



ACIP

Samson Middle School

Geneva County Board of Education

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Samson is a rural area that lies in the southwest portion of Geneva County. The city of Samson has a population of roughly 2,000 people. It houses three public schools inside the city limits; these include Samson Elementary, Samson Middle, and Samson High School. Samson Middle School serves around 144 students, grades 6-8. Approximately 81% of the student body is white, 11% is black, and 8% is other. It is one of three middle schools in the Geneva County School System. Geneva County Schools are located in a low tax based region which limits its resources. All but one of the teachers on staff at Samson Middle School are earned units from the Alabama Educational Foundation; one teacher is earned from Title I funds. There are nine teachers, one administrator, a shared librarian, a counselor, a Title I instructional aide, and one paraprofessional. Over the past three years, the school has received Title I funding. All teachers are highly qualified in their content areas. Over the last three years, Samson Middle School has experienced about a 30% turnover in faculty. All schools in the Geneva County School System are accredited by the State of Alabama and by Southern Association of Schools and Colleges.

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.

MISSION

The mission of Samson Middle School is to inspire our students to aspire to the highest goals by providing them with skills, abilities, and attitudes necessary to be successful in life. We pledge to accomplish this mission by providing a quality instructional program in a positive, safe environment that promotes respect for authority, self, others, and property.

BELIEFS

- A safe and physically comfortable environment promotes student learning.
- Facilitating open communication between school staff, learners, parents, and community promotes a sense of involvement and commitment to the entire educational process.
- A student's education is enhanced by positive relationships, extra-curricular activities and a system of academic, emotional and spiritual support.
- Student learning needs should be the primary focus of all decisions impacting the work of the school.
- Students learn in different ways and should be provided with a variety of instructional approaches, including the use of technology, to support their learning.
- Students are encouraged to participate in extra-curricular activities/clubs in order to develop leadership and teamwork skills outside the classroom.
- The faculty and staff's commitment to continuous improvement are imperative if our schools are to enable students to become confident, self-directed, lifelong learners.
- Faculty members commit themselves daily to seek out the best instructional approach to reach each individual student.

Samson Motto

"Inspire to Aspire"

Programs and Services

Samson Middle School offers programs such as RTI, STAR, Accelerated Reader, Stride Academy, Credit Recovery, EL Program, Special Needs Instruction, National Junior Honor Society, Marching Band, Counseling, Cheer leading, Football, Basketball, Baseball, Softball, Volleyball and Golf.

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.

Samson Middle School has made strides in improving test scores and will continue to strive to improve student performance. The percentage of students who have scored at or above benchmark on the Aspire in math and science has increased by 14% and 4% over the last three years. We are in the first year of running a seven period schedule for all students that has reduced class sizes tremendously. In addition, we have continued to departmentalize our classrooms and teachers, and as such we have created an environment that has allowed teachers to communicate and collaborate daily regarding student performance. Again this year, through Title I funding, we were able to continue the employment of an additional staff member who will help in the acceleration of foundation skills for all students.

Professional development will be sought for the teaching staff. They will be encouraged to attend workshops to keep them updated on successful teaching techniques. Professional development opportunities will include the Literacy Design Collaborative (LDC), Math Design Collaborative (MDC), and Alabama Math, Science, and Technology Initiative (AMSTI). Additionally, our district is in the process of providing all students with iPads as part of the district's one-to-one initiative known as, iAchieve.

Additional Information

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

Planning for school improvement was initiated by collecting data from the standardized tests required by the State of Alabama and other sources. The ACT ASPIRE, STAR Reading and STAR Math, ACT Aspire Periodic Assessments, Stride Academy, and school generated reports such as attendance, discipline, and budgeting reports were included. EducateAL teacher evaluations and Census data were included as well. The initial meetings of the CIP Instructional Leadership members served to establish the purpose, direction, and goals of the CIP development. Meetings were held by the CIP Team members and the system School Improvement Specialist to disaggregate and analyze data and determine areas of focus, strategies, and actions steps. CIP Team members presented findings, specifically current school strengths and weaknesses at a faculty meeting. Meetings were held to encourage support and enhance school improvement through a community effort.

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.

At the beginning of the school year, our faculty and staff revisited the schools mission statement to make sure it was in line with the schools overall goals and beliefs. All stakeholders at the local school were involved in this process. Local school administrators meet periodically with central office personnel at principal meetings, board meetings and parent conferences to discuss how each school is meeting state and federal guidelines and expectations. Samson Middle School arranges meetings throughout the school year to meet and discuss school goals, beliefs and procedures. This task is accomplished through county wide parent day/nights, and school programs such as Open House, Parent Information Night, parent/community surveys, the Students' Advisory Council and the Community Advisory Council to the Principal. The school uses student and teacher surveys results as part of its decision making data. Parents and community leaders are embedded in the framework of our school clubs and organization activities. Samson Middle School maintains an open door policy in order to maintain a working relationship with all stakeholders in the community.

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

The school improvement team for Samson Middle School consists of the following stakeholders: administration, teachers, parents, and community members. The school improvement team actively solicits the input of all stakeholders to guide in the establishment of the school improvement plan. In order to accomplish this goal, Samson Middle School maintains an open line of communication with all stakeholders through mailed correspondence, information broadcast through various media, the student/parent handbook, the faculty handbook, the school website, the school social media website, faculty meetings, and school improvement team meetings.

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

Stakeholders will be able to access the final Continuous Improvement Plan via the school website or may view the school copy located in the main office of the school. Samson has developed a system of communication, through a variety of channels, providing information on student performance and system effectiveness. The system and stakeholders share the following resources to access system and student information:

- The Samson Middle School website, Samson Middle School Facebook page and the Geneva County Schools' website are both continuously updated to inform parents and the community of educational activities and programs.
- Progress reports are sent home every 4 ½ weeks to update parents on student progress.
- In an effort to increase communication, with both parents and the community, a school marquee sign is updated as needed in front of the school.

-Numerous parent meetings including open house and orientation, are held at the school level to report student performance and system
SY 2016-2017

effectiveness.

-With the introduction of INOW's Parent Portal, parents are able to access their child's grades, attendance, class assignments, discipline, etc. in real-time as it is entered by the teacher, counselor, and/or principal.

RTI meetings, data meetings, and faculty meetings provide an avenue for sharing information regarding school and student performance.

-Collaborative meetings are conducted on a regular basis at the school level to analyze student performance data and to adjust classroom instruction for enhancing student learning.

-We also use SchoolCast in order to communicate directly with our parents and students regarding important information regarding school business.

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	ACT Aspire Scores uploaded for 2013-2014; 2014-2015; 2015-2016	Aspire Data SMS 2013-14 Grade 6 Subject Proficiency by Demographic 2015 Grade 8 Subject Proficiency by Demographic 2015 Grade 7 Subject Proficiency by Demographic 2016 Grade 8 Subject Proficiency by Demographic 2016 Subject Proficiency by Grade 2016

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	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 demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

There is a noted academic growth in the Aspire test in the area of Mathematics in the percentage of students that were at or above benchmark.

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

The areas that show a notable trend in positive performance is Aspire Mathematics. The data indicates there is a 14% increase in the number of students scoring at or above benchmark on the Mathematics portion of the Aspire from 2013-14 to 2015-16.

Which area(s) indicate the overall highest performance?

Mathematics on the Aspire has the highest percentage of students scoring at or above benchmark.

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

The male subgroup is trending upwards increasing in math and science on the ACT Aspire testing over the past three years.

Between which subgroups is the achievement gap closing?

Between the male and female subgroups, the gap on the Aspire test in the area of Mathematics is closing for males. In 2013-2014 the gap between males and females was 6%; in 2015-2016 the gap has closed to 2%.

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

No other data sources at this time.

Areas in Need of Improvement

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

Samson Middle School's scores for Reading on the Aspire test have decreased by 1% from the 2013-14 school year to the 2015-16 school year.

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

According to scores on the Aspire from 2013-2014 to 2015-2016, there is a 1 % decrease in the number of students who score at or above benchmark in the area of reading.

Which area(s) indicate the overall lowest performance?

Samson Middle School's lowest area of performance is in science on the ACT Aspire. Although the percentage of students who reached benchmark has increased by 4% from the previous year, science still remains the lowest overall area of achievement.

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

According to Aspire data from 2013-14 to 2015-16, there is a decreasing trend in Reading for African American students.

Between which subgroups is the achievement gap becoming greater?

