



ACIP

Moulton Middle School

Lawrence County Board of Education

Stacie Givens, Principal
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Moulton, AL 35650-1415

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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?

Moulton is a small town with a population of 3400 situated on the edge of the Bankhead National Forest and centrally located between Florence and Cullman. Moulton was incorporated in 1819 and is the county seat of Lawrence County. This year a major industry employing numerous residents closed. This closure proved to be a major disadvantage to the school and the community by forcing families to relocate, limiting donations, and decreasing tax revenue which affects the school system's budget.

Moulton Middle School moved into the current building in the fall of 2010. In the spring of 2012 a new gymnasium was added, and a new lunchroom is currently under construction. In 2014, the Moulton Middle Administrative/Instructional leadership changed with a new Principal, Assistant Principal, and Instructional Partner. Moulton Middle School is the third largest school in the district with a student population of just over 600. Of these students; 467 are white, 28 are African American, 13 are Hispanic, 4 are Asian, and 5 are Multiracial. The Moulton Middle School staff is comprised of 50 members, 35 of those being classroom teachers. The teachers have varying educational levels, but all are 100 percent highly qualified.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The purpose of Moulton Middle can best be described by examining the Mission and Vision statements of system. The Mission of the system is "To join hands in partnership with all stakeholders to provide quality education in a safe and positive learning environment." The Vision of the system is "To provide an atmosphere for all stakeholders to be life-long learners and to lead productive, responsible, and fulfilling lives." This Mission and Vision statement are communicated to our stakeholders via our website, newsletters and other social media platforms.

Our school embodies our mission by providing a qualified, enthusiastic, and dedicated teaching staff that strives to prepare each student. We provide a stimulating curriculum in a safe, orderly, and nurturing environment that engages, challenges, and supports all students so they may thrive and achieve their academic potential while preparing them to be life-long learners. Our school has established research-based practices to support the curriculum and to ensure instructional strategies are current and rigorous.

Moulton