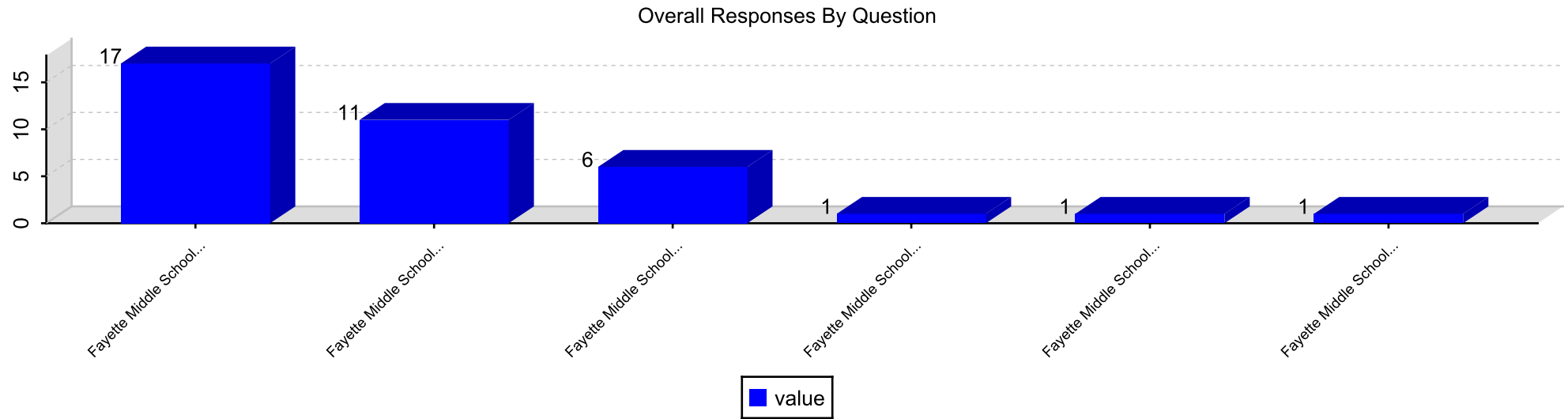
Question 13. Our school's leaders ensure all staff members use supervisory feedback to improve student learning.



Question 14. Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.



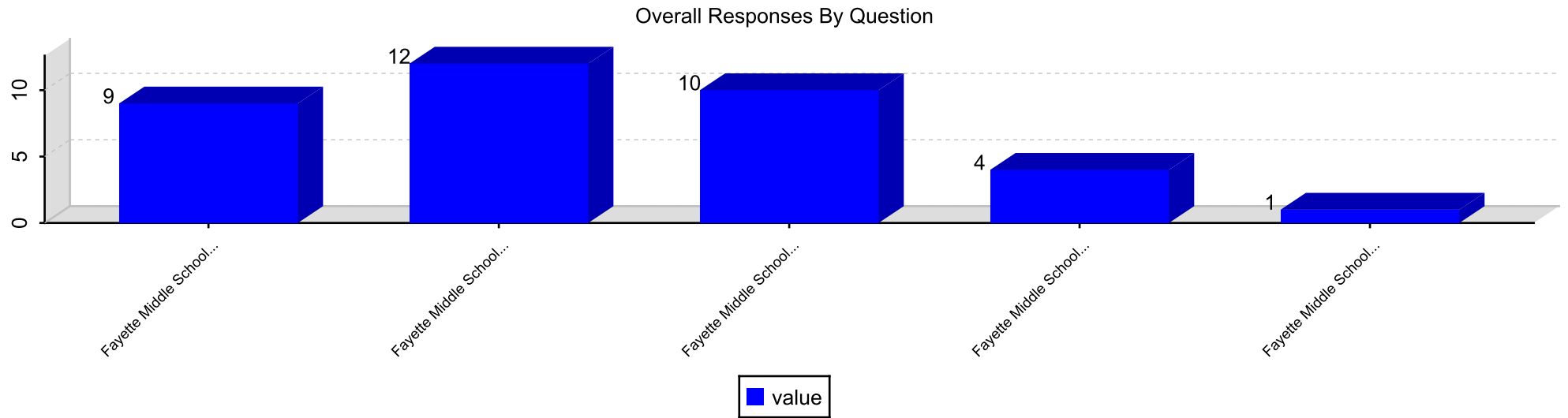
Question 15. Our school's leaders provide opportunities for stakeholders to be involved in the school.



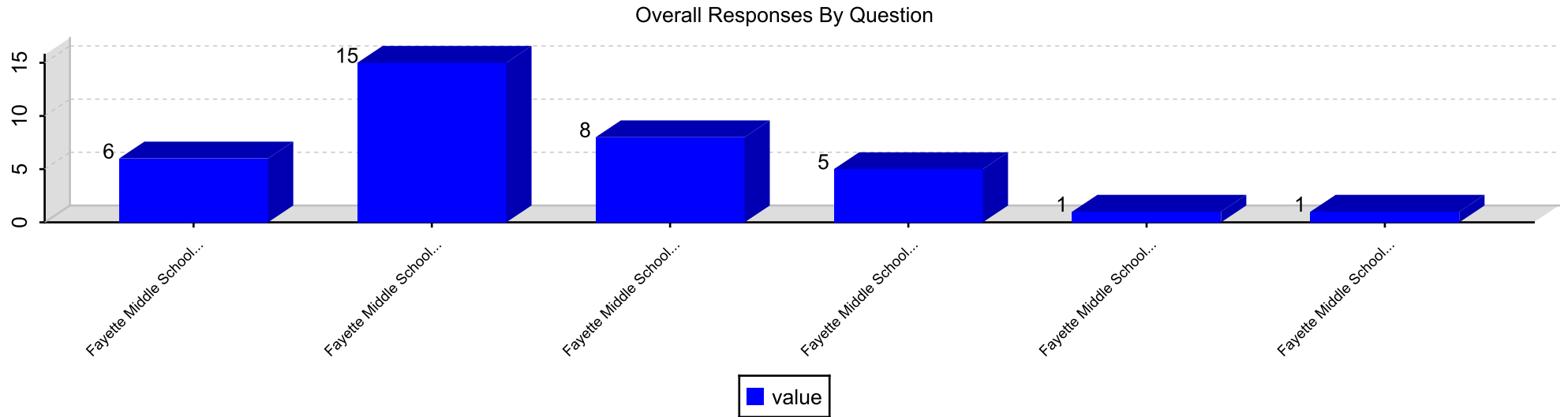
Section: Teaching and Assessing for Learning

Responses By Question

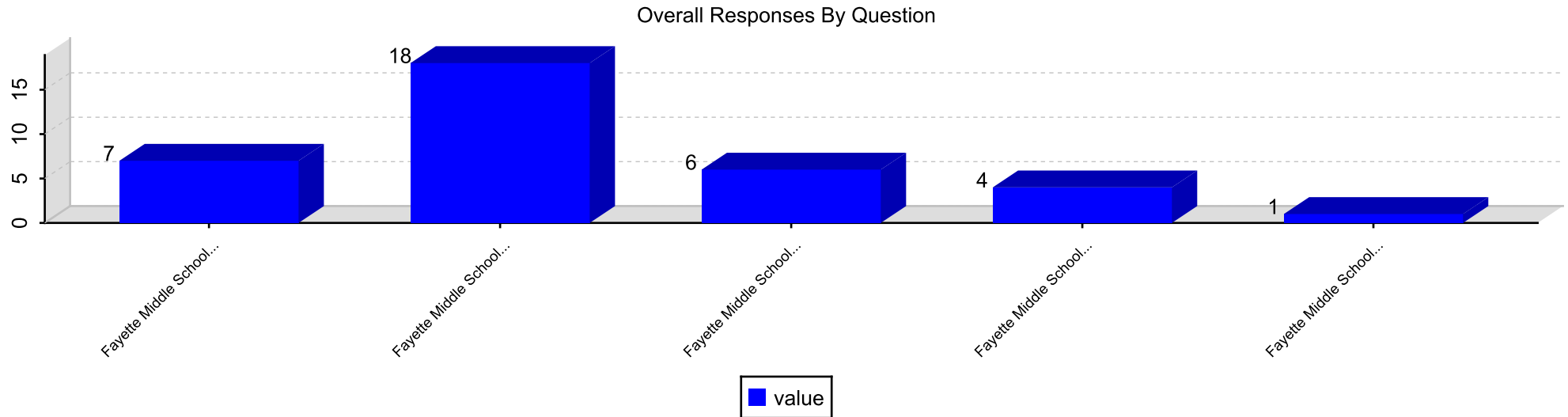
Question 16. All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.



Question 17. All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.

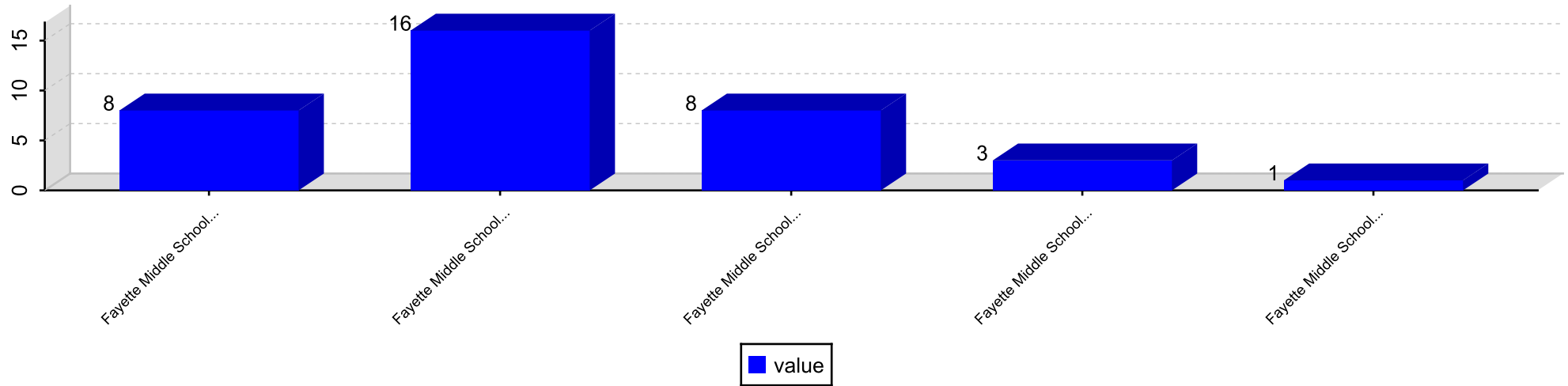


Question 18. All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.



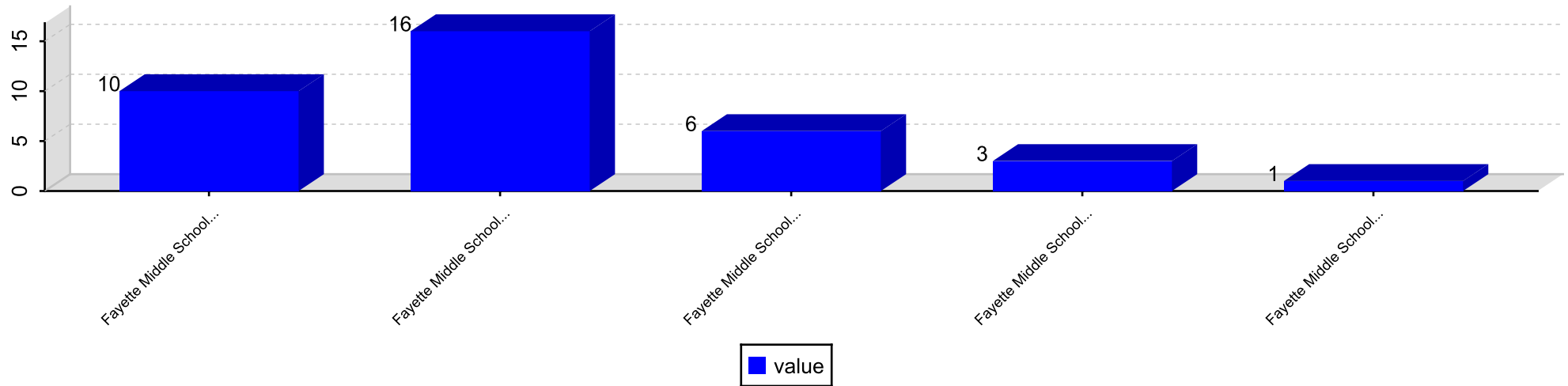
Question 19. All teachers in our school use a variety of technologies as instructional resources.

Overall Responses By Question

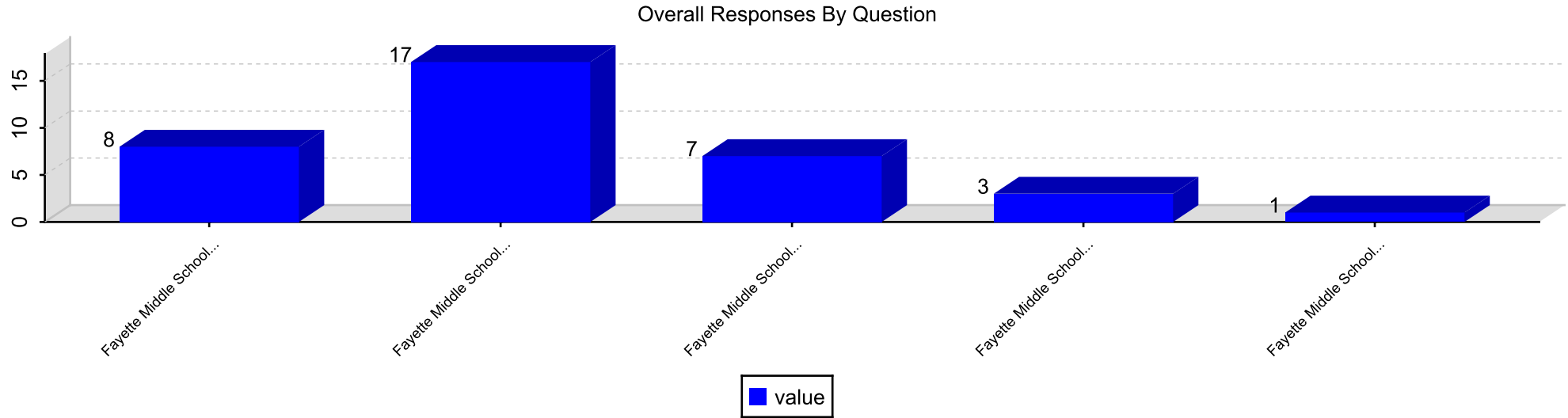


Question 20. All teachers in our school use a process to inform students of their learning expectations and standards of performance.

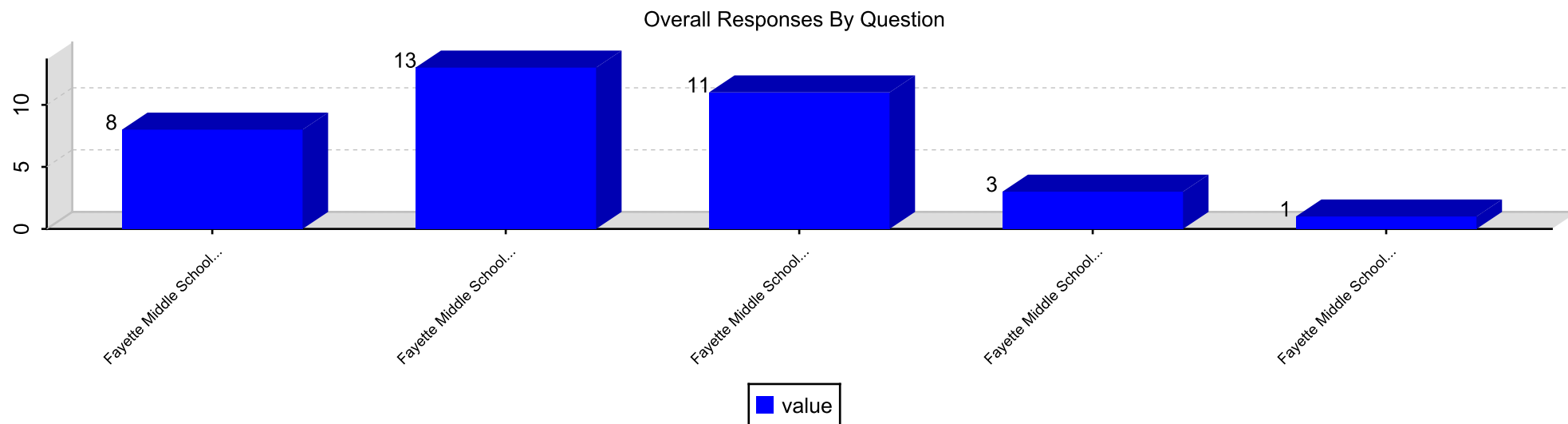
Overall Responses By Question



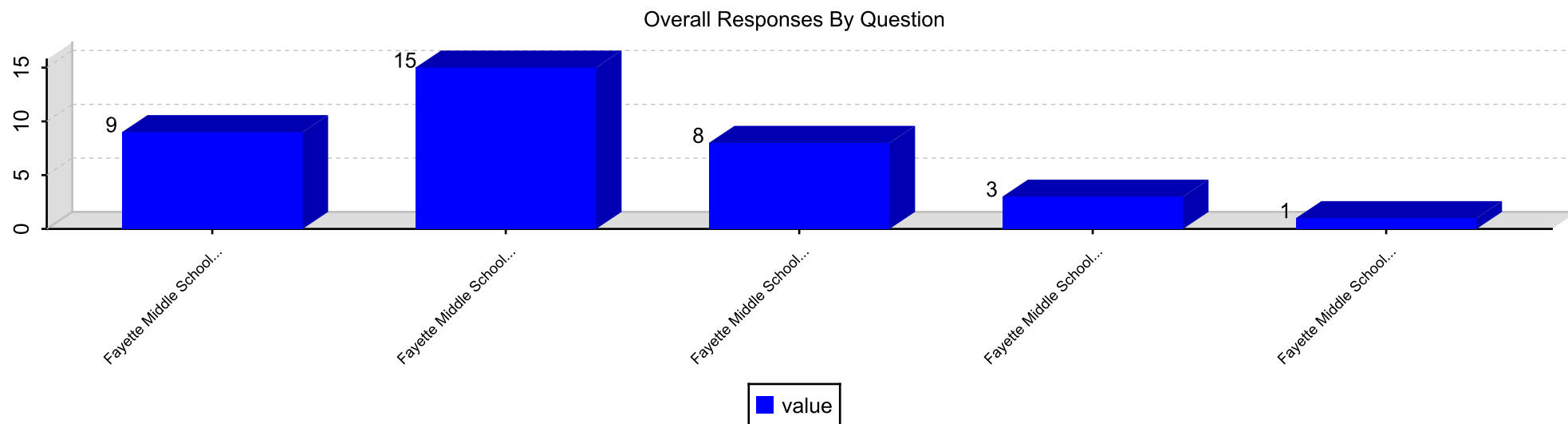
Question 21. All teachers in our school provide students with specific and timely feedback about their learning.



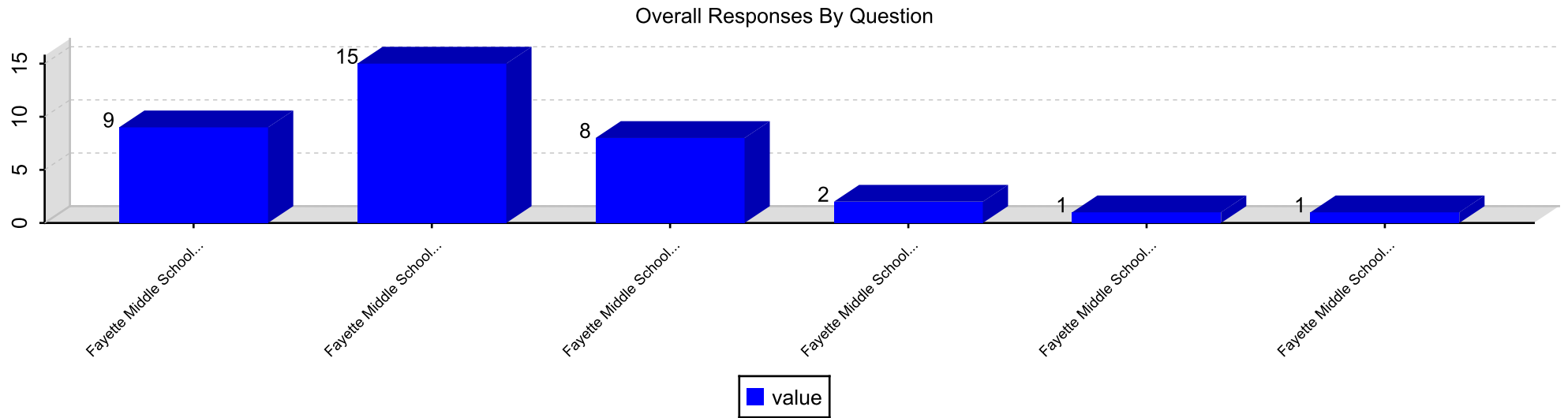
Question 22. All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.



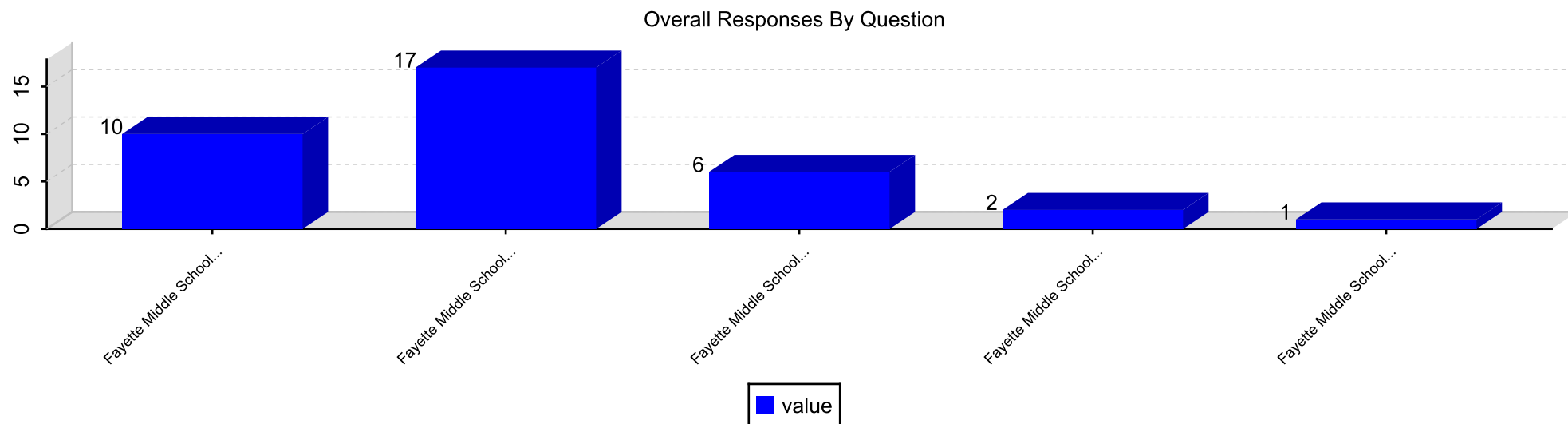
Question 23. All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.



Question 24. All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.

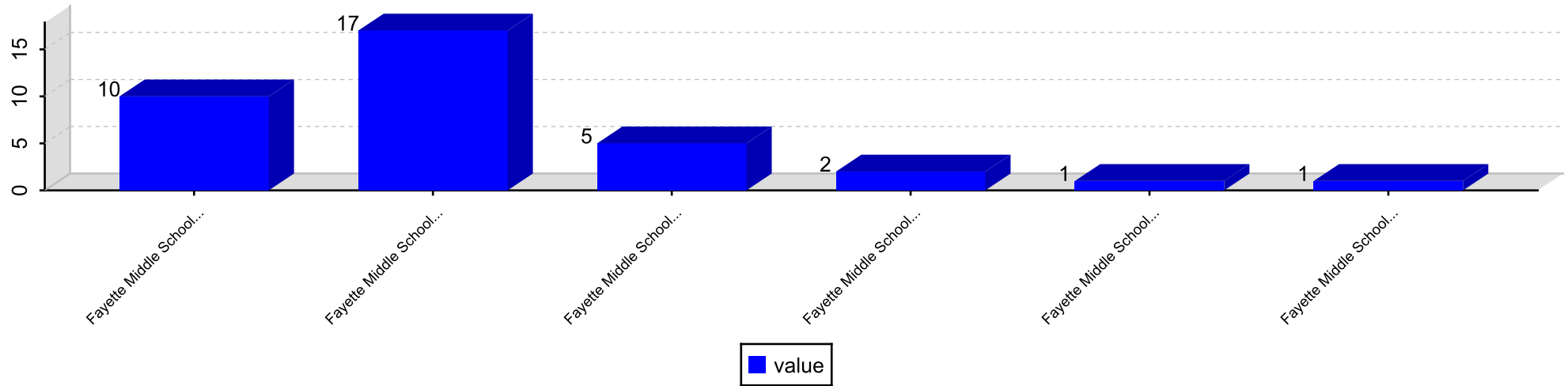


Question 25. All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).



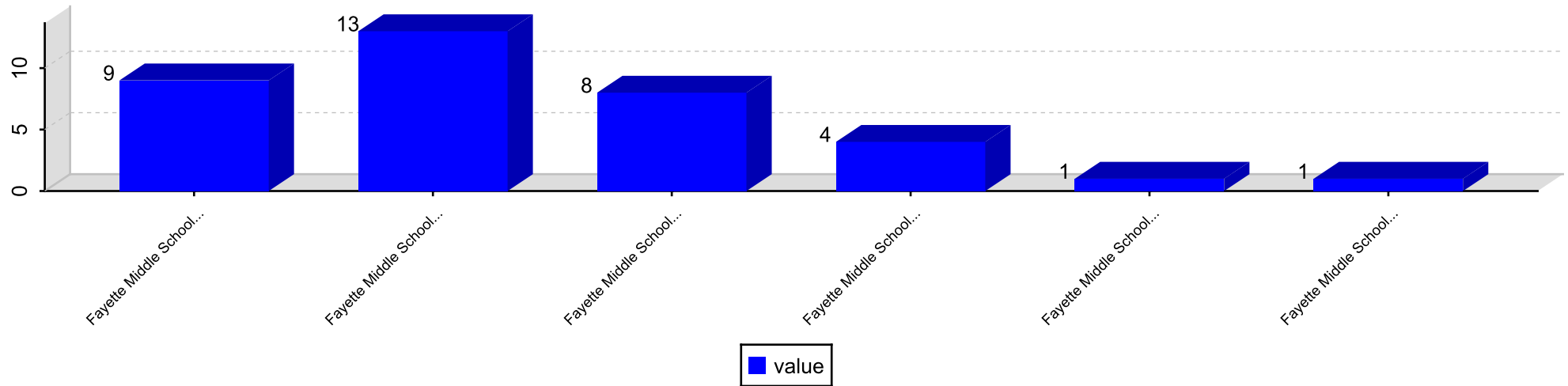
Question 26. In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.

Overall Responses By Question

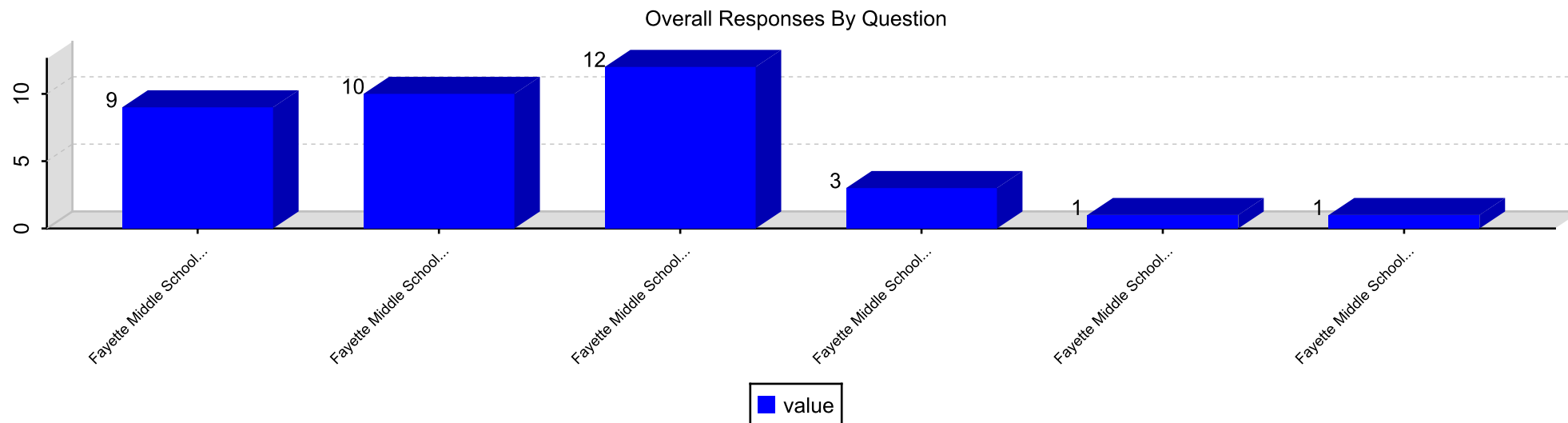


Question 27. In our school, related learning support services are provided for all students based on their needs.

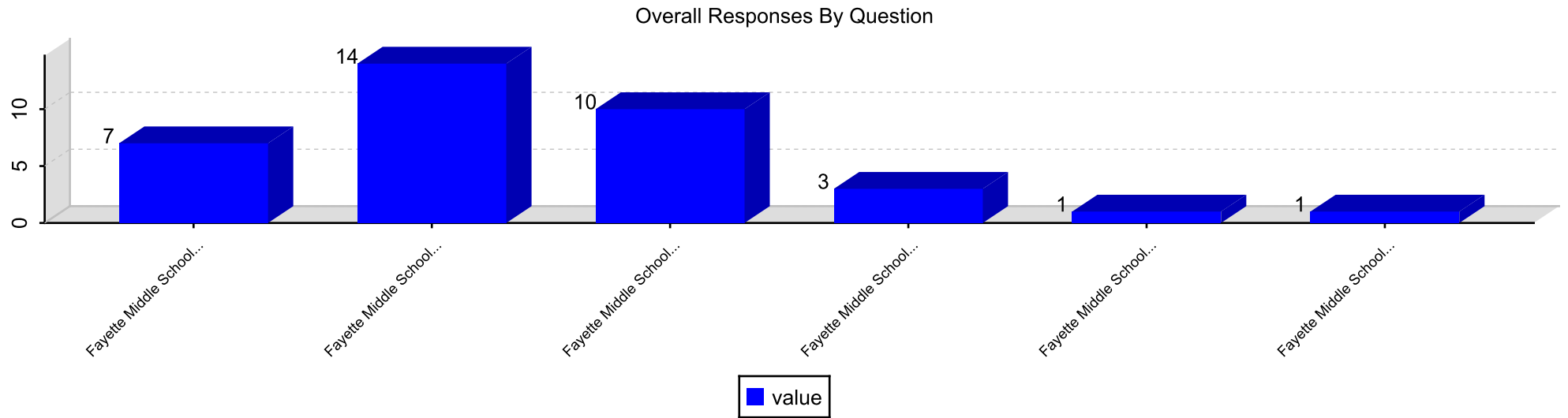
Overall Responses By Question



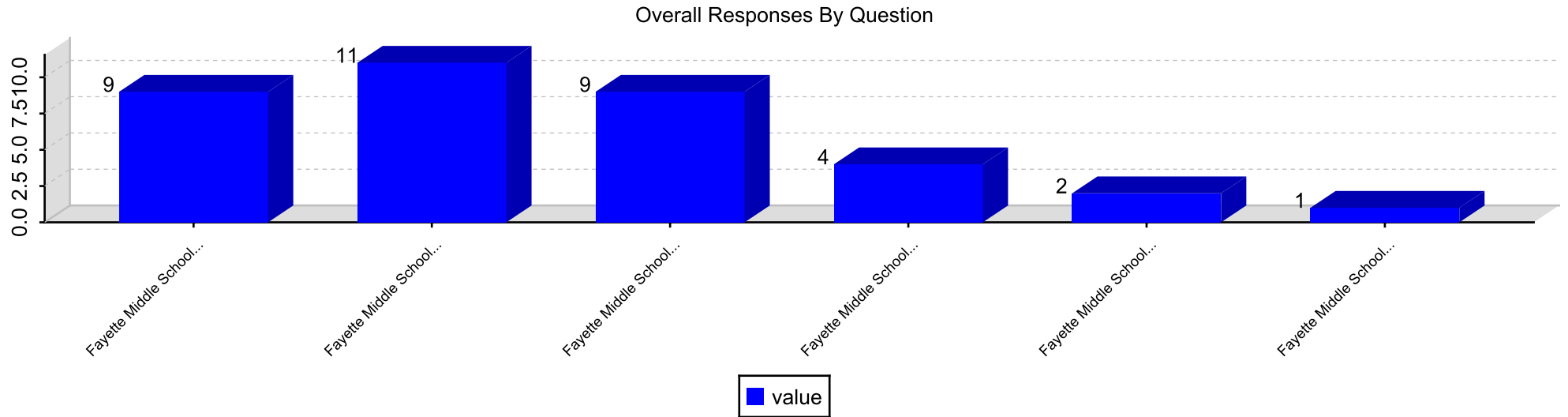
Question 28. In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience.



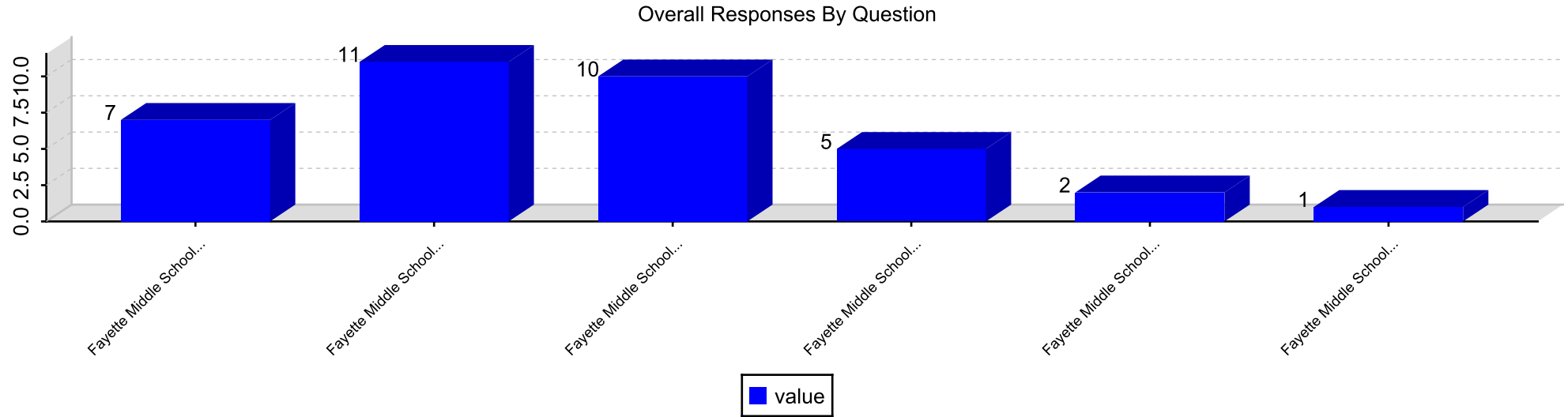
Question 29. In our school, all staff members use student data to address the unique learning needs of all students.



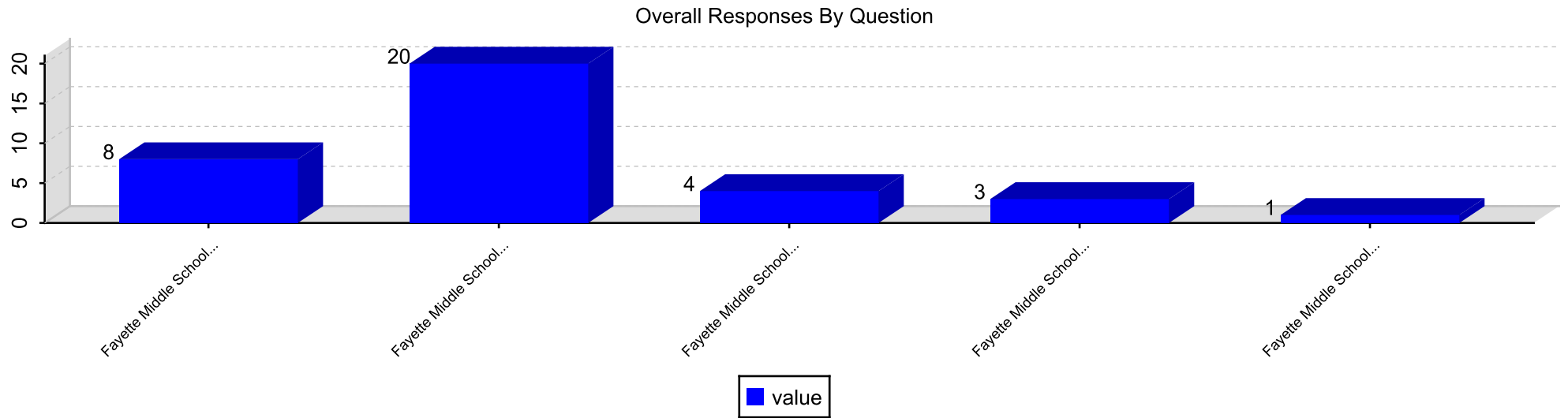
Question 30. In our school, staff members provide peer coaching to teachers.



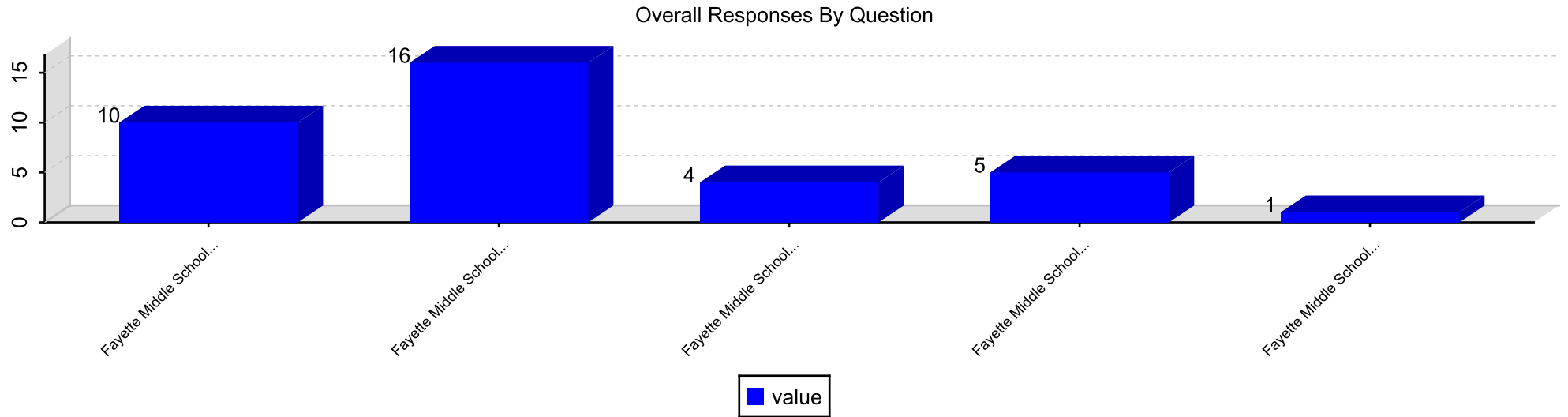
Question 31. In our school, a formal process is in place to support new staff members in their professional practice.