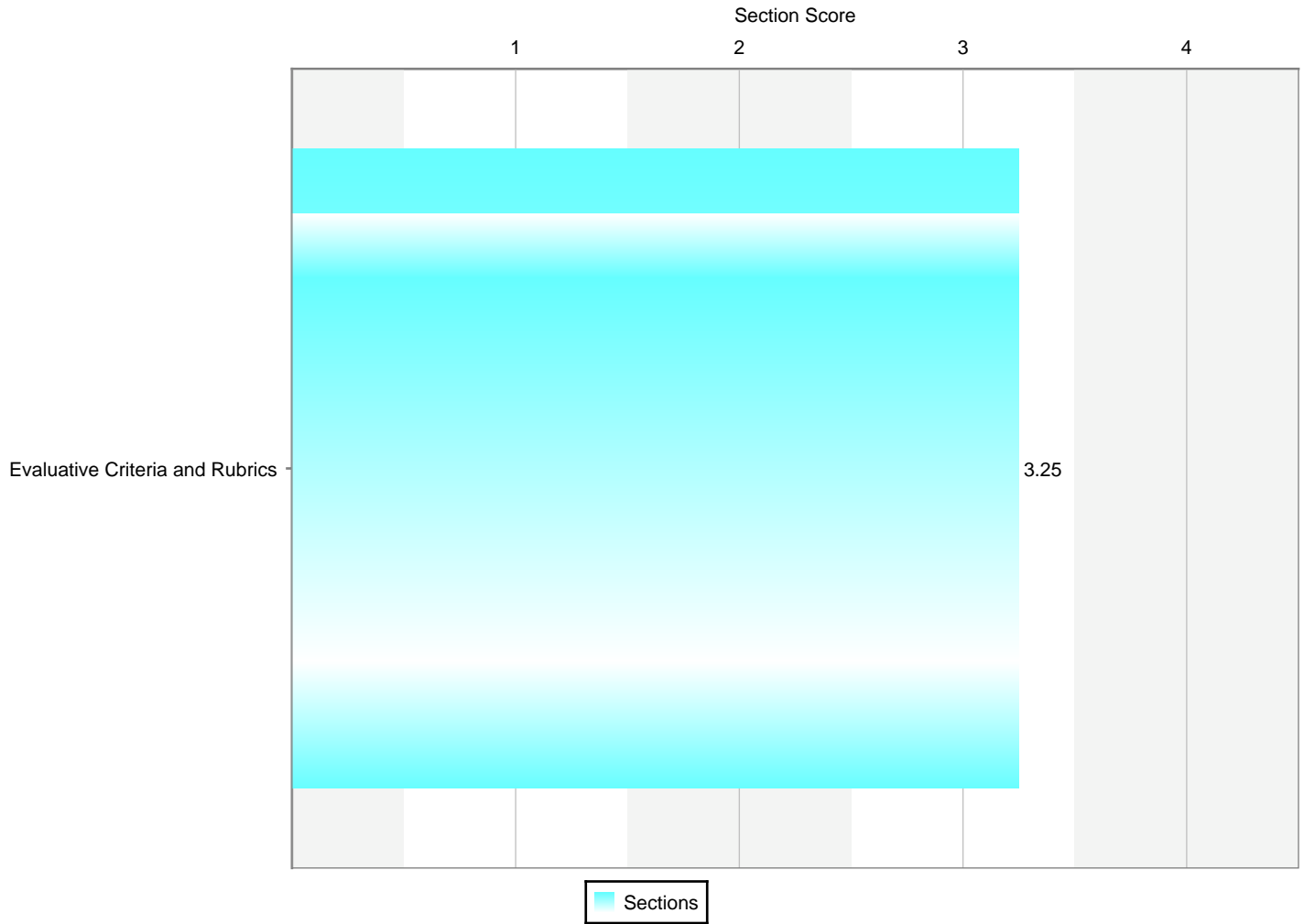
According to scores on the ACT Aspire, the achievement gap is greater in the area of Reading - the gap between African American students and White students has increased by 4 percent from 2014-15 to 2015-16.

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

No other sources at this time.

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		2016-2017 SMS ACIP Committee 2016-2017 SMS ACIP Committee Meeting Minutes

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		Equal Opportunity

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	Mr. Ashley Sanders Principal Samson Middle School 209 North Broad Street Samson, AL 36477 (334)-898-2371	

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 CIP

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Samson 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		School-Parent Compact

2016-2017 Goals/Plan

Overview

Plan Name

2016-2017 Goals/Plan

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	Samson Middle School students will increase proficiency scores in state standardized testing in the areas of reading.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$18850
2	Samson Middle School students will increase proficiency scores in state standardized testing in the areas of math.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$18100
3	The Data Team at Samson Middle School will meet monthly to review current progress on all students.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
4	Decrease the total number of unexcused tardies to first period.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$27302
5	Develop consistent procedures for integrating technology into instruction.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Samson Middle School students will increase proficiency scores in state standardized testing in the areas of reading.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency score in Reading by 05/25/2017 as measured by Act Aspire.

Strategy 1:

Explicit Instruction - Explicit Instruction – Explicit reading instruction will be presented to all students. General and resource teachers will provide whole group and/or tiered instruction in the area of reading.

Category: Develop/Implement Learning Supports

Research Cited: Research: Pearson, P.D., & Dole, J.A. (1987). Explicit Comprehension Instruction: A review of research and a new conceptualization of instruction. Elementary School Journal, (Vol. 88), 151-165.

Activity - Literacy Design Collaborative Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators trained by LDC staff for strategic teaching strategies aimed at improving literacy.	Academic Support Program	08/05/2016	05/25/2017	\$1500	District Funding	Teachers and Administration
Activity - Stride Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stride Academy will provide remediation for students in need areas.	Academic Support Program	08/05/2016	05/25/2017	\$0	No Funding Required	Teachers and Instructional Aide
Activity - Foundation Skill Acceleration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I Instructional Aide in collaboration with ELA teachers will provide instructional assistance to accelerate the foundational readings skills of students who lack foundation skills in the area of Reading.	Academic Support Program	08/05/2016	05/25/2017	\$16200	Title I Part A	ELA Teachers and Title I Instructional Aide
Activity - ACT Aspire Periodic Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The periodic assessments will be implemented up to 4 times leading to the date of the ACT Aspire testing in the Spring. The data from these assessments will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs as it correlates to the ACT Aspire.	Technology	10/03/2016	05/25/2017	\$1150	Title I Part A	Title I Instructional Tutor, Media Specialists, Guidance Counselors, and Teachers

Goal 2: Samson Middle School students will increase proficiency scores in state standardized testing in the areas of math.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency score in Mathematics by 05/25/2017 as measured by Act Aspire.

Strategy 1:

Explicit Instruction - Explicit Instruction – Explicit mathematics instruction will be presented to all students. General and resource teachers will provide whole group and/or tiered instruction in the area of mathematics.

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

Research Cited: Research: Pearson, P.D., & Dole, J.A. (1987). Explicit Comprehension Instruction: A review of research and a new conceptualization of instruction. Elementary School Journal, (Vol. 88), 151-165.

Activity - Mathematics Design Collaborative Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators trained by MDC staff for strategic teaching strategies aimed at mathematics instruction.	Academic Support Program	08/05/2016	05/25/2017	\$750	District Funding	Teachers and Administration

Activity - Foundation Skill Acceleration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I Instructional Aide in collaboration with Math teachers will provide instructional assistance to accelerate the foundational mathematics skills of students who lack foundation skills in Math.	Academic Support Program	08/05/2016	05/25/2017	\$16200	Title I Part A	Math Teachers and Title I Instructional Aide

Activity - Stride Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stride Academy will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs.	Academic Support Program, Technology	08/05/2016	05/25/2017	\$0	No Funding Required	Math Teachers

Activity - ACT Aspire Periodic Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The periodic assessments will be implemented up to 4 times leading to the date of the ACT Aspire testing in the Spring. The data from these assessments will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs as it correlates to the ACT Aspire.	Technology	10/03/2016	04/03/2017	\$1150	Title I Part A	Title I Instructional Tutor, Media Specialists, Guidance Counselors, and Teachers
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Goal 3: The Data Team at Samson Middle School will meet monthly to review current progress on all students.

Measurable Objective 1:

collaborate to review student progress by 05/25/2017 as measured by monthly meeting minutes.

Strategy 1:

Data Team Meetings - The Data Team will meet on a monthly basis to review student progress measured by Stride Academy, ACT Aspire Periodic Assessments, and Istation Reading.

Category: Develop/Implement Learning Supports

Research Cited: <http://www.ascd.org/publications/educational-leadership/dec08/vol66/num04/Why-Teachers-Must-Be-Data-Experts.aspx>

Activity - Analysis of ACT Aspire Periodic Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Data Team will review the results of ACT Aspire Periodic testing.	Academic Support Program	08/05/2016	05/25/2017	\$0	No Funding Required	Principal, Guidance Counselor and core academic teachers

Activity - Analysis of Stride Academy testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Data Team will review Stride Academy progress on all students.	Academic Support Program	08/05/2016	05/25/2017	\$0	No Funding Required	Principal, Guidance Counselor and all core academic teachers

Activity - Analysis of Nine Weeks Grades	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The Data Team will monitor weekly grades, progress reports, and nine weeks report cards.	Academic Support Program	08/05/2016	05/25/2017	\$0	No Funding Required	Principal, Guidance Counselor and all core academic teachers
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Goal 4: Decrease the total number of unexcused tardies to first period.

Measurable Objective 1:

collaborate to decrease the number of unexcused tardies to first period at Samson Middle School by 5 percent by 05/25/2017 as measured by a baseline of 559 total unexcused tardies to first period during the 2015-2016 school year. .

Strategy 1:

Collaborate with Attendance and Truancy Advisory Council - Council will monitor the daily truancy of every student to first period on a weekly basis, verify tardies, and maintain an open line of communication with parents and administration.

Category: Other - Organizational

Research Cited: <http://oureverydaylife.com/effects-tardiness-childs-education-25692.html>

Activity - Breakfast in the Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are offered the convenience of a daily breakfast within their first period classes. This will allow students to report to the classroom and not the lunchroom, therefore decreasing the opportunity for truancy to first period and ensures that their nutritional needs are met.	Other - Organizational	08/05/2016	05/25/2017	\$27302	Other	Child Nutrition, Teachers, and Administration

Activity - PRIDE Attendance and Behavior Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PRIDE, Promoting Responsibility and Independence to Develop Excellence, is an attendance/behavior incentive policy that provides weekly and monthly incentives for students who meet attendance and behavior goals for that time period.	Behavioral Support Program	08/05/2016	05/25/2017	\$0	No Funding Required	Truancy and Attendance Council, Administration, and Teachers

Goal 5: Develop consistent procedures for integrating technology into instruction.

Measurable Objective 1:

collaborate to determine and prioritize a set of consistent procedures for integrating iPads into the classroom by 05/25/2017 as measured by overall uniformity within each classroom .

Strategy 1:

iPad Technology Integration - The Samson Middle School Leadership Team, in collaboration with the Geneva County iPad Technology Committee, will meet monthly to assess the progress of the implementation one-to-one iPad initiative for Samson Middle School students.

Category: Develop/Implement Learning Supports

Research Cited: Bonds-Raacke, J.M., & Raacke, J.D. (2008). Using Table PCs in the Classroom: An Investigation of Students' Expectations and Reactions. Journal of Instructional Psychology, 35(3), 235.

Activity - Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Samson Middle School Leadership team will meet monthly to assess the effectiveness of the implementation of the one-to-one iPad initiative and to discuss best practices that would lead to greater consistency within each classroom.	Academic Support Program	10/31/2016	05/25/2017	\$0	No Funding Required	Administration , Guidance Counselors, and Teachers.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Breakfast in the Cassroom	Students are offered the convenience of a daily breakfast within their first period classes. This will allow students to report to the classroom and not the lunchroom, therefore decreasing the opportunity for truancy to first period and ensures that their nutritional needs are met.	Other - Organizational	08/05/2016	05/25/2017	\$27302	Child Nutrition, Teachers, and Administration
Total					\$27302	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Analysis of Stride Academy testing	The Data Team will review Stride Academy progress on all students.	Academic Support Program	08/05/2016	05/25/2017	\$0	Principal, Guidance Counselor and all core academic teachers
Analysis of ACT Aspire Periodic Assessment	The Data Team will review the results of ACT Aspire Periodic testing.	Academic Support Program	08/05/2016	05/25/2017	\$0	Principal, Guidance Counselor and core academic teachers
Stride Academy	Stride Academy will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs.	Academic Support Program, Technology	08/05/2016	05/25/2017	\$0	Math Teachers
Stride Academy	Stride Academy will provide remediation for students in need areas.	Academic Support Program	08/05/2016	05/25/2017	\$0	Teachers and Instructional Aide
Team Meetings	The Samson Middle School Leadership team will meet monthly to assess the effectiveness of the implementation of the one-to-one iPad initiative and to discuss best practices that would lead to greater consistency within each classroom.	Academic Support Program	10/31/2016	05/25/2017	\$0	Administration, Guidance Counselors, and Teachers.

ACIP

Samson Middle School

Analysis of Nine Weeks Grades	The Data Team will monitor weekly grades, progress reports, and nine weeks report cards.	Academic Support Program	08/05/2016	05/25/2017	\$0	Principal, Guidance Counselor and all core academic teachers
PRIDE Attendance and Behavior Incentives	PRIDE, Promoting Responsibility and Independence to Develop Excellence, is an attendance/behavior incentive policy that provides weekly and monthly incentives for students who meet attendance and behavior goals for that time period.	Behavioral Support Program	08/05/2016	05/25/2017	\$0	Truancy and Attendance Council, Administration, and Teachers
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mathematics Design Collaborative Training	Teachers and administrators trained by MDC staff for strategic teaching strategies aimed at mathematics instruction.	Academic Support Program	08/05/2016	05/25/2017	\$750	Teachers and Administration
Literacy Design Collaborative Training	Teachers and administrators trained by LDC staff for strategic teaching strategies aimed at improving literacy.	Academic Support Program	08/05/2016	05/25/2017	\$1500	Teachers and Administration
Total					\$2250	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ACT Aspire Periodic Assessments	The periodic assessments will be implemented up to 4 times leading to the date of the ACT Aspire testing in the Spring. The data from these assessments will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs as it correlates to the ACT Aspire.	Technology	10/03/2016	05/25/2017	\$1150	Title I Instructional Tutor, Media Specialists, Guidance Counselors, and Teachers
Foundation Skill Acceleration	The Title I Instructional Aide in collaboration with Math teachers will provide instructional assistance to accelerate the foundational mathematics skills of students who lack foundation skills in Math.	Academic Support Program	08/05/2016	05/25/2017	\$16200	Math Teachers and Title I Instructional Aide

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ACT Aspire Periodic Assessments	The periodic assessments will be implemented up to 4 times leading to the date of the ACT Aspire testing in the Spring. The data from these assessments will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs as it correlates to the ACT Aspire.	Technology	10/03/2016	04/03/2017	\$1150	Title I Instructional Tutor, Media Specialists, Guidance Counselors, and Teachers
Foundation Skill Acceleration	The Title I Instructional Aide in collaboration with ELA teachers will provide instructional assistance to accelerate the foundational readings skills of students who lack foundation skills in the area of Reading.	Academic Support Program	08/05/2016	05/25/2017	\$16200	ELA Teachers and Title I Instructional Aide
Total					\$34700	

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	Yes	2016-2017 Samson Middle School Stakeholder Feedback Data

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

Highest areas: Standard 4:Resources & Support Systems

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

The area showing trends toward increasing stakeholder satisfaction are in Standard 3: Teaching and Assessing for Learning.

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

N/A

Areas in Need of Improvement

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

The area with the lowest area of satisfaction is Standard 2: Governance & Leadership

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

The area that shows a trend toward decreasing satisfaction is Standard 1: Purpose & Direction

What are the implications for these stakeholder perceptions?

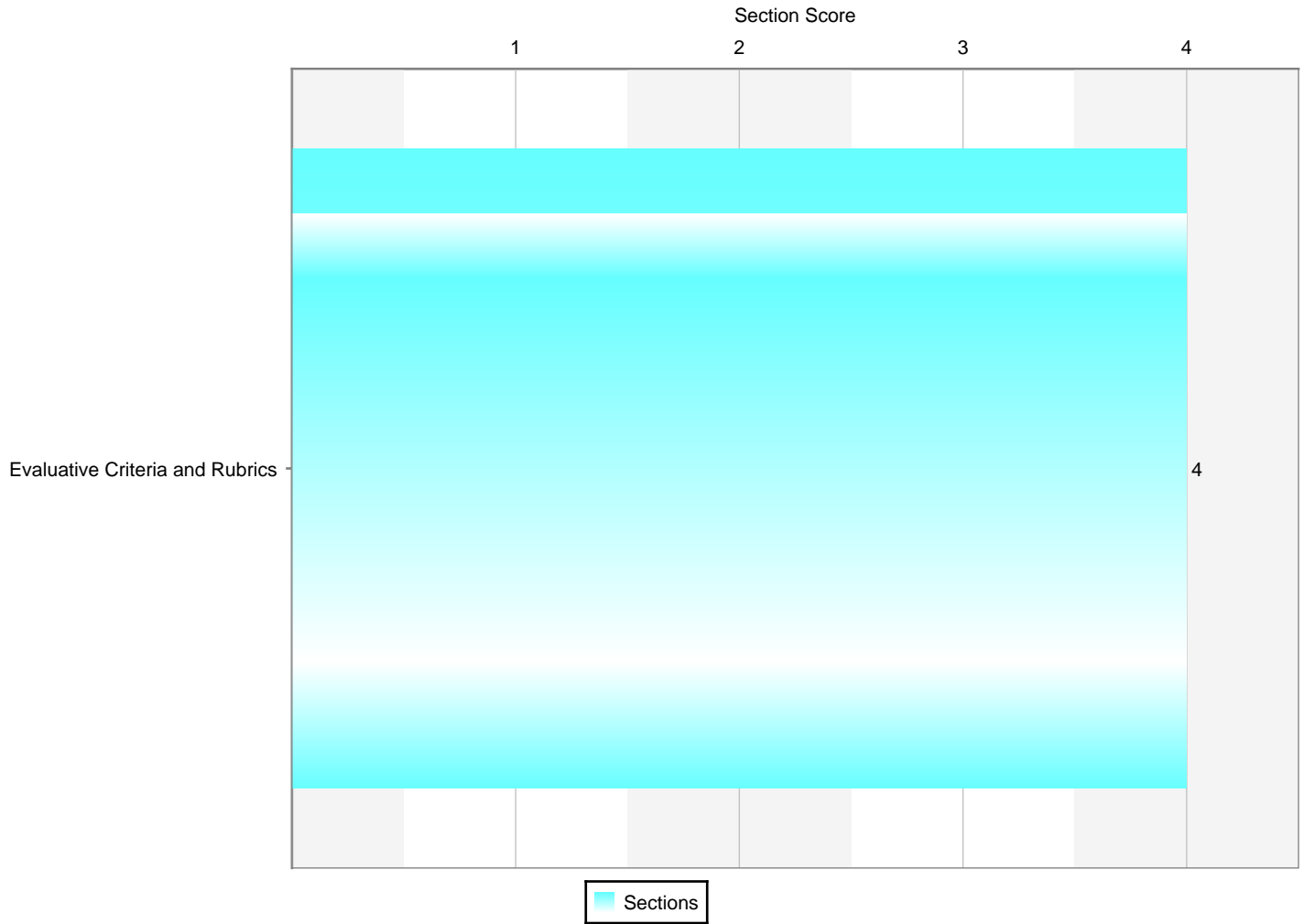
Our focus last year and this year continues to be in providing resources and technology for faculty and students, and our feedback data shows that this year has had a positive impact on our student and families.