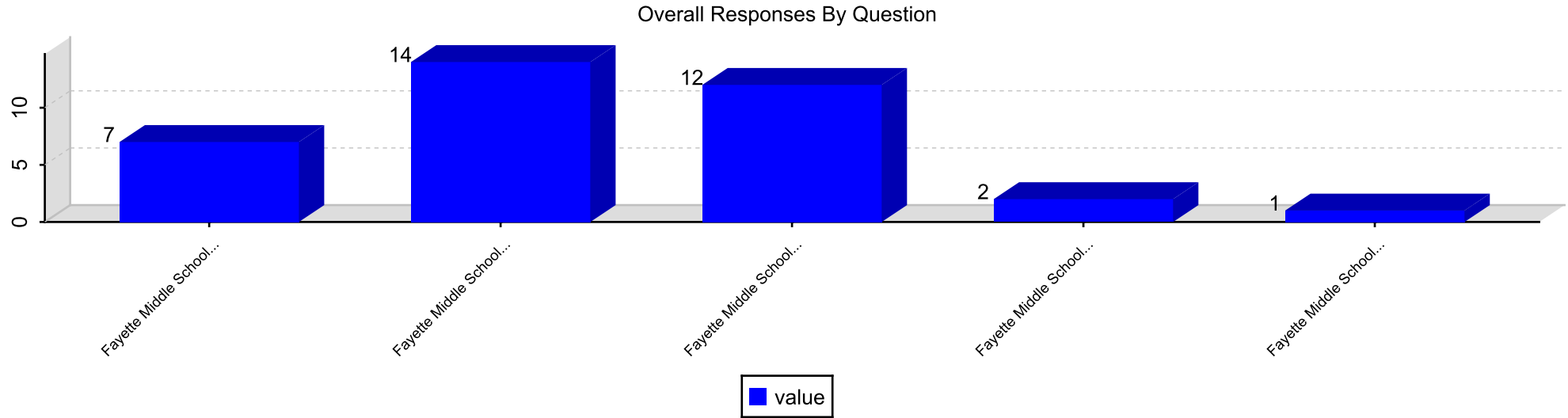
Question 32. In our school, all staff members participate in continuous professional learning based on identified needs of the school.



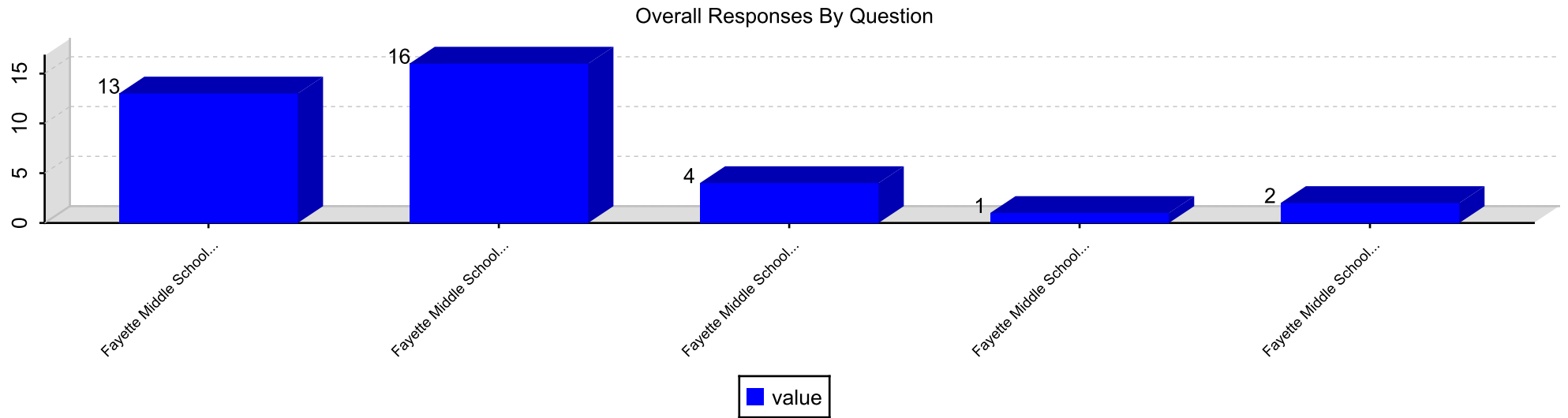
Question 33. In our school, a professional learning program is designed to build capacity among all professional and support staff members.



Question 34. In our school, all school personnel regularly engage families in their children's learning progress.



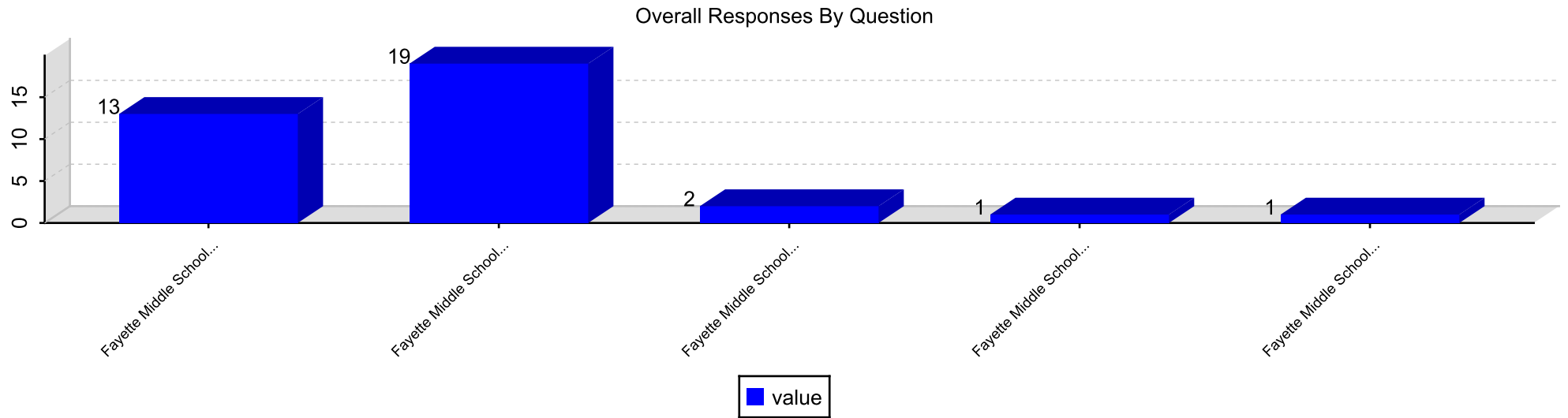
Question 35. In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.



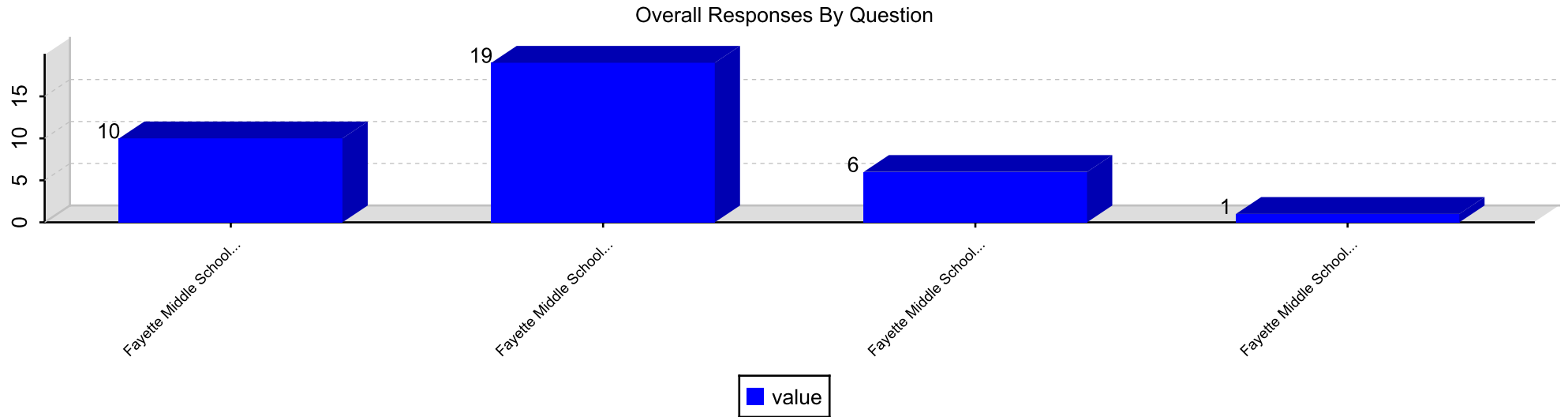
Section: Resources and Support Systems

Responses By Question

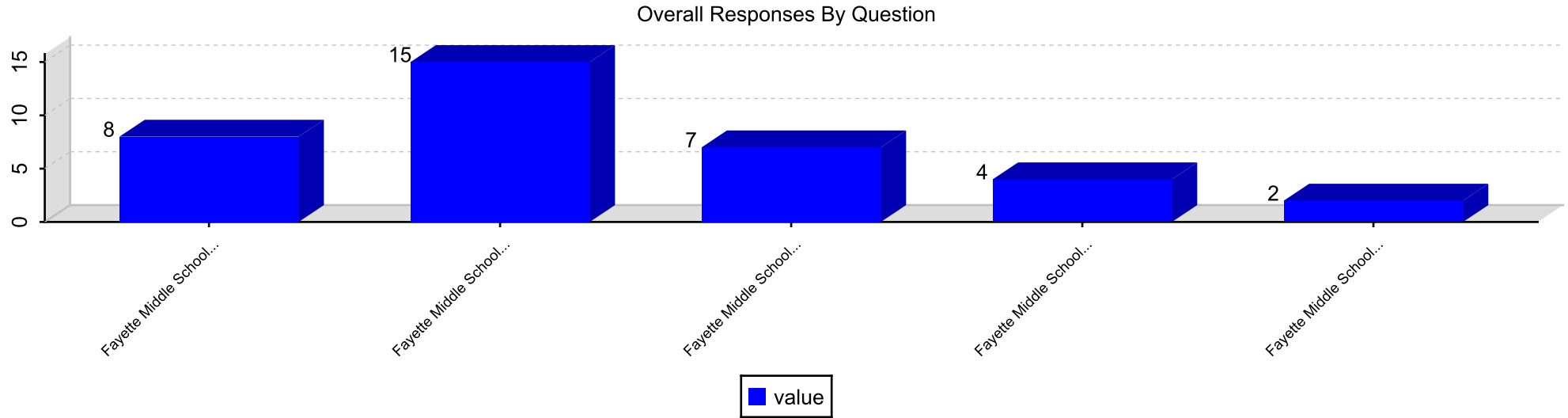
Question 36. Our school provides qualified staff members to support student learning.



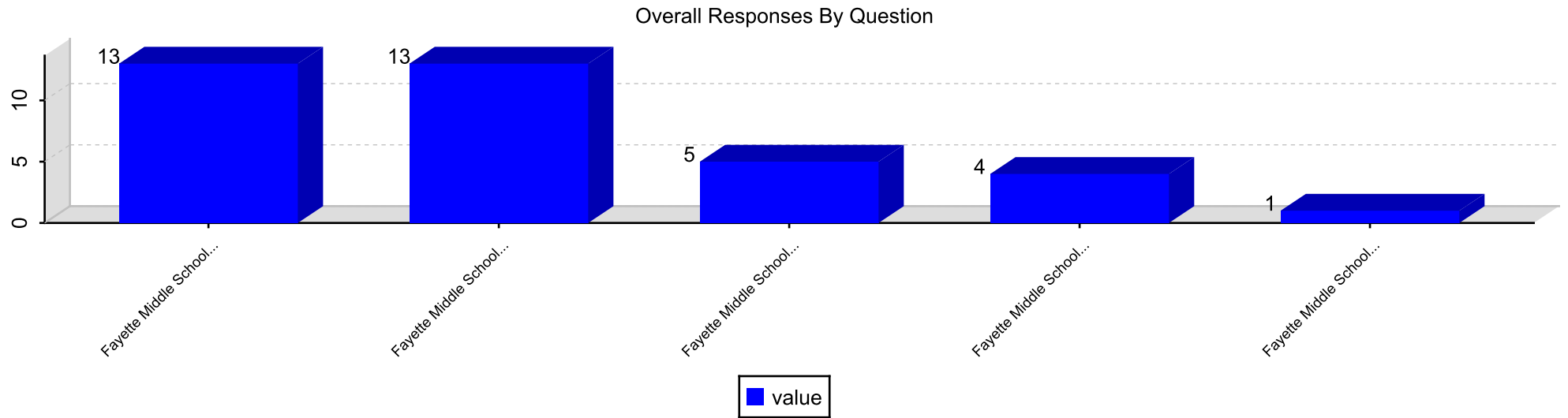
Question 37. Our school provides instructional time and resources to support our school's goals and priorities.



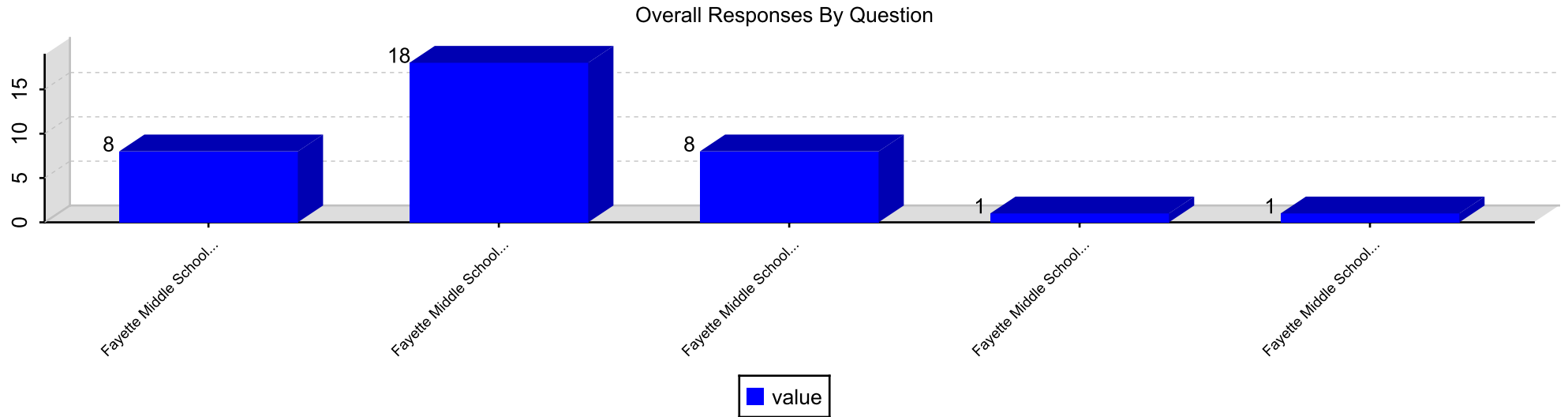
Question 38. Our school provides sufficient material resources to meet student needs.



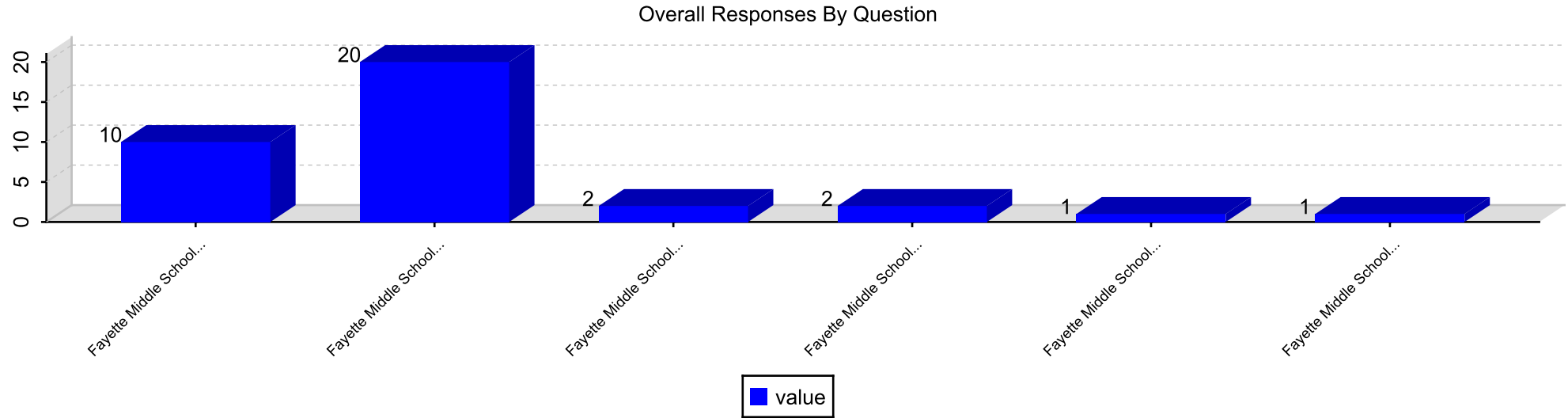
Question 39. Our school provides protected instructional time.



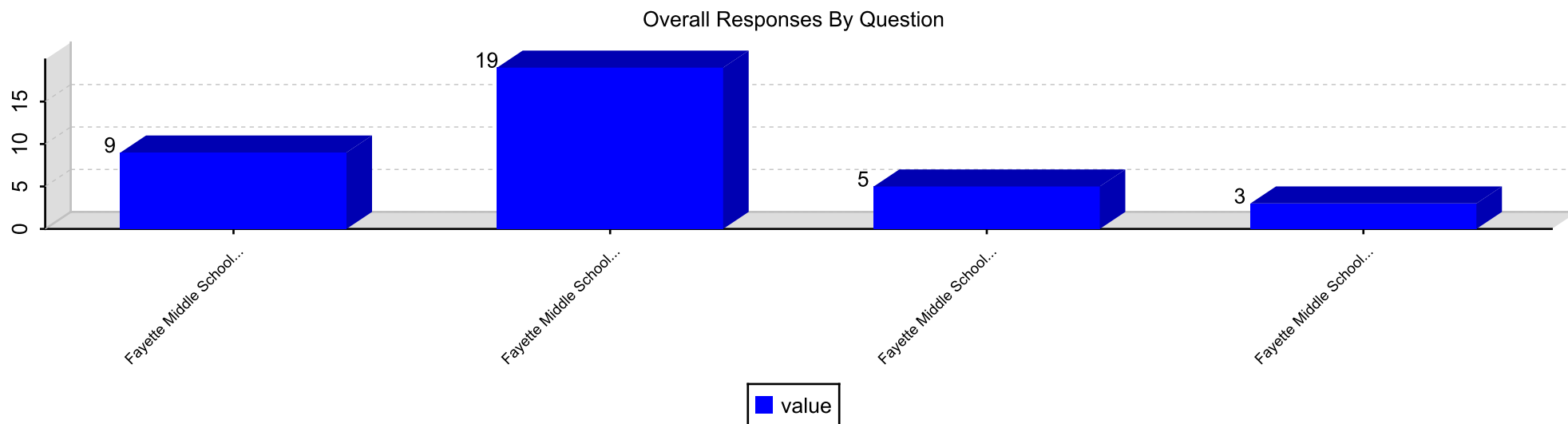
Question 40. Our school provides a variety of information resources to support student learning.



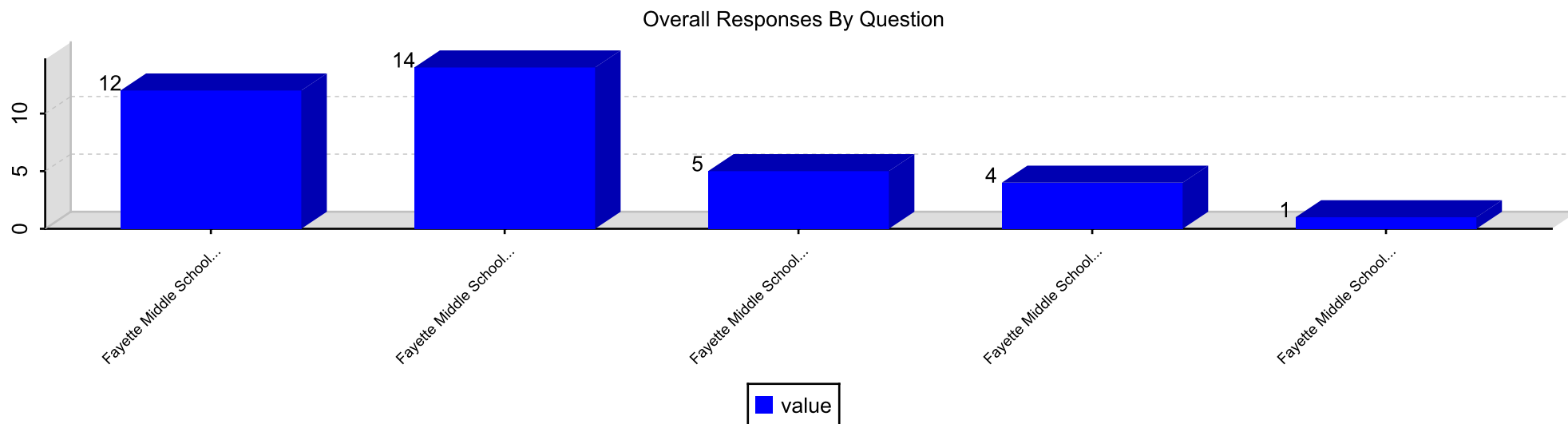
Question 41. Our school provides a plan for the acquisition and support of technology to support student learning.



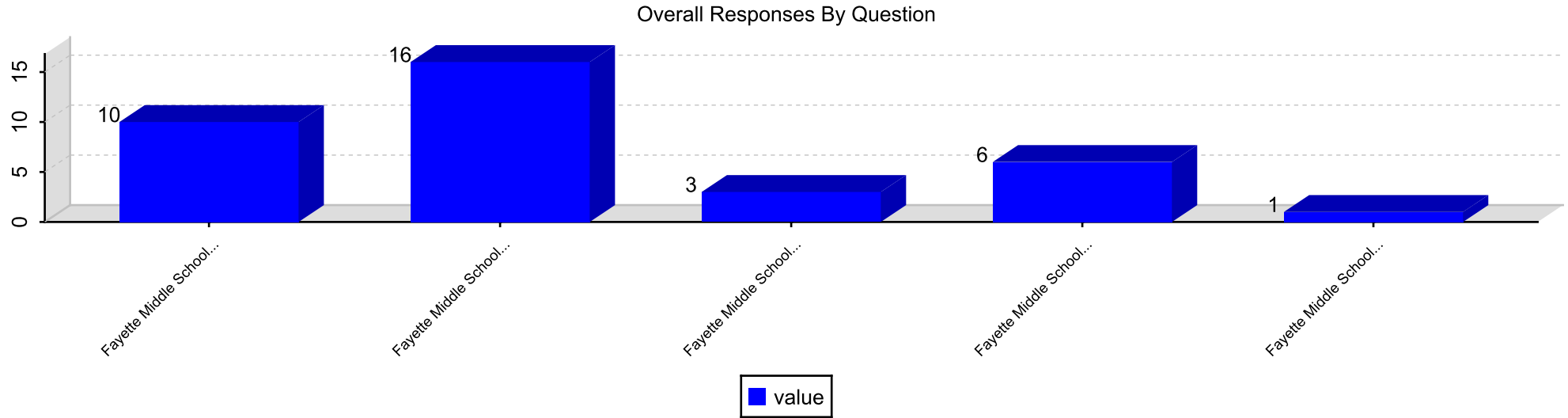
Question 42. Our school provides a plan for the acquisition and support of technology to support the school's operational needs.



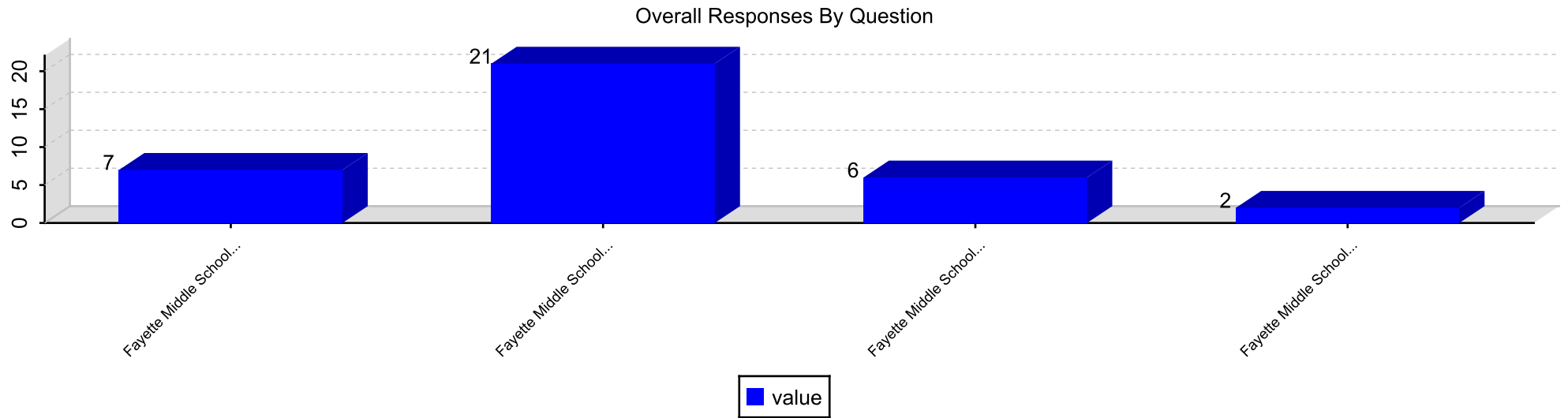
Question 43. Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).



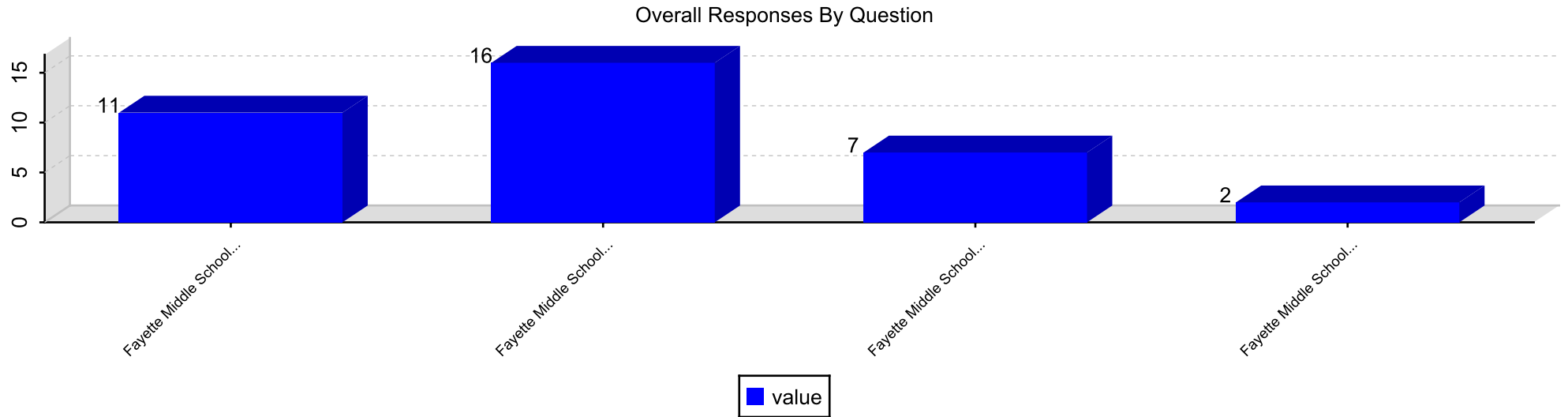
Question 44. Our school provides opportunities for students to participate in activities that interest them.



Question 45. Our school maintains facilities that support student learning.



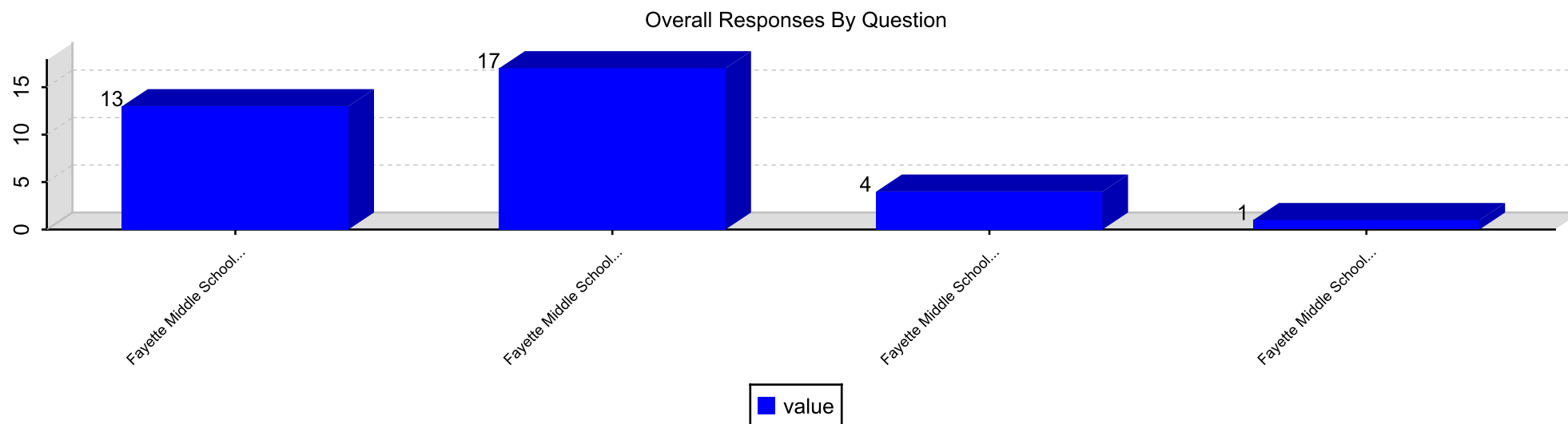
Question 46. Our school maintains facilities that contribute to a safe environment.



Section: Using Results for Continuous Improvement

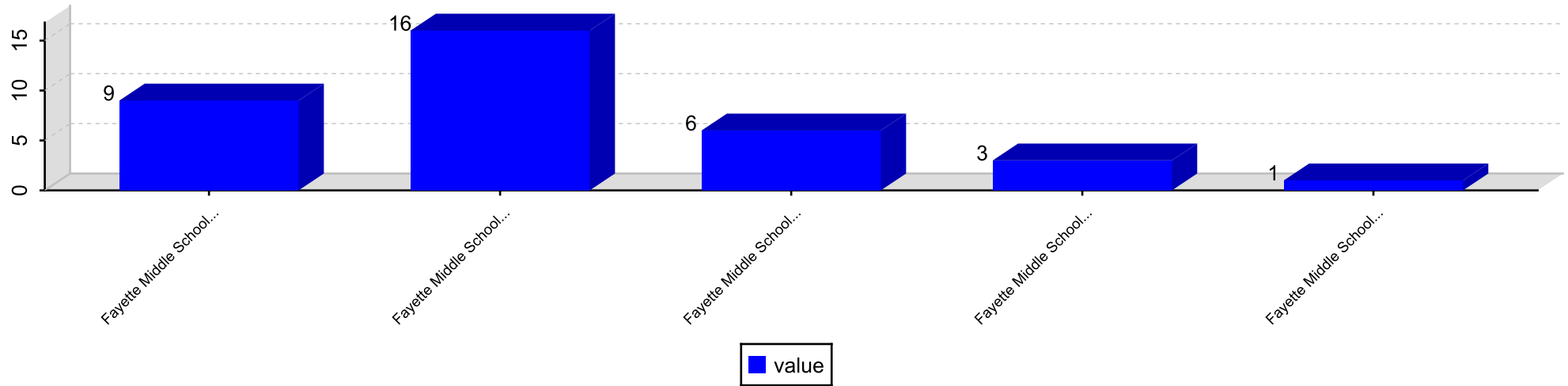
Responses By Question

Question 47. Our school uses multiple assessment measures to determine student learning and school performance.



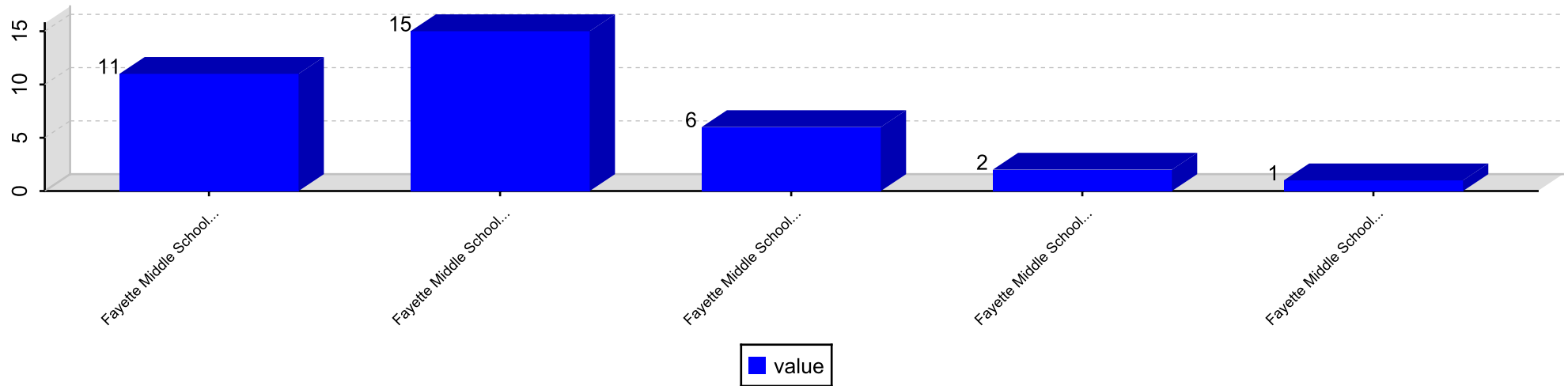
Question 48. Our school employs consistent assessment measures across classrooms and courses.

Overall Responses By Question

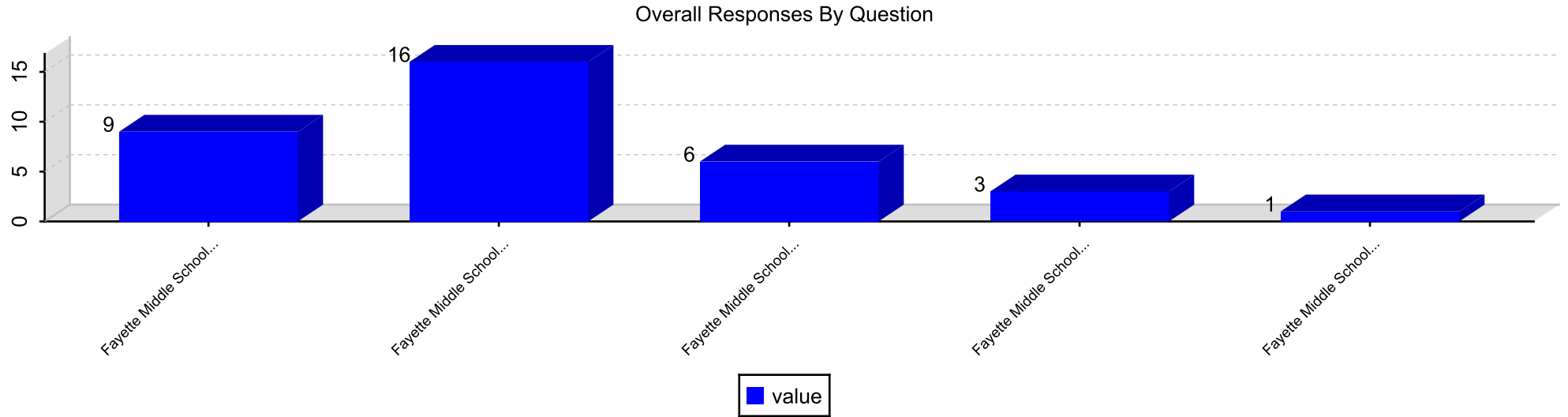


Question 49. Our school has a systematic process for collecting, analyzing, and using data.

Overall Responses By Question

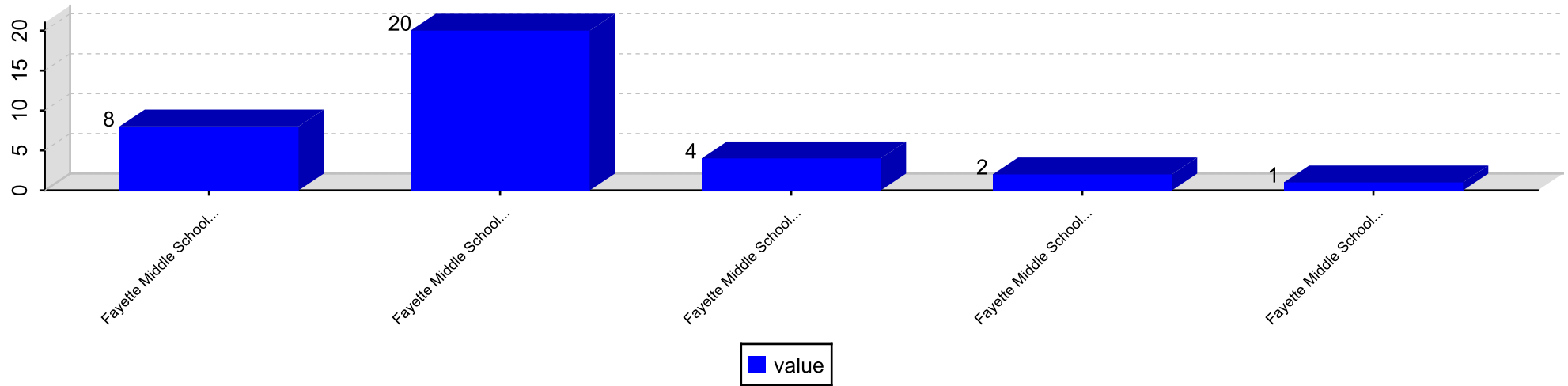


Question 50. Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.



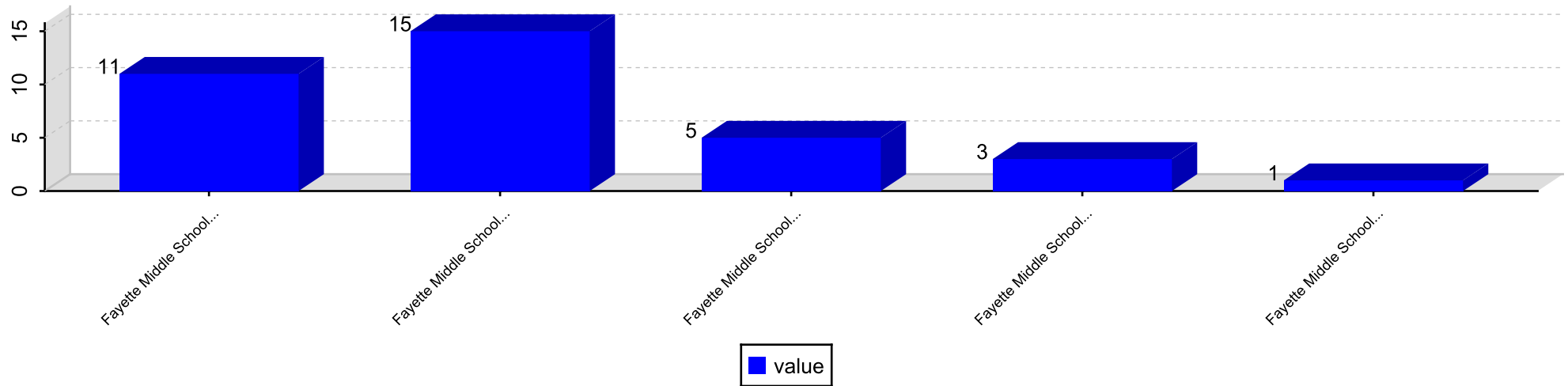
Question 51. Our school uses data to monitor student readiness and success at the next level.

Overall Responses By Question

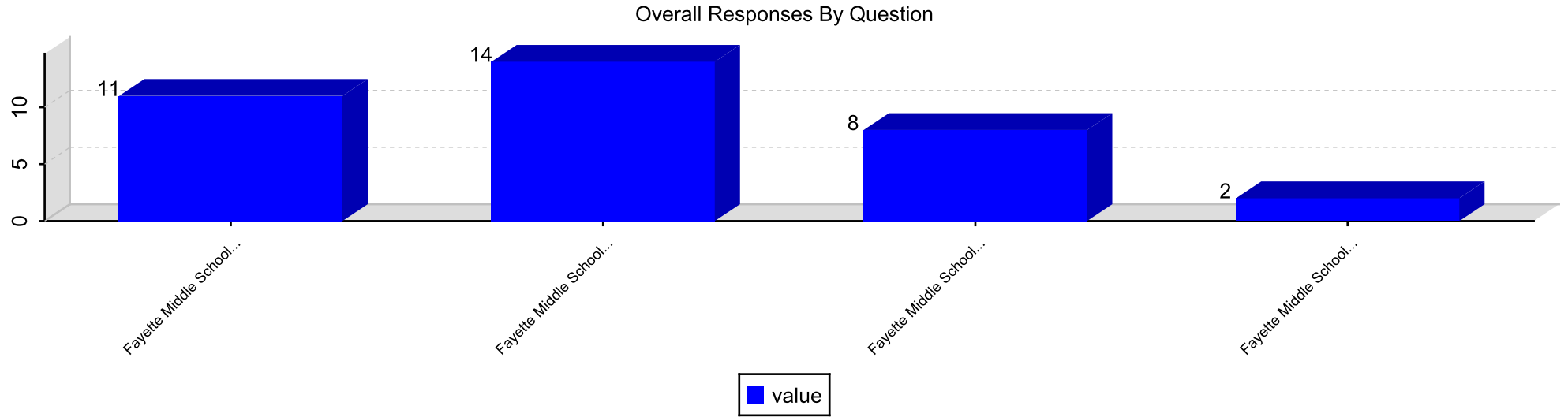


Question 52. Our school leaders monitor data related to student achievement.