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

N/A

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted through AdvancED Title I Parent Surveys.

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

The results of the comprehensive needs assessment indicates that we should continue to increase ways of reaching out to and informing students and parents of additional services and resources available at the school.

3. What conclusions were drawn from the results?

The results of the comprehensive needs assessment indicates that we should continue to increase ways of reaching out to and informing students and parents of additional services and resources available at the school.

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

Samson Middle School continues to strive to improve student achievement and the communities perception of our school. Samson Middle School has continued to make positive strides in student achievement and will continue to make good use Title I funds to ensure that all students at Samson Middle School are provided the resources they need to be successful.

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

The goals developed for Samson Middle School focus on two specific areas: Truancy and Student Achievement. These goals go hand in hand with an increased need to solicit parental involvement for our school.

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

After analyzing multiple sources of data such as ACT Aspire and attendance reports for the past three years, we concluded that our goals should focus on these areas.

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

These goals address increasing proficiency in Math and Reading for all students, which includes students with special needs.

Component 2: Schoolwide Reform Strategies

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

Goal 1:

Samson Middle School students will increase proficiency scores in state standardized testing in the areas of reading.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency score in Reading by 05/25/2017 as measured by Act Aspire.

Strategy1:

Explicit Instruction - Explicit Instruction – Explicit reading instruction will be presented to all students. General and resource teachers will provide whole group and/or tiered instruction in the area of reading.

Category: Develop/Implement Learning Supports

Research Cited: Research: Pearson, P.D., & Dole, J.A. (1987). Explicit Comprehension Instruction: A review of research and a new conceptualization of instruction. Elementary School Journal, (Vol. 88), 151-165.

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stride Academy will provide remediation for students in need areas.	Academic Support Program	08/03/2015	05/26/2016	\$0 - No Funding Required	Teachers

Activity - Literacy Design Collaborative Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators trained by LDC staff for strategic teaching strategies aimed at improving literacy.	Academic Support Program	08/05/2016	05/25/2017	\$1500 - District Funding	Teachers and Administration

Activity - Foundation Skill Acceleration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I Instructional Aide in collaboration with ELA teachers will provide instructional assistance to accelerate the foundational readings skills of students who lack foundation skills in the area of Reading.	Academic Support Program	08/03/2015	05/26/2016	\$16200 - Title I Part A	ELA Teachers and Title I Instructional Aide

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Activity - ACT Aspire Periodic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The periodic assessments will be implemented up to 4 times leading to the date of the ACT Aspire testing in the Spring. The data from these assessments will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs as it correlates to the ACT Aspire.	Technology	10/03/2016	05/25/2017	\$1000 - Title I Part A	Title I Instructional Tutor, Media Specialists, Guidance Counselors, and Teachers

Goal 2:

Samson Middle School students will increase proficiency scores in state standardized testing in the areas of math.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency score in Mathematics by 05/25/2017 as measured by Act Aspire.

Strategy1:

Explicit Instruction - Explicit Instruction – Explicit mathematics instruction will be presented to all students. General and resource teachers will provide whole group and/or tiered instruction in the area of mathematics.

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

Research Cited: Research: Pearson, P.D., & Dole, J.A. (1987). Explicit Comprehension Instruction: A review of research and a new conceptualization of instruction. Elementary School Journal, (Vol. 88), 151-165.

Activity - Foundation Skill Acceleration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I Instructional Aide in collaboration with Math teachers will provide instructional assistance to accelerate the foundational mathematics skills of students who lack foundation skills in Math.	Academic Support Program	08/05/2016	05/25/2017	\$16200 - Title I Part A	Math Teachers and Title I Instructional Aide

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stride Academy will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs.	Technology Academic Support Program	08/05/2016	05/25/2017	\$0 - No Funding Required	Math Teachers

Activity - Mathematics Design Collaborative Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators trained by MDC staff for strategic teaching strategies aimed at mathematics instruction.	Academic Support Program	08/05/2016	05/25/2017	\$750 - District Funding	Teachers and Administration

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Activity - ACT Aspire Periodic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The periodic assessments will be implemented up to 4 times leading to the date of the ACT Aspire testing in the Spring. The data from these assessments will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs as it correlates to the ACT Aspire.	Technology	10/03/2016	04/03/2017	\$1000 - Title I Part A	Title I Instructional Tutor, Media Specialists, Guidance Counselors, and Teachers

Goal 3:

The Data Team at Samson Middle School will meet monthly to review current progress on all students.

Measurable Objective 1:

collaborate to review student progress by 05/25/2017 as measured by monthly meeting minutes.

Strategy1:

Data Team Meetings - The Data Team will meet on a monthly basis to review student progress measured by Stride Academy, ACT Aspire Periodic Assessments, and Istation Reading.

Category: Develop/Implement Learning Supports

Research Cited: <http://www.ascd.org/publications/educational-leadership/dec08/vol66/num04/Why-Teachers-Must-Be-Data-Experts.aspx>

Activity - Analysis of ACT Aspire Periodic Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Data Team will review the results of ACT Aspire Periodic testing.	Academic Support Program	08/05/2016	05/25/2017	\$0 - No Funding Required	Principal, Guidance Counselor and core academic teachers

Activity - Analysis of Nine Weeks Grades	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Data Team will monitor weekly grades, progress reports, and nine weeks report cards.	Academic Support Program	08/05/2016	05/25/2017	\$0 - No Funding Required	Principal, Guidance Counselor and all core academic teachers

Activity - Analysis of Stride Academy testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Data Team will review Stride Academy progress on all students.	Academic Support Program	08/05/2016	05/25/2017	\$0 - No Funding Required	Principal, Guidance Counselor and all core academic teachers

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

Samson Middle School students will increase proficiency scores in state standardized testing in the areas of reading.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency score in Reading by 05/25/2017 as measured by Act Aspire.

Strategy1:

Explicit Instruction - Explicit Instruction – Explicit reading instruction will be presented to all students. General and resource teachers will provide whole group and/or tiered instruction in the area of reading.

Category: Develop/Implement Learning Supports

Research Cited: Research: Pearson, P.D., & Dole, J.A. (1987). Explicit Comprehension Instruction: A review of research and a new conceptualization of instruction. Elementary School Journal, (Vol. 88), 151-165.

Activity - Literacy Design Collaborative Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators trained by LDC staff for strategic teaching strategies aimed at improving literacy.	Academic Support Program	08/05/2016	05/25/2017	\$1500 - District Funding	Teachers and Administration

Activity - ACT Aspire Periodic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The periodic assessments will be implemented up to 4 times leading to the date of the ACT Aspire testing in the Spring. The data from these assessments will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs as it correlates to the ACT Aspire.	Technology	10/03/2016	05/25/2017	\$1000 - Title I Part A	Title I Instructional Tutor, Media Specialists, Guidance Counselors, and Teachers

Activity - Foundation Skill Acceleration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I Instructional Aide in collaboration with ELA teachers will provide instructional assistance to accelerate the foundational readings skills of students who lack foundation skills in the area of Reading.	Academic Support Program	08/03/2015	05/26/2016	\$16200 - Title I Part A	ELA Teachers and Title I Instructional Aide

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stride Academy will provide remediation for students in need areas.	Academic Support Program	08/03/2015	05/26/2016	\$0 - No Funding Required	Teachers

Goal 2:

Samson Middle School students will increase proficiency scores in state standardized testing in the areas of math.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency score in Mathematics by 05/25/2017 as measured by Act Aspire.

Strategy1:

Explicit Instruction - Explicit Instruction – Explicit mathematics instruction will be presented to all students. General and resource teachers will provide whole group and/or tiered instruction in the area of mathematics.

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

Research Cited: Research: Pearson, P.D., & Dole, J.A. (1987). Explicit Comprehension Instruction: A review of research and a new conceptualization of instruction. Elementary School Journal, (Vol. 88), 151-165.

Activity - ACT Aspire Periodic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The periodic assessments will be implemented up to 4 times leading to the date of the ACT Aspire testing in the Spring. The data from these assessments will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs as it correlates to the ACT Aspire.	Technology	10/03/2016	04/03/2017	\$1000 - Title I Part A	Title I Instructional Tutor, Media Specialists, Guidance Counselors, and Teachers

Activity - Foundation Skill Acceleration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I Instructional Aide in collaboration with Math teachers will provide instructional assistance to accelerate the foundational mathematics skills of students who lack foundation skills in Math.	Academic Support Program	08/05/2016	05/25/2017	\$16200 - Title I Part A	Math Teachers and Title I Instructional Aide

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stride Academy will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs.	Academic Support Program Technology	08/05/2016	05/25/2017	\$0 - No Funding Required	Math Teachers

Activity - Mathematics Design Collaborative Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators trained by MDC staff for strategic teaching strategies aimed at mathematics instruction.	Academic Support Program	08/05/2016	05/25/2017	\$750 - District Funding	Teachers and Administration

Goal 3:

The Data Team at Samson Middle School will meet monthly to review current progress on all students.

Measurable Objective 1:

collaborate to review student progress by 05/25/2017 as measured by monthly meeting minutes.

Strategy1:

Data Team Meetings - The Data Team will meet on a monthly basis to review student progress measured by Stride Academy, ACT Aspire Periodic Assessments, and Istation Reading.

Category: Develop/Implement Learning Supports

Research Cited: <http://www.ascd.org/publications/educational-leadership/dec08/vol66/num04/Why-Teachers-Must-Be-Data-Experts.aspx>

Activity - Analysis of Stride Academy testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Data Team will review Stride Academy progress on all students.	Academic Support Program	08/05/2016	05/25/2017	\$0 - No Funding Required	Principal, Guidance Counselor and all core academic teachers

Activity - Analysis of ACT Aspire Periodic Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Data Team will review the results of ACT Aspire Periodic testing.	Academic Support Program	08/05/2016	05/25/2017	\$0 - No Funding Required	Principal, Guidance Counselor and core academic teachers

Activity - Analysis of Nine Weeks Grades	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Data Team will monitor weekly grades, progress reports, and nine weeks report cards.	Academic Support Program	08/05/2016	05/25/2017	\$0 - No Funding Required	Principal, Guidance Counselor and all core academic teachers

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

Goal 1:

Samson Middle School students will increase proficiency scores in state standardized testing in the areas of reading.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency score in Reading by 05/25/2017 as measured by Act Aspire.

Strategy1:

Explicit Instruction - Explicit Instruction – Explicit reading instruction will be presented to all students. General and resource teachers will provide whole group and/or tiered instruction in the area of reading.

Category: Develop/Implement Learning Supports

Research Cited: Research: Pearson, P.D., & Dole, J.A. (1987). Explicit Comprehension Instruction: A review of research and a new conceptualization of instruction. *Elementary School Journal*, (Vol. 88), 151-165.

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Activity - ACT Aspire Periodic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The periodic assessments will be implemented up to 4 times leading to the date of the ACT Aspire testing in the Spring. The data from these assessments will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs as it correlates to the ACT Aspire.	Technology	10/03/2016	05/25/2017	\$1000 - Title I Part A	Title I Instructional Tutor, Media Specialists, Guidance Counselors, and Teachers

Activity - Literacy Design Collaborative Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators trained by LDC staff for strategic teaching strategies aimed at improving literacy.	Academic Support Program	08/05/2016	05/25/2017	\$1500 - District Funding	Teachers and Administration

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stride Academy will provide remediation for students in need areas.	Academic Support Program	08/03/2015	05/26/2016	\$0 - No Funding Required	Teachers

Activity - Foundation Skill Acceleration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I Instructional Aide in collaboration with ELA teachers will provide instructional assistance to accelerate the foundational readings skills of students who lack foundation skills in the area of Reading.	Academic Support Program	08/03/2015	05/26/2016	\$16200 - Title I Part A	ELA Teachers and Title I Instructional Aide

Goal 2:

Samson Middle School students will increase proficiency scores in state standardized testing in the areas of math.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency score in Mathematics by 05/25/2017 as measured by Act Aspire.

Strategy1:

Explicit Instruction - Explicit Instruction – Explicit mathematics instruction will be presented to all students. General and resource teachers will provide whole group and/or tiered instruction in the area of mathematics.

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

Research Cited: Research: Pearson, P.D., & Dole, J.A. (1987). Explicit Comprehension Instruction: A review of research and a new conceptualization of instruction. Elementary School Journal, (Vol. 88), 151-165.

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Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stride Academy will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs.	Academic Support Program Technology	08/05/2016	05/25/2017	\$0 - No Funding Required	Math Teachers

Activity - ACT Aspire Periodic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The periodic assessments will be implemented up to 4 times leading to the date of the ACT Aspire testing in the Spring. The data from these assessments will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs as it correlates to the ACT Aspire.	Technology	10/03/2016	04/03/2017	\$1000 - Title I Part A	Title I Instructional Tutor, Media Specialists, Guidance Counselors, and Teachers

Activity - Mathematics Design Collaborative Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators trained by MDC staff for strategic teaching strategies aimed at mathematics instruction.	Academic Support Program	08/05/2016	05/25/2017	\$750 - District Funding	Teachers and Administration

Activity - Foundation Skill Acceleration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I Instructional Aide in collaboration with Math teachers will provide instructional assistance to accelerate the foundational mathematics skills of students who lack foundation skills in Math.	Academic Support Program	08/05/2016	05/25/2017	\$16200 - Title I Part A	Math Teachers and Title I Instructional Aide

Goal 3:

The Data Team at Samson Middle School will meet monthly to review current progress on all students.

Measurable Objective 1:

collaborate to review student progress by 05/25/2017 as measured by monthly meeting minutes.

Strategy1:

Data Team Meetings - The Data Team will meet on a monthly basis to review student progress measured by Stride Academy, ACT Aspire Periodic Assessments, and Istation Reading.

Category: Develop/Implement Learning Supports

Research Cited: <http://www.ascd.org/publications/educational-leadership/dec08/vol66/num04/Why-Teachers-Must-Be-Data-Experts.aspx>

Activity - Analysis of ACT Aspire Periodic Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Data Team will review the results of ACT Aspire Periodic testing.	Academic Support Program	08/05/2016	05/25/2017	\$0 - No Funding Required	Principal, Guidance Counselor and core academic teachers

Activity - Analysis of Stride Academy testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Data Team will review Stride Academy progress on all students.	Academic Support Program	08/05/2016	05/25/2017	\$0 - No Funding Required	Principal, Guidance Counselor and all core academic teachers

Activity - Analysis of Nine Weeks Grades	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Data Team will monitor weekly grades, progress reports, and nine weeks report cards.	Academic Support Program	08/05/2016	05/25/2017	\$0 - No Funding Required	Principal, Guidance Counselor and all core academic teachers

Goal 4:

Decrease the total number of unexcused tardies to first period.

Measurable Objective 1:

collaborate to decrease the number of unexcused tardies to first period at Samson Middle School by 5 percent by 05/25/2017 as measured by a baseline of 559 total unexcused tardies to first period during the 2015-2016 school year. .

Strategy1:

Collaborate with Attendance and Truancy Advisory Council - Council will monitor the daily truancy of every student to first period on a weekly basis, verify tardies, and maintain an open line of communication with parents and administration.

Category: Other - Organizational

Research Cited: <http://oureverydaylife.com/effects-tardiness-childs-education-25692.html>

Activity - Breakfast in the Cassroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are offered the convenience of a daily breakfast within their first period classes. This will allow students to report to the classroom and not the lunchroom, therefore decreasing the opportunity for truancy to first period and ensures that their nutritional needs are met.	Other - Organizational	08/05/2016	05/25/2017	\$27302 - Other	Child Nutrition, Teachers, and Administration

Activity - PRIDE Attendance and Behavior Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PRIDE, Promoting Responsibility and Independence to Develop Excellence, is an attendance/behavior incentive policy that provides weekly and monthly incentives for students who meet attendance and behavior goals for that time period.	Behavioral Support Program	08/05/2016	05/25/2017	\$0 - No Funding Required	Truancy and Attendance Council, Administration, and Teachers

Goal 5:

Develop consistent procedures for integrating technology into instruction.

Measurable Objective 1:

collaborate to determine and prioritize a set of consistent procedures for integrating iPads into the classroom by 05/25/2017 as measured by overall uniformity within each classroom .

Strategy1:

iPad Technology Integration - The Samson Middle School Leadership Team, in collaboration with the Geneva County iPad Technology Committee, will meet monthly to assess the progress of the implementation one-to-one iPad initiative for Samson Middle School students.