Overall Responses By Question



Question 53. Our school leaders monitor data related to school continuous improvement goals.



Survey Response Counts

Section: Purpose and Direction

| Question / Institution | | | Strongly Agree | | Agree | | Neutral | | Disagree | | Total | |
|---|-----------------------|---------------|----------------|--------|-------|--------|---------|--------|----------|-------|-------|------|
| | | | # | % | # | % | # | % | # | % | # | % |
| 1. Our school's purpose statement is clearly focused on student success. | Fayette Middle School | Average Score | 32 | 34.04% | 50 | 53.19% | 11 | 11.7% | 1 | 1.06% | 94 | 100% |
| | | 4.2 | 32 | 34.04% | 50 | 53.19% | 11 | 11.7% | 1 | 1.06% | 94 | 100% |
| | Total | | 32 | 34.04% | 50 | 53.19% | 11 | 11.7% | 1 | 1.06% | 94 | 100% |
| 2. Our school's purpose statement is formally reviewed and revised with involvement from parents. | Fayette Middle School | Average Score | 22 | 23.4% | 42 | 44.68% | 26 | 27.66% | 4 | 4.26% | 94 | 100% |
| | | 3.87 | 22 | 23.4% | 42 | 44.68% | 26 | 27.66% | 4 | 4.26% | 94 | 100% |
| | Total | | 22 | 23.4% | 42 | 44.68% | 26 | 27.66% | 4 | 4.26% | 94 | 100% |
| 3. Our school has established goals and a plan for improving student learning. | Fayette Middle School | Average Score | 29 | 30.85% | 44 | 46.81% | 17 | 18.09% | 4 | 4.26% | 94 | 100% |
| | | 4.04 | 29 | 30.85% | 44 | 46.81% | 17 | 18.09% | 4 | 4.26% | 94 | 100% |
| | Total | | 29 | 30.85% | 44 | 46.81% | 17 | 18.09% | 4 | 4.26% | 94 | 100% |
| Total | | | 83 | 29.43% | 136 | 48.23% | 54 | 19.15% | 9 | 3.19% | 282 | 100% |

Section: Governance and Leadership

| Question / Institution | | | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Total | |
|---|-----------------------|---------------|----------------|--------|-------|--------|---------|--------|----------|-------|-------------------|----|-------|------|
| | | | # | % | # | % | # | % | # | % | # | % | # | % |
| 4. Our school's governing body operates responsibly and functions effectively. | Fayette Middle School | Average Score | 21 | 22.83% | 44 | 47.83% | 23 | 25% | 4 | 4.35% | 0 | 0% | 92 | 100% |
| | | 3.89 | 21 | 22.83% | 44 | 47.83% | 23 | 25% | 4 | 4.35% | 0 | 0% | 92 | 100% |
| | Total | | 21 | 22.83% | 44 | 47.83% | 23 | 25% | 4 | 4.35% | 0 | 0% | 92 | 100% |
| 5. Our school's governing body does not interfere with the operation or leadership of our school. | Fayette Middle School | Average Score | 18 | 19.57% | 36 | 39.13% | 30 | 32.61% | 8 | 8.7% | 0 | 0% | 92 | 100% |
| | | 3.7 | 18 | 19.57% | 36 | 39.13% | 30 | 32.61% | 8 | 8.7% | 0 | 0% | 92 | 100% |
| | Total | | 18 | 19.57% | 36 | 39.13% | 30 | 32.61% | 8 | 8.7% | 0 | 0% | 92 | 100% |

| Question / Institution | | | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Total | |
|---|-----------------------|---------------|----------------|--------|-------|--------|---------|--------|----------|-------|-------------------|-------|-------|------|
| | | | # | % | # | % | # | % | # | % | # | % | # | % |
| | | | | | | | | | | | | | | |
| 6. Our school has high expectations for students in all classes. | Fayette Middle School | Average Score | 31 | 33.7% | 45 | 48.91% | 11 | 11.96% | 5 | 5.43% | 0 | 0% | 92 | 100% |
| | | 4.11 | 31 | 33.7% | 45 | 48.91% | 11 | 11.96% | 5 | 5.43% | 0 | 0% | 92 | 100% |
| | Total | | 31 | 33.7% | 45 | 48.91% | 11 | 11.96% | 5 | 5.43% | 0 | 0% | 92 | 100% |
| 7. Our school shares responsibility for student learning with its stakeholders. | Fayette Middle School | Average Score | 20 | 21.74% | 46 | 50% | 22 | 23.91% | 4 | 4.35% | 0 | 0% | 92 | 100% |
| | | 3.89 | 20 | 21.74% | 46 | 50% | 22 | 23.91% | 4 | 4.35% | 0 | 0% | 92 | 100% |
| | Total | | 20 | 21.74% | 46 | 50% | 22 | 23.91% | 4 | 4.35% | 0 | 0% | 92 | 100% |
| 8. Our school communicates effectively about the school's goals and activities. | Fayette Middle School | Average Score | 25 | 27.17% | 47 | 51.09% | 14 | 15.22% | 5 | 5.43% | 1 | 1.09% | 92 | 100% |
| | | 3.98 | 25 | 27.17% | 47 | 51.09% | 14 | 15.22% | 5 | 5.43% | 1 | 1.09% | 92 | 100% |
| | Total | | 25 | 27.17% | 47 | 51.09% | 14 | 15.22% | 5 | 5.43% | 1 | 1.09% | 92 | 100% |
| 9. Our school provides opportunities for stakeholders to be involved in the school. | Fayette Middle School | Average Score | 16 | 17.39% | 52 | 56.52% | 19 | 20.65% | 5 | 5.43% | 0 | 0% | 92 | 100% |
| | | 3.86 | 16 | 17.39% | 52 | 56.52% | 19 | 20.65% | 5 | 5.43% | 0 | 0% | 92 | 100% |
| | Total | | 16 | 17.39% | 52 | 56.52% | 19 | 20.65% | 5 | 5.43% | 0 | 0% | 92 | 100% |
| Total | | | 131 | 23.73% | 270 | 48.91% | 119 | 21.56% | 31 | 5.62% | 1 | 0.18% | 552 | 100% |

Section: Teaching and Assessing for Learning

| Question / Institution | | | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Not Applicable | | Total | |
|---|-----------------------|---------------|----------------|--------|-------|--------|---------|--------|----------|-------|-------------------|------|----------------|----|-------|------|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| | | | | | | | | | | | | | | | | |
| 10. All of my child's teachers provide an equitable curriculum that meets his/her learning needs. | Fayette Middle School | Average Score | 23 | 25.27% | 48 | 52.75% | 10 | 10.99% | 7 | 7.69% | 3 | 3.3% | 0 | 0% | 91 | 100% |
| | | 3.89 | 23 | 25.27% | 48 | 52.75% | 10 | 10.99% | 7 | 7.69% | 3 | 3.3% | 0 | 0% | 91 | 100% |
| | Total | | 23 | 25.27% | 48 | 52.75% | 10 | 10.99% | 7 | 7.69% | 3 | 3.3% | 0 | 0% | 91 | 100% |
| 11. All of my child's teachers give work that challenges my child. | Fayette Middle School | Average Score | 27 | 29.67% | 43 | 47.25% | 13 | 14.29% | 7 | 7.69% | 1 | 1.1% | 0 | 0% | 91 | 100% |
| | | 3.97 | 27 | 29.67% | 43 | 47.25% | 13 | 14.29% | 7 | 7.69% | 1 | 1.1% | 0 | 0% | 91 | 100% |
| | Total | | 27 | 29.67% | 43 | 47.25% | 13 | 14.29% | 7 | 7.69% | 1 | 1.1% | 0 | 0% | 91 | 100% |
| 12. All of my child's teachers use a variety of teaching strategies and learning activities. | Fayette Middle School | Average Score | 21 | 23.08% | 46 | 50.55% | 17 | 18.68% | 7 | 7.69% | 0 | 0% | 0 | 0% | 91 | 100% |
| | | 3.89 | 21 | 23.08% | 46 | 50.55% | 17 | 18.68% | 7 | 7.69% | 0 | 0% | 0 | 0% | 91 | 100% |
| | Total | | 21 | 23.08% | 46 | 50.55% | 17 | 18.68% | 7 | 7.69% | 0 | 0% | 0 | 0% | 91 | 100% |

| Question / Institution | | | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Not Applicable | | Total | |
|---|-----------------------|---------------|----------------|--------|-------|--------|---------|--------|----------|--------|-------------------|------|----------------|------|-------|------|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| | | | | | | | | | | | | | | | | |
| 13. All of my child's teachers meet his/her learning needs by individualizing instruction. | Fayette Middle School | Average Score | 20 | 21.98% | 38 | 41.76% | 18 | 19.78% | 12 | 13.19% | 3 | 3.3% | 0 | 0% | 91 | 100% |
| | | 3.66 | 20 | 21.98% | 38 | 41.76% | 18 | 19.78% | 12 | 13.19% | 3 | 3.3% | 0 | 0% | 91 | 100% |
| | Total | | 20 | 21.98% | 38 | 41.76% | 18 | 19.78% | 12 | 13.19% | 3 | 3.3% | 0 | 0% | 91 | 100% |
| 14. All of my child's teachers work as a team to help my child learn. | Fayette Middle School | Average Score | 26 | 28.57% | 35 | 38.46% | 20 | 21.98% | 7 | 7.69% | 3 | 3.3% | 0 | 0% | 91 | 100% |
| | | 3.81 | 26 | 28.57% | 35 | 38.46% | 20 | 21.98% | 7 | 7.69% | 3 | 3.3% | 0 | 0% | 91 | 100% |
| | Total | | 26 | 28.57% | 35 | 38.46% | 20 | 21.98% | 7 | 7.69% | 3 | 3.3% | 0 | 0% | 91 | 100% |
| 15. All of my child's teachers help me to understand my child's progress. | Fayette Middle School | Average Score | 26 | 28.57% | 37 | 40.66% | 16 | 17.58% | 10 | 10.99% | 2 | 2.2% | 0 | 0% | 91 | 100% |
| | | 3.82 | 26 | 28.57% | 37 | 40.66% | 16 | 17.58% | 10 | 10.99% | 2 | 2.2% | 0 | 0% | 91 | 100% |
| | Total | | 26 | 28.57% | 37 | 40.66% | 16 | 17.58% | 10 | 10.99% | 2 | 2.2% | 0 | 0% | 91 | 100% |
| 16. All of my child's teachers keep me informed regularly of how my child is being graded. | Fayette Middle School | Average Score | 21 | 23.08% | 36 | 39.56% | 18 | 19.78% | 12 | 13.19% | 4 | 4.4% | 0 | 0% | 91 | 100% |
| | | 3.64 | 21 | 23.08% | 36 | 39.56% | 18 | 19.78% | 12 | 13.19% | 4 | 4.4% | 0 | 0% | 91 | 100% |
| | Total | | 21 | 23.08% | 36 | 39.56% | 18 | 19.78% | 12 | 13.19% | 4 | 4.4% | 0 | 0% | 91 | 100% |
| 17. All of my child's teachers report on my child's progress in easy to understand language. | Fayette Middle School | Average Score | 24 | 26.37% | 42 | 46.15% | 18 | 19.78% | 6 | 6.59% | 1 | 1.1% | 0 | 0% | 91 | 100% |
| | | 3.9 | 24 | 26.37% | 42 | 46.15% | 18 | 19.78% | 6 | 6.59% | 1 | 1.1% | 0 | 0% | 91 | 100% |
| | Total | | 24 | 26.37% | 42 | 46.15% | 18 | 19.78% | 6 | 6.59% | 1 | 1.1% | 0 | 0% | 91 | 100% |
| 18. My child sees a relationship between what is being taught and his/her everyday life. | Fayette Middle School | Average Score | 15 | 16.48% | 40 | 43.96% | 28 | 30.77% | 7 | 7.69% | 0 | 0% | 1 | 1.1% | 91 | 100% |
| | | 3.66 | 15 | 16.48% | 40 | 43.96% | 28 | 30.77% | 7 | 7.69% | 0 | 0% | 1 | 1.1% | 91 | 100% |
| | Total | | 15 | 16.48% | 40 | 43.96% | 28 | 30.77% | 7 | 7.69% | 0 | 0% | 1 | 1.1% | 91 | 100% |
| 19. My child knows the expectations for learning in all classes. | Fayette Middle School | Average Score | 27 | 29.67% | 52 | 57.14% | 11 | 12.09% | 0 | 0% | 1 | 1.1% | 0 | 0% | 91 | 100% |
| | | 4.14 | 27 | 29.67% | 52 | 57.14% | 11 | 12.09% | 0 | 0% | 1 | 1.1% | 0 | 0% | 91 | 100% |
| | Total | | 27 | 29.67% | 52 | 57.14% | 11 | 12.09% | 0 | 0% | 1 | 1.1% | 0 | 0% | 91 | 100% |
| 20. My child has at least one adult advocate in the school. | Fayette Middle School | Average Score | 22 | 24.18% | 43 | 47.25% | 19 | 20.88% | 6 | 6.59% | 1 | 1.1% | 0 | 0% | 91 | 100% |
| | | 3.87 | 22 | 24.18% | 43 | 47.25% | 19 | 20.88% | 6 | 6.59% | 1 | 1.1% | 0 | 0% | 91 | 100% |
| | Total | | 22 | 24.18% | 43 | 47.25% | 19 | 20.88% | 6 | 6.59% | 1 | 1.1% | 0 | 0% | 91 | 100% |
| 21. My child is given multiple assessments to measure his/her understanding of what was taught. | Fayette Middle School | Average Score | 20 | 21.98% | 46 | 50.55% | 18 | 19.78% | 7 | 7.69% | 0 | 0% | 0 | 0% | 91 | 100% |
| | | 3.87 | 20 | 21.98% | 46 | 50.55% | 18 | 19.78% | 7 | 7.69% | 0 | 0% | 0 | 0% | 91 | 100% |
| | Total | | 20 | 21.98% | 46 | 50.55% | 18 | 19.78% | 7 | 7.69% | 0 | 0% | 0 | 0% | 91 | 100% |

| Question / Institution | | | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Not Applicable | | Total | |
|--|-----------------------|---------------|----------------|--------|-------|--------|---------|--------|----------|-------|-------------------|-------|----------------|-------|-------|------|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| | | | | | | | | | | | | | | | | |
| 22. My child has up-to-date computers and other technology to learn. | Fayette Middle School | Average Score | 20 | 21.98% | 52 | 57.14% | 11 | 12.09% | 8 | 8.79% | 0 | 0% | 0 | 0% | 91 | 100% |
| | | 3.92 | 20 | 21.98% | 52 | 57.14% | 11 | 12.09% | 8 | 8.79% | 0 | 0% | 0 | 0% | 91 | 100% |
| | Total | | 20 | 21.98% | 52 | 57.14% | 11 | 12.09% | 8 | 8.79% | 0 | 0% | 0 | 0% | 91 | 100% |
| 23. My child has access to support services based on his/her identified needs. | Fayette Middle School | Average Score | 20 | 21.98% | 43 | 47.25% | 23 | 25.27% | 2 | 2.2% | 2 | 2.2% | 1 | 1.1% | 91 | 100% |
| | | 3.81 | 20 | 21.98% | 43 | 47.25% | 23 | 25.27% | 2 | 2.2% | 2 | 2.2% | 1 | 1.1% | 91 | 100% |
| | Total | | 20 | 21.98% | 43 | 47.25% | 23 | 25.27% | 2 | 2.2% | 2 | 2.2% | 1 | 1.1% | 91 | 100% |
| Total | | | 312 | 24.49% | 601 | 47.17% | 240 | 18.84% | 98 | 7.69% | 21 | 1.65% | 2 | 0.16% | 1,274 | 100% |

Section: Resources and Support Systems

| Question / Institution | | | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Not Applicable | | Total | |
|---|-----------------------|---------------|----------------|--------|-------|--------|---------|--------|----------|-------|-------------------|-------|----------------|----|-------|------|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| | | | | | | | | | | | | | | | | |
| 24. Our school provides qualified staff members to support student learning. | Fayette Middle School | Average Score | 22 | 24.44% | 53 | 58.89% | 11 | 12.22% | 3 | 3.33% | 1 | 1.11% | 0 | 0% | 90 | 100% |
| | | 4.02 | 22 | 24.44% | 53 | 58.89% | 11 | 12.22% | 3 | 3.33% | 1 | 1.11% | 0 | 0% | 90 | 100% |
| | Total | | 22 | 24.44% | 53 | 58.89% | 11 | 12.22% | 3 | 3.33% | 1 | 1.11% | 0 | 0% | 90 | 100% |
| 25. Our school provides an adequate supply of learning resources that are current and in good condition. | Fayette Middle School | Average Score | 16 | 17.78% | 50 | 55.56% | 14 | 15.56% | 9 | 10% | 1 | 1.11% | 0 | 0% | 90 | 100% |
| | | 3.79 | 16 | 17.78% | 50 | 55.56% | 14 | 15.56% | 9 | 10% | 1 | 1.11% | 0 | 0% | 90 | 100% |
| | Total | | 16 | 17.78% | 50 | 55.56% | 14 | 15.56% | 9 | 10% | 1 | 1.11% | 0 | 0% | 90 | 100% |
| 26. Our school provides a safe learning environment. | Fayette Middle School | Average Score | 26 | 28.89% | 50 | 55.56% | 10 | 11.11% | 4 | 4.44% | 0 | 0% | 0 | 0% | 90 | 100% |
| | | 4.09 | 26 | 28.89% | 50 | 55.56% | 10 | 11.11% | 4 | 4.44% | 0 | 0% | 0 | 0% | 90 | 100% |
| | Total | | 26 | 28.89% | 50 | 55.56% | 10 | 11.11% | 4 | 4.44% | 0 | 0% | 0 | 0% | 90 | 100% |
| 27. Our school provides students with access to a variety of information resources to support their learning. | Fayette Middle School | Average Score | 21 | 23.33% | 49 | 54.44% | 15 | 16.67% | 5 | 5.56% | 0 | 0% | 0 | 0% | 90 | 100% |
| | | 3.96 | 21 | 23.33% | 49 | 54.44% | 15 | 16.67% | 5 | 5.56% | 0 | 0% | 0 | 0% | 90 | 100% |
| | Total | | 21 | 23.33% | 49 | 54.44% | 15 | 16.67% | 5 | 5.56% | 0 | 0% | 0 | 0% | 90 | 100% |

| Question / Institution | | | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Not Applicable | | Total | |
|---|-----------------------|---------------|----------------|--------|-------|--------|---------|--------|----------|-------|-------------------|-------|----------------|-------|-------|------|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| | | | | | | | | | | | | | | | | |
| 28. Our school provides excellent support services (e.g., counseling, and/or career planning). | Fayette Middle School | Average Score | 19 | 21.11% | 44 | 48.89% | 20 | 22.22% | 4 | 4.44% | 2 | 2.22% | 1 | 1.11% | 90 | 100% |
| | | 3.79 | 19 | 21.11% | 44 | 48.89% | 20 | 22.22% | 4 | 4.44% | 2 | 2.22% | 1 | 1.11% | 90 | 100% |
| | Total | | 19 | 21.11% | 44 | 48.89% | 20 | 22.22% | 4 | 4.44% | 2 | 2.22% | 1 | 1.11% | 90 | 100% |
| 29. Our school provides opportunities for students to participate in activities that interest them. | Fayette Middle School | Average Score | 20 | 22.22% | 50 | 55.56% | 12 | 13.33% | 8 | 8.89% | 0 | 0% | 0 | 0% | 90 | 100% |
| | | 3.91 | 20 | 22.22% | 50 | 55.56% | 12 | 13.33% | 8 | 8.89% | 0 | 0% | 0 | 0% | 90 | 100% |
| | Total | | 20 | 22.22% | 50 | 55.56% | 12 | 13.33% | 8 | 8.89% | 0 | 0% | 0 | 0% | 90 | 100% |
| 30. Our school ensures that the facilities support student learning. | Fayette Middle School | Average Score | 18 | 20% | 56 | 62.22% | 14 | 15.56% | 1 | 1.11% | 1 | 1.11% | 0 | 0% | 90 | 100% |
| | | 3.99 | 18 | 20% | 56 | 62.22% | 14 | 15.56% | 1 | 1.11% | 1 | 1.11% | 0 | 0% | 90 | 100% |
| | Total | | 18 | 20% | 56 | 62.22% | 14 | 15.56% | 1 | 1.11% | 1 | 1.11% | 0 | 0% | 90 | 100% |
| 31. Our school ensures the effective use of financial resources. | Fayette Middle School | Average Score | 16 | 17.78% | 45 | 50% | 21 | 23.33% | 7 | 7.78% | 1 | 1.11% | 0 | 0% | 90 | 100% |
| | | 3.76 | 16 | 17.78% | 45 | 50% | 21 | 23.33% | 7 | 7.78% | 1 | 1.11% | 0 | 0% | 90 | 100% |
| | Total | | 16 | 17.78% | 45 | 50% | 21 | 23.33% | 7 | 7.78% | 1 | 1.11% | 0 | 0% | 90 | 100% |
| 32. Our school ensures that instructional time is protected and interruptions are minimized. | Fayette Middle School | Average Score | 20 | 22.22% | 48 | 53.33% | 17 | 18.89% | 5 | 5.56% | 0 | 0% | 0 | 0% | 90 | 100% |
| | | 3.92 | 20 | 22.22% | 48 | 53.33% | 17 | 18.89% | 5 | 5.56% | 0 | 0% | 0 | 0% | 90 | 100% |
| | Total | | 20 | 22.22% | 48 | 53.33% | 17 | 18.89% | 5 | 5.56% | 0 | 0% | 0 | 0% | 90 | 100% |
| Total | | | 178 | 21.98% | 445 | 54.94% | 134 | 16.54% | 46 | 5.68% | 6 | 0.74% | 1 | 0.12% | 810 | 100% |

Section: Using Results for Continuous Improvement

| Question / Institution | | | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Total | |
|---|-----------------------|---------------|----------------|--------|-------|--------|---------|--------|----------|-------|-------------------|----|-------|------|
| | | | # | % | # | % | # | % | # | % | # | % | # | % |
| | | | | | | | | | | | | | | |
| 33. Our school ensures that all staff members monitor and report the achievement of school goals. | Fayette Middle School | Average Score | 18 | 20.22% | 42 | 47.19% | 25 | 28.09% | 4 | 4.49% | 0 | 0% | 89 | 100% |
| | | 3.83 | 18 | 20.22% | 42 | 47.19% | 25 | 28.09% | 4 | 4.49% | 0 | 0% | 89 | 100% |
| | Total | | 18 | 20.22% | 42 | 47.19% | 25 | 28.09% | 4 | 4.49% | 0 | 0% | 89 | 100% |

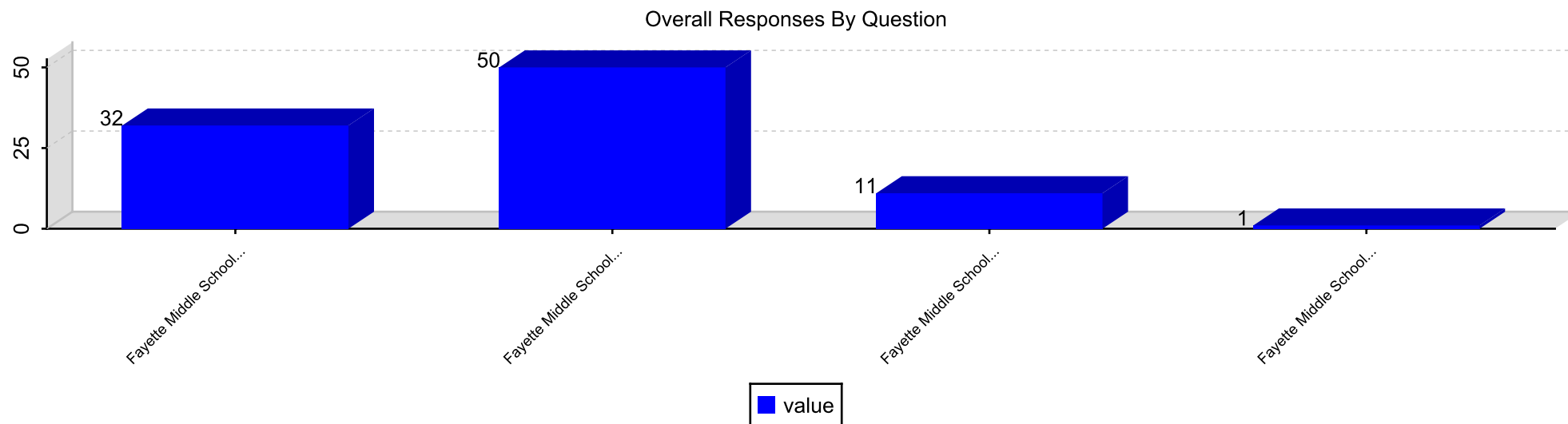
| Question / Institution | | | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Total | |
|---|-----------------------|---------------|----------------|--------|-------|--------|---------|--------|----------|--------|-------------------|-------|-------|------|
| | | | # | % | # | % | # | % | # | % | Strongly Disagree | | # | % |
| | | | | | | | | | | | # | % | | |
| 34. My child is prepared for success in the next school year. | Fayette Middle School | Average Score | 23 | 25.84% | 45 | 50.56% | 17 | 19.1% | 4 | 4.49% | 0 | 0% | 89 | 100% |
| | | 3.98 | 23 | 25.84% | 45 | 50.56% | 17 | 19.1% | 4 | 4.49% | 0 | 0% | 89 | 100% |
| | Total | | 23 | 25.84% | 45 | 50.56% | 17 | 19.1% | 4 | 4.49% | 0 | 0% | 89 | 100% |
| 35. My child has administrators and teachers that monitor and inform me of his/her learning progress. | Fayette Middle School | Average Score | 21 | 23.6% | 41 | 46.07% | 13 | 14.61% | 13 | 14.61% | 1 | 1.12% | 89 | 100% |
| | | 3.76 | 21 | 23.6% | 41 | 46.07% | 13 | 14.61% | 13 | 14.61% | 1 | 1.12% | 89 | 100% |
| | Total | | 21 | 23.6% | 41 | 46.07% | 13 | 14.61% | 13 | 14.61% | 1 | 1.12% | 89 | 100% |
| Total | | | 62 | 23.22% | 128 | 47.94% | 55 | 20.6% | 21 | 7.87% | 1 | 0.37% | 267 | 100% |

Responses By Section and Question

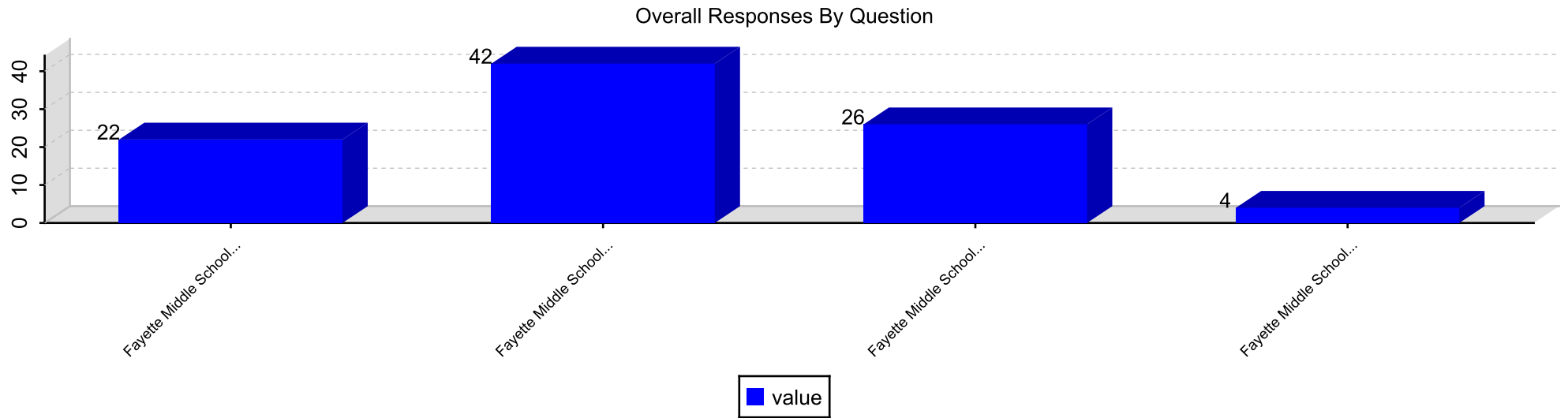
Section: Purpose and Direction

Responses By Question

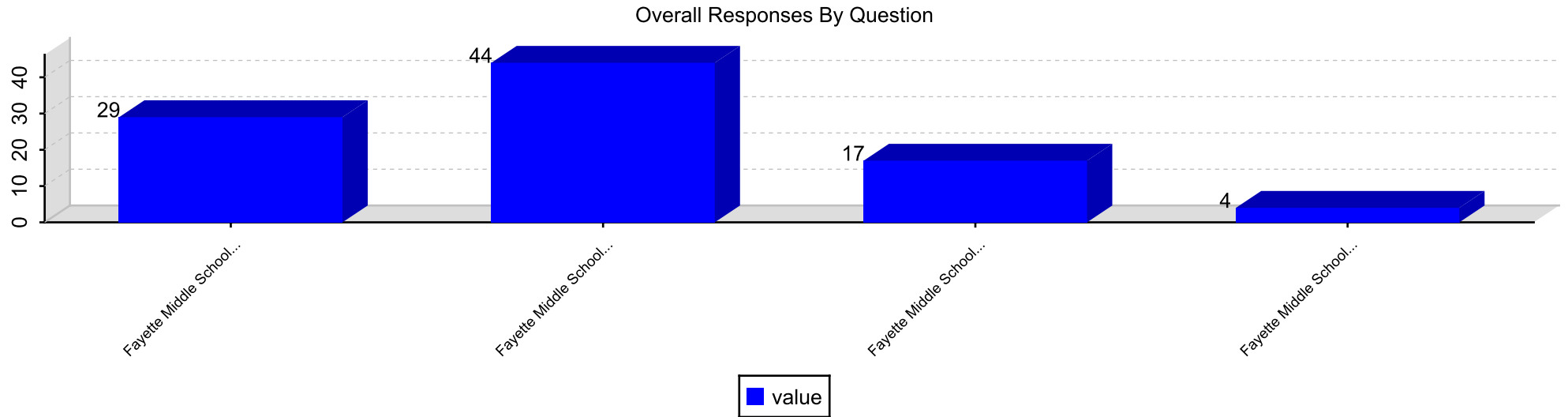
Question 1. Our school's purpose statement is clearly focused on student success.



Question 2. Our school's purpose statement is formally reviewed and revised with involvement from parents.



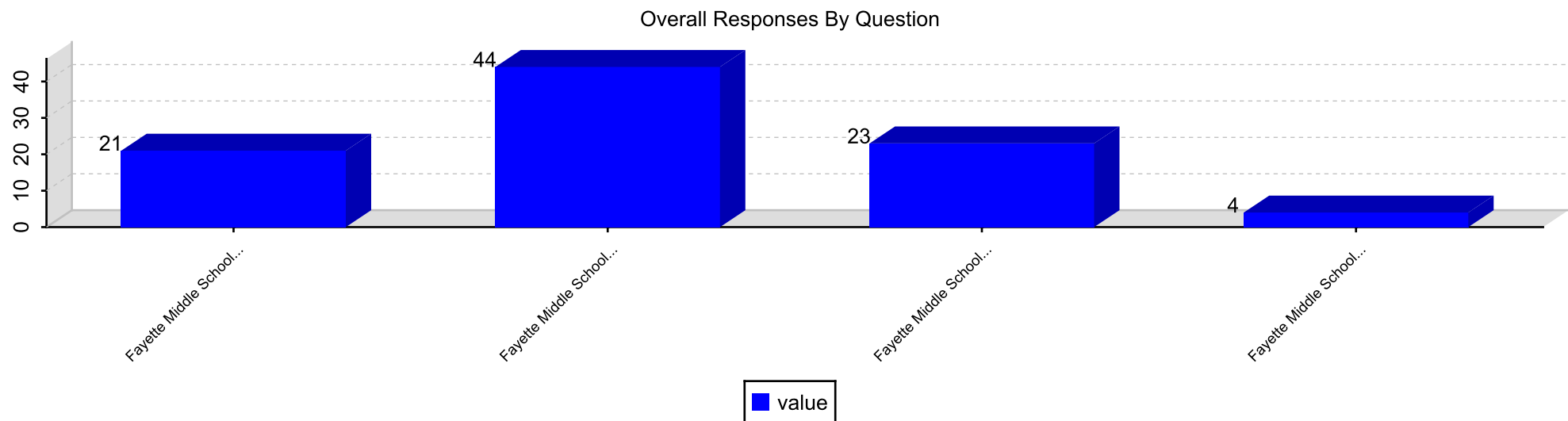
Question 3. Our school has established goals and a plan for improving student learning.



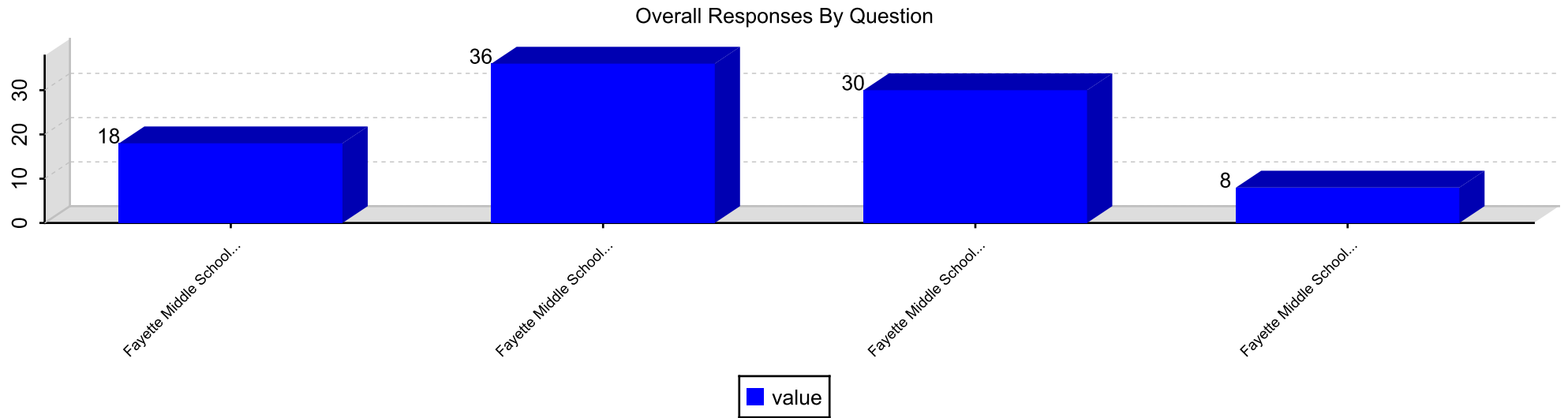
Section: Governance and Leadership

Responses By Question

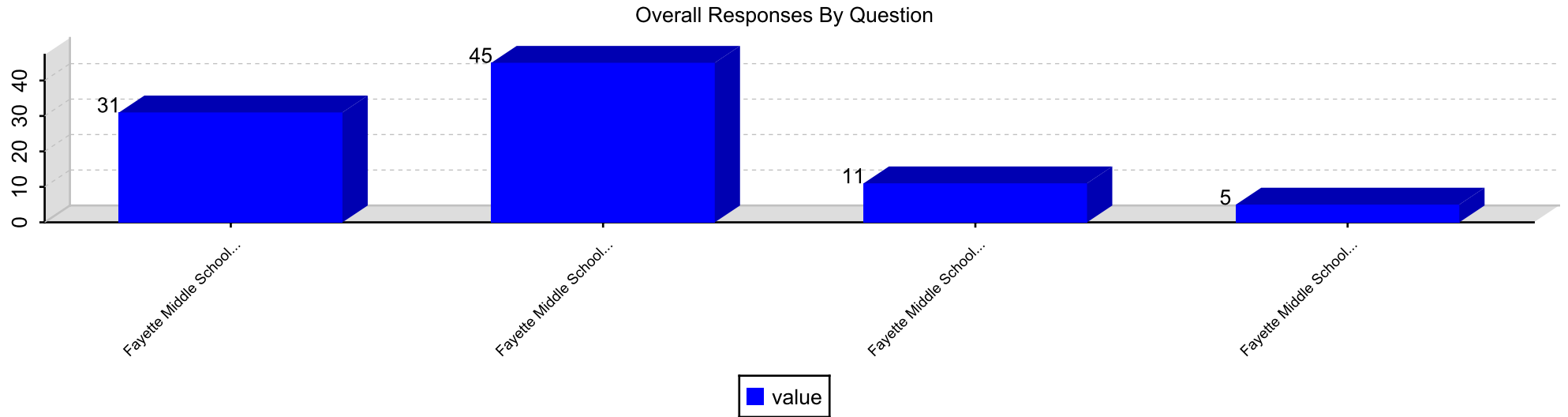
Question 4. Our school's governing body operates responsibly and functions effectively.



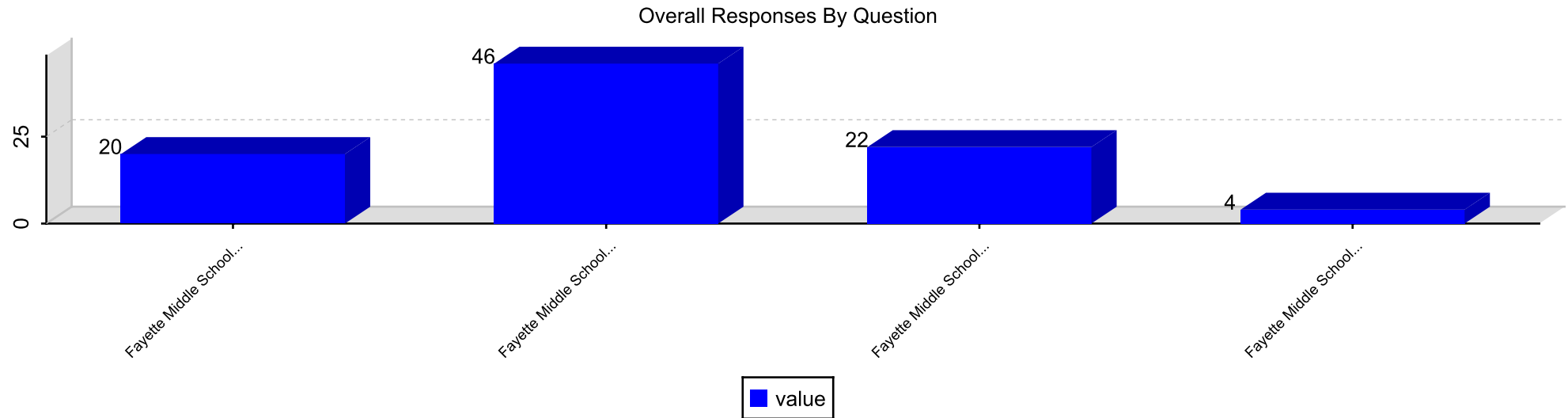
Question 5. Our school's governing body does not interfere with the operation or leadership of our school.



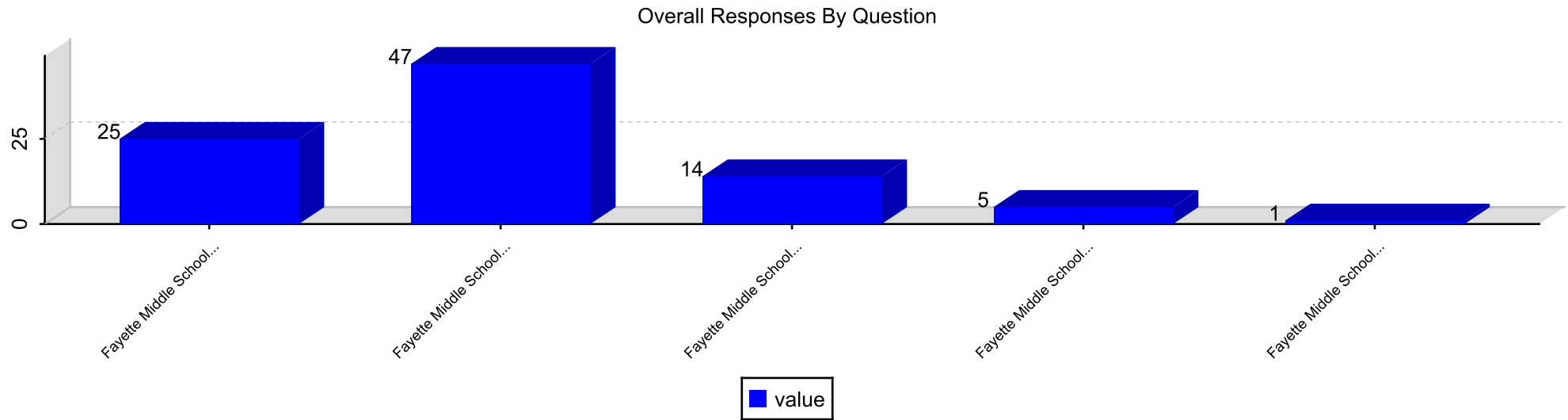
Question 6. Our school has high expectations for students in all classes.



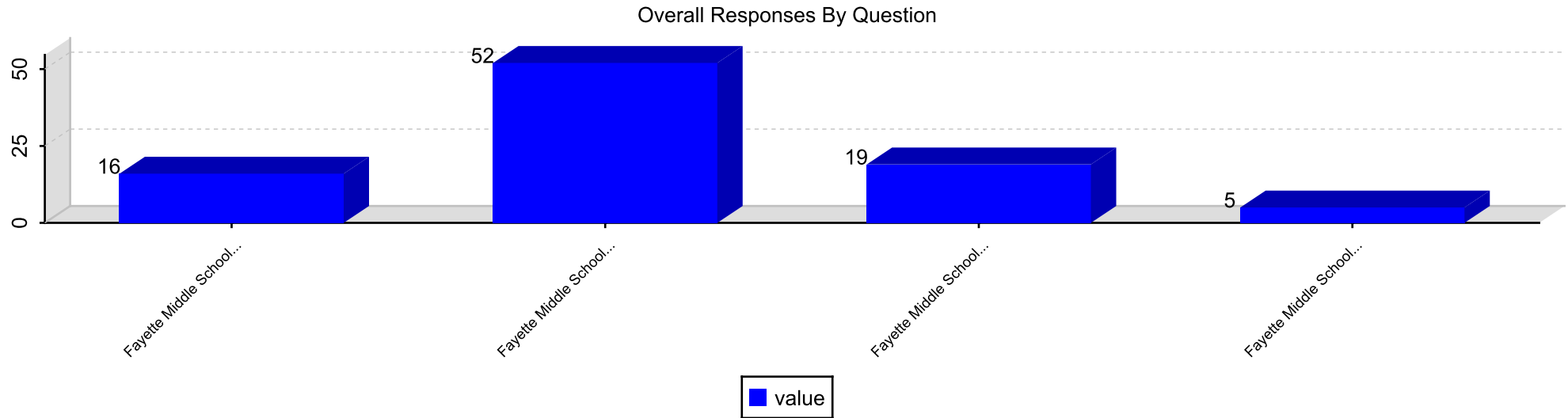
Question 7. Our school shares responsibility for student learning with its stakeholders.



Question 8. Our school communicates effectively about the school's goals and activities.



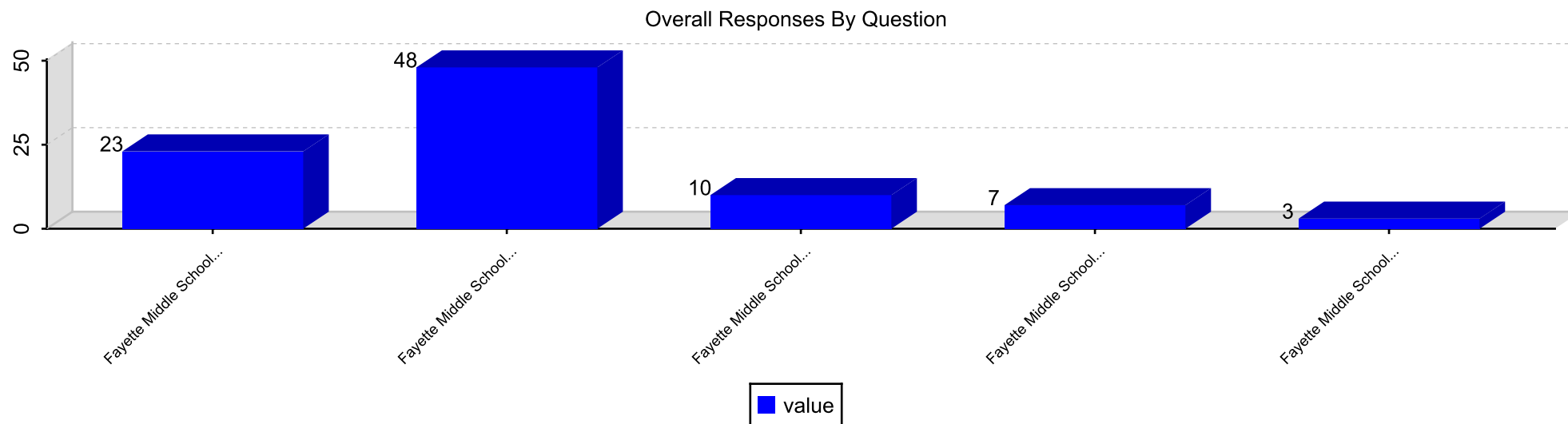
Question 9. Our school provides opportunities for stakeholders to be involved in the school.



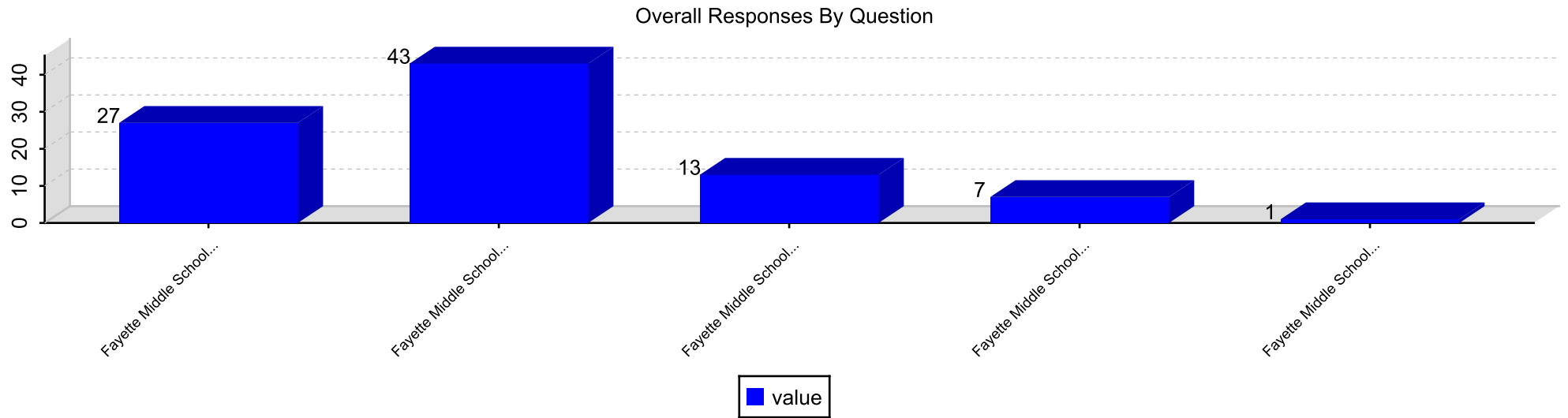
Section: Teaching and Assessing for Learning

Responses By Question

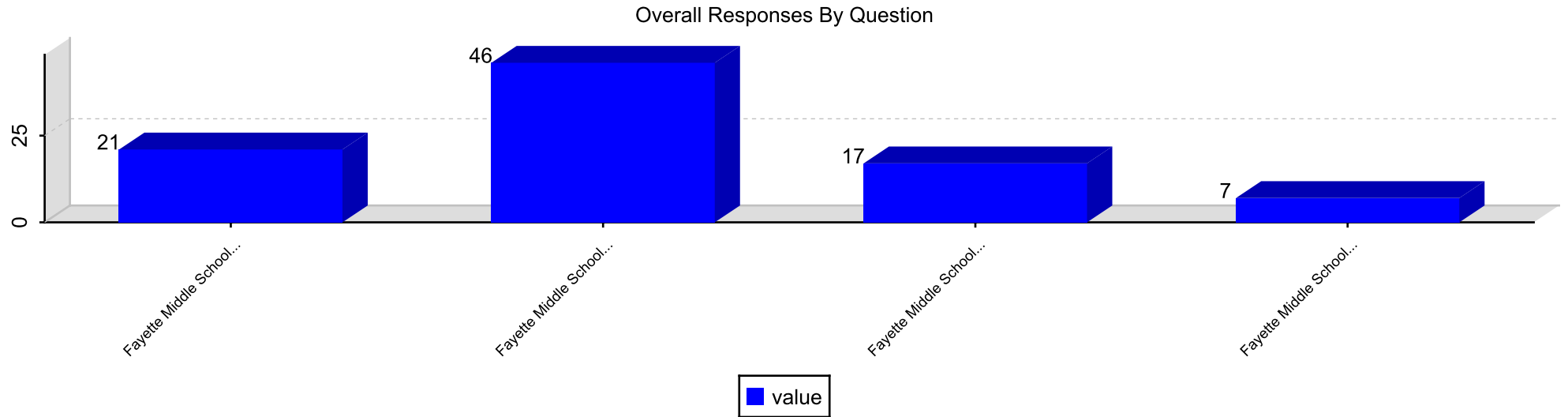
Question 10. All of my child's teachers provide an equitable curriculum that meets his/her learning needs.



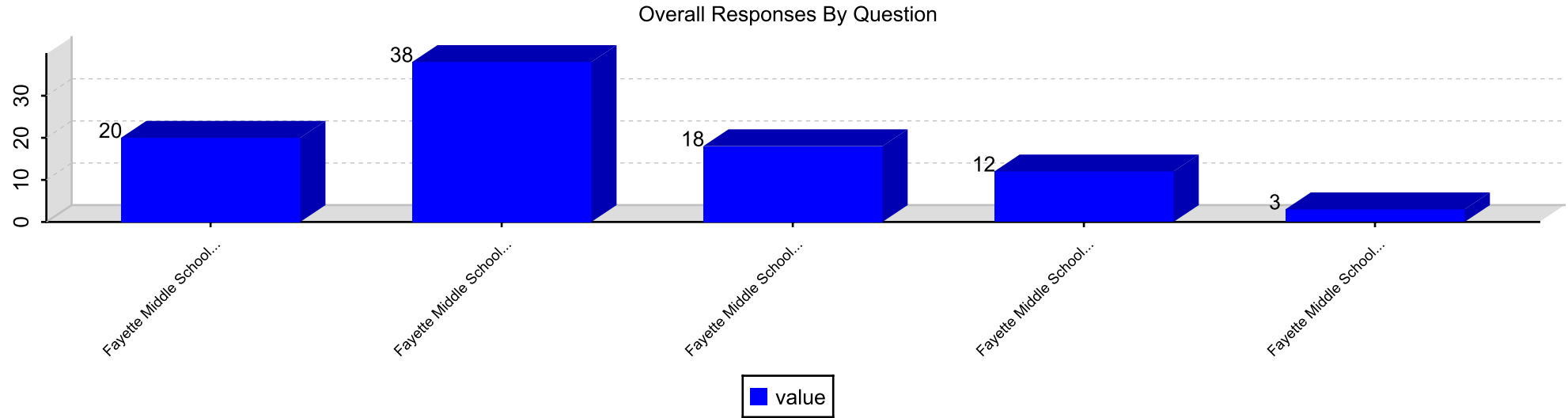
Question 11. All of my child's teachers give work that challenges my child.



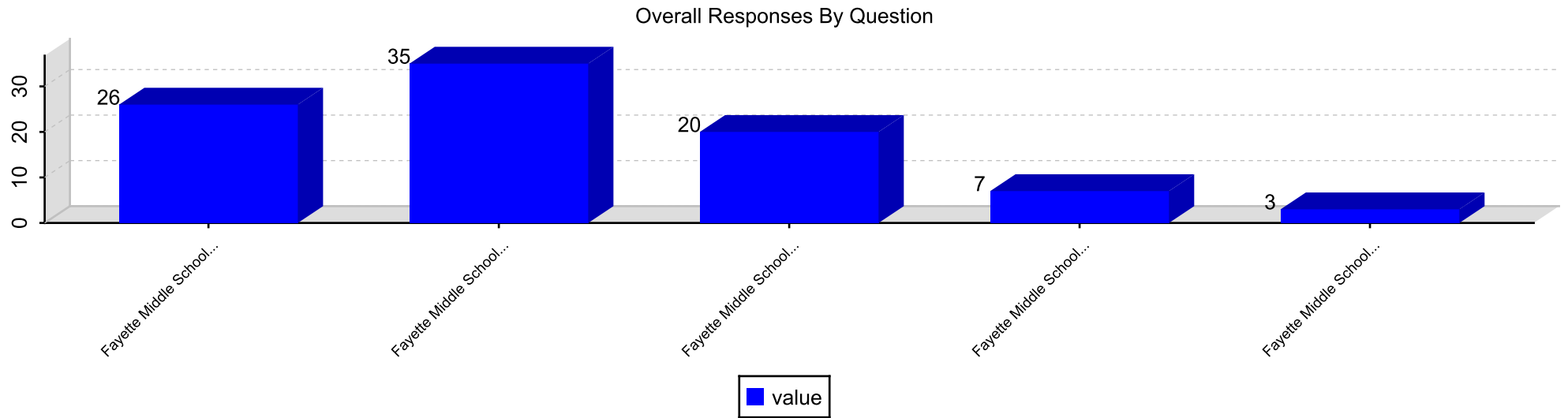
Question 12. All of my child's teachers use a variety of teaching strategies and learning activities.



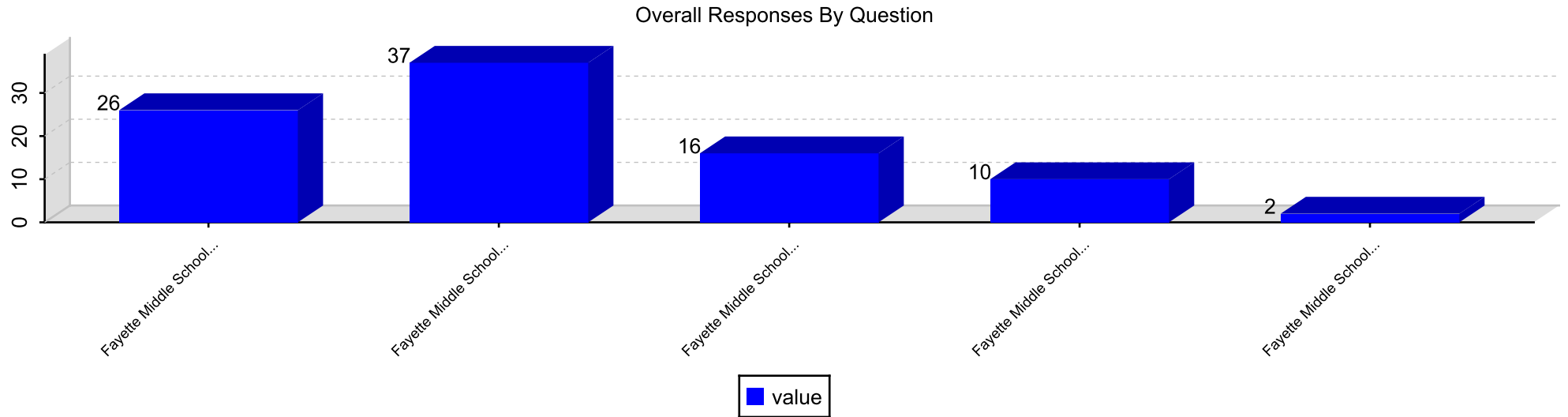
Question 13. All of my child's teachers meet his/her learning needs by individualizing instruction.



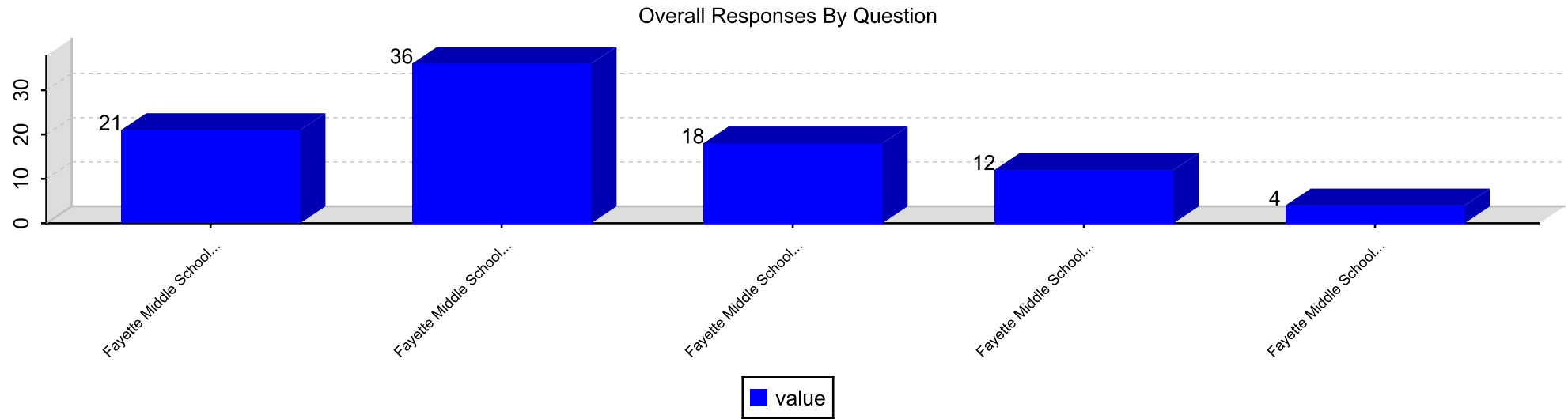
Question 14. All of my child's teachers work as a team to help my child learn.



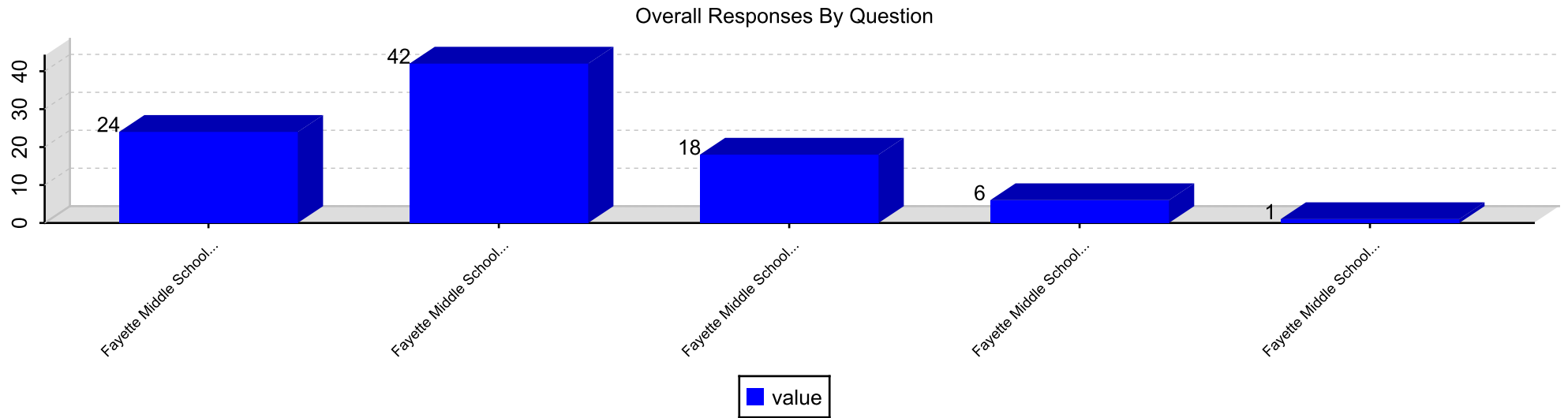
Question 15. All of my child's teachers help me to understand my child's progress.



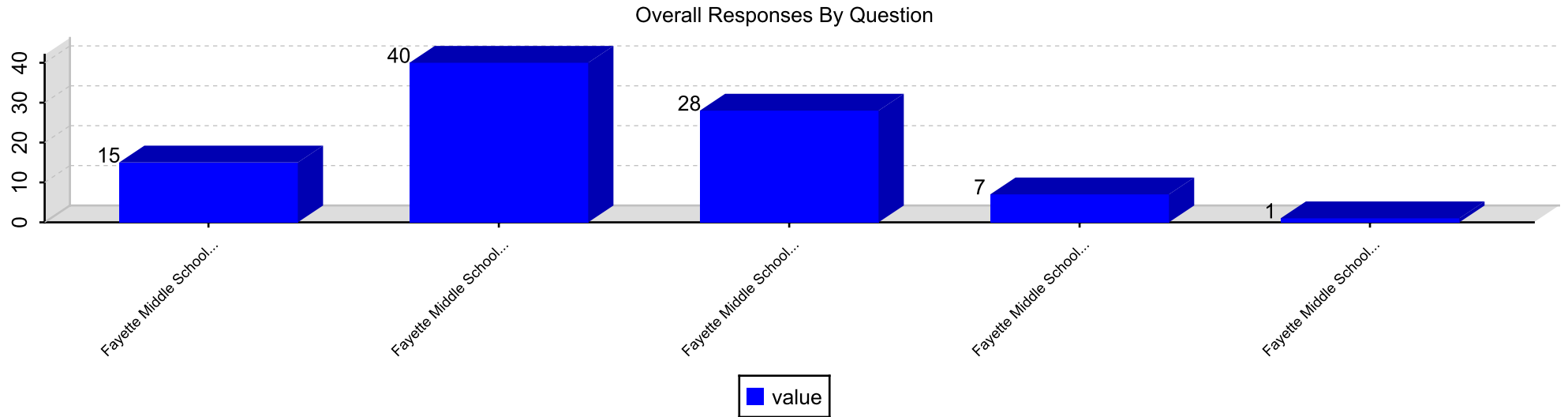
Question 16. All of my child's teachers keep me informed regularly of how my child is being graded.



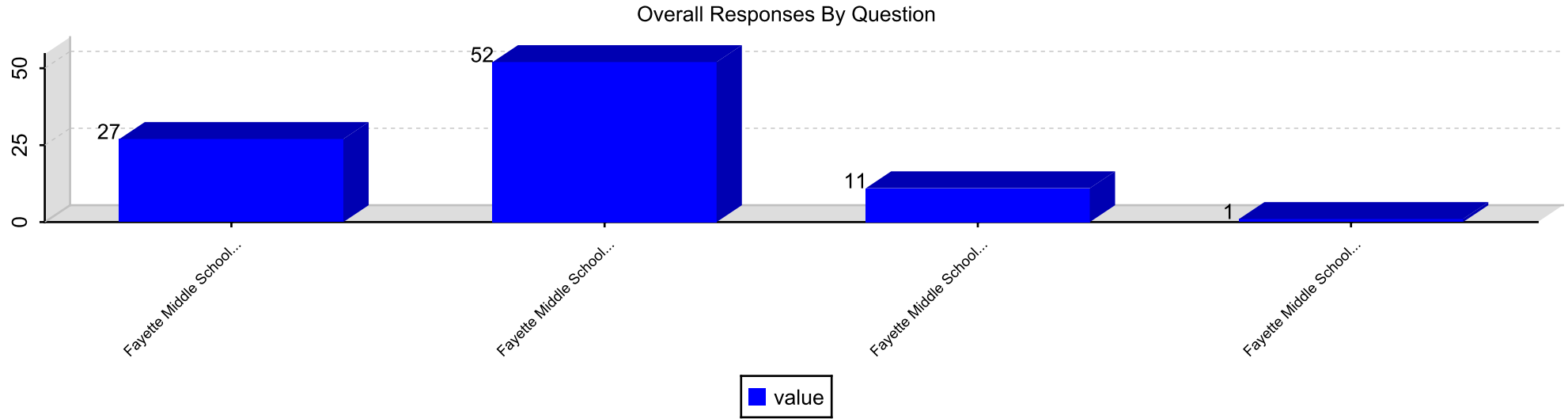
Question 17. All of my child's teachers report on my child's progress in easy to understand language.



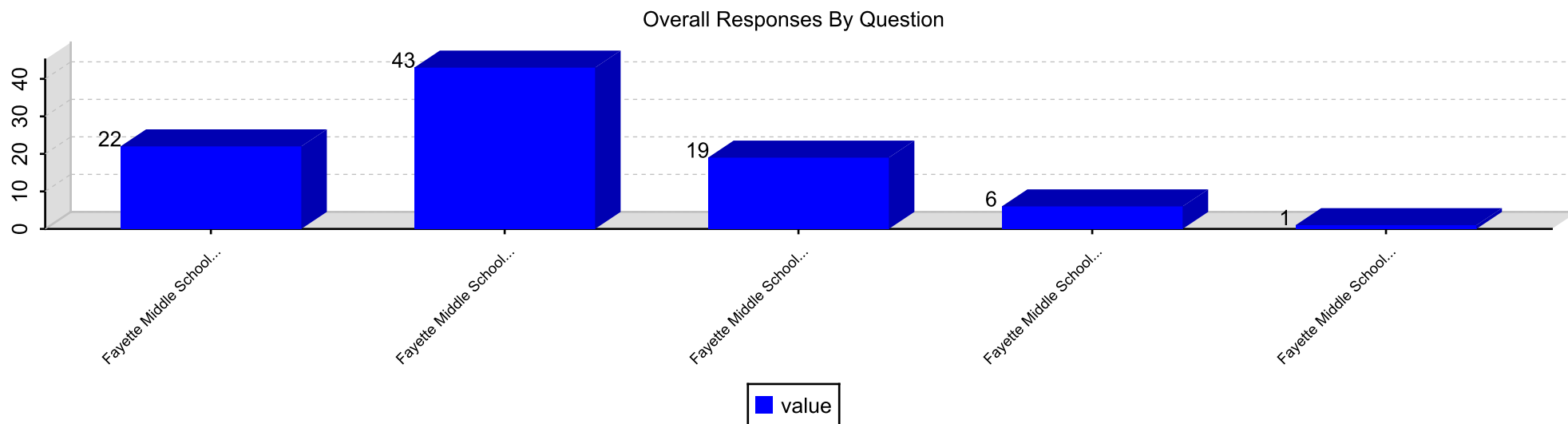
Question 18. My child sees a relationship between what is being taught and his/her everyday life.



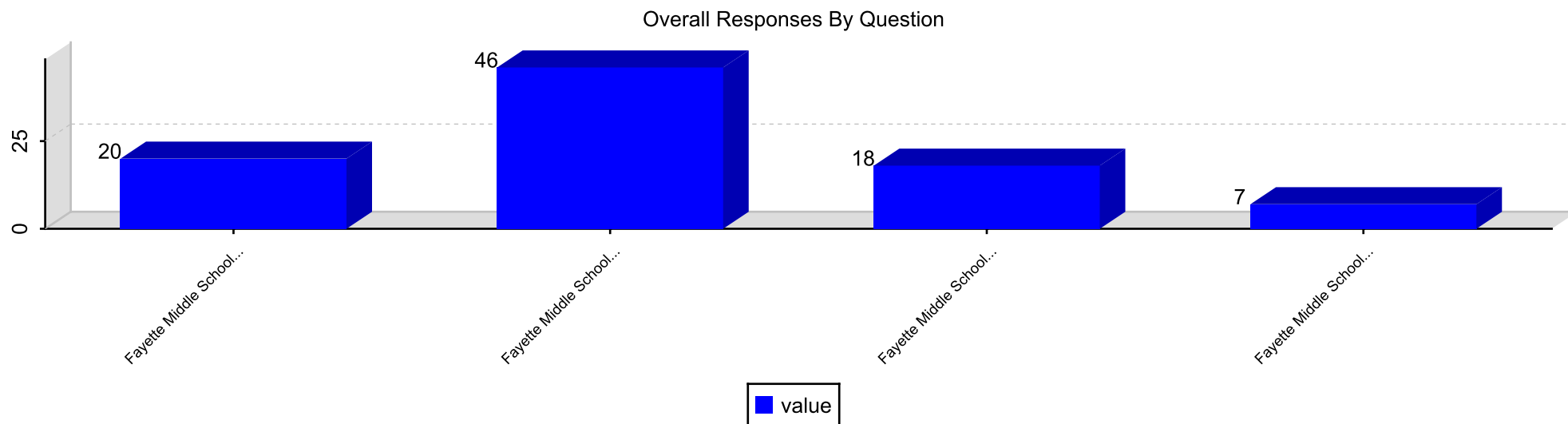
Question 19. My child knows the expectations for learning in all classes.



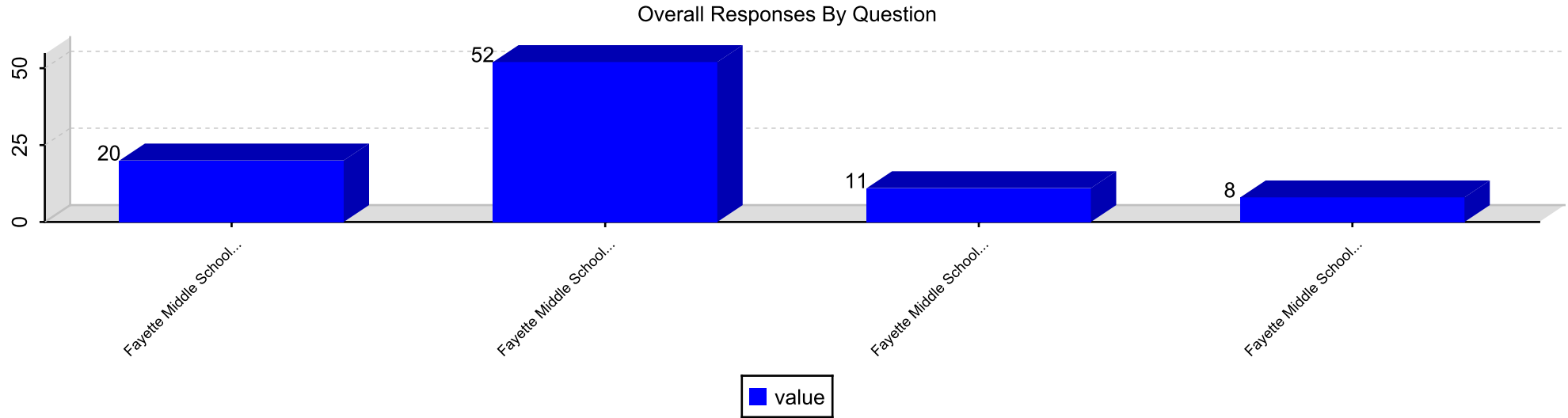
Question 20. My child has at least one adult advocate in the school.



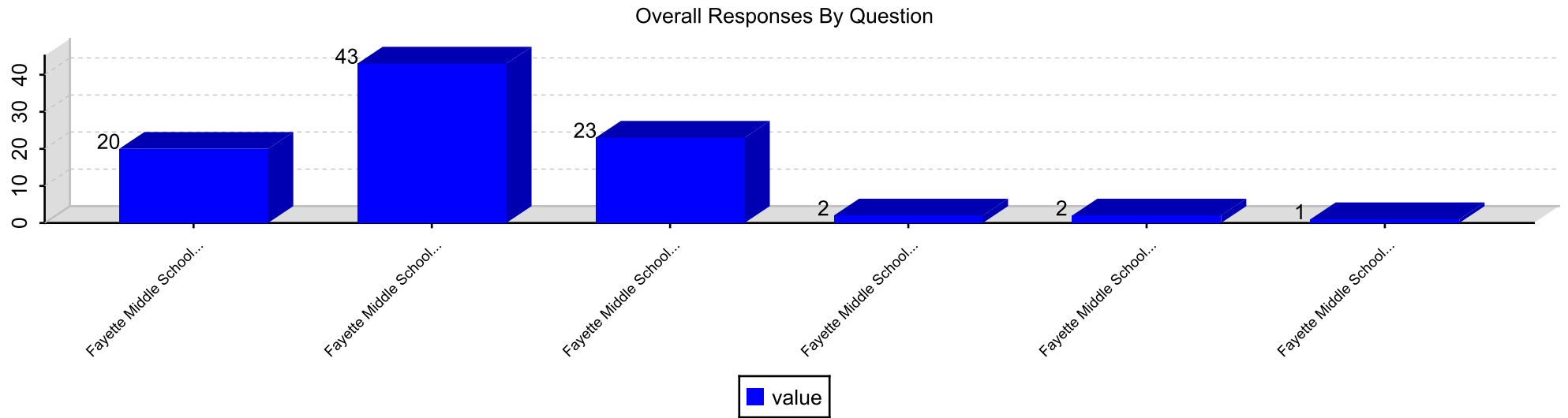
Question 21. My child is given multiple assessments to measure his/her understanding of what was taught.



Question 22. My child has up-to-date computers and other technology to learn.



Question 23. My child has access to support services based on his/her identified needs.

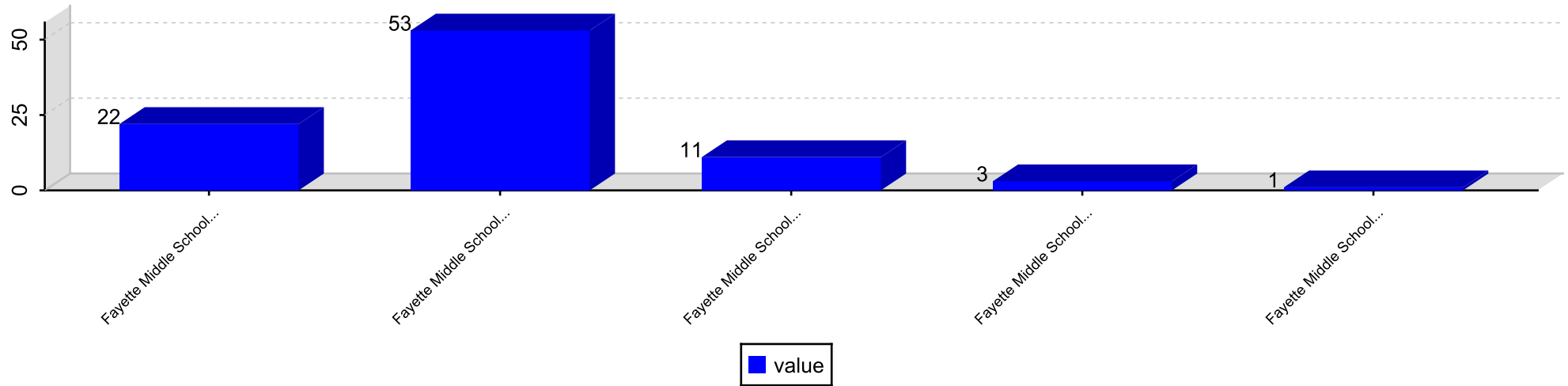


Section: Resources and Support Systems

Responses By Question

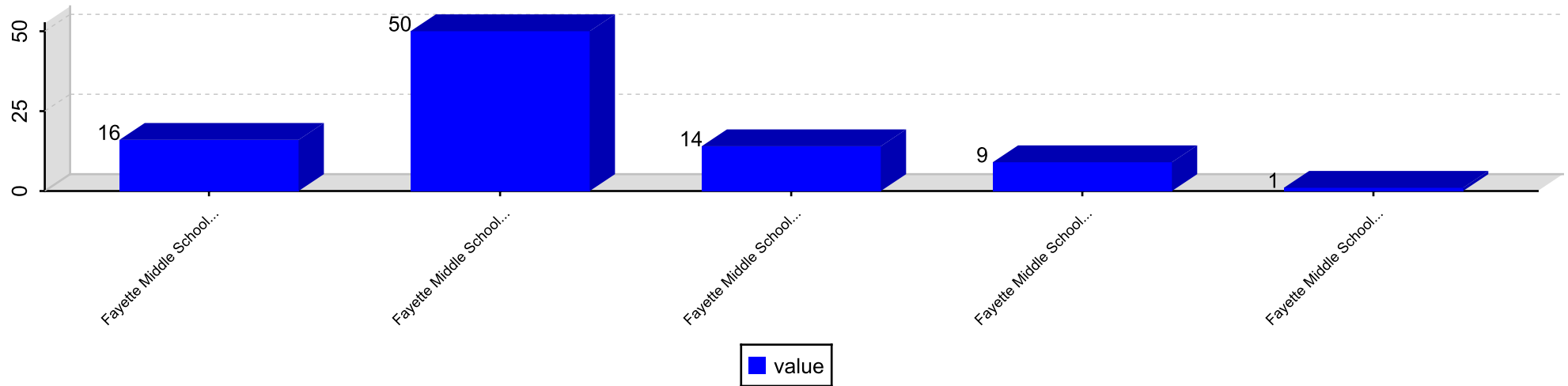
Question 24. Our school provides qualified staff members to support student learning.

Overall Responses By Question

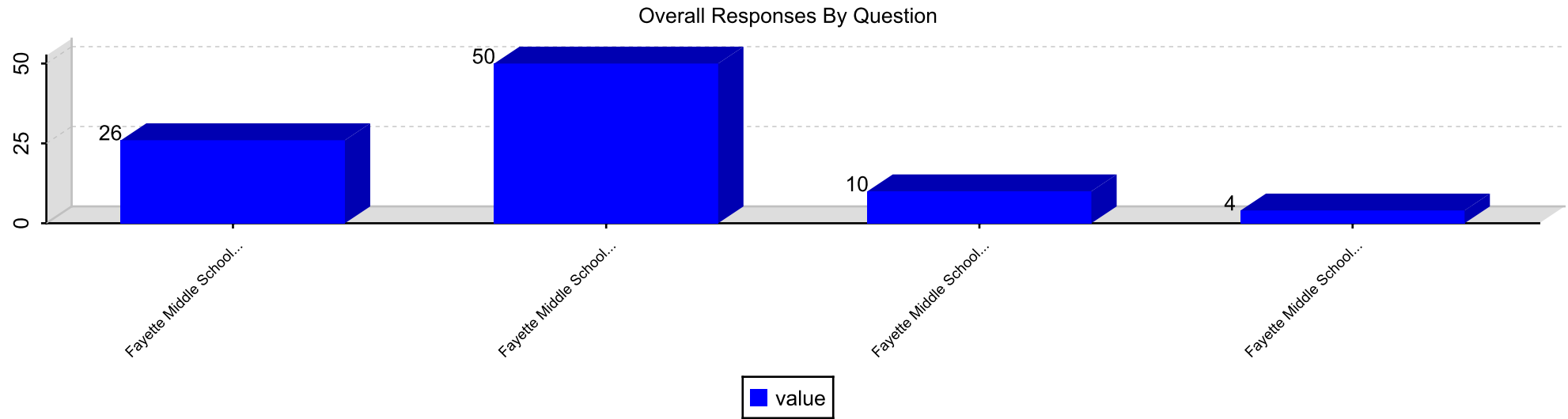


Question 25. Our school provides an adequate supply of learning resources that are current and in good condition.

Overall Responses By Question

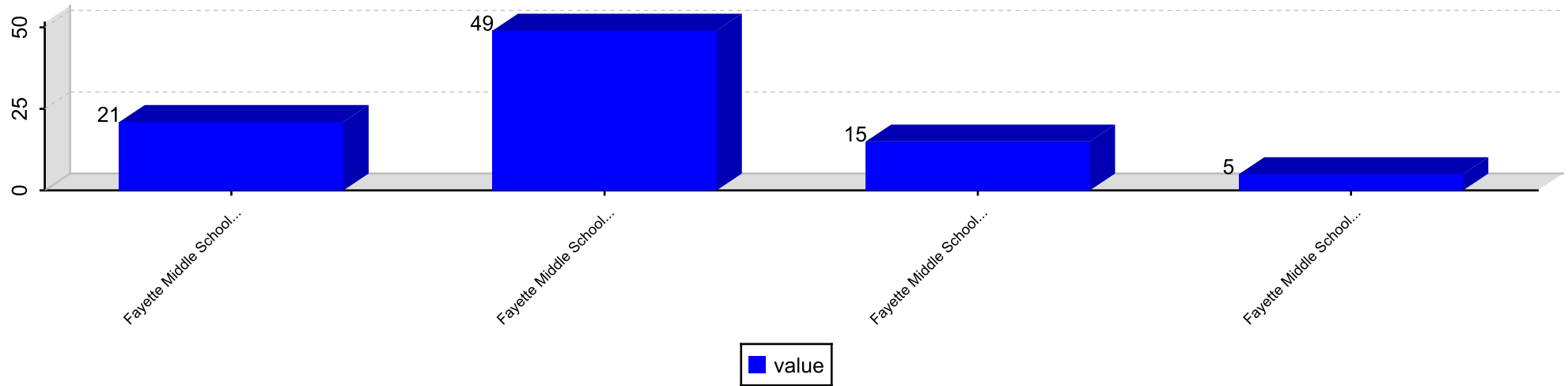


Question 26. Our school provides a safe learning environment.



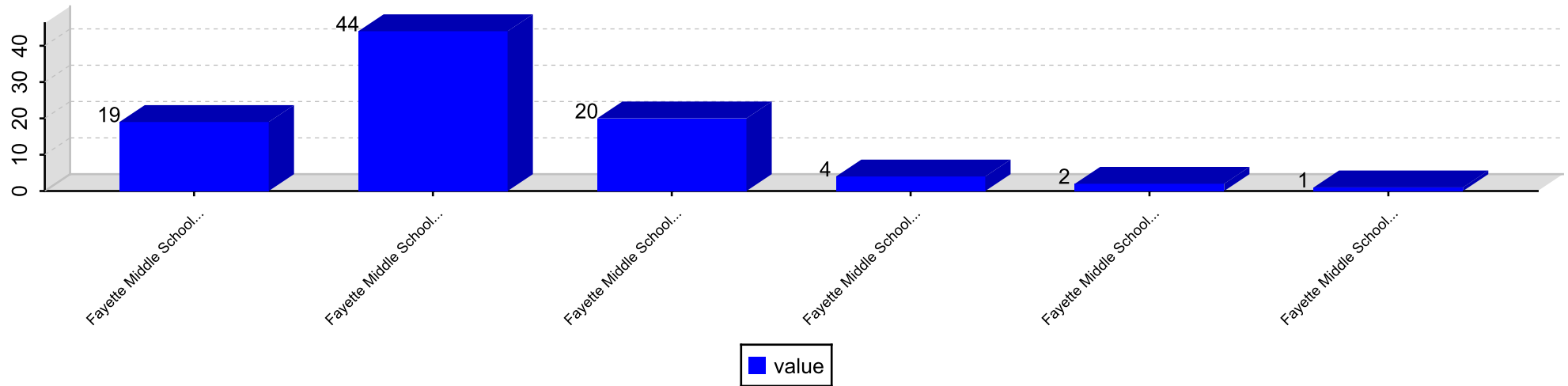
Question 27. Our school provides students with access to a variety of information resources to support their learning.

Overall Responses By Question

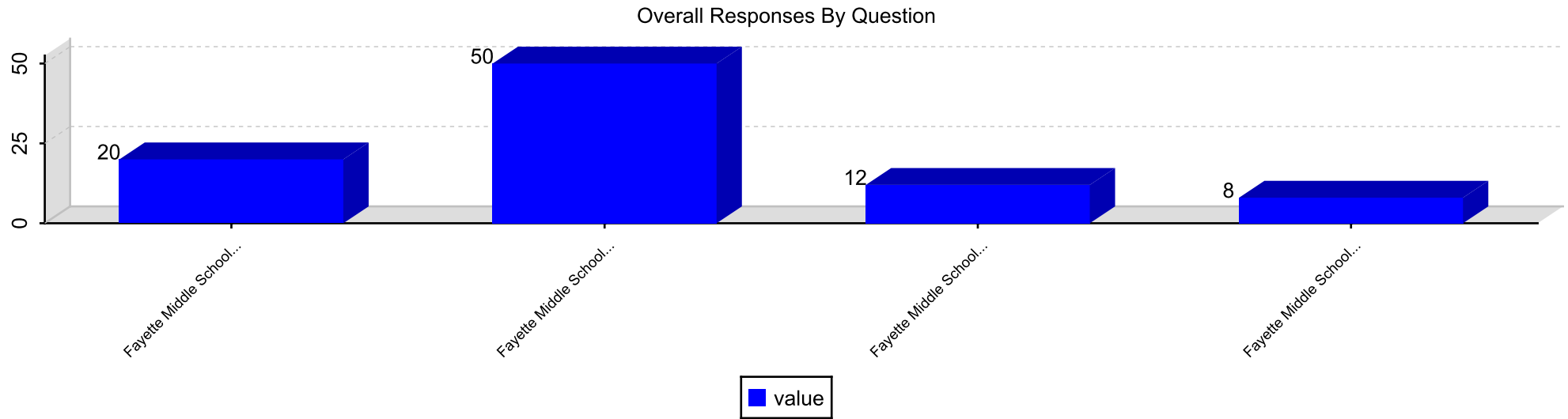


Question 28. Our school provides excellent support services (e.g., counseling, and/or career planning).

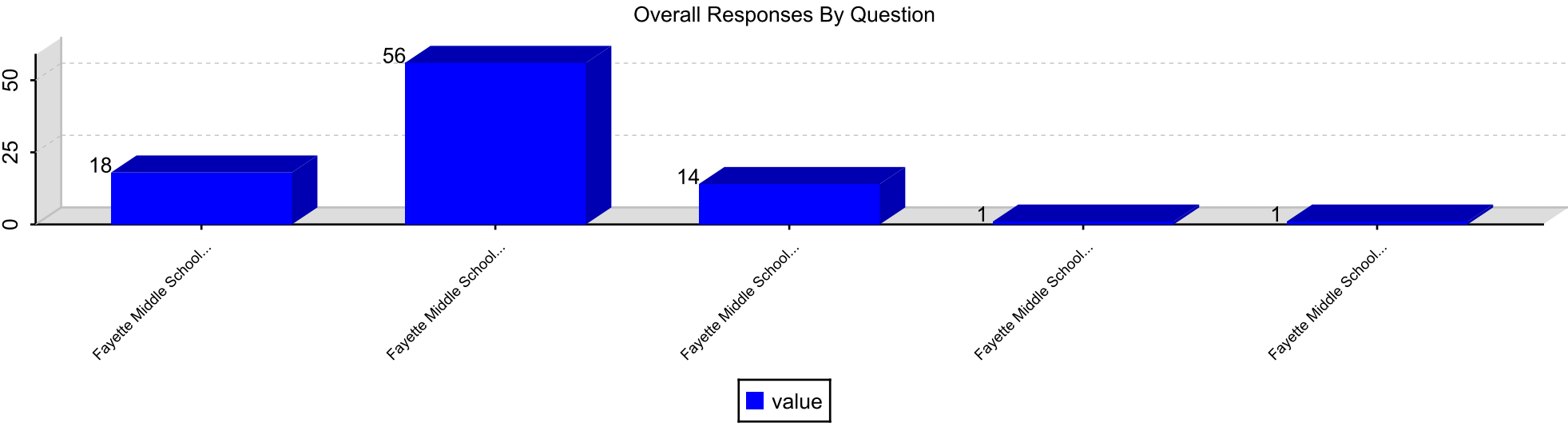
Overall Responses By Question



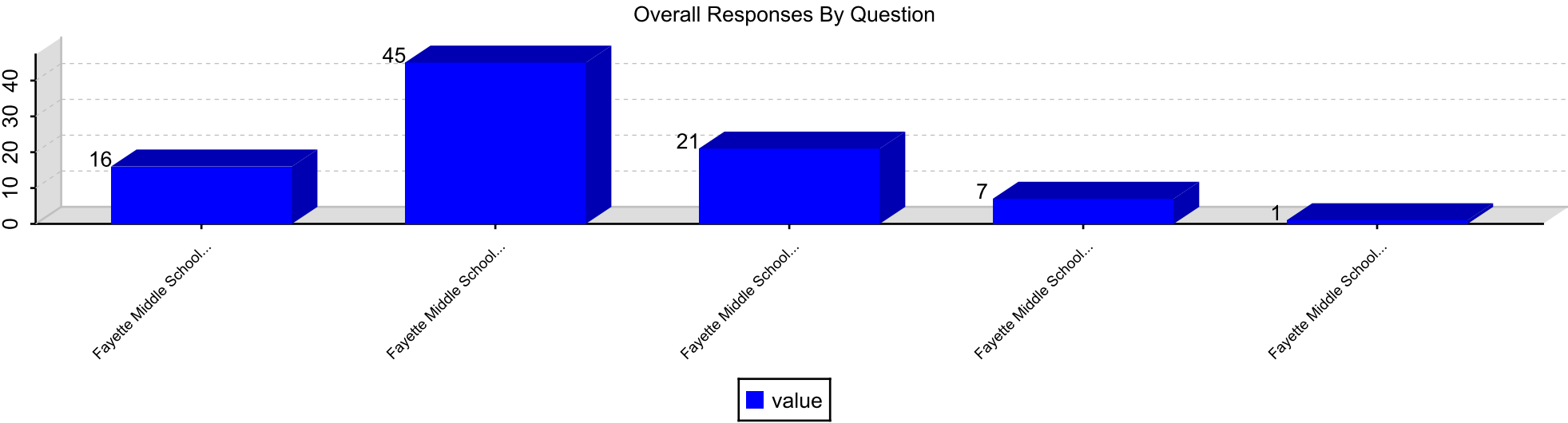
Question 29. Our school provides opportunities for students to participate in activities that interest them.



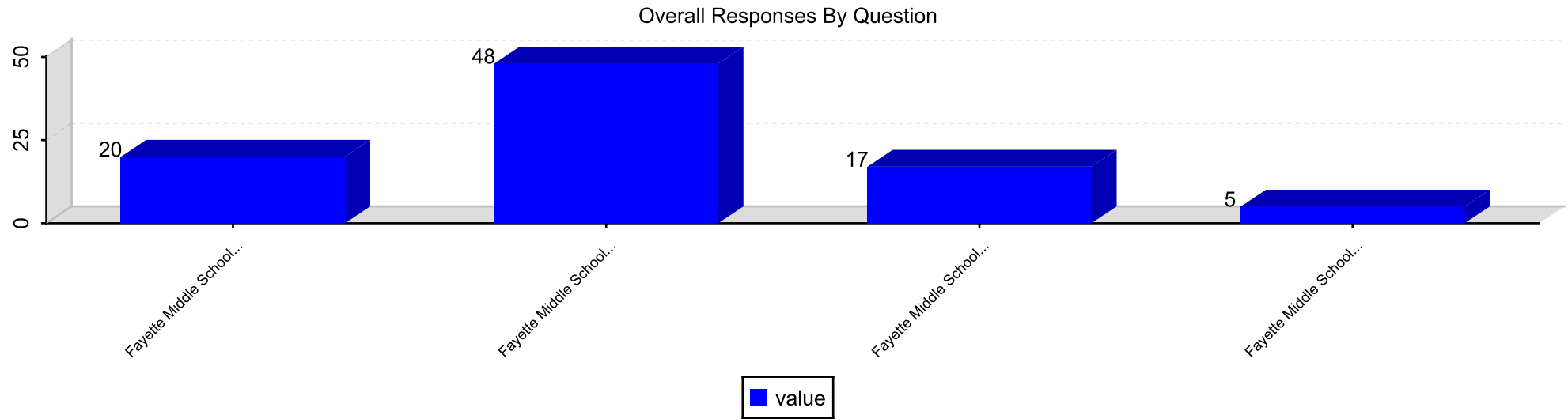
Question 30. Our school ensures that the facilities support student learning.



Question 31. Our school ensures the effective use of financial resources.



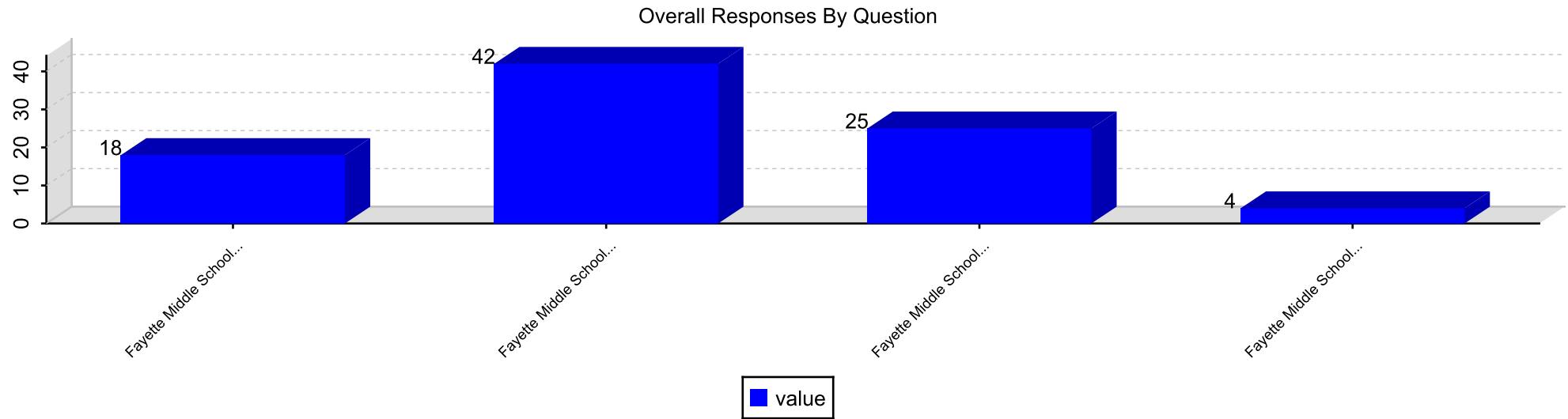
Question 32. Our school ensures that instructional time is protected and interruptions are minimized.



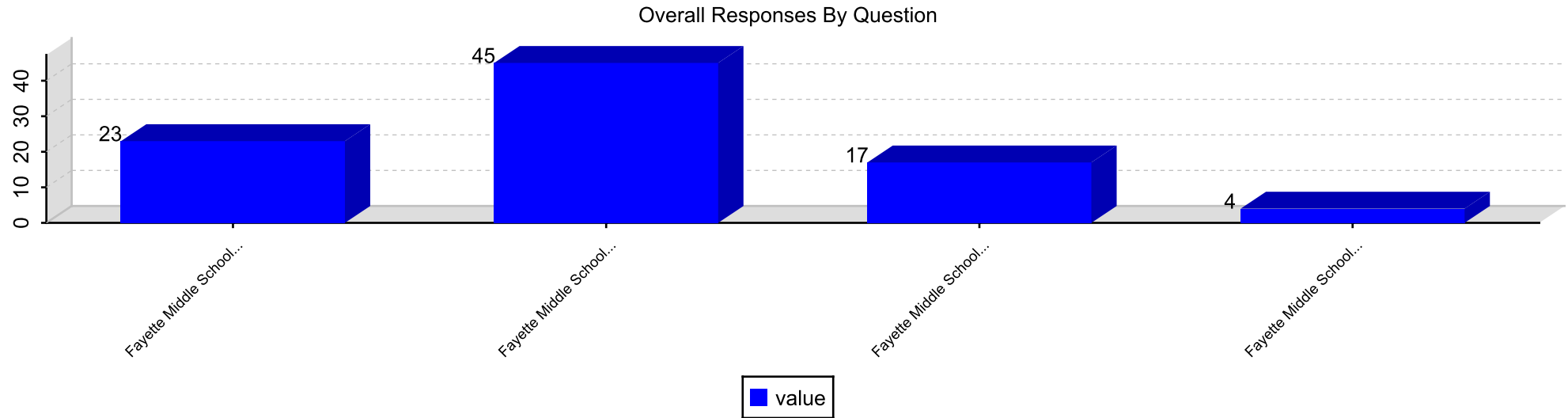
Section: Using Results for Continuous Improvement

Responses By Question

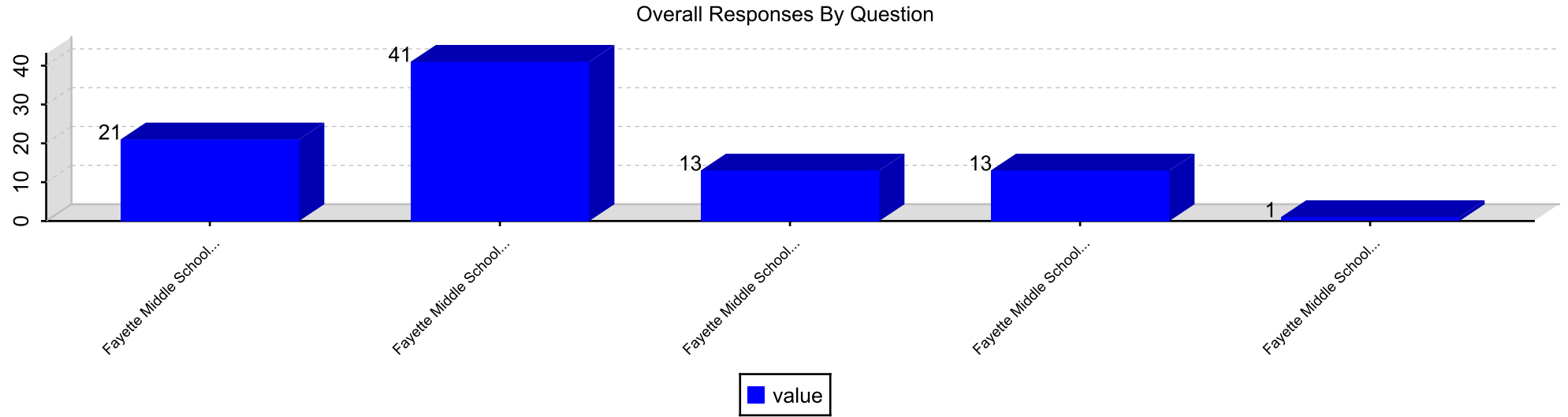
Question 33. Our school ensures that all staff members monitor and report the achievement of school goals.



Question 34. My child is prepared for success in the next school year.



Question 35. My child has administrators and teachers that monitor and inform me of his/her learning progress.



Survey Response Counts

Section: Purpose and Direction

| Question / Institution | | | I Agree | | I'm Not Sure | | I Don't Agree | | Total | |
|--|-----------------------|---------------|---------|--------|--------------|-------|---------------|-------|-------|------|
| | | | # | % | # | % | # | % | # | % |
| 1. In my school my principal and teachers want every student to learn. | Fayette Middle School | Average Score | 117 | 98.32% | 1 | 0.84% | 1 | 0.84% | 119 | 100% |
| | | 2.97 | 117 | 98.32% | 1 | 0.84% | 1 | 0.84% | 119 | 100% |
| | Total | | 117 | 98.32% | 1 | 0.84% | 1 | 0.84% | 119 | 100% |
| 2. In my school I am learning new things that will help me. | Fayette Middle School | Average Score | 109 | 91.6% | 9 | 7.56% | 1 | 0.84% | 119 | 100% |
| | | 2.91 | 109 | 91.6% | 9 | 7.56% | 1 | 0.84% | 119 | 100% |
| | Total | | 109 | 91.6% | 9 | 7.56% | 1 | 0.84% | 119 | 100% |
| Total | | | 226 | 94.96% | 10 | 4.2% | 2 | 0.84% | 238 | 100% |

Section: Governance and Leadership

| Question / Institution | | | I Agree | | I'm Not Sure | | I Don't Agree | | Total | |
|---|-----------------------|---------------|---------|--------|--------------|--------|---------------|-------|-------|------|
| | | | # | % | # | % | # | % | # | % |
| 3. In my school I am treated fairly. | Fayette Middle School | Average Score | 92 | 77.97% | 19 | 16.1% | 7 | 5.93% | 118 | 100% |
| | | 2.72 | 92 | 77.97% | 19 | 16.1% | 7 | 5.93% | 118 | 100% |
| | Total | | 92 | 77.97% | 19 | 16.1% | 7 | 5.93% | 118 | 100% |
| 4. In my school students treat adults with respect. | Fayette Middle School | Average Score | 99 | 83.9% | 16 | 13.56% | 3 | 2.54% | 118 | 100% |
| | | 2.81 | 99 | 83.9% | 16 | 13.56% | 3 | 2.54% | 118 | 100% |
| | Total | | 99 | 83.9% | 16 | 13.56% | 3 | 2.54% | 118 | 100% |
| 5. In my school my teachers want me to do my best work. | Fayette Middle School | Average Score | 118 | 100% | 0 | 0% | 0 | 0% | 118 | 100% |
| | | 3.0 | 118 | 100% | 0 | 0% | 0 | 0% | 118 | 100% |
| | Total | | 118 | 100% | 0 | 0% | 0 | 0% | 118 | 100% |
| Total | | | 309 | 87.29% | 35 | 9.89% | 10 | 2.82% | 354 | 100% |

Section: Teaching and Assessing for Learning

| Question / Institution | | | I Agree | | I'm Not Sure | | I Don't Agree | | Total | |
|--|-----------------------|---------------|---------|--------|--------------|--------|---------------|--------|-------|------|
| | | | # | % | # | % | # | % | # | % |
| 6. My teachers help me learn things I will need in the future. | Fayette Middle School | Average Score | 107 | 90.68% | 8 | 6.78% | 3 | 2.54% | 118 | 100% |
| | | 2.88 | 107 | 90.68% | 8 | 6.78% | 3 | 2.54% | 118 | 100% |
| | Total | | 107 | 90.68% | 8 | 6.78% | 3 | 2.54% | 118 | 100% |
| 7. My teachers use different activities to help me learn. | Fayette Middle School | Average Score | 107 | 90.68% | 10 | 8.47% | 1 | 0.85% | 118 | 100% |
| | | 2.9 | 107 | 90.68% | 10 | 8.47% | 1 | 0.85% | 118 | 100% |
| | Total | | 107 | 90.68% | 10 | 8.47% | 1 | 0.85% | 118 | 100% |
| 8. My teachers listen to me. | Fayette Middle School | Average Score | 90 | 76.27% | 22 | 18.64% | 6 | 5.08% | 118 | 100% |
| | | 2.71 | 90 | 76.27% | 22 | 18.64% | 6 | 5.08% | 118 | 100% |
| | Total | | 90 | 76.27% | 22 | 18.64% | 6 | 5.08% | 118 | 100% |
| 9. My teachers tell me how I should behave and do my work. | Fayette Middle School | Average Score | 112 | 94.92% | 4 | 3.39% | 2 | 1.69% | 118 | 100% |
| | | 2.93 | 112 | 94.92% | 4 | 3.39% | 2 | 1.69% | 118 | 100% |
| | Total | | 112 | 94.92% | 4 | 3.39% | 2 | 1.69% | 118 | 100% |
| 10. My teachers ask my family to come to school activities. | Fayette Middle School | Average Score | 57 | 48.31% | 43 | 36.44% | 18 | 15.25% | 118 | 100% |
| | | 2.33 | 57 | 48.31% | 43 | 36.44% | 18 | 15.25% | 118 | 100% |
| | Total | | 57 | 48.31% | 43 | 36.44% | 18 | 15.25% | 118 | 100% |
| 11. My teachers always help me when I need them. | Fayette Middle School | Average Score | 102 | 86.44% | 13 | 11.02% | 3 | 2.54% | 118 | 100% |
| | | 2.84 | 102 | 86.44% | 13 | 11.02% | 3 | 2.54% | 118 | 100% |
| | Total | | 102 | 86.44% | 13 | 11.02% | 3 | 2.54% | 118 | 100% |
| 12. My teachers tell my family how I am doing in school. | Fayette Middle School | Average Score | 87 | 73.73% | 24 | 20.34% | 7 | 5.93% | 118 | 100% |
| | | 2.68 | 87 | 73.73% | 24 | 20.34% | 7 | 5.93% | 118 | 100% |
| | Total | | 87 | 73.73% | 24 | 20.34% | 7 | 5.93% | 118 | 100% |
| 13. My teachers care about students. | Fayette Middle School | Average Score | 110 | 93.22% | 7 | 5.93% | 1 | 0.85% | 118 | 100% |
| | | 2.92 | 110 | 93.22% | 7 | 5.93% | 1 | 0.85% | 118 | 100% |
| | Total | | 110 | 93.22% | 7 | 5.93% | 1 | 0.85% | 118 | 100% |
| Total | | | 772 | 81.78% | 131 | 13.88% | 41 | 4.34% | 944 | 100% |

Section: Resources and Support Systems

| Question / Institution | | | I Agree | | I'm Not Sure | | I Don't Agree | | Total | |
|---|-----------------------|---------------|---------|--------|--------------|--------|---------------|--------|-------|------|
| | | | # | % | # | % | # | % | # | % |
| 14. My school is safe and clean. | Fayette Middle School | Average Score | 78 | 67.83% | 25 | 21.74% | 12 | 10.43% | 115 | 100% |
| | | 2.57 | 78 | 67.83% | 25 | 21.74% | 12 | 10.43% | 115 | 100% |
| | Total | | 78 | 67.83% | 25 | 21.74% | 12 | 10.43% | 115 | 100% |
| 15. My school has many places where I can learn, such as the library. | Fayette Middle School | Average Score | 110 | 95.65% | 5 | 4.35% | 0 | 0% | 115 | 100% |
| | | 2.96 | 110 | 95.65% | 5 | 4.35% | 0 | 0% | 115 | 100% |
| | Total | | 110 | 95.65% | 5 | 4.35% | 0 | 0% | 115 | 100% |
| 16. My school has computers to help me learn. | Fayette Middle School | Average Score | 112 | 97.39% | 2 | 1.74% | 1 | 0.87% | 115 | 100% |
| | | 2.97 | 112 | 97.39% | 2 | 1.74% | 1 | 0.87% | 115 | 100% |
| | Total | | 112 | 97.39% | 2 | 1.74% | 1 | 0.87% | 115 | 100% |
| 17. My school wants children in our school to help each other even if we are not friends. | Fayette Middle School | Average Score | 99 | 86.09% | 13 | 11.3% | 3 | 2.61% | 115 | 100% |
| | | 2.83 | 99 | 86.09% | 13 | 11.3% | 3 | 2.61% | 115 | 100% |
| | Total | | 99 | 86.09% | 13 | 11.3% | 3 | 2.61% | 115 | 100% |
| Total | | | 399 | 86.74% | 45 | 9.78% | 16 | 3.48% | 460 | 100% |

Section: Using Results for Continuous Improvement

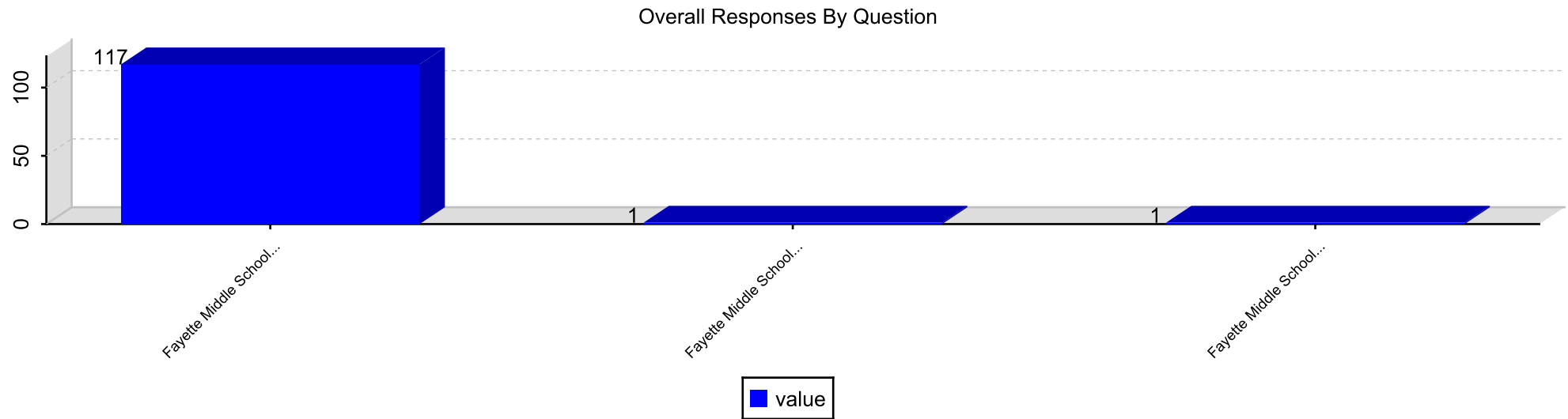
| Question / Institution | | | I Agree | | I'm Not Sure | | I Don't Agree | | Total | |
|---|-----------------------|---------------|---------|--------|--------------|--------|---------------|--------|-------|------|
| | | | # | % | # | % | # | % | # | % |
| 18. My principal and teachers ask me what I think about school. | Fayette Middle School | Average Score | 72 | 62.61% | 22 | 19.13% | 21 | 18.26% | 115 | 100% |
| | | 2.44 | 72 | 62.61% | 22 | 19.13% | 21 | 18.26% | 115 | 100% |
| | Total | | 72 | 62.61% | 22 | 19.13% | 21 | 18.26% | 115 | 100% |
| 19 My principal and teachers tell children when they do a good | Fayette Middle School | Average Score | 98 | 85.22% | 11 | 9.57% | 6 | 5.22% | 115 | 100% |
| | | 2.8 | 98 | 85.22% | 11 | 9.57% | 6 | 5.22% | 115 | 100% |
| | Total | | 98 | 85.22% | 11 | 9.57% | 6 | 5.22% | 115 | 100% |
| 20. My principal and teachers help me to be ready for the next grade. | Fayette Middle School | Average Score | 106 | 92.17% | 3 | 2.61% | 6 | 5.22% | 115 | 100% |
| | | 2.87 | 106 | 92.17% | 3 | 2.61% | 6 | 5.22% | 115 | 100% |
| | Total | | 106 | 92.17% | 3 | 2.61% | 6 | 5.22% | 115 | 100% |
| Total | | | 276 | 80% | 36 | 10.43% | 33 | 9.57% | 345 | 100% |

Responses By Section and Question

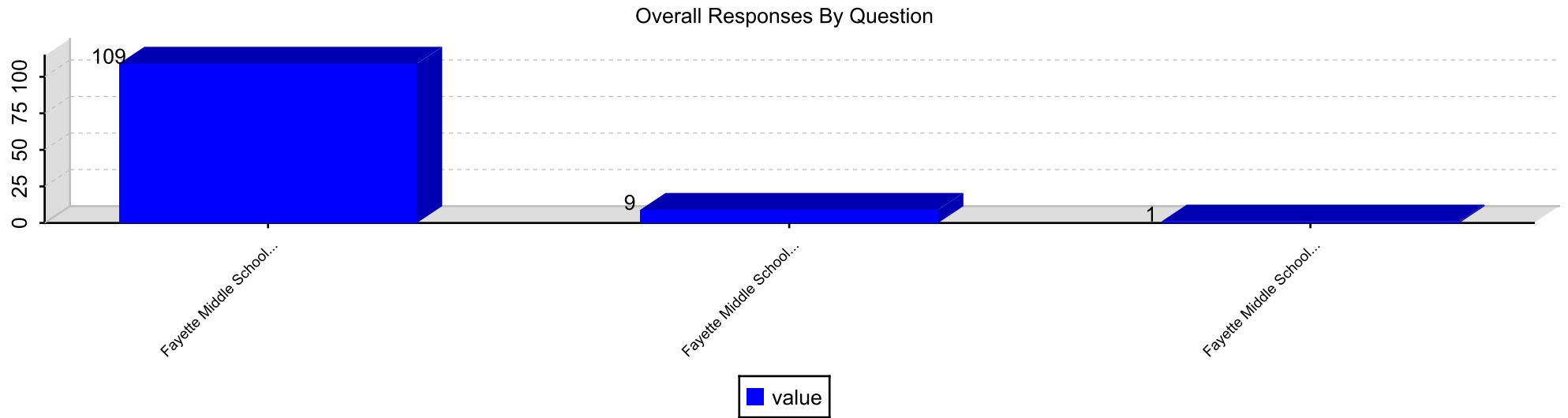
Section: Purpose and Direction

Responses By Question

Question 1. In my school my principal and teachers want every student to learn.



Question 2. In my school I am learning new things that will help me.

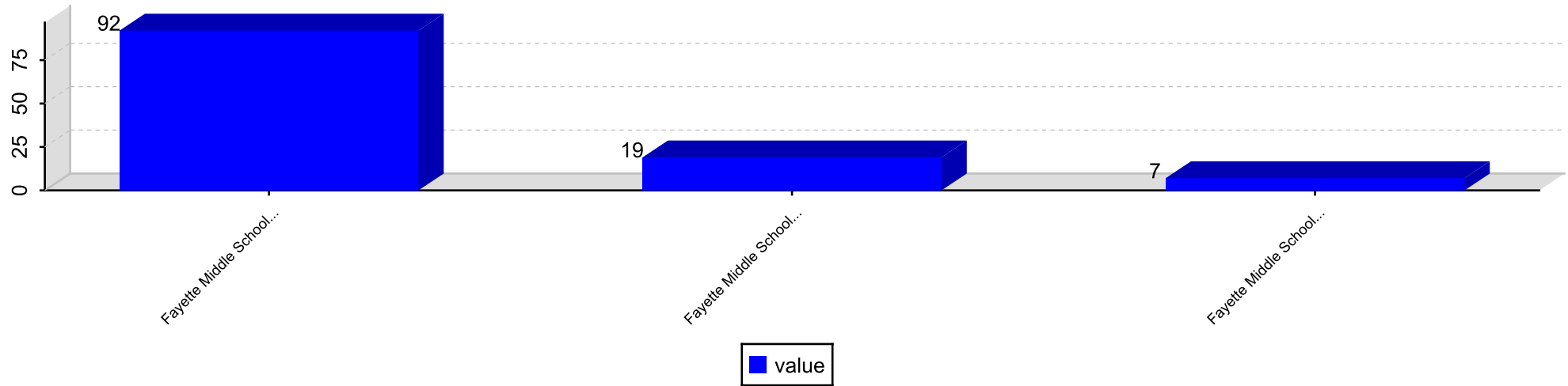


Section: Governance and Leadership

Responses By Question

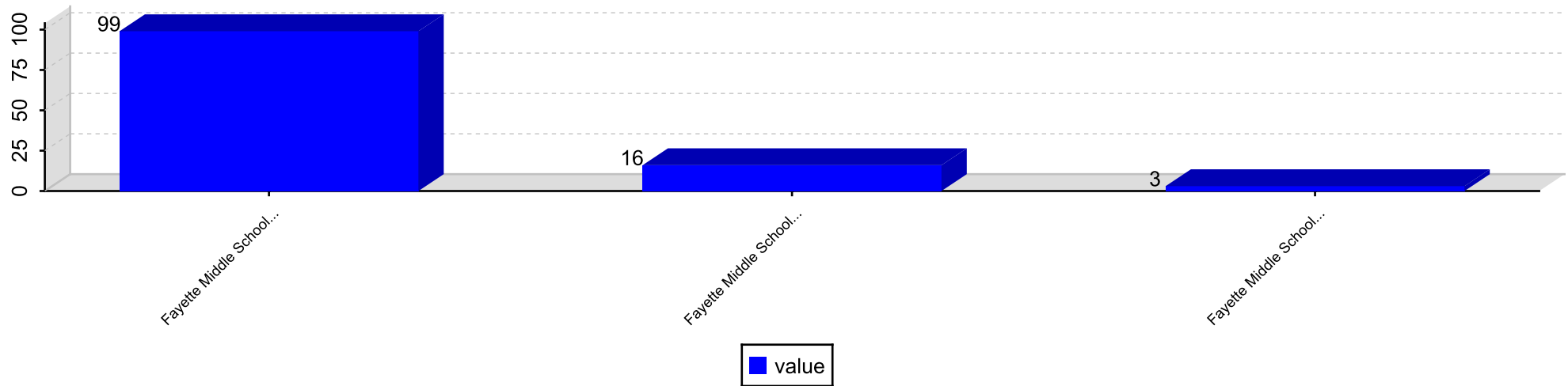
Question 3. In my school I am treated fairly.

Overall Responses By Question

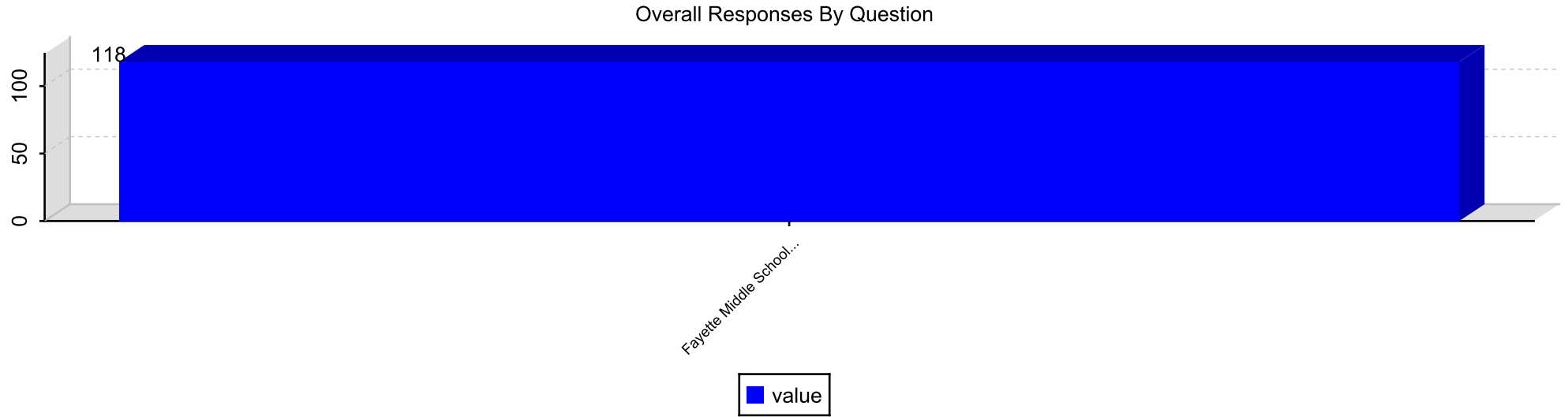


Question 4. In my school students treat adults with respect.

Overall Responses By Question



Question 5. In my school my teachers want me to do my best work.

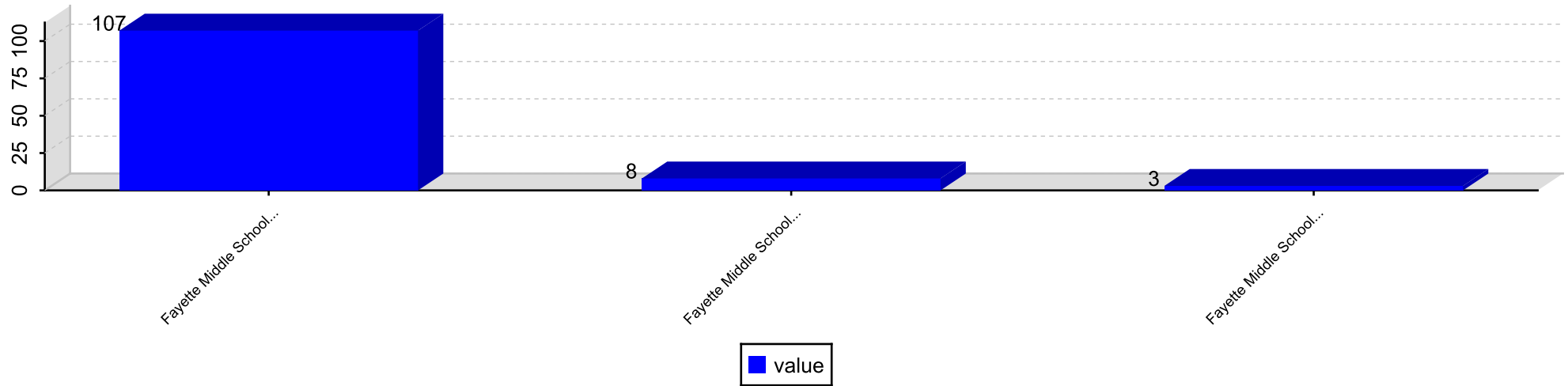


Section: Teaching and Assessing for Learning

Responses By Question

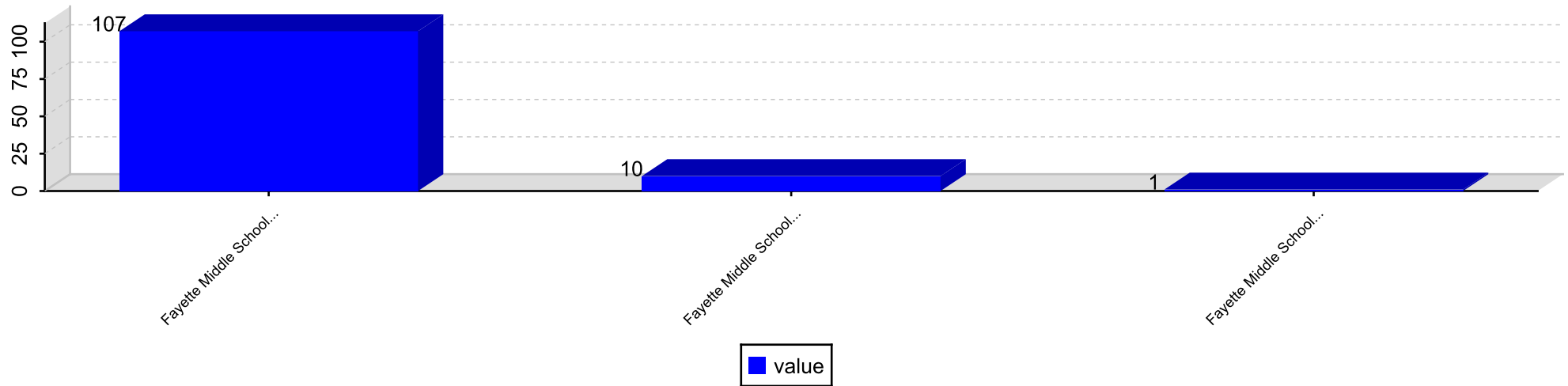
Question 6. My teachers help me learn things I will need in the future.

Overall Responses By Question

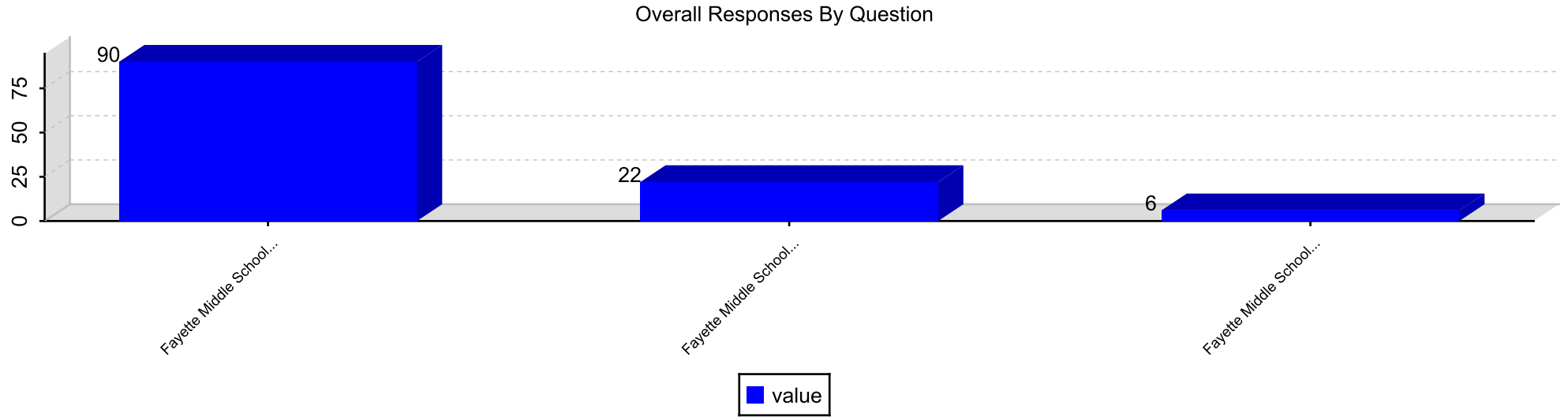


Question 7. My teachers use different activities to help me learn.

Overall Responses By Question

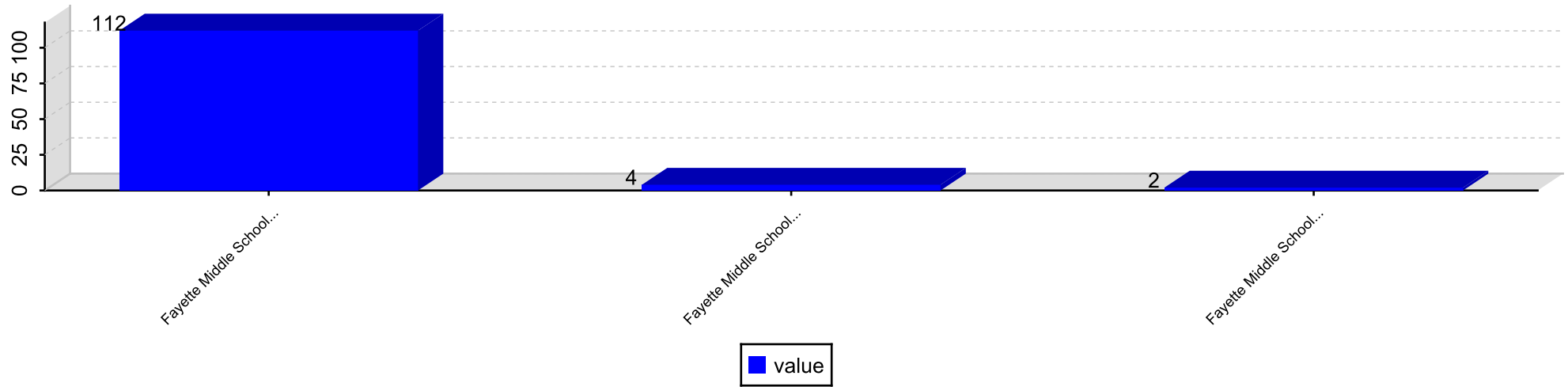


Question 8. My teachers listen to me.



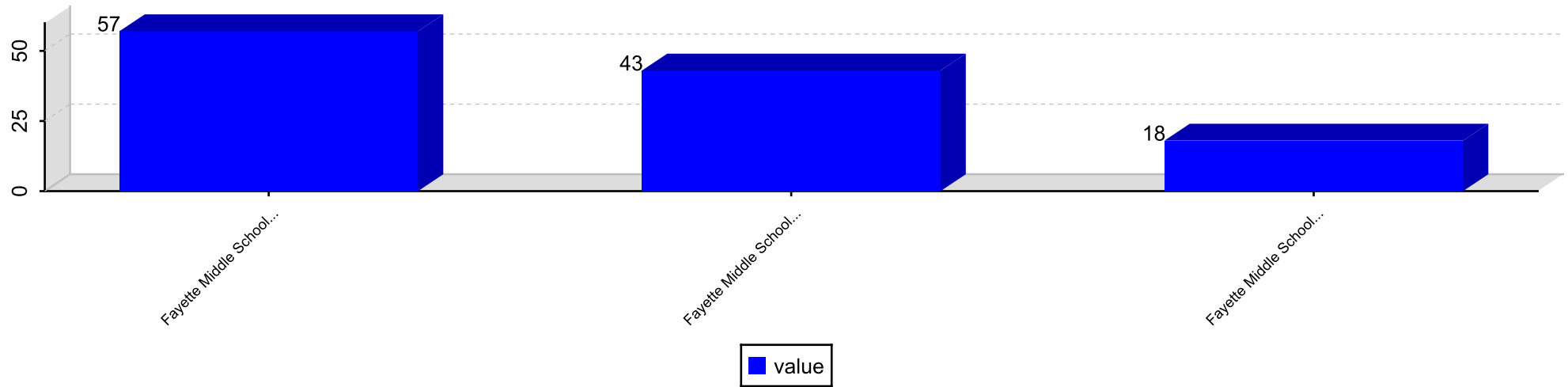
Question 9. My teachers tell me how I should behave and do my work.

Overall Responses By Question

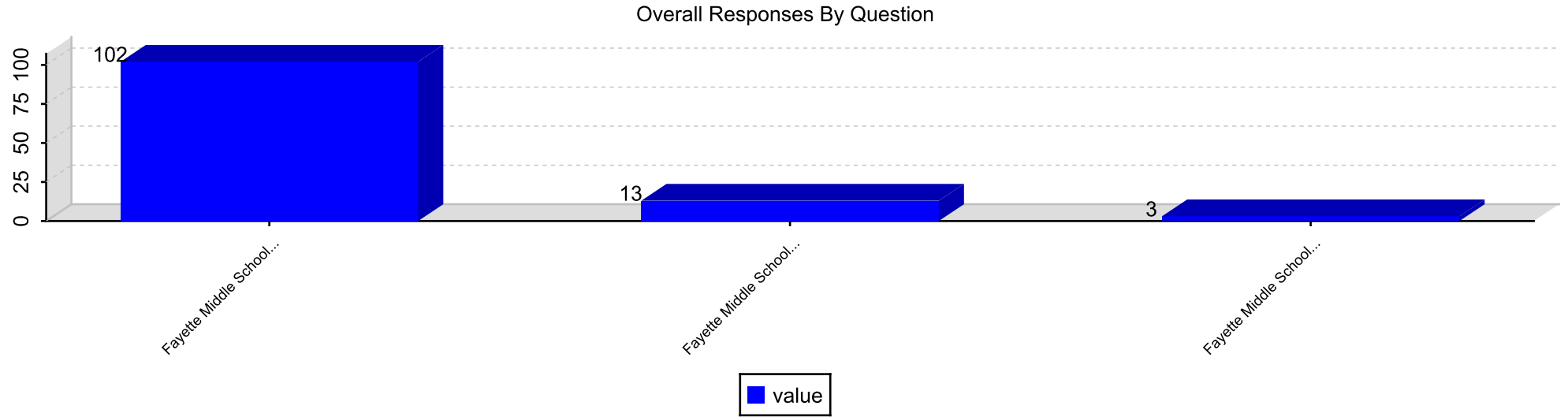


Question 10. My teachers ask my family to come to school activities.

Overall Responses By Question

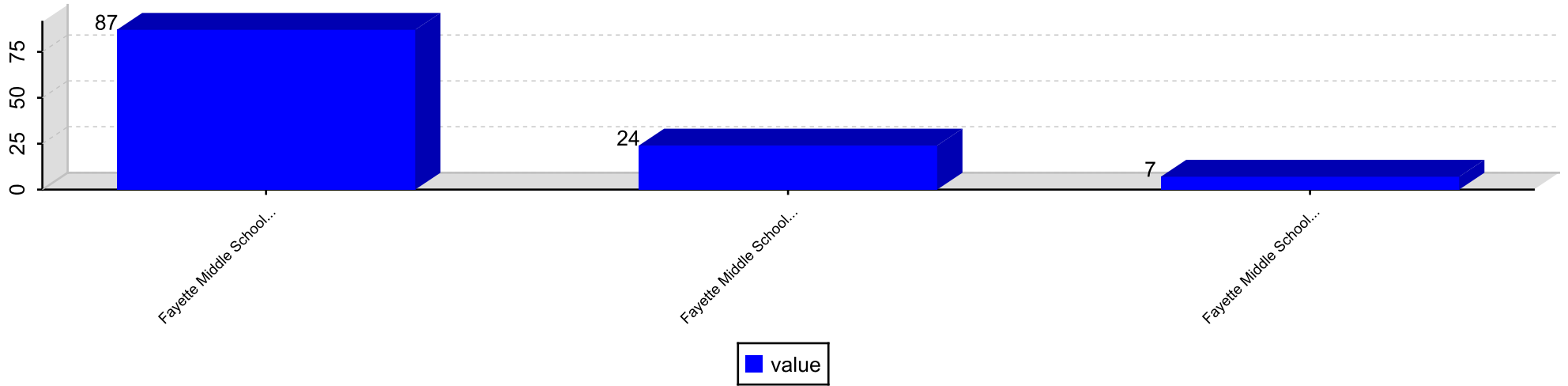


Question 11. My teachers always help me when I need them.



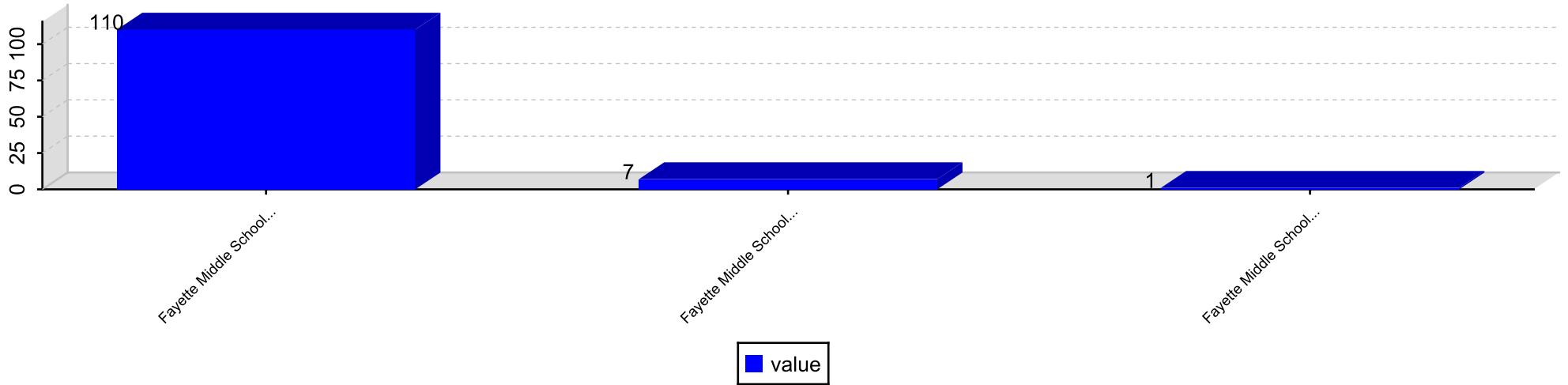
Question 12. My teachers tell my family how I am doing in school.

Overall Responses By Question



Question 13. My teachers care about students.

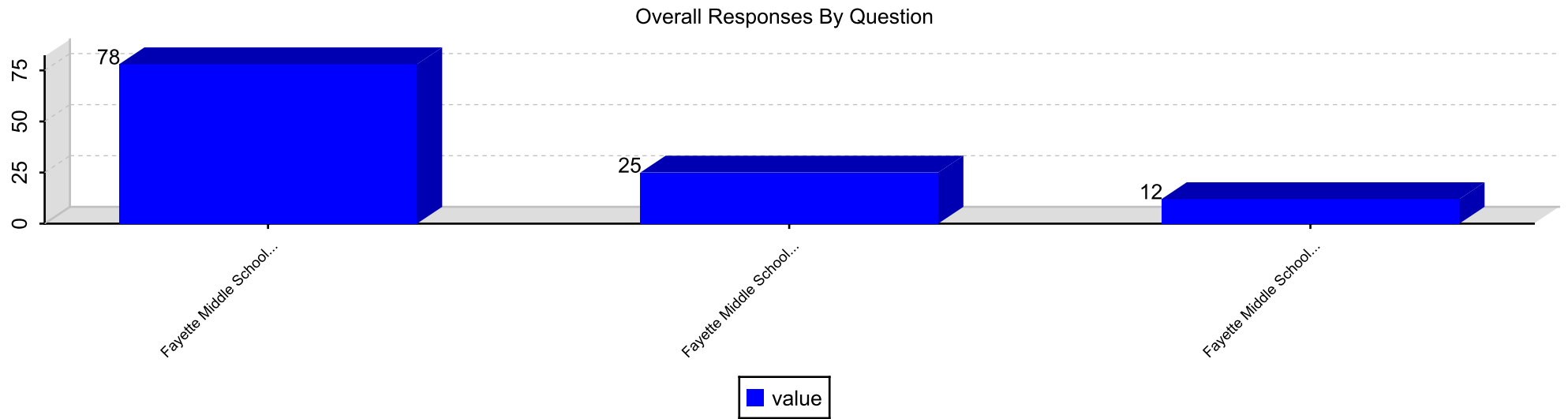
Overall Responses By Question



Section: Resources and Support Systems

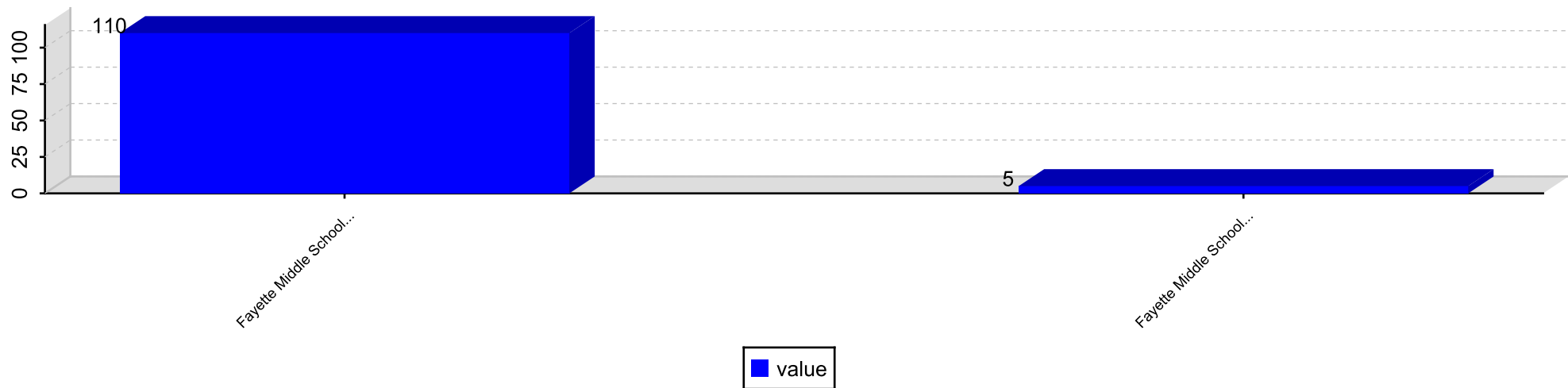
Responses By Question

Question 14. My school is safe and clean.



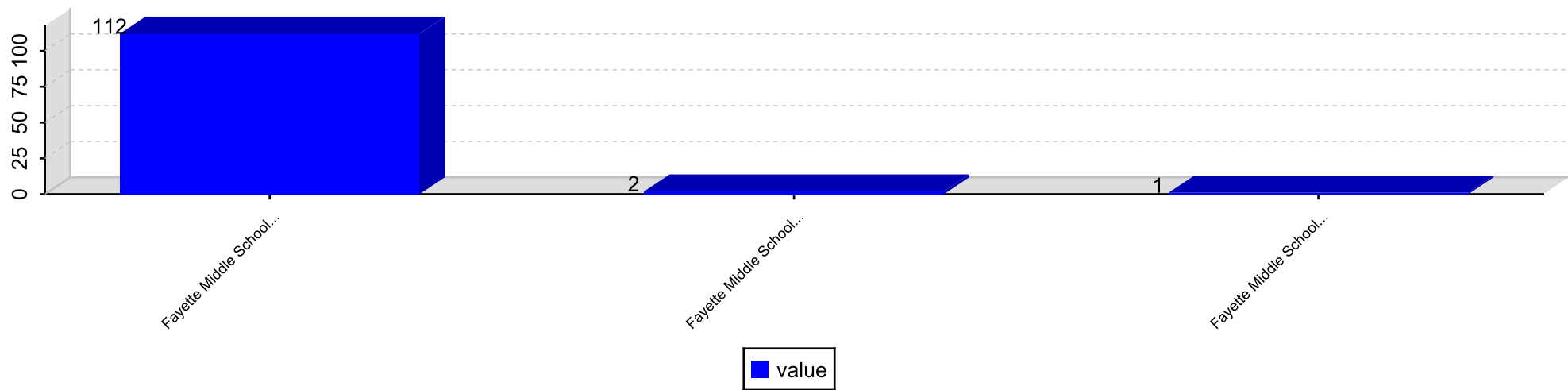
Question 15. My school has many places where I can learn, such as the library.

Overall Responses By Question

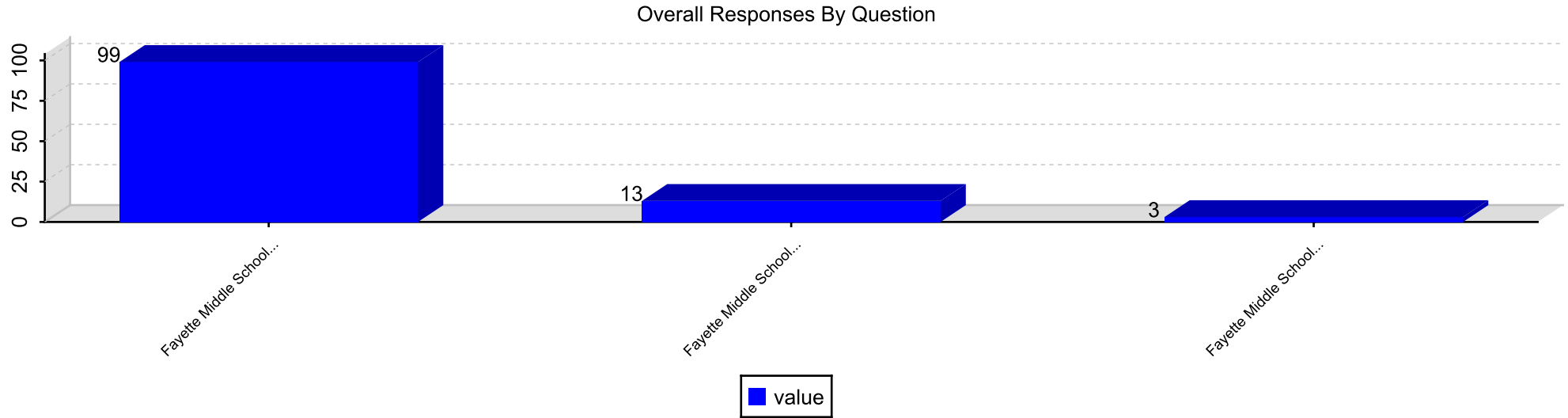


Question 16. My school has computers to help me learn.

Overall Responses By Question



Question 17. My school wants children in our school to help each other even if we are not friends.

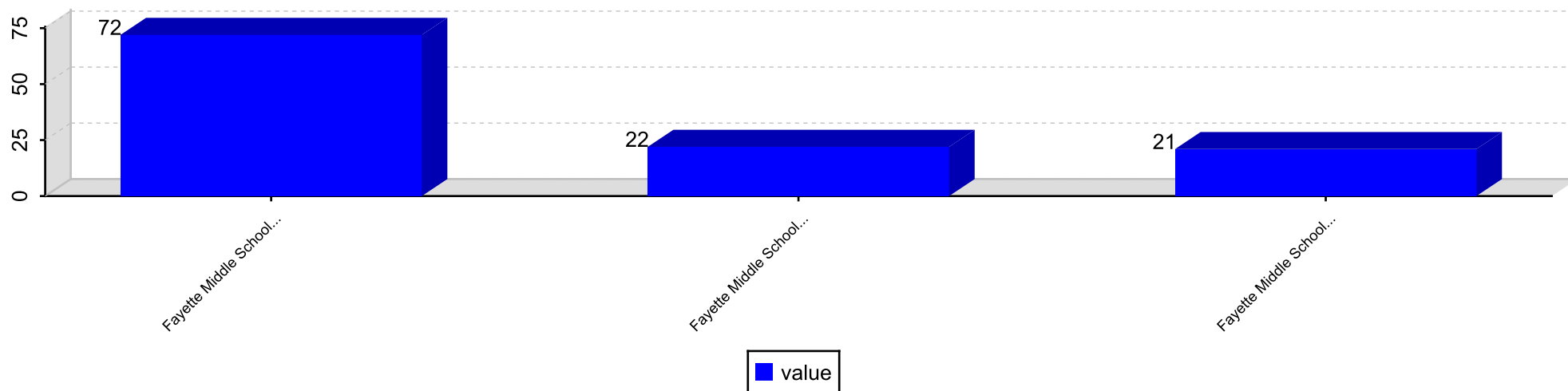


Section: Using Results for Continuous Improvement

Responses By Question

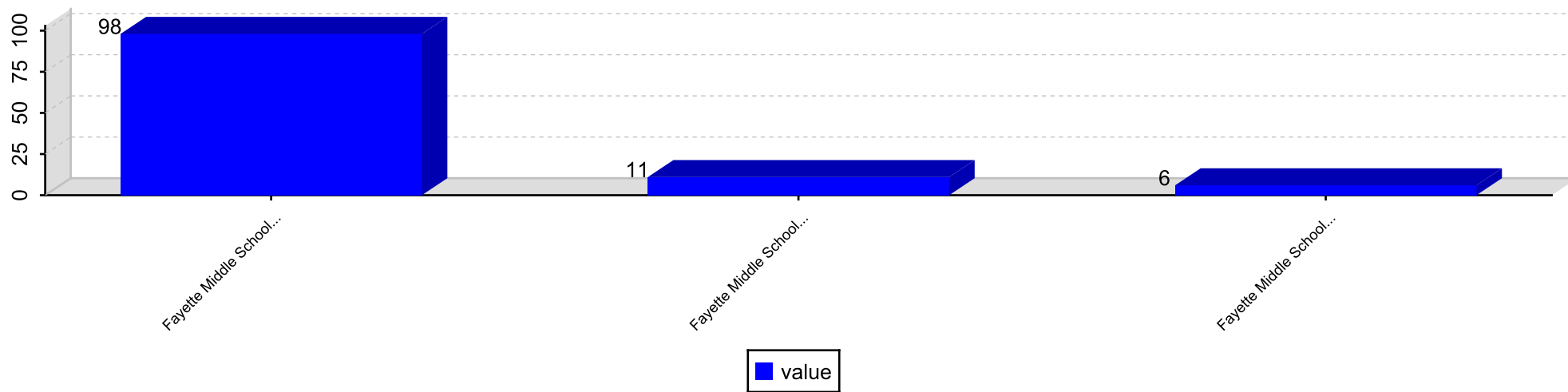
Question 18. My principal and teachers ask me what I think about school.

Overall Responses By Question

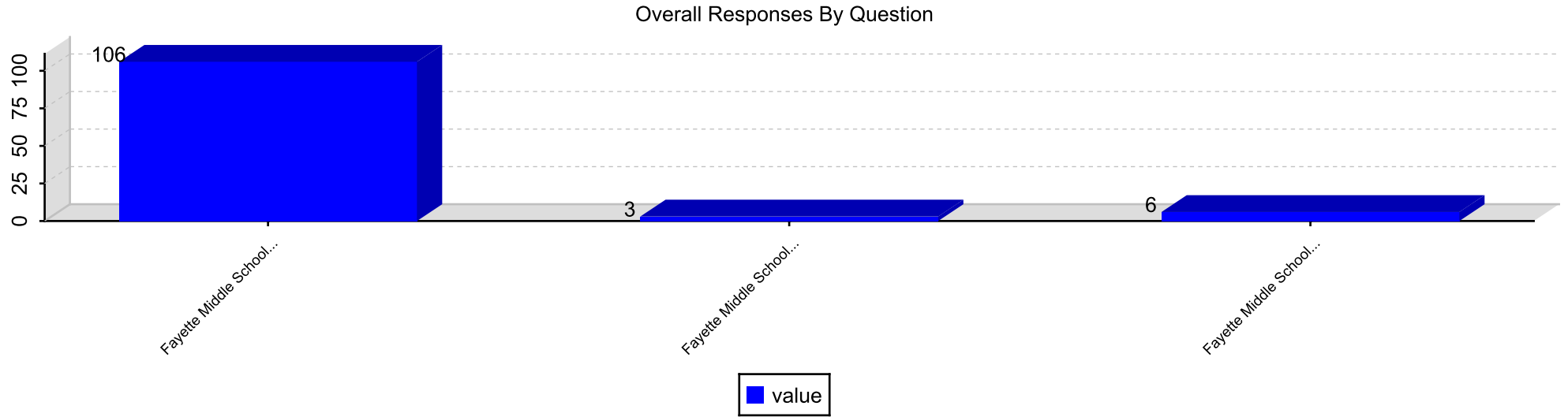


Question 19 My principal and teachers tell children when they do a good job.

Overall Responses By Question



Question 20. My principal and teachers help me to be ready for the next grade.



Survey Response Counts

Section: Purpose and Direction

| Question / Institution | | | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Not Applicable | | Total | |
|--|-----------------------|---------------|----------------|--------|-------|--------|---------|--------|----------|--------|-------------------|--------|----------------|-------|-------|------|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| 1. In my school, programs and services are available to help me succeed. | Fayette Middle School | Average Score | 88 | 27.16% | 157 | 48.46% | 63 | 19.44% | 11 | 3.4% | 4 | 1.23% | 1 | 0.31% | 324 | 100% |
| | | 3.96 | 88 | 27.16% | 157 | 48.46% | 63 | 19.44% | 11 | 3.4% | 4 | 1.23% | 1 | 0.31% | 324 | 100% |
| | Total | | 88 | 27.16% | 157 | 48.46% | 63 | 19.44% | 11 | 3.4% | 4 | 1.23% | 1 | 0.31% | 324 | 100% |
| 2. In my school, the purpose and expectations are clearly explained to me and my family. | Fayette Middle School | Average Score | 83 | 25.62% | 147 | 45.37% | 66 | 20.37% | 23 | 7.1% | 2 | 0.62% | 3 | 0.93% | 324 | 100% |
| | | 3.85 | 83 | 25.62% | 147 | 45.37% | 66 | 20.37% | 23 | 7.1% | 2 | 0.62% | 3 | 0.93% | 324 | 100% |
| | Total | | 83 | 25.62% | 147 | 45.37% | 66 | 20.37% | 23 | 7.1% | 2 | 0.62% | 3 | 0.93% | 324 | 100% |
| 3. In my school, a high quality education is offered. | Fayette Middle School | Average Score | 110 | 33.95% | 129 | 39.81% | 62 | 19.14% | 16 | 4.94% | 5 | 1.54% | 2 | 0.62% | 324 | 100% |
| | | 3.98 | 110 | 33.95% | 129 | 39.81% | 62 | 19.14% | 16 | 4.94% | 5 | 1.54% | 2 | 0.62% | 324 | 100% |
| | Total | | 110 | 33.95% | 129 | 39.81% | 62 | 19.14% | 16 | 4.94% | 5 | 1.54% | 2 | 0.62% | 324 | 100% |
| 4. In my school, all students are treated with respect. | Fayette Middle School | Average Score | 67 | 20.68% | 90 | 27.78% | 88 | 27.16% | 39 | 12.04% | 37 | 11.42% | 3 | 0.93% | 324 | 100% |
| | | 3.31 | 67 | 20.68% | 90 | 27.78% | 88 | 27.16% | 39 | 12.04% | 37 | 11.42% | 3 | 0.93% | 324 | 100% |
| | Total | | 67 | 20.68% | 90 | 27.78% | 88 | 27.16% | 39 | 12.04% | 37 | 11.42% | 3 | 0.93% | 324 | 100% |
| 5. In my school, teachers work together to improve student learning. | Fayette Middle School | Average Score | 115 | 35.49% | 136 | 41.98% | 47 | 14.51% | 20 | 6.17% | 4 | 1.23% | 2 | 0.62% | 324 | 100% |
| | | 4.02 | 115 | 35.49% | 136 | 41.98% | 47 | 14.51% | 20 | 6.17% | 4 | 1.23% | 2 | 0.62% | 324 | 100% |
| | Total | | 115 | 35.49% | 136 | 41.98% | 47 | 14.51% | 20 | 6.17% | 4 | 1.23% | 2 | 0.62% | 324 | 100% |
| Total | | | 463 | 28.58% | 659 | 40.68% | 326 | 20.12% | 109 | 6.73% | 52 | 3.21% | 11 | 0.68% | 1,620 | 100% |

Section: Governance and Leadership

Student Survey (Middle and High)

| Question / Institution | | | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Not Applicable | | Total | |
|---|-----------------------|---------------|----------------|--------|-------|--------|---------|--------|----------|-------|-------------------|-------|----------------|-------|-------|------|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| 6. In my school, rules are applied equally to all students. | Fayette Middle School | Average Score | 130 | 40.12% | 109 | 33.64% | 33 | 10.19% | 27 | 8.33% | 24 | 7.41% | 1 | 0.31% | 324 | 100% |
| | | 3.9 | 130 | 40.12% | 109 | 33.64% | 33 | 10.19% | 27 | 8.33% | 24 | 7.41% | 1 | 0.31% | 324 | 100% |
| | Total | | 130 | 40.12% | 109 | 33.64% | 33 | 10.19% | 27 | 8.33% | 24 | 7.41% | 1 | 0.31% | 324 | 100% |
| 7. In my school, students treat adults with respect. | Fayette Middle School | Average Score | 89 | 27.47% | 98 | 30.25% | 92 | 28.4% | 28 | 8.64% | 15 | 4.63% | 2 | 0.62% | 324 | 100% |
| | | 3.65 | 89 | 27.47% | 98 | 30.25% | 92 | 28.4% | 28 | 8.64% | 15 | 4.63% | 2 | 0.62% | 324 | 100% |
| | Total | | 89 | 27.47% | 98 | 30.25% | 92 | 28.4% | 28 | 8.64% | 15 | 4.63% | 2 | 0.62% | 324 | 100% |
| 8. In my school, the principal and teachers have high expectations of me. | Fayette Middle School | Average Score | 131 | 40.43% | 130 | 40.12% | 40 | 12.35% | 14 | 4.32% | 7 | 2.16% | 2 | 0.62% | 324 | 100% |
| | | 4.1 | 131 | 40.43% | 130 | 40.12% | 40 | 12.35% | 14 | 4.32% | 7 | 2.16% | 2 | 0.62% | 324 | 100% |
| | Total | | 131 | 40.43% | 130 | 40.12% | 40 | 12.35% | 14 | 4.32% | 7 | 2.16% | 2 | 0.62% | 324 | 100% |
| Total | | | 350 | 36.01% | 337 | 34.67% | 165 | 16.98% | 69 | 7.1% | 46 | 4.73% | 5 | 0.51% | 972 | 100% |

Section: Teaching and Assessing for Learning

| Question / Institution | | | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Not Applicable | | Total | |
|--|-----------------------|---------------|----------------|--------|-------|--------|---------|--------|----------|-------|-------------------|-------|----------------|-------|-------|------|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| 9. My school gives me multiple assessments to check my understanding of what was taught. | Fayette Middle School | Average Score | 86 | 26.79% | 148 | 46.11% | 64 | 19.94% | 19 | 5.92% | 3 | 0.93% | 1 | 0.31% | 321 | 100% |
| | | 3.91 | 86 | 26.79% | 148 | 46.11% | 64 | 19.94% | 19 | 5.92% | 3 | 0.93% | 1 | 0.31% | 321 | 100% |
| | Total | | 86 | 26.79% | 148 | 46.11% | 64 | 19.94% | 19 | 5.92% | 3 | 0.93% | 1 | 0.31% | 321 | 100% |
| 10. My school provides me with challenging curriculum and learning experiences. | Fayette Middle School | Average Score | 84 | 26.17% | 151 | 47.04% | 66 | 20.56% | 13 | 4.05% | 2 | 0.62% | 5 | 1.56% | 321 | 100% |
| | | 3.89 | 84 | 26.17% | 151 | 47.04% | 66 | 20.56% | 13 | 4.05% | 2 | 0.62% | 5 | 1.56% | 321 | 100% |
| | Total | | 84 | 26.17% | 151 | 47.04% | 66 | 20.56% | 13 | 4.05% | 2 | 0.62% | 5 | 1.56% | 321 | 100% |
| 11. My school prepares me to deal with issues I may face in the future. | Fayette Middle School | Average Score | 78 | 24.3% | 121 | 37.69% | 65 | 20.25% | 43 | 13.4% | 11 | 3.43% | 3 | 0.93% | 321 | 100% |
| | | 3.63 | 78 | 24.3% | 121 | 37.69% | 65 | 20.25% | 43 | 13.4% | 11 | 3.43% | 3 | 0.93% | 321 | 100% |
| | Total | | 78 | 24.3% | 121 | 37.69% | 65 | 20.25% | 43 | 13.4% | 11 | 3.43% | 3 | 0.93% | 321 | 100% |
| 12. My school motivates me to learn new things. | Fayette Middle School | Average Score | 98 | 30.53% | 139 | 43.3% | 53 | 16.51% | 22 | 6.85% | 7 | 2.18% | 2 | 0.62% | 321 | 100% |
| | | 3.91 | 98 | 30.53% | 139 | 43.3% | 53 | 16.51% | 22 | 6.85% | 7 | 2.18% | 2 | 0.62% | 321 | 100% |
| | Total | | 98 | 30.53% | 139 | 43.3% | 53 | 16.51% | 22 | 6.85% | 7 | 2.18% | 2 | 0.62% | 321 | 100% |

| Question / Institution | | | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Not Applicable | | Total | |
|--|-----------------------|---------------|----------------|--------|-------|--------|---------|--------|----------|--------|-------------------|-------|----------------|-------|-------|------|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| | | | | | | | | | | | | | | | | |
| 13. My school offers opportunities for my family to become involved in school activities and my learning. | Fayette Middle School | Average Score | 70 | 21.81% | 143 | 44.55% | 75 | 23.36% | 23 | 7.17% | 6 | 1.87% | 4 | 1.25% | 321 | 100% |
| | | 3.74 | 70 | 21.81% | 143 | 44.55% | 75 | 23.36% | 23 | 7.17% | 6 | 1.87% | 4 | 1.25% | 321 | 100% |
| | Total | | 70 | 21.81% | 143 | 44.55% | 75 | 23.36% | 23 | 7.17% | 6 | 1.87% | 4 | 1.25% | 321 | 100% |
| 14. My school makes sure there is at least one adult who knows me well and shows interest in my education and future. | Fayette Middle School | Average Score | 71 | 22.12% | 103 | 32.09% | 70 | 21.81% | 47 | 14.64% | 22 | 6.85% | 8 | 2.49% | 321 | 100% |
| | | 3.4 | 71 | 22.12% | 103 | 32.09% | 70 | 21.81% | 47 | 14.64% | 22 | 6.85% | 8 | 2.49% | 321 | 100% |
| | Total | | 71 | 22.12% | 103 | 32.09% | 70 | 21.81% | 47 | 14.64% | 22 | 6.85% | 8 | 2.49% | 321 | 100% |
| 15. My school provides learning services for me according to my needs. | Fayette Middle School | Average Score | 63 | 19.63% | 151 | 47.04% | 73 | 22.74% | 25 | 7.79% | 8 | 2.49% | 1 | 0.31% | 321 | 100% |
| | | 3.73 | 63 | 19.63% | 151 | 47.04% | 73 | 22.74% | 25 | 7.79% | 8 | 2.49% | 1 | 0.31% | 321 | 100% |
| | Total | | 63 | 19.63% | 151 | 47.04% | 73 | 22.74% | 25 | 7.79% | 8 | 2.49% | 1 | 0.31% | 321 | 100% |
| 16. All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed. | Fayette Middle School | Average Score | 106 | 33.02% | 123 | 38.32% | 67 | 20.87% | 14 | 4.36% | 9 | 2.8% | 2 | 0.62% | 321 | 100% |
| | | 3.93 | 106 | 33.02% | 123 | 38.32% | 67 | 20.87% | 14 | 4.36% | 9 | 2.8% | 2 | 0.62% | 321 | 100% |
| | Total | | 106 | 33.02% | 123 | 38.32% | 67 | 20.87% | 14 | 4.36% | 9 | 2.8% | 2 | 0.62% | 321 | 100% |
| 17. All of my teachers change their teaching to meet my learning needs. | Fayette Middle School | Average Score | 50 | 15.58% | 112 | 34.89% | 91 | 28.35% | 32 | 9.97% | 25 | 7.79% | 11 | 3.43% | 321 | 100% |
| | | 3.3 | 50 | 15.58% | 112 | 34.89% | 91 | 28.35% | 32 | 9.97% | 25 | 7.79% | 11 | 3.43% | 321 | 100% |
| | Total | | 50 | 15.58% | 112 | 34.89% | 91 | 28.35% | 32 | 9.97% | 25 | 7.79% | 11 | 3.43% | 321 | 100% |
| 18. All of my teachers explain their expectations for learning and behavior so I can be successful. | Fayette Middle School | Average Score | 88 | 27.41% | 128 | 39.88% | 72 | 22.43% | 19 | 5.92% | 12 | 3.74% | 2 | 0.62% | 321 | 100% |
| | | 3.79 | 88 | 27.41% | 128 | 39.88% | 72 | 22.43% | 19 | 5.92% | 12 | 3.74% | 2 | 0.62% | 321 | 100% |
| | Total | | 88 | 27.41% | 128 | 39.88% | 72 | 22.43% | 19 | 5.92% | 12 | 3.74% | 2 | 0.62% | 321 | 100% |
| 19. All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught. | Fayette Middle School | Average Score | 99 | 30.84% | 138 | 42.99% | 56 | 17.45% | 19 | 5.92% | 5 | 1.56% | 4 | 1.25% | 321 | 100% |
| | | 3.92 | 99 | 30.84% | 138 | 42.99% | 56 | 17.45% | 19 | 5.92% | 5 | 1.56% | 4 | 1.25% | 321 | 100% |
| | Total | | 99 | 30.84% | 138 | 42.99% | 56 | 17.45% | 19 | 5.92% | 5 | 1.56% | 4 | 1.25% | 321 | 100% |
| 20. All of my teachers provide me with information about my learning and grades. | Fayette Middle School | Average Score | 92 | 28.66% | 152 | 47.35% | 47 | 14.64% | 16 | 4.98% | 12 | 3.74% | 2 | 0.62% | 321 | 100% |
| | | 3.9 | 92 | 28.66% | 152 | 47.35% | 47 | 14.64% | 16 | 4.98% | 12 | 3.74% | 2 | 0.62% | 321 | 100% |
| | Total | | 92 | 28.66% | 152 | 47.35% | 47 | 14.64% | 16 | 4.98% | 12 | 3.74% | 2 | 0.62% | 321 | 100% |

| Question / Institution | | | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Not Applicable | | Total | |
|---|-----------------------|---------------|----------------|--------|-------|--------|---------|--------|----------|-------|-------------------|-------|----------------|-------|-------|------|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| 21. All of my teachers keep my family informed of my academic progress. | Fayette Middle School | Average Score | 81 | 25.23% | 115 | 35.83% | 74 | 23.05% | 32 | 9.97% | 12 | 3.74% | 7 | 2.18% | 321 | 100% |
| | | 3.62 | 81 | 25.23% | 115 | 35.83% | 74 | 23.05% | 32 | 9.97% | 12 | 3.74% | 7 | 2.18% | 321 | 100% |
| | Total | | 81 | 25.23% | 115 | 35.83% | 74 | 23.05% | 32 | 9.97% | 12 | 3.74% | 7 | 2.18% | 321 | 100% |
| 22. All of my teachers fairly grade and evaluate my work. | Fayette Middle School | Average Score | 103 | 32.09% | 126 | 39.25% | 52 | 16.2% | 21 | 6.54% | 14 | 4.36% | 5 | 1.56% | 321 | 100% |
| | | 3.83 | 103 | 32.09% | 126 | 39.25% | 52 | 16.2% | 21 | 6.54% | 14 | 4.36% | 5 | 1.56% | 321 | 100% |
| | Total | | 103 | 32.09% | 126 | 39.25% | 52 | 16.2% | 21 | 6.54% | 14 | 4.36% | 5 | 1.56% | 321 | 100% |
| Total | | | 1,169 | 26.01% | 1,850 | 41.17% | 925 | 20.58% | 345 | 7.68% | 148 | 3.29% | 57 | 1.27% | 4,494 | 100% |