Category: Develop/Implement Learning Supports

Research Cited: Bonds-Raacke, J.M., & Raacke, J.D. (2008). Using Table PCs in the Classroom: An Investigation of Students' Expectations and Reactions. Journal of Instructional Psychology, 35(3), 235.

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Samson Middle School Leadership team will meet monthly to assess the effectiveness of the implementation of the one-to-one iPad initiative and to discuss best practices that would lead to greater consistency within each classroom.	Academic Support Program	10/31/2016	05/25/2017	\$0 - No Funding Required	Administration, Guidance Counselors, and Teachers.

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

Goal 1:

Samson Middle School students will increase proficiency scores in state standardized testing in the areas of reading.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency score in Reading by 05/25/2017 as measured by Act Aspire.

Strategy1:

Explicit Instruction - Explicit Instruction – Explicit reading instruction will be presented to all students. General and resource teachers will provide whole group and/or tiered instruction in the area of reading.

Category: Develop/Implement Learning Supports

Research Cited: Research: Pearson, P.D., & Dole, J.A. (1987). Explicit Comprehension Instruction: A review of research and a new conceptualization of instruction. Elementary School Journal, (Vol. 88), 151-165.

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Activity - Literacy Design Collaborative Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators trained by LDC staff for strategic teaching strategies aimed at improving literacy.	Academic Support Program	08/05/2016	05/25/2017	\$1500 - District Funding	Teachers and Administration

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stride Academy will provide remediation for students in need areas.	Academic Support Program	08/03/2015	05/26/2016	\$0 - No Funding Required	Teachers

Activity - Foundation Skill Acceleration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I Instructional Aide in collaboration with ELA teachers will provide instructional assistance to accelerate the foundational readings skills of students who lack foundation skills in the area of Reading.	Academic Support Program	08/03/2015	05/26/2016	\$16200 - Title I Part A	ELA Teachers and Title I Instructional Aide

Activity - ACT Aspire Periodic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The periodic assessments will be implemented up to 4 times leading to the date of the ACT Aspire testing in the Spring. The data from these assessments will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs as it correlates to the ACT Aspire.	Technology	10/03/2016	05/25/2017	\$1000 - Title I Part A	Title I Instructional Tutor, Media Specialists, Guidance Counselors, and Teachers

Goal 2:

Samson Middle School students will increase proficiency scores in state standardized testing in the areas of math.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency score in Mathematics by 05/25/2017 as measured by Act Aspire.

Strategy1:

Explicit Instruction - Explicit Instruction – Explicit mathematics instruction will be presented to all students. General and resource teachers will provide whole group and/or tiered instruction in the area of mathematics.

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

Research Cited: Research: Pearson, P.D., & Dole, J.A. (1987). Explicit Comprehension Instruction: A review of research and a new conceptualization of instruction. Elementary School Journal, (Vol. 88), 151-165.

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Samson Middle School

Activity - ACT Aspire Periodic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The periodic assessments will be implemented up to 4 times leading to the date of the ACT Aspire testing in the Spring. The data from these assessments will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs as it correlates to the ACT Aspire.	Technology	10/03/2016	04/03/2017	\$1000 - Title I Part A	Title I Instructional Tutor, Media Specialists, Guidance Counselors, and Teachers

Activity - Mathematics Design Collaborative Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators trained by MDC staff for strategic teaching strategies aimed at mathematics instruction.	Academic Support Program	08/05/2016	05/25/2017	\$750 - District Funding	Teachers and Administration

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stride Academy will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs.	Academic Support Program Technology	08/05/2016	05/25/2017	\$0 - No Funding Required	Math Teachers

Activity - Foundation Skill Acceleration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I Instructional Aide in collaboration with Math teachers will provide instructional assistance to accelerate the foundational mathematics skills of students who lack foundation skills in Math.	Academic Support Program	08/05/2016	05/25/2017	\$16200 - Title I Part A	Math Teachers and Title I Instructional Aide

Goal 3:

The Data Team at Samson Middle School will meet monthly to review current progress on all students.

Measurable Objective 1:

collaborate to review student progress by 05/25/2017 as measured by monthly meeting minutes.

Strategy1:

Data Team Meetings - The Data Team will meet on a monthly basis to review student progress measured by Stride Academy, ACT Aspire Periodic Assessments, and Istation Reading.

Category: Develop/Implement Learning Supports

Research Cited: <http://www.ascd.org/publications/educational-leadership/dec08/vol66/num04/Why-Teachers-Must-Be-Data-Experts.aspx>

Activity - Analysis of Stride Academy testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Data Team will review Stride Academy progress on all students.	Academic Support Program	08/05/2016	05/25/2017	\$0 - No Funding Required	Principal, Guidance Counselor and all core academic teachers

Activity - Analysis of Nine Weeks Grades	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Data Team will monitor weekly grades, progress reports, and nine weeks report cards.	Academic Support Program	08/05/2016	05/25/2017	\$0 - No Funding Required	Principal, Guidance Counselor and all core academic teachers

Activity - Analysis of ACT Aspire Periodic Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Data Team will review the results of ACT Aspire Periodic testing.	Academic Support Program	08/05/2016	05/25/2017	\$0 - No Funding Required	Principal, Guidance Counselor and core academic teachers

Goal 4:

Decrease the total number of unexcused tardies to first period.

Measurable Objective 1:

collaborate to decrease the number of unexcused tardies to first period at Samson Middle School by 5 percent by 05/25/2017 as measured by a baseline of 559 total unexcused tardies to first period during the 2015-2016 school year. .

Strategy1:

Collaborate with Attendance and Truancy Advisory Council - Council will monitor the daily truancy of every student to first period on a weekly basis, verify tardies, and maintain an open line of communication with parents and administration.

Category: Other - Organizational

Research Cited: <http://oureverydaylife.com/effects-tardiness-childs-education-25692.html>

Activity - PRIDE Attendance and Behavior Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PRIDE, Promoting Responsibility and Independence to Develop Excellence, is an attendance/behavior incentive policy that provides weekly and monthly incentives for students who meet attendance and behavior goals for that time period.	Behavioral Support Program	08/05/2016	05/25/2017	\$0 - No Funding Required	Truancy and Attendance Council, Administration, and Teachers

Activity - Breakfast in the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are offered the convenience of a daily breakfast within their first period classes. This will allow students to report to the classroom and not the lunchroom, therefore decreasing the opportunity for truancy to first period and ensures that their nutritional needs are met.	Other - Organizational	08/05/2016	05/25/2017	\$27302 - Other	Child Nutrition, Teachers, and Administration

Goal 5:

Develop consistent procedures for integrating technology into instruction.

Measurable Objective 1:

collaborate to determine and prioritize a set of consistent procedures for integrating iPads into the classroom by 05/25/2017 as measured by overall uniformity within each classroom .

Strategy1:

iPad Technology Integration - The Samson Middle School Leadership Team, in collaboration with the Geneva County iPad Technology Committee, will meet monthly to assess the progress of the implementation one-to-one iPad initiative for Samson Middle School students.

Category: Develop/Implement Learning Supports

Research Cited: Bonds-Raacke, J.M., & Raacke, J.D. (2008). Using Table PCs in the Classroom: An Investigation of Students' Expectations and Reactions. *Journal of Instructional Psychology*, 35(3), 235.

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Samson Middle School Leadership team will meet monthly to assess the effectiveness of the implementation of the one-to-one iPad initiative and to discuss best practices that would lead to greater consistency within each classroom.	Academic Support Program	10/31/2016	05/25/2017	\$0 - No Funding Required	Administration, Guidance Counselors, and Teachers.

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

Goal 1:

Samson Middle School students will increase proficiency scores in state standardized testing in the areas of reading.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency score in Reading by 05/25/2017 as measured by Act Aspire.

Strategy1:

Explicit Instruction - Explicit Instruction – Explicit reading instruction will be presented to all students. General and resource teachers will provide whole group and/or tiered instruction in the area of reading.

Category: Develop/Implement Learning Supports

Research Cited: Research: Pearson, P.D., & Dole, J.A. (1987). Explicit Comprehension Instruction: A review of research and a new conceptualization of instruction. *Elementary School Journal*, (Vol. 88), 151-165.

ACIP

Samson Middle School

Activity - Foundation Skill Acceleration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I Instructional Aide in collaboration with ELA teachers will provide instructional assistance to accelerate the foundational readings skills of students who lack foundation skills in the area of Reading.	Academic Support Program	08/03/2015	05/26/2016	\$16200 - Title I Part A	ELA Teachers and Title I Instructional Aide

Activity - ACT Aspire Periodic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The periodic assessments will be implemented up to 4 times leading to the date of the ACT Aspire testing in the Spring. The data from these assessments will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs as it correlates to the ACT Aspire.	Technology	10/03/2016	05/25/2017	\$1000 - Title I Part A	Title I Instructional Tutor, Media Specialists, Guidance Counselors, and Teachers

Activity - Literacy Design Collaborative Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators trained by LDC staff for strategic teaching strategies aimed at improving literacy.	Academic Support Program	08/05/2016	05/25/2017	\$1500 - District Funding	Teachers and Administration

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stride Academy will provide remediation for students in need areas.	Academic Support Program	08/03/2015	05/26/2016	\$0 - No Funding Required	Teachers

Goal 2:

Samson Middle School students will increase proficiency scores in state standardized testing in the areas of math.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency score in Mathematics by 05/25/2017 as measured by Act Aspire.

Strategy1:

Explicit Instruction - Explicit Instruction – Explicit mathematics instruction will be presented to all students. General and resource teachers will provide whole group and/or tiered instruction in the area of mathematics.

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

Research Cited: Research: Pearson, P.D., & Dole, J.A. (1987). Explicit Comprehension Instruction: A review of research and a new conceptualization of instruction. Elementary School Journal, (Vol. 88), 151-165.

ACIP

Samson Middle School

Activity - Mathematics Design Collaborative Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators trained by MDC staff for strategic teaching strategies aimed at mathematics instruction.	Academic Support Program	08/05/2016	05/25/2017	\$750 - District Funding	Teachers and Administration

Activity - ACT Aspire Periodic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The periodic assessments will be implemented up to 4 times leading to the date of the ACT Aspire testing in the Spring. The data from these assessments will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs as it correlates to the ACT Aspire.	Technology	10/03/2016	04/03/2017	\$1000 - Title I Part A	Title I Instructional Tutor, Media Specialists, Guidance Counselors, and Teachers

Activity - Foundation Skill Acceleration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I Instructional Aide in collaboration with Math teachers will provide instructional assistance to accelerate the foundational mathematics skills of students who lack foundation skills in Math.	Academic Support Program	08/05/2016	05/25/2017	\$16200 - Title I Part A	Math Teachers and Title I Instructional Aide

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stride Academy will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs.	Technology Academic Support Program	08/05/2016	05/25/2017	\$0 - No Funding Required	Math Teachers

Goal 3:

The Data Team at Samson Middle School will meet monthly to review current progress on all students.

Measurable Objective 1:

collaborate to review student progress by 05/25/2017 as measured by monthly meeting minutes.

Strategy1:

Data Team Meetings - The Data Team will meet on a monthly basis to review student progress measured by Stride Academy, ACT Aspire Periodic Assessments, and Istation Reading.

Category: Develop/Implement Learning Supports

Research Cited: <http://www.ascd.org/publications/educational-leadership/dec08/vol66/num04/Why-Teachers-Must-Be-Data-Experts.aspx>

Activity - Analysis of ACT Aspire Periodic Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Data Team will review the results of ACT Aspire Periodic testing.	Academic Support Program	08/05/2016	05/25/2017	\$0 - No Funding Required	Principal, Guidance Counselor and core academic teachers

Activity - Analysis of Nine Weeks Grades	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Data Team will monitor weekly grades, progress reports, and nine weeks report cards.	Academic Support Program	08/05/2016	05/25/2017	\$0 - No Funding Required	Principal, Guidance Counselor and all core academic teachers

Activity - Analysis of Stride Academy testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Data Team will review Stride Academy progress on all students.	Academic Support Program	08/05/2016	05/25/2017	\$0 - No Funding Required	Principal, Guidance Counselor and all core academic teachers

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

Goal 1:

Samson Middle School students will increase proficiency scores in state standardized testing in the areas of reading.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency score in Reading by 05/25/2017 as measured by Act Aspire.

Strategy1:

Explicit Instruction - Explicit Instruction – Explicit reading instruction will be presented to all students. General and resource teachers will provide whole group and/or tiered instruction in the area of reading.

Category: Develop/Implement Learning Supports

Research Cited: Research: Pearson, P.D., & Dole, J.A. (1987). Explicit Comprehension Instruction: A review of research and a new conceptualization of instruction. Elementary School Journal, (Vol. 88), 151-165.

Activity - Foundation Skill Acceleration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I Instructional Aide in collaboration with ELA teachers will provide instructional assistance to accelerate the foundational readings skills of students who lack foundation skills in the area of Reading.	Academic Support Program	08/03/2015	05/26/2016	\$16200 - Title I Part A	ELA Teachers and Title I Instructional Aide

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stride Academy will provide remediation for students in need areas.	Academic Support Program	08/03/2015	05/26/2016	\$0 - No Funding Required	Teachers

ACIP

Samson Middle School

Activity - ACT Aspire Periodic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The periodic assessments will be implemented up to 4 times leading to the date of the ACT Aspire testing in the Spring. The data from these assessments will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs as it correlates to the ACT Aspire.	Technology	10/03/2016	05/25/2017	\$1000 - Title I Part A	Title I Instructional Tutor, Media Specialists, Guidance Counselors, and Teachers

Activity - Literacy Design Collaborative Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators trained by LDC staff for strategic teaching strategies aimed at improving literacy.	Academic Support Program	08/05/2016	05/25/2017	\$1500 - District Funding	Teachers and Administration

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

Goal 1:

Samson Middle School students will increase proficiency scores in state standardized testing in the areas of reading.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency score in Reading by 05/25/2017 as measured by Act Aspire.

Strategy1:

Explicit Instruction - Explicit Instruction – Explicit reading instruction will be presented to all students. General and resource teachers will provide whole group and/or tiered instruction in the area of reading.

Category: Develop/Implement Learning Supports

Research Cited: Research: Pearson, P.D., & Dole, J.A. (1987). Explicit Comprehension Instruction: A review of research and a new conceptualization of instruction. Elementary School Journal, (Vol. 88), 151-165.

Activity - ACT Aspire Periodic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The periodic assessments will be implemented up to 4 times leading to the date of the ACT Aspire testing in the Spring. The data from these assessments will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs as it correlates to the ACT Aspire.	Technology	10/03/2016	05/25/2017	\$1000 - Title I Part A	Title I Instructional Tutor, Media Specialists, Guidance Counselors, and Teachers

ACIP

Samson Middle School

Activity - Literacy Design Collaborative Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators trained by LDC staff for strategic teaching strategies aimed at improving literacy.	Academic Support Program	08/05/2016	05/25/2017	\$1500 - District Funding	Teachers and Administration

Activity - Foundation Skill Acceleration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I Instructional Aide in collaboration with ELA teachers will provide instructional assistance to accelerate the foundational readings skills of students who lack foundation skills in the area of Reading.	Academic Support Program	08/03/2015	05/26/2016	\$16200 - Title I Part A	ELA Teachers and Title I Instructional Aide

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stride Academy will provide remediation for students in need areas.	Academic Support Program	08/03/2015	05/26/2016	\$0 - No Funding Required	Teachers

Goal 2:

Samson Middle School students will increase proficiency scores in state standardized testing in the areas of math.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency score in Mathematics by 05/25/2017 as measured by Act Aspire.

Strategy1:

Explicit Instruction - Explicit Instruction – Explicit mathematics instruction will be presented to all students. General and resource teachers will provide whole group and/or tiered instruction in the area of mathematics.

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

Research Cited: Research: Pearson, P.D., & Dole, J.A. (1987). Explicit Comprehension Instruction: A review of research and a new conceptualization of instruction. Elementary School Journal, (Vol. 88), 151-165.

Activity - ACT Aspire Periodic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The periodic assessments will be implemented up to 4 times leading to the date of the ACT Aspire testing in the Spring. The data from these assessments will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs as it correlates to the ACT Aspire.	Technology	10/03/2016	04/03/2017	\$1000 - Title I Part A	Title I Instructional Tutor, Media Specialists, Guidance Counselors, and Teachers

ACIP

Samson Middle School

Activity - Stride Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stride Academy will be used to help assess where students are struggling and deliver practice and instruction personalized to their specific needs.	Technology Academic Support Program	08/05/2016	05/25/2017	\$0 - No Funding Required	Math Teachers

Activity - Foundation Skill Acceleration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I Instructional Aide in collaboration with Math teachers will provide instructional assistance to accelerate the foundational mathematics skills of students who lack foundation skills in Math.	Academic Support Program	08/05/2016	05/25/2017	\$16200 - Title I Part A	Math Teachers and Title I Instructional Aide

Activity - Mathematics Design Collaborative Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators trained by MDC staff for strategic teaching strategies aimed at mathematics instruction.	Academic Support Program	08/05/2016	05/25/2017	\$750 - District Funding	Teachers and Administration

Goal 3:

The Data Team at Samson Middle School will meet monthly to review current progress on all students.

Measurable Objective 1:

collaborate to review student progress by 05/25/2017 as measured by monthly meeting minutes.

Strategy1:

Data Team Meetings - The Data Team will meet on a monthly basis to review student progress measured by Stride Academy, ACT Aspire Periodic Assessments, and Istation Reading.

Category: Develop/Implement Learning Supports

Research Cited: <http://www.ascd.org/publications/educational-leadership/dec08/vol66/num04/Why-Teachers-Must-Be-Data-Experts.aspx>

Activity - Analysis of Stride Academy testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Data Team will review Stride Academy progress on all students.	Academic Support Program	08/05/2016	05/25/2017	\$0 - No Funding Required	Principal, Guidance Counselor and all core academic teachers

Activity - Analysis of Nine Weeks Grades	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Data Team will monitor weekly grades, progress reports, and nine weeks report cards.	Academic Support Program	08/05/2016	05/25/2017	\$0 - No Funding Required	Principal, Guidance Counselor and all core academic teachers

ACIP

Samson Middle School

Activity - Analysis of ACT Aspire Periodic Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Data Team will review the results of ACT Aspire Periodic testing.	Academic Support Program	08/05/2016	05/25/2017	\$0 - No Funding Required	Principal, Guidance Counselor and core academic teachers

Goal 4:

Develop consistent procedures for integrating technology into instruction.

Measurable Objective 1:

collaborate to determine and prioritize a set of consistent procedures for integrating iPads into the classroom by 05/25/2017 as measured by overall uniformity within each classroom .

Strategy1:

iPad Technology Integration - The Samson Middle School Leadership Team, in collaboration with the Geneva County iPad Technology Committee, will meet monthly to assess the progress of the implementation one-to-one iPad initiative for Samson Middle School students.

Category: Develop/Implement Learning Supports

Research Cited: Bonds-Raacke, J.M., & Raacke, J.D. (2008). Using Table PCs in the Classroom: An Investigation of Students' Expectations and Reactions. *Journal of Instructional Psychology*, 35(3), 235.

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Samson Middle School Leadership team will meet monthly to assess the effectiveness of the implementation of the one-to-one iPad initiative and to discuss best practices that would lead to greater consistency within each classroom.	Academic Support Program	10/31/2016	05/25/2017	\$0 - No Funding Required	Administration, Guidance Counselors, and Teachers.

Component 3: Instruction by Qualified Staff

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

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

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

All positions are listed/advertised on the state department website. Teacher assignments/lessons are aligned with the Alabama Course of study which further aligns with Common Core Standards.

Component 4: Strategies to Attract Qualified Teachers

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

Samson Middle School's turnover rate for this year was 18%. Samson Middle School retained all but two teachers from last year.

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

We have 2 teachers who have 0-5 years of experience.

We have 3 teachers who have 6-10 years of experience.

We have 3 teachers who have 10-20 years of experience.

We have 3 teachers who have 20+ years of experience.

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

Samson Middle School strives to improve teacher morale by producing master schedules that optimize class size, and providing time for common planning for core subjects.

Component 5: High Quality and Ongoing Professional Development

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

Math and Science teachers attend AMSTI training in their respective subject areas. English, Math and History teachers have become participants in the Literacy Design Collaborative and Mathematics Design Collaborative.

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

Math and Science teachers attend AMSTI training in their respective subject areas. English, Math and History teachers have become participants in the Literacy Design Collaborative and Mathematics Design Collaborative. In addition, all teachers are receiving training on how to effectively use iPads within the classroom for student learning in conjunction with our 1:1 Initiative.

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

Teacher mentoring is provided for all new teachers by assigning a mentor master who meets with them before the school year begins and on a monthly basis after the first day of school.

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

AMSTI training is offered on continual basis as new science standards and methods evolve. The Literacy and Mathematics Design Collaborative program are offered through a three year program and our school is in the second year of this program. The new teacher mentoring system is offered on as needed basis each year.

Component 6: Transition Strategies

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

Samson Middle School provides transition activities for incoming 6th graders, which allows these students to shadow current 8th graders to provide an opportunity to experience a new environment.

Component 7: Teacher Participation in Making Assessment Decisions

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

All data from statewide assessments are shared with the entire faculty at a school wide faculty meeting and discussed at length in order to build goals and to effectively use the data to drive instruction aimed at helping all students succeed.

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

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

The PST/RTI teams work in collaboration with classroom teachers to identify students who are struggling to master proficiency on state assessments to develop a plan to provide these students with additional supports.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students who have been identified by the PST/RTI teams are provided additional academic supports from the school's Title I tutor, who works in collaboration with core teachers to determine which skills and standards these students need to improve upon.

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

Explicit instruction will be presented to all students. General and resource teachers will provide whole group and/or tiered instruction in all subject areas.

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

After school tutoring is offered after school for students who need additional help in the areas of math and reading. After school tutoring is offered on as needed basis and is led by teachers certified in the areas of math and reading.

5. Describe procedures used to address challenges for EACH group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

Additional support is provided through case managers, IEPs and IELPs for special needs and EL students respectively. In addition, Samson Middle School has a Migrant and ELL Service Coordinator that works as a liaison for our migrant students and their families, this person also provides translation services as needed. Samson Middle School monitors all EL, special needs, and homeless students every 4 1/2 weeks to ensure their academic success.

6. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for EACH group of individuals with disabilities, individuals from economically disadvantaged families

(including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

N/A

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

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

As needs assessments are completed, goals are developed to meet the needs identified by the needs assessment. This also guides the continuous improvement plan and the appropriation of Title I funds.

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

Samson Middle School coordinates Federal, State, and Local to meet the diverse needs of our students. The services provided by these funds includes the following: teachers, paraprofessionals, assessments, technology, and professional development.

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

N/A

Component 10: Evaluation

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

Evaluation of the school improvement plan is accomplished by monitoring the progress of the goals set forth by the ACIP on a monthly basis as determined by the Continuous Improvement Team. The goals and objectives are modified based on current needs during the monitoring phase of the plan.

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

Based upon the goals of the ACIP, Samson Middle School evaluates the results of the ACT Aspire given to all students to determine the efficacy of these goals. Throughout the school year data provided from Stride Academy, Aspire Interim Testing, and iStation to monitor progress in the areas of math, reading, and science. Testing will be conducted at least three times throughout the school year to evaluate student progress.

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

Samson Middle School uses the results of the ACT Aspire for those students who were identified to be in need of academic supports and compare their scores from the previous year to the current year.

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

Samson Middle School uses Stride Academy and Aspire Periodic Interim Testing to monitor the progress of our students and the results of these programs will guide any revisions that may be necessary.

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

Samson Middle School will continue to strive towards improvement in math proficiency for all students; over the past two years we have had an increase of 14% in the percentage of students who score at or above benchmark on the ACT Aspire Math.

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

We revised the goal that addressed the amount of tardies to class because we identified that unexcused tardies to first period is an area of greater need.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	7.38	6.88	333,326.00
Administrator Units	1.00	1	70,896.00
Assistant Principal	0.00	0	0.00
Counselor	0.50	1	50,622.00
Librarian	0.50	.5	27,403.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	0.00
Professional Development	0.00	0	0.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	0.00
Library Enhancement	0.00	0	0.00
Totals			482,247.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	91239.0

Provide a brief explanation and breakdown of expenses.

1. \$79,816.01- Salaries & Benefits
2. \$5,000.00 -Instructional Software
3. \$1,205.90-Parental Involvement
4. \$1,263.00-Equipment Maintenance Agreements
5. \$840.12-Telecommunications
6. \$792.00-Substitutes
7. \$1,116.53-Instruction, Student Classroom Supplies

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title VI

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

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses

N/A

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

Samson Middle School held the annual Title I Meeting on August 2, 2016 to inform parents of the requirements concerning Title I. The information from that meeting covered what it means to be a Title I school, Highly Qualified Teachers, how to request Title I documents from the school, School-Parent Compact, and Parental Involvement funds.

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

Samson Middle School offers the following programs to provide to an avenue to support parental involvement in addition to parent-teacher meetings upon request: Open House Night, Parent Night, Grandparent Day, Veterans Day Program, and Field Day. Parental involvement funds are used to provide newsletters to parents, and student handbooks.

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

School Cast

SMS Website and Facebook Page

Geneva County Schools' Website

School Flyers and Newsletters

Progress Reports

Report Cards

INOW Parent Portal

Individual Assessment Reports

Translator services provided for all documents that go home to parents

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

The School-Parent Compact is updated annually through the Title I Committee which includes parent representation.

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

Parents are given the opportunity to express concerns by contacting the school administration via the school website, email, phone, or in person.

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

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

Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

Parent Information Night

Parent Portal Access

Progress Reports

Report Cards

Parent/Teacher Conferences

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

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

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

The computer lab is open all parents on Parent Information Night

Accelerated Reader program encourages students to read with their parents

Parent Portal provides parents the opportunity to monitor their child's grades and assignments in real time

School Cast, SMS Website, and Facebook page provide real time modes of communication to parents

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

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

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

Parent contact logs are maintained by teachers

Parent teacher conferences

Access to email teachers directly from the school website

SchoolCast

SMS Facebook Page

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

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

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

Parent Information Night

Title I Meeting

Open House

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

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

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

Translator services provided to the teachers to send documents home to parents

ELL and Migrant Services Coordinator

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

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

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

Parents may request teacher conferences, counselor and/or administrator conferences

Parents may email teachers and administration directly from the school website

Parents may request for students to attend additional tutoring provided after school

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

Translator Services

ELL Liaison and Migrant Student Services Coordinator

Special Education Case Managers

Special Education Coordinator