Section: Resources and Support Systems

| Question / Institution | | | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Not Applicable | | Total | |
|---|-----------------------|---------------|----------------|--------|-------|--------|---------|--------|----------|--------|-------------------|--------|----------------|-------|-------|------|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| 23. In my school, the building and grounds are safe, clean, and provide a healthy place for learning. | Fayette Middle School | Average Score | 84 | 26.42% | 81 | 25.47% | 74 | 23.27% | 42 | 13.21% | 30 | 9.43% | 7 | 2.2% | 318 | 100% |
| | | 3.4 | 84 | 26.42% | 81 | 25.47% | 74 | 23.27% | 42 | 13.21% | 30 | 9.43% | 7 | 2.2% | 318 | 100% |
| | Total | | 84 | 26.42% | 81 | 25.47% | 74 | 23.27% | 42 | 13.21% | 30 | 9.43% | 7 | 2.2% | 318 | 100% |
| 24. In my school, students respect the property of others. | Fayette Middle School | Average Score | 45 | 14.15% | 80 | 25.16% | 86 | 27.04% | 49 | 15.41% | 51 | 16.04% | 7 | 2.2% | 318 | 100% |
| | | 2.99 | 45 | 14.15% | 80 | 25.16% | 86 | 27.04% | 49 | 15.41% | 51 | 16.04% | 7 | 2.2% | 318 | 100% |
| | Total | | 45 | 14.15% | 80 | 25.16% | 86 | 27.04% | 49 | 15.41% | 51 | 16.04% | 7 | 2.2% | 318 | 100% |
| 25. In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center). | Fayette Middle School | Average Score | 84 | 26.42% | 143 | 44.97% | 64 | 20.13% | 17 | 5.35% | 5 | 1.57% | 5 | 1.57% | 318 | 100% |
| | | 3.85 | 84 | 26.42% | 143 | 44.97% | 64 | 20.13% | 17 | 5.35% | 5 | 1.57% | 5 | 1.57% | 318 | 100% |
| | Total | | 84 | 26.42% | 143 | 44.97% | 64 | 20.13% | 17 | 5.35% | 5 | 1.57% | 5 | 1.57% | 318 | 100% |
| 26. In my school, computers are up-to-date and used by teachers to help me learn. | Fayette Middle School | Average Score | 78 | 24.53% | 124 | 38.99% | 72 | 22.64% | 28 | 8.81% | 12 | 3.77% | 4 | 1.26% | 318 | 100% |
| | | 3.68 | 78 | 24.53% | 124 | 38.99% | 72 | 22.64% | 28 | 8.81% | 12 | 3.77% | 4 | 1.26% | 318 | 100% |
| | Total | | 78 | 24.53% | 124 | 38.99% | 72 | 22.64% | 28 | 8.81% | 12 | 3.77% | 4 | 1.26% | 318 | 100% |

Student Survey (Middle and High)

| Question / Institution | | | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Not Applicable | | Total | |
|--|-----------------------|---------------|----------------|--------|-------|--------|---------|--------|----------|--------|-------------------|--------|----------------|-------|-------|------|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| | | | | | | | | | | | | | | | | |
| 27. In my school, students help each other even if they are not friends. | Fayette Middle School | Average Score | 46 | 14.47% | 81 | 25.47% | 69 | 21.7% | 58 | 18.24% | 52 | 16.35% | 12 | 3.77% | 318 | 100% |
| | | 2.92 | 46 | 14.47% | 81 | 25.47% | 69 | 21.7% | 58 | 18.24% | 52 | 16.35% | 12 | 3.77% | 318 | 100% |
| | Total | | 46 | 14.47% | 81 | 25.47% | 69 | 21.7% | 58 | 18.24% | 52 | 16.35% | 12 | 3.77% | 318 | 100% |
| 28. In my school, I can participate in activities that interest me. | Fayette Middle School | Average Score | 114 | 35.85% | 131 | 41.19% | 40 | 12.58% | 16 | 5.03% | 12 | 3.77% | 5 | 1.57% | 318 | 100% |
| | | 3.96 | 114 | 35.85% | 131 | 41.19% | 40 | 12.58% | 16 | 5.03% | 12 | 3.77% | 5 | 1.57% | 318 | 100% |
| | Total | | 114 | 35.85% | 131 | 41.19% | 40 | 12.58% | 16 | 5.03% | 12 | 3.77% | 5 | 1.57% | 318 | 100% |
| 29. In my school, I have access to counseling, career planning, and other programs to help me in school. | Fayette Middle School | Average Score | 68 | 21.38% | 122 | 38.36% | 79 | 24.84% | 28 | 8.81% | 13 | 4.09% | 8 | 2.52% | 318 | 100% |
| | | 3.57 | 68 | 21.38% | 122 | 38.36% | 79 | 24.84% | 28 | 8.81% | 13 | 4.09% | 8 | 2.52% | 318 | 100% |
| | Total | | 68 | 21.38% | 122 | 38.36% | 79 | 24.84% | 28 | 8.81% | 13 | 4.09% | 8 | 2.52% | 318 | 100% |
| Total | | | 519 | 23.32% | 762 | 34.23% | 484 | 21.74% | 238 | 10.69% | 175 | 7.86% | 48 | 2.16% | 2,226 | 100% |

Section: Using Results for Continuous Improvement

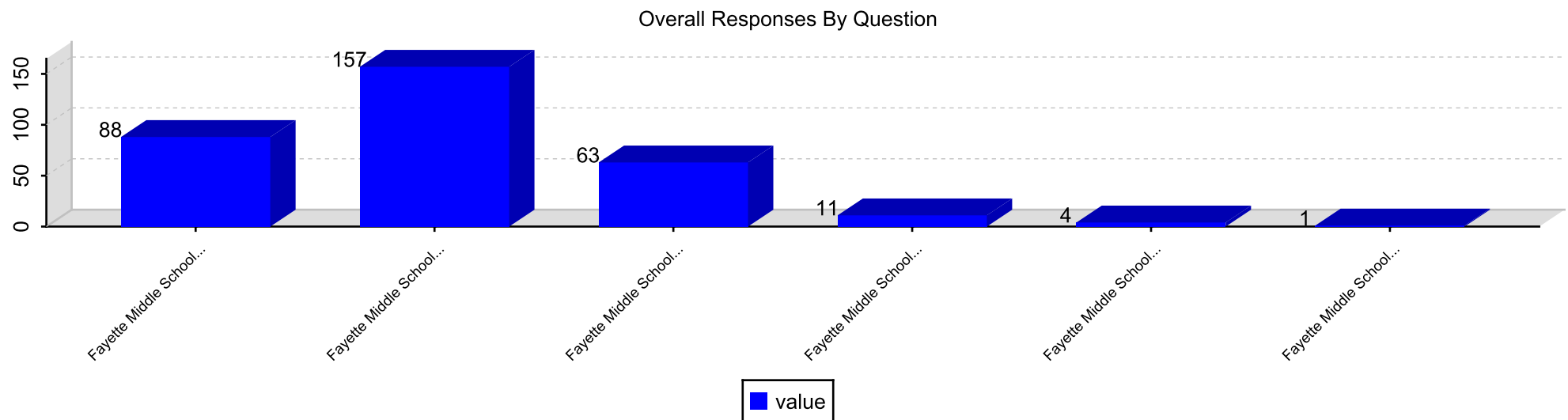
| Question / Institution | | | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | | Not Applicable | | Total | |
|---|-----------------------|---------------|----------------|--------|-------|--------|---------|--------|----------|--------|-------------------|-------|----------------|-------|-------|------|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| | | | | | | | | | | | | | | | | |
| 30. My school shares information about school success with my family and community members. | Fayette Middle School | Average Score | 69 | 21.9% | 116 | 36.83% | 76 | 24.13% | 33 | 10.48% | 12 | 3.81% | 9 | 2.86% | 315 | 100% |
| | | 3.54 | 69 | 21.9% | 116 | 36.83% | 76 | 24.13% | 33 | 10.48% | 12 | 3.81% | 9 | 2.86% | 315 | 100% |
| | Total | | 69 | 21.9% | 116 | 36.83% | 76 | 24.13% | 33 | 10.48% | 12 | 3.81% | 9 | 2.86% | 315 | 100% |
| 31. My school considers students' opinions when planning ways to improve the school. | Fayette Middle School | Average Score | 41 | 13.02% | 113 | 35.87% | 82 | 26.03% | 45 | 14.29% | 25 | 7.94% | 9 | 2.86% | 315 | 100% |
| | | 3.23 | 41 | 13.02% | 113 | 35.87% | 82 | 26.03% | 45 | 14.29% | 25 | 7.94% | 9 | 2.86% | 315 | 100% |
| | Total | | 41 | 13.02% | 113 | 35.87% | 82 | 26.03% | 45 | 14.29% | 25 | 7.94% | 9 | 2.86% | 315 | 100% |
| 32. My school prepares me for success in the next school year. | Fayette Middle School | Average Score | 106 | 33.65% | 139 | 44.13% | 47 | 14.92% | 12 | 3.81% | 7 | 2.22% | 4 | 1.27% | 315 | 100% |
| | | 3.99 | 106 | 33.65% | 139 | 44.13% | 47 | 14.92% | 12 | 3.81% | 7 | 2.22% | 4 | 1.27% | 315 | 100% |
| | Total | | 106 | 33.65% | 139 | 44.13% | 47 | 14.92% | 12 | 3.81% | 7 | 2.22% | 4 | 1.27% | 315 | 100% |
| Total | | | 216 | 22.86% | 368 | 38.94% | 205 | 21.69% | 90 | 9.52% | 44 | 4.66% | 22 | 2.33% | 945 | 100% |

Responses By Section and Question

Section: Purpose and Direction

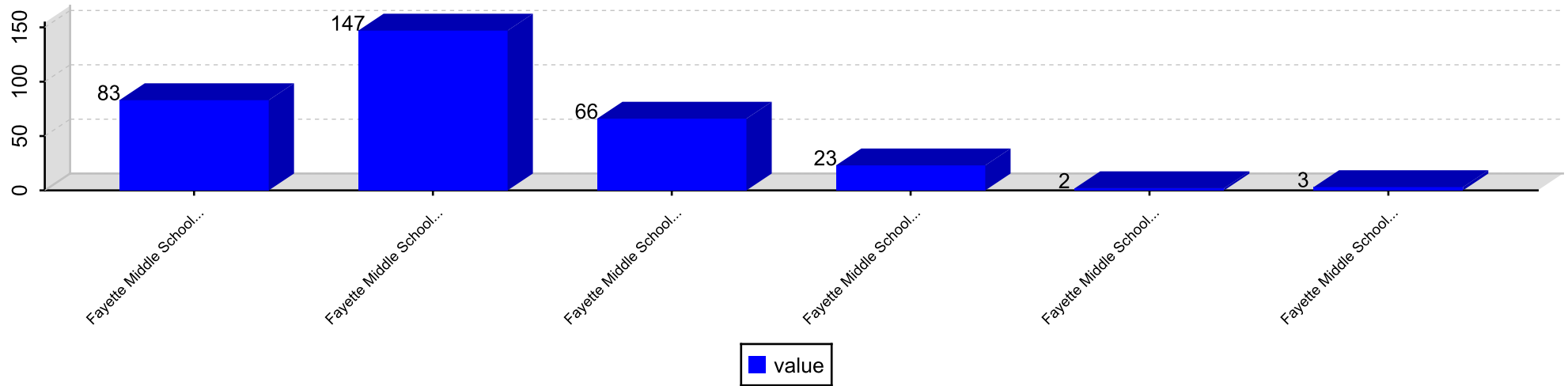
Responses By Question

Question 1. In my school, programs and services are available to help me succeed.



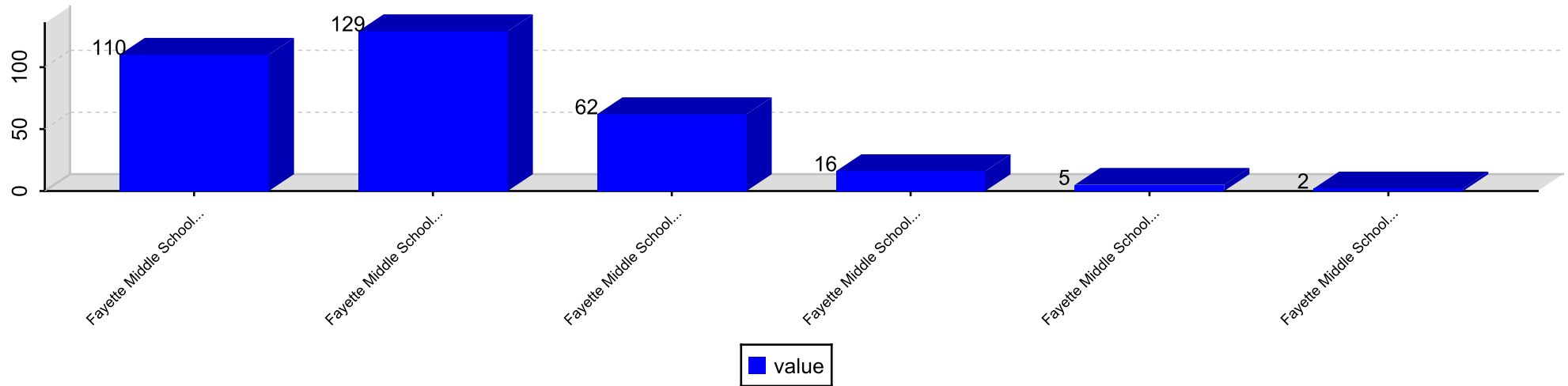
Question 2. In my school, the purpose and expectations are clearly explained to me and my family.

Overall Responses By Question

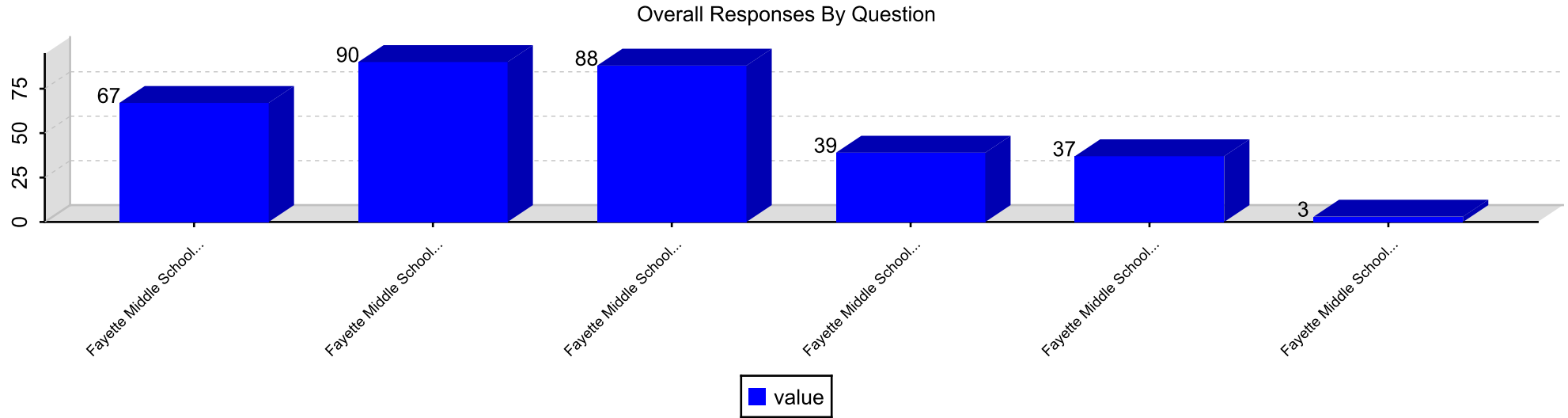


Question 3. In my school, a high quality education is offered.

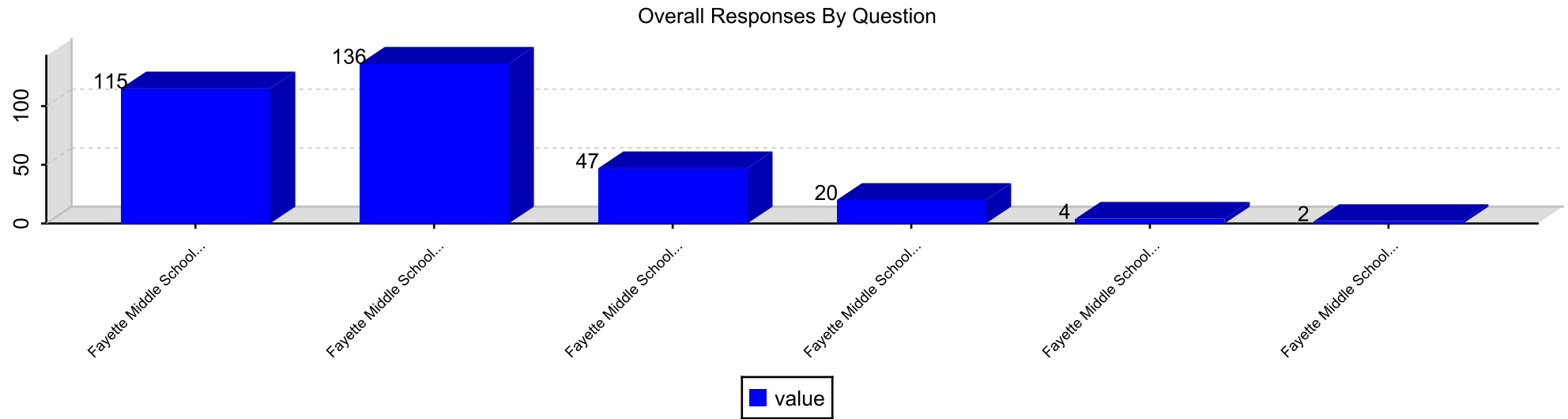
Overall Responses By Question



Question 4. In my school, all students are treated with respect.



Question 5. In my school, teachers work together to improve student learning.

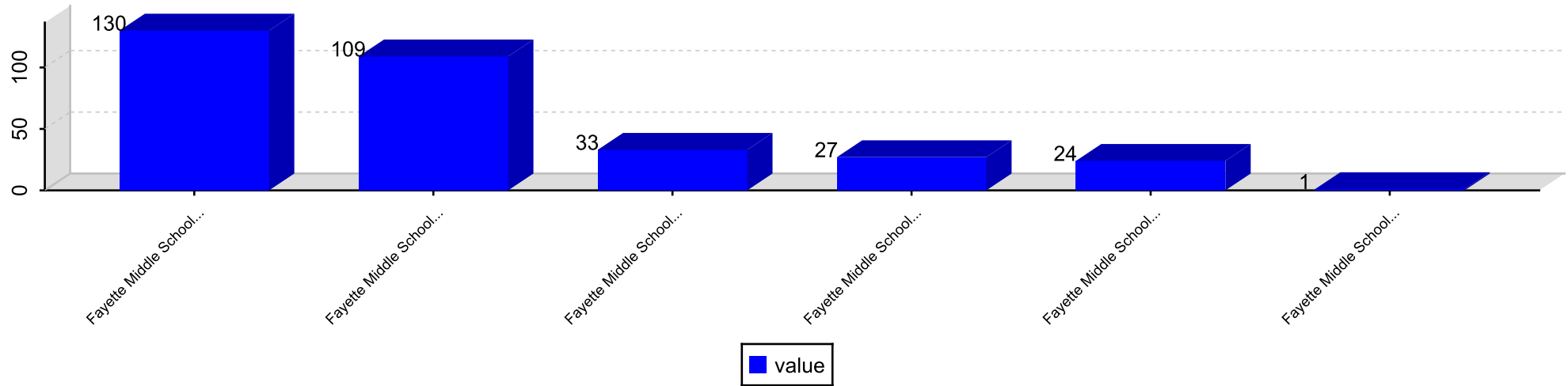


Section: Governance and Leadership

Responses By Question

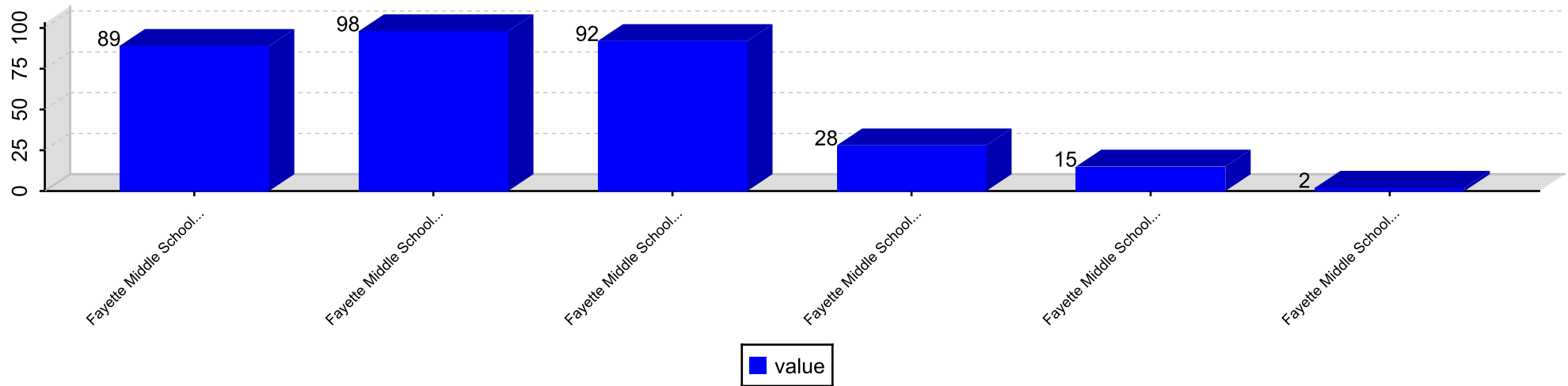
Question 6. In my school, rules are applied equally to all students.

Overall Responses By Question

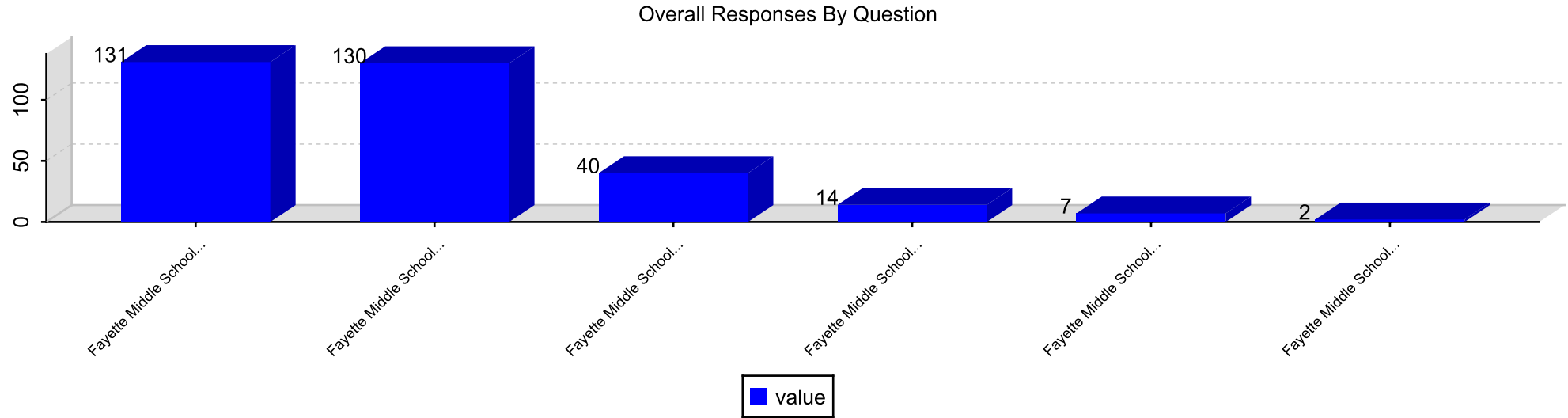


Question 7. In my school, students treat adults with respect.

Overall Responses By Question



Question 8. In my school, the principal and teachers have high expectations of me.

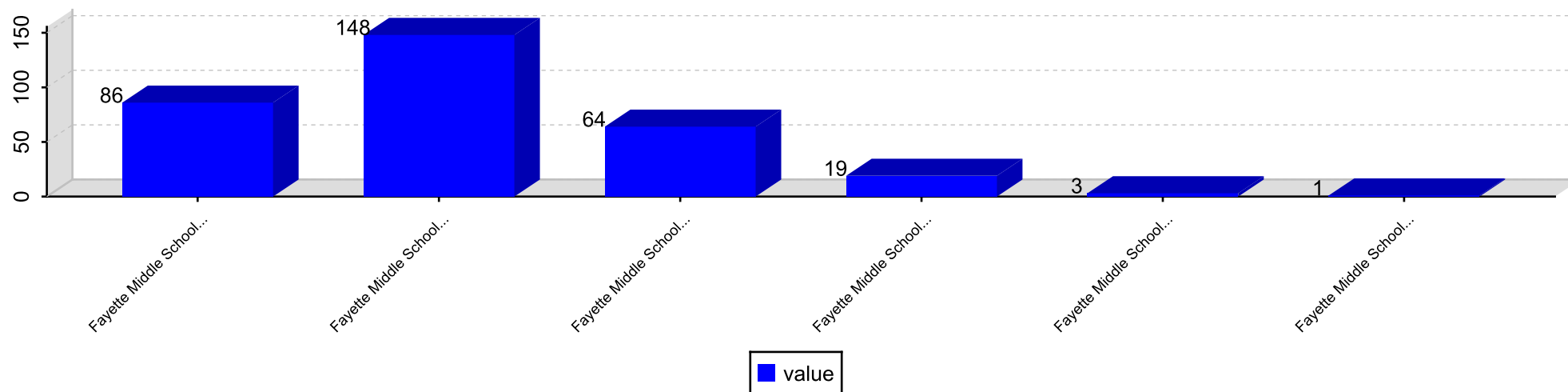


Section: Teaching and Assessing for Learning

Responses By Question

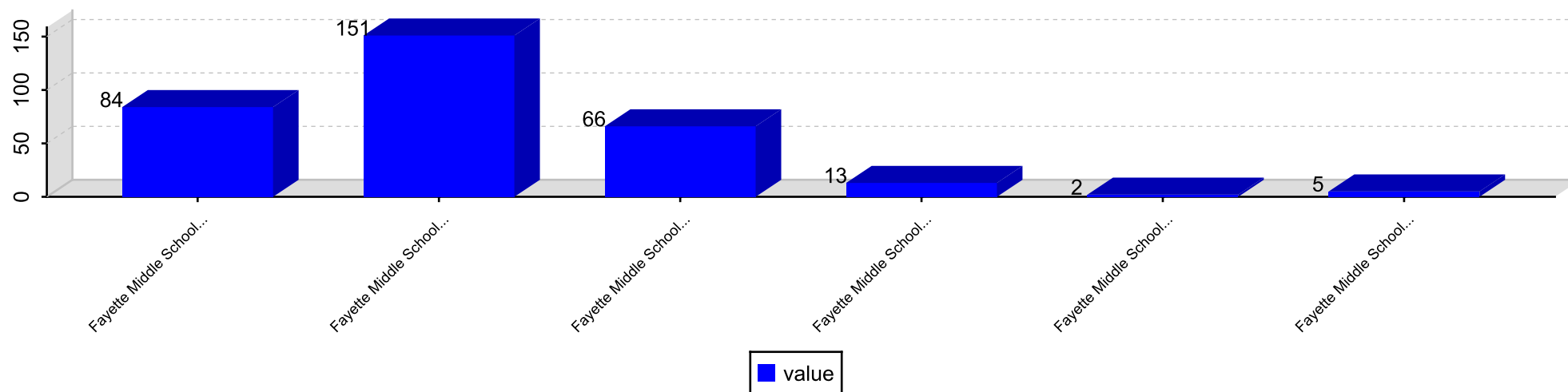
Question 9. My school gives me multiple assessments to check my understanding of what was taught.

Overall Responses By Question

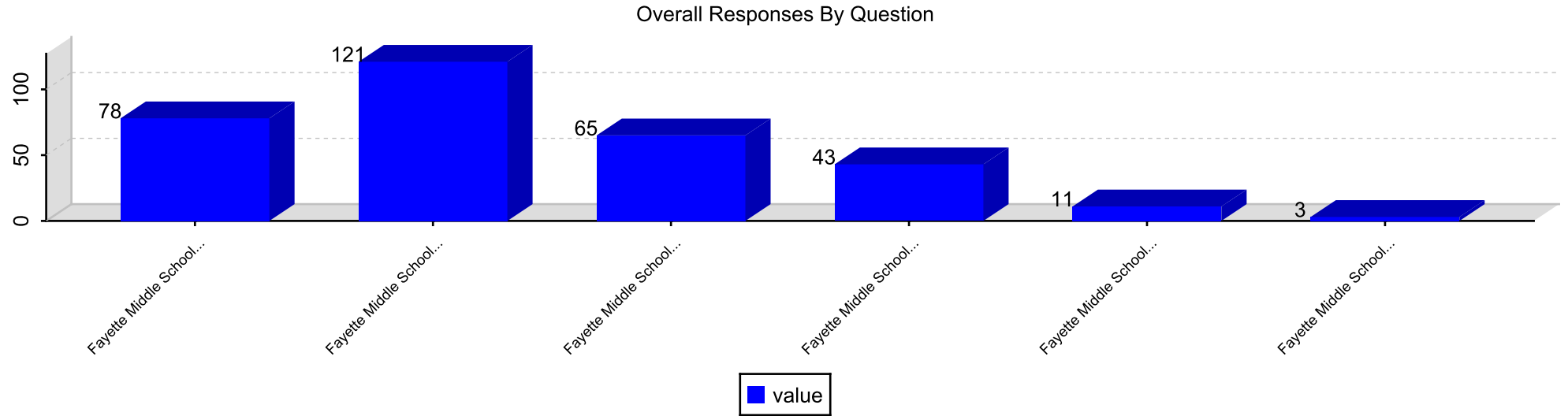


Question 10. My school provides me with challenging curriculum and learning experiences.

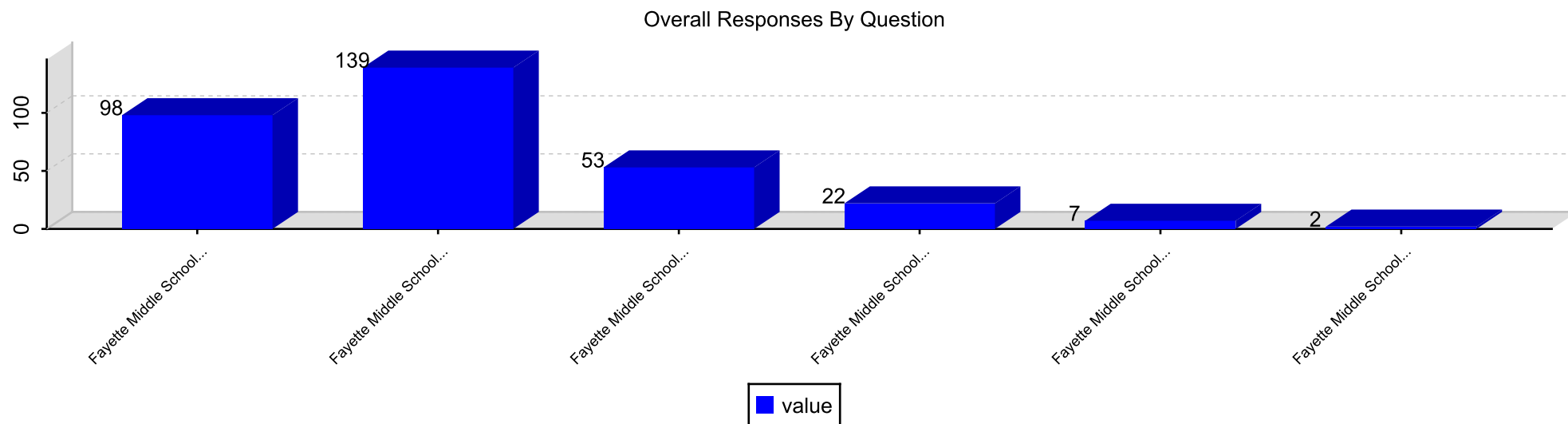
Overall Responses By Question



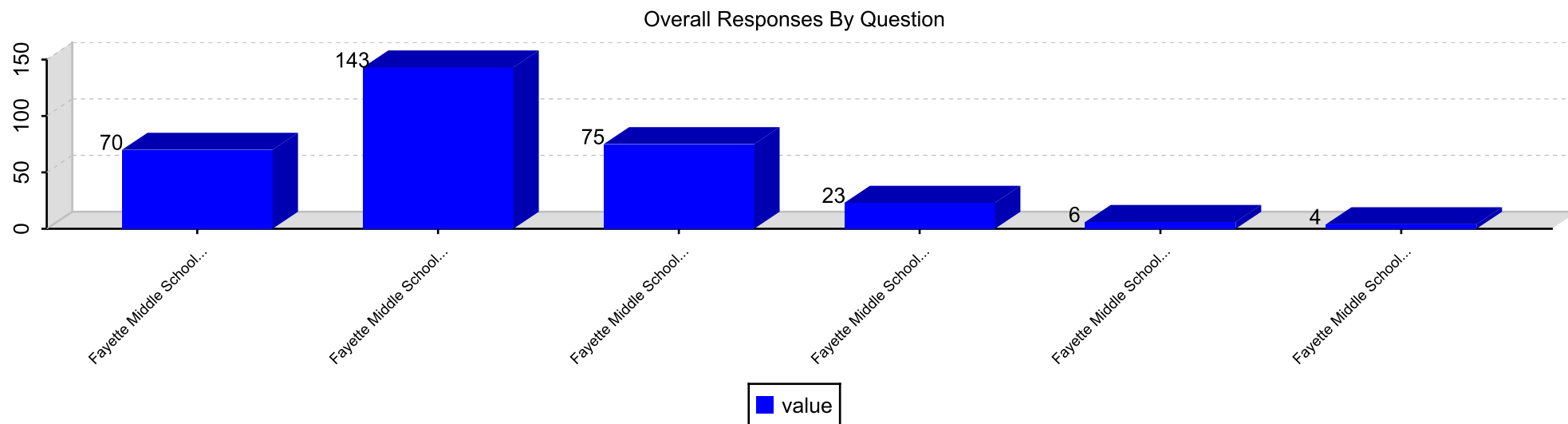
Question 11. My school prepares me to deal with issues I may face in the future.



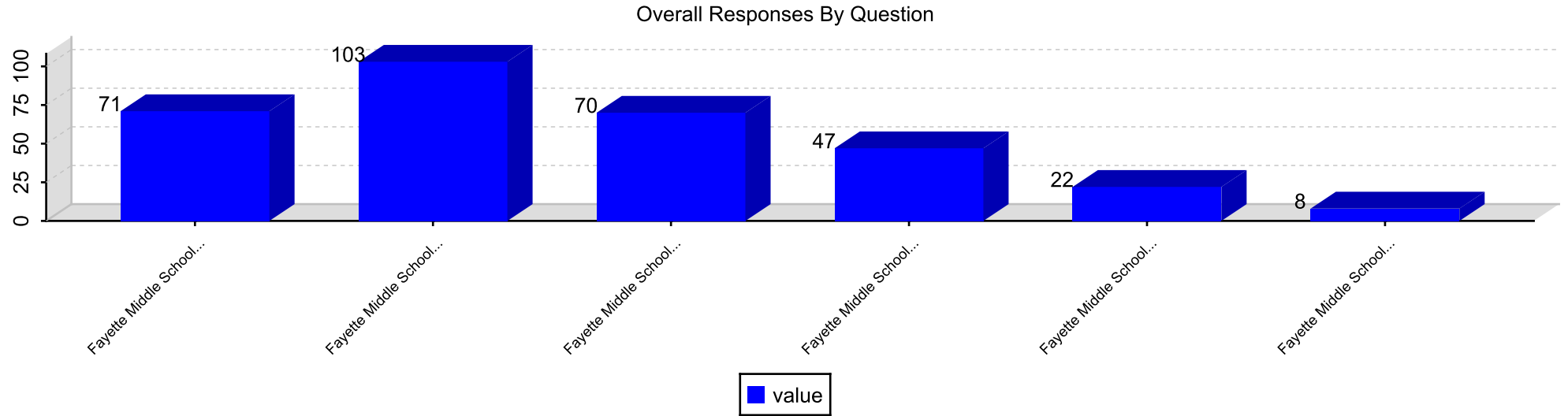
Question 12. My school motivates me to learn new things.



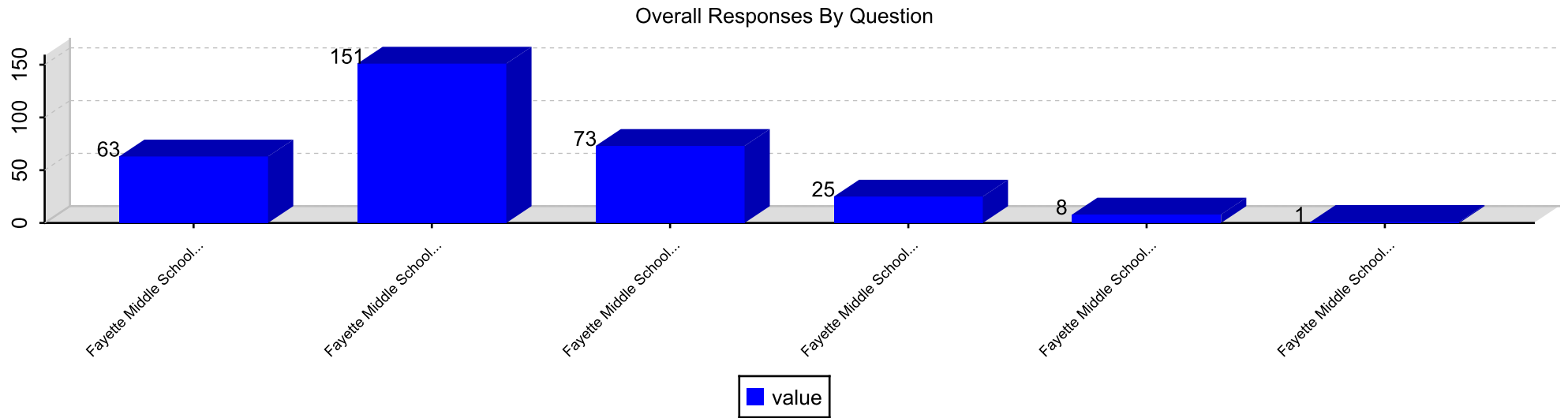
Question 13. My school offers opportunities for my family to become involved in school activities and my learning.



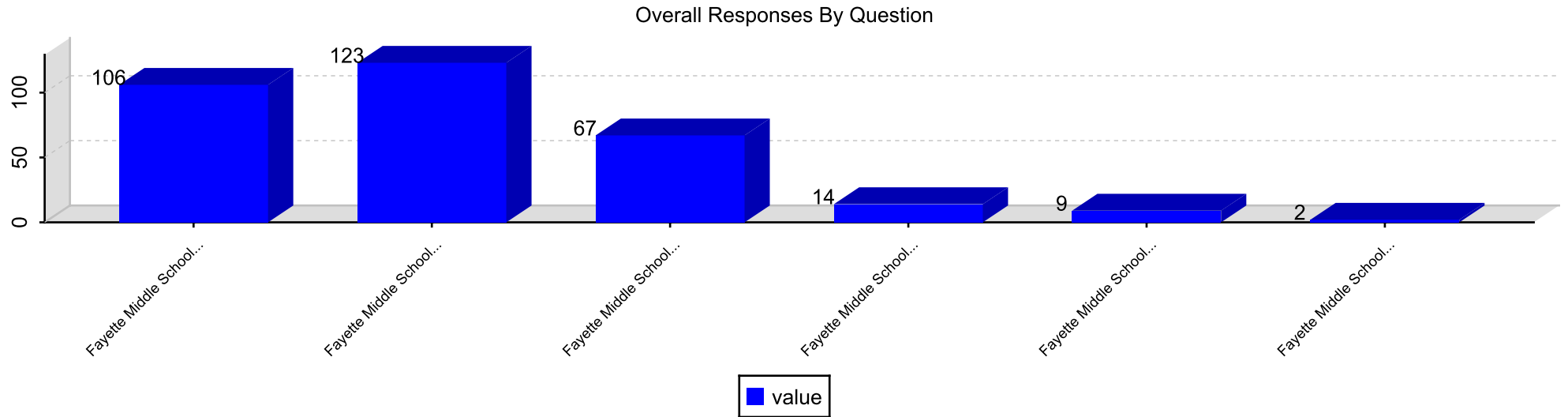
Question 14. My school makes sure there is at least one adult who knows me well and shows interest in my education and future.



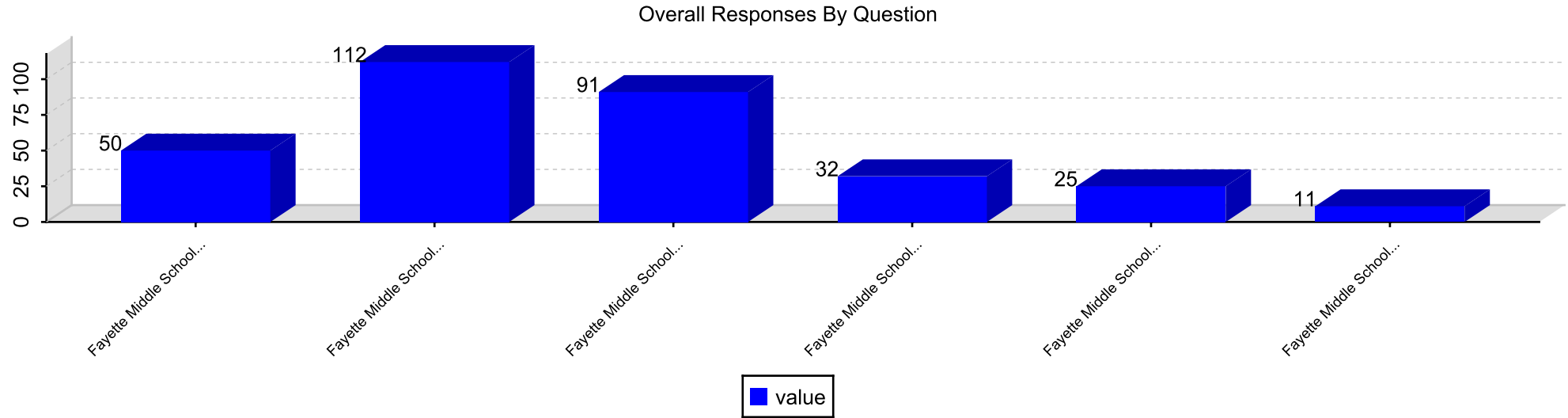
Question 15. My school provides learning services for me according to my needs.



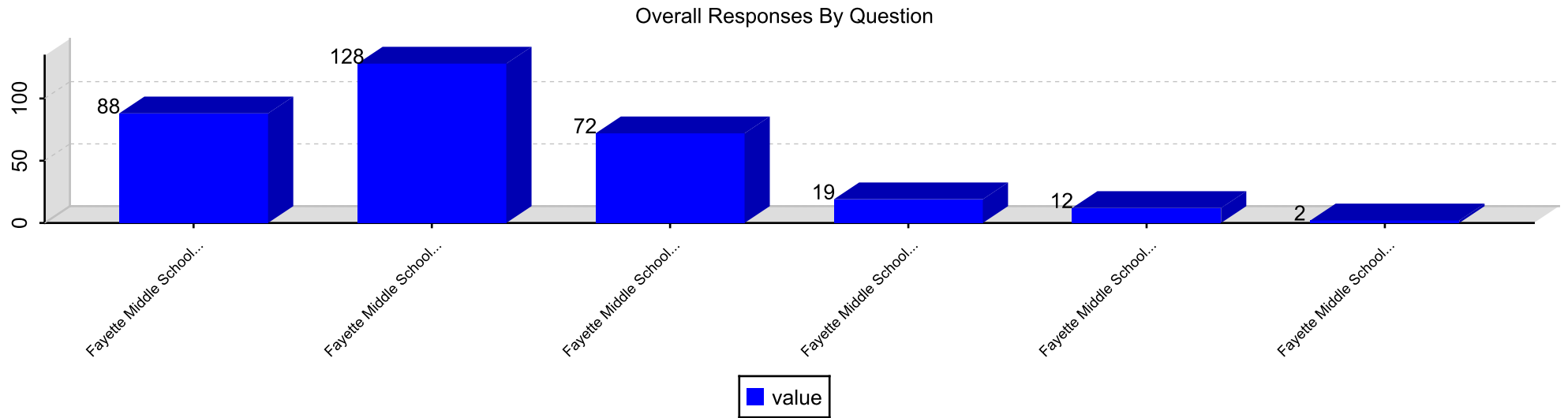
Question 16. All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.



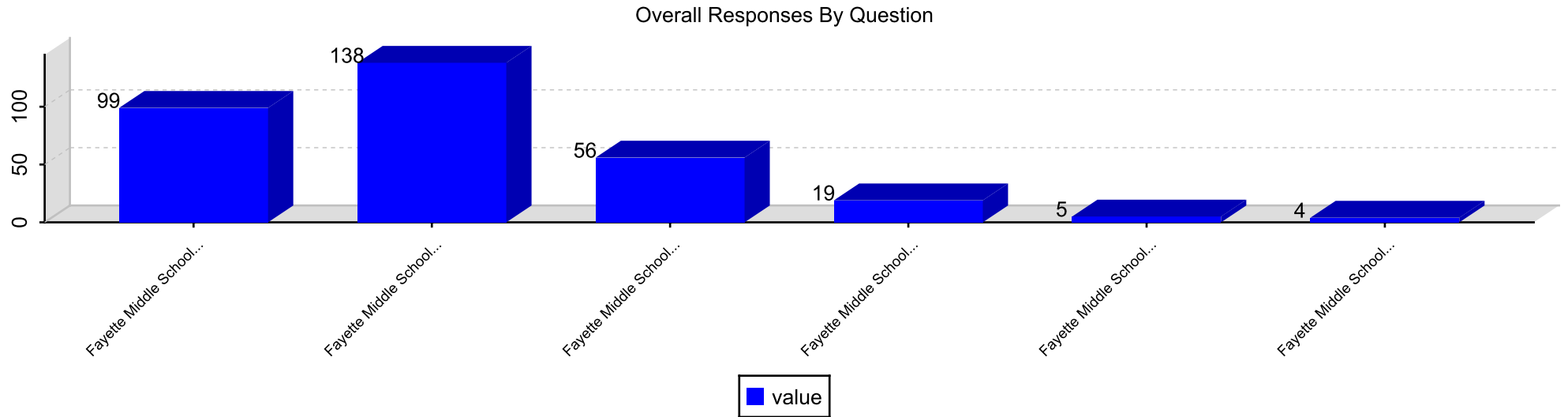
Question 17. All of my teachers change their teaching to meet my learning needs.



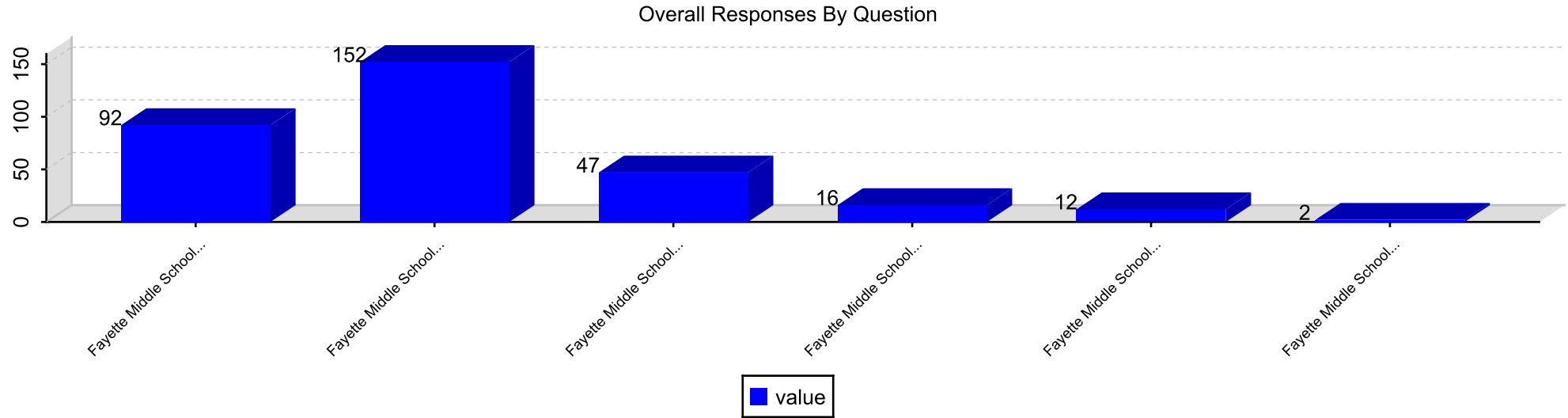
Question 18. All of my teachers explain their expectations for learning and behavior so I can be successful.



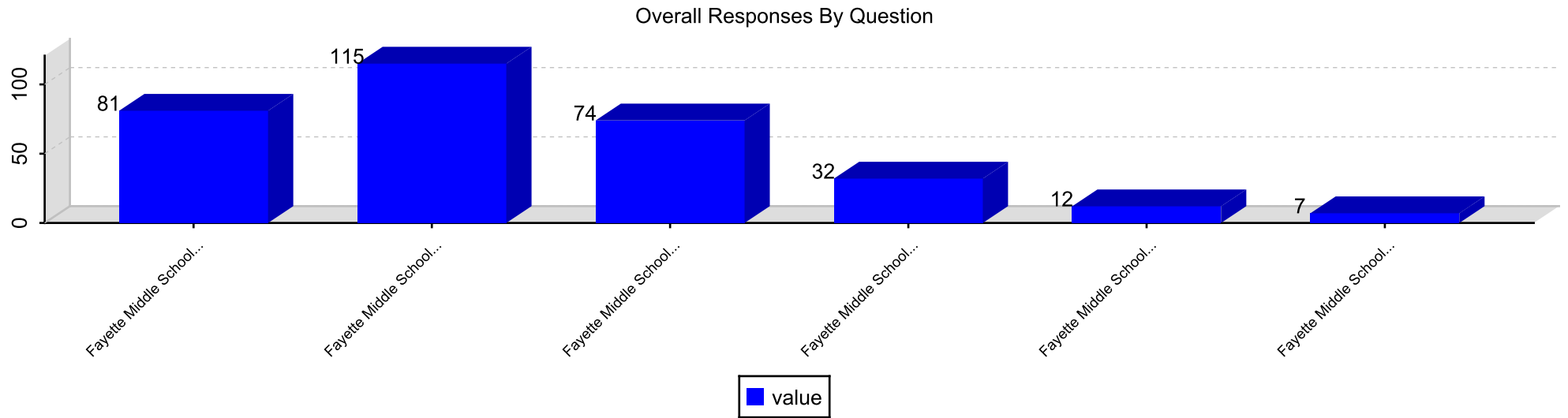
Question 19. All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught.



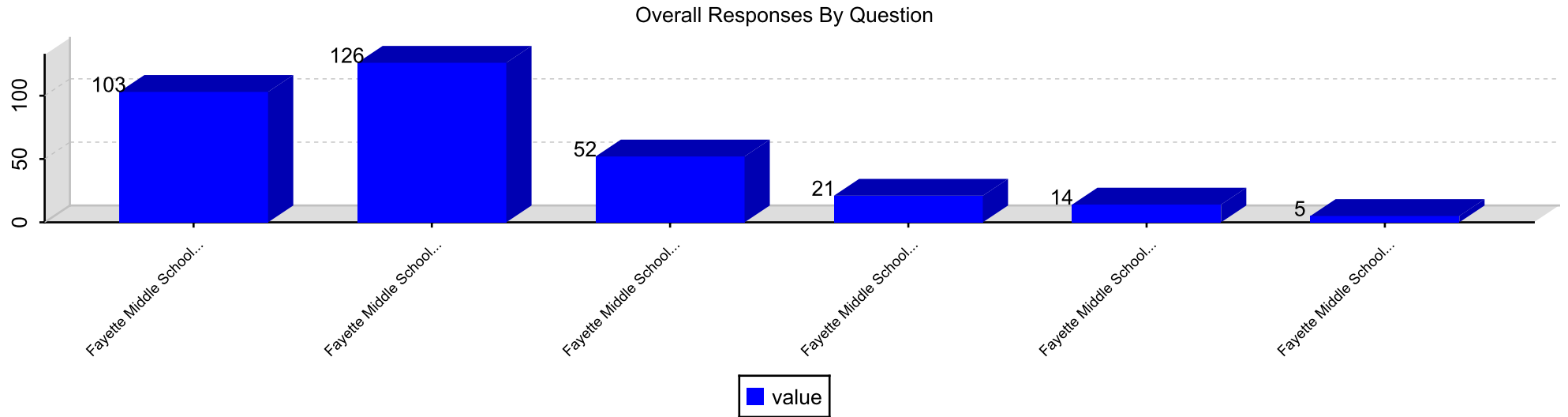
Question 20. All of my teachers provide me with information about my learning and grades.



Question 21. All of my teachers keep my family informed of my academic progress.



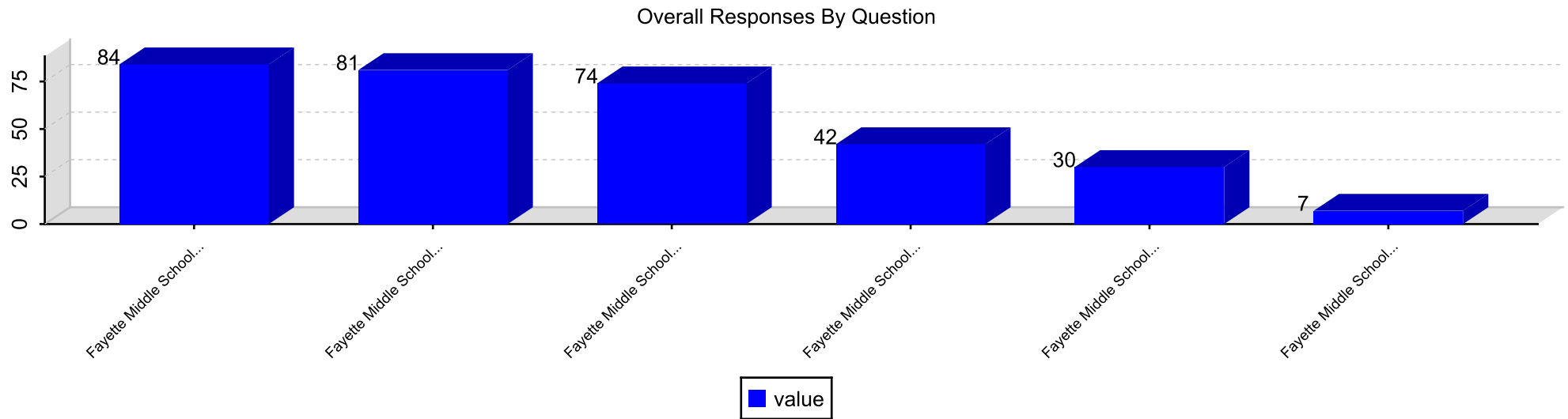
Question 22. All of my teachers fairly grade and evaluate my work.



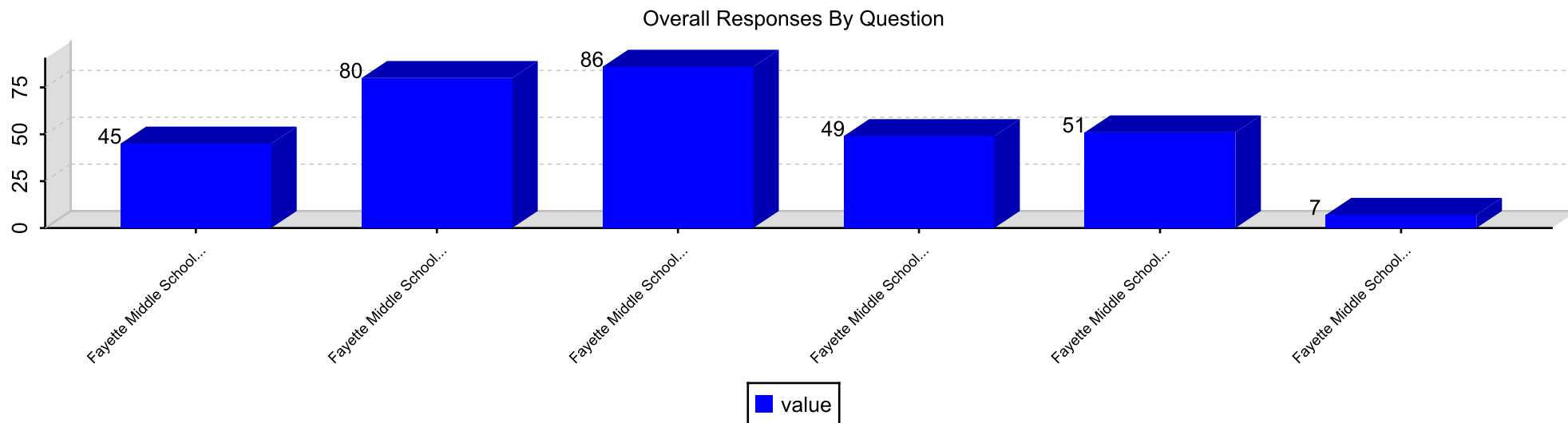
Section: Resources and Support Systems

Responses By Question

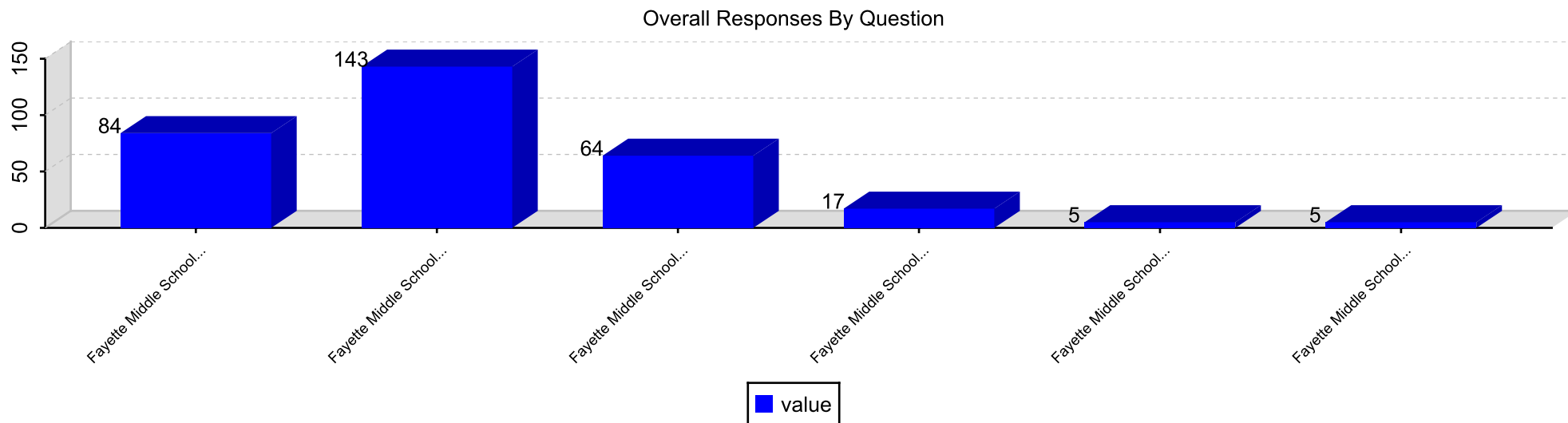
Question 23. In my school, the building and grounds are safe, clean, and provide a healthy place for learning.



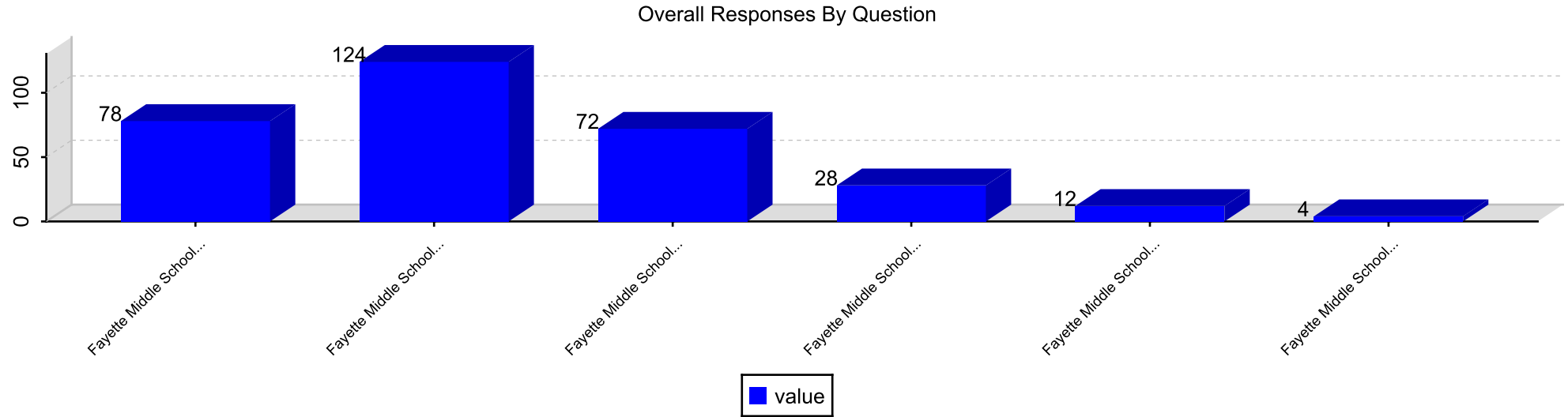
Question 24. In my school, students respect the property of others.



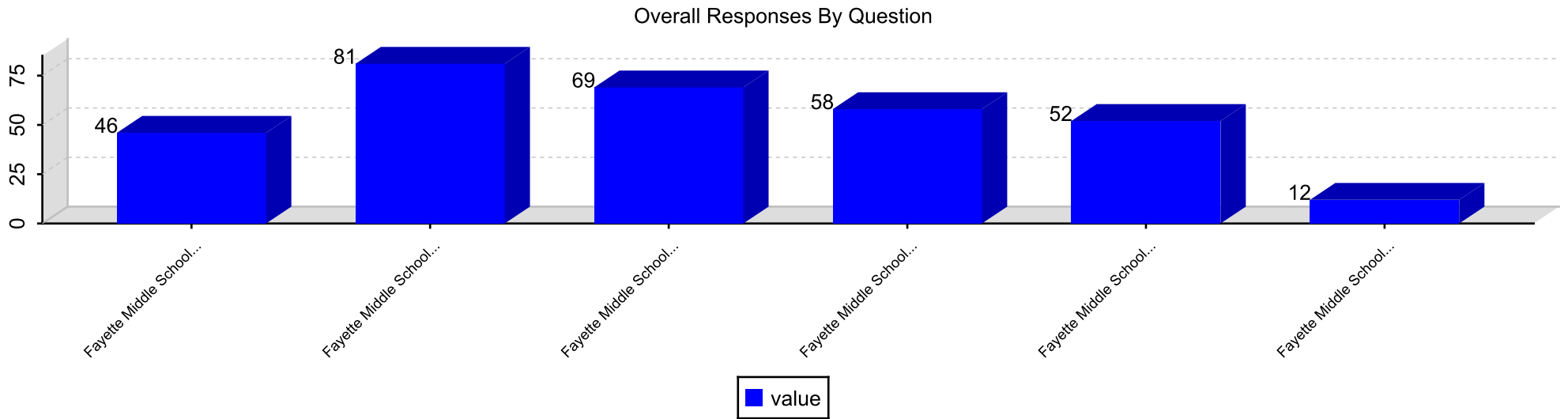
Question 25. In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center).



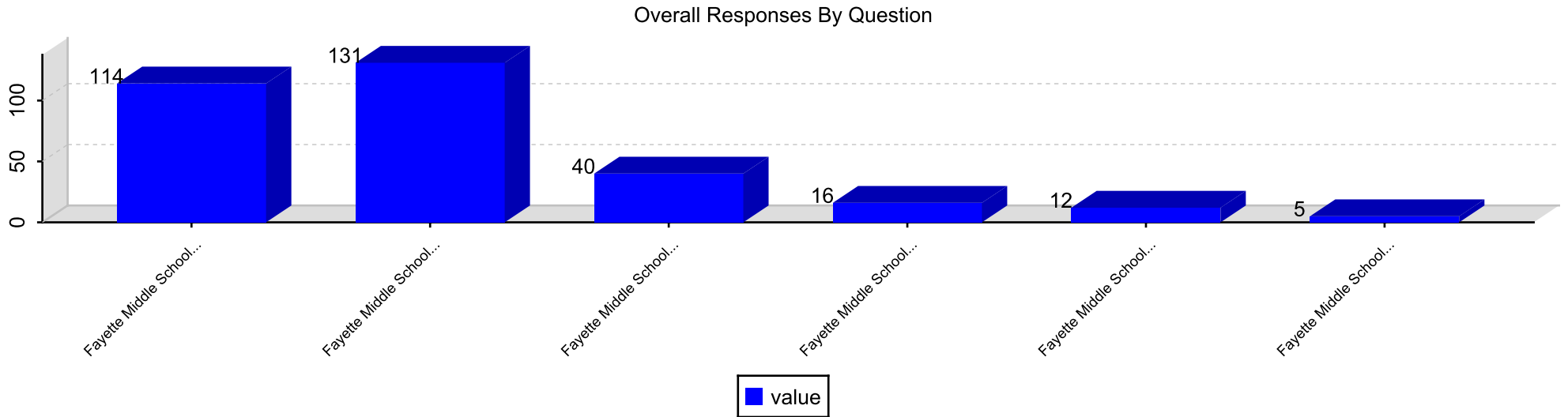
Question 26. In my school, computers are up-to-date and used by teachers to help me learn.



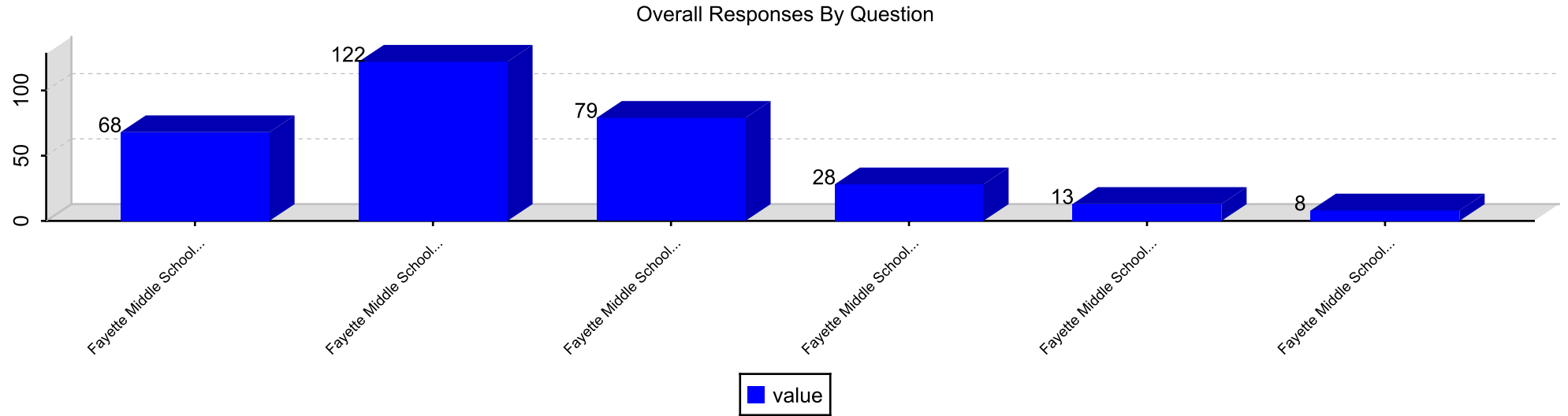
Question 27. In my school, students help each other even if they are not friends.



Question 28. In my school, I can participate in activities that interest me.



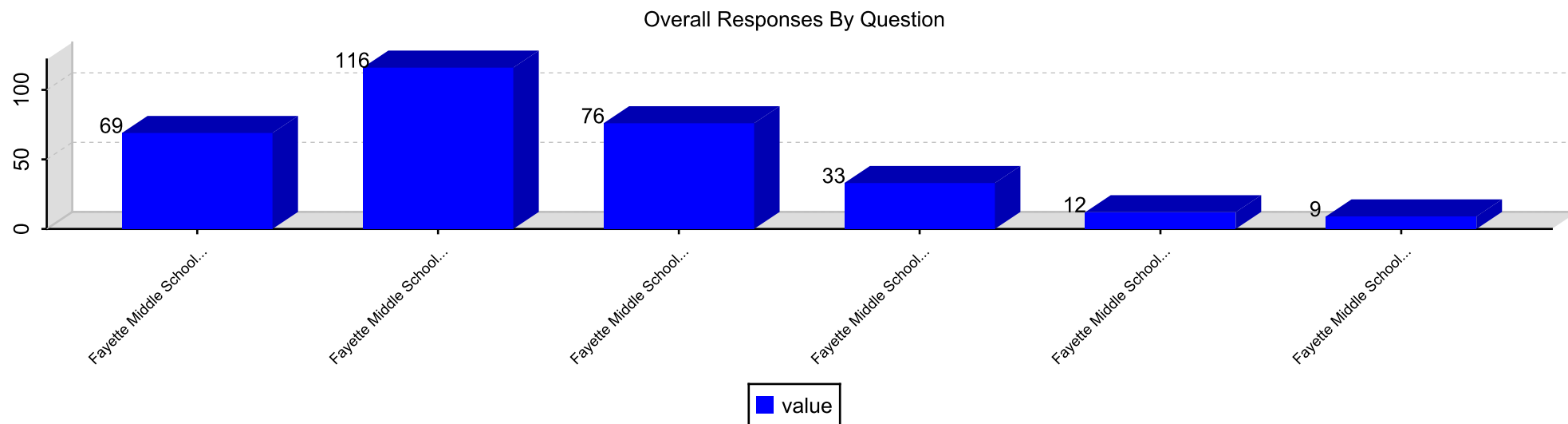
Question 29. In my school, I have access to counseling, career planning, and other programs to help me in school.



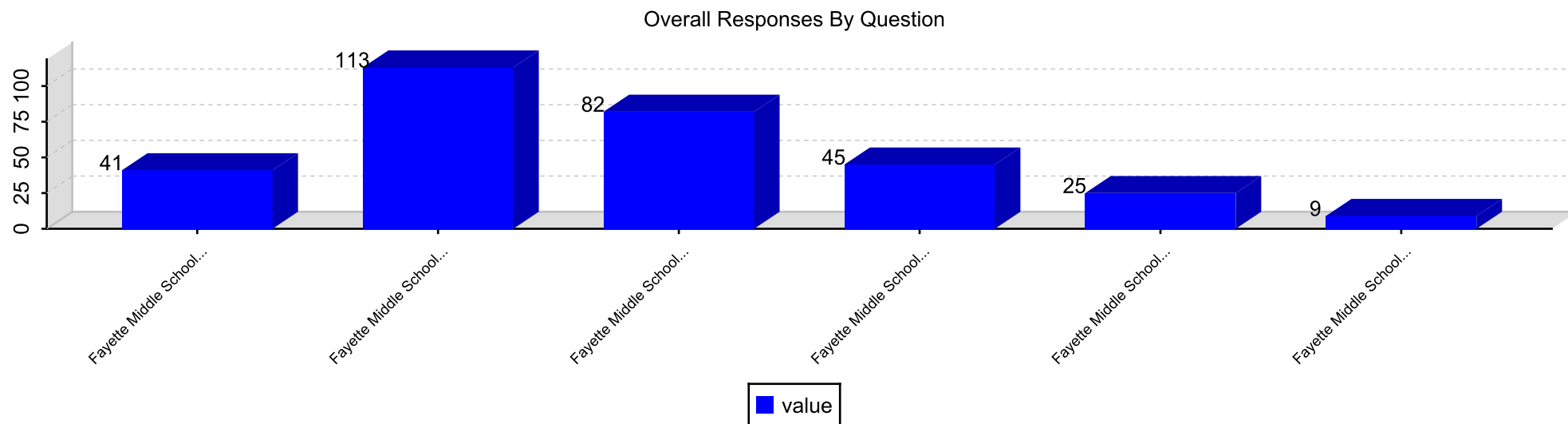
Section: Using Results for Continuous Improvement

Responses By Question

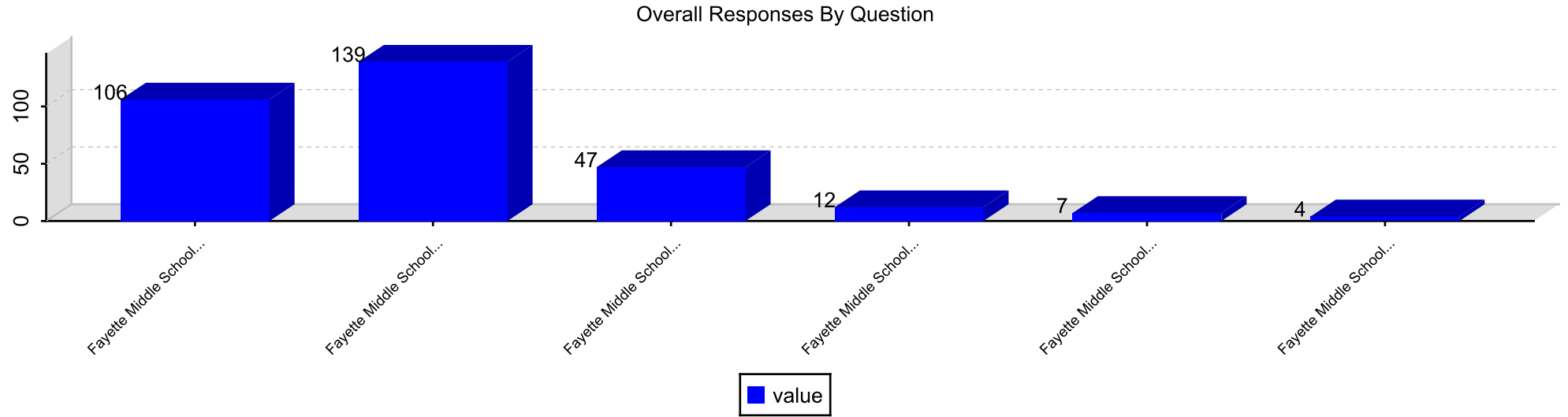
Question 30. My school shares information about school success with my family and community members.

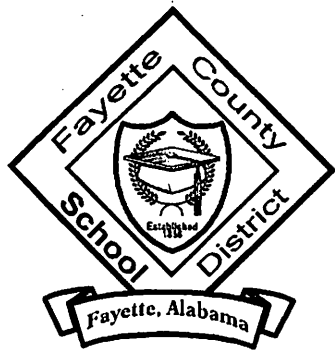


Question 31. My school considers students' opinions when planning ways to improve the school.



Question 32. My school prepares me for success in the next school year.





FAYETTE COUNTY BOARD OF EDUCATION

Office of the Superintendent

Post Office Box 686 ♦ Fayette, Alabama 35555

(205) 932-4611 ♦ Fax 205-932-7246 ♦ www.fayette.k12.al.us

Non-Discriminatory Statement

WADE A. SHIPMAN
Superintendent

BOARD MEMBERS

Waldon Tucker
District 1

Keith Madison
District 2

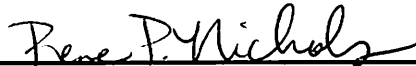
Thomas Hubbert
District 3

Sam Sullivan
District 4

Temple Bowling, V
District 5

John Stowe
District 6

It is the policy of the Fayette County Board of Education and Fayette Middle School that no person shall on the grounds of race, ethnic group, color, creed, marital status, religion, gender, age, national origin, veteran status, disability, genetic information or testing, or family and medical leave be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program, activity or employment. Inquiries or complaints regarding compliance may be directed to Dr. Rene Nichols, Title IV, Title IX, Section 504 Coordinator, Fayette County Board of Education, Post Office Box 686, Fayette, Alabama 35555 or to the Office for Civil Rights, Department of Education, Washington, DC 20210.


(Dr. Rene Nichols)


(Rodney Hannah, Principal)

ACIP Signature Page

2013-2014

| Name | Signature | Position |
|-------------------|-------------------|---------------------------------|
| Cristy Thompson | Cristy Thompson | Chairperson/ English 7 |
| Elizabeth Webster | Elizabeth Webster | teacher / Math 5 |
| Judy Bartholomew | Judy Bartholomew | teacher / Reading / Spec Ed / 5 |
| Jocelyn Stocks | Jocelyn Stocks | teacher / Math |
| Tonya Freeman | Tonya Freeman | Guidance Counselor |
| Finita Morris | Finita Morris | Teacher |
| Lana Langley | Lana Langley | Speech |
| Ray Tenzell | Ray Tenzell | Teacher Admin. |
| Melanie Dull | Melanie Dull | Teacher |
| Ron Hall | Ron Hall | Principal |
| Milburn Savage | Milburn Savage Jr | Parent |
| Margaret Daniel | Margaret Daniel | Community Rep. |
| Kristy Nix | Kristy Nix | Spec. Ed. Teacher |
| Linda Thiagen | Linda Thiagen | Media Specialist |
| Larry Pinkerton | Larry Pinkerton | Parent |
| Pam N. Shipman | Pam N. Shipman | parent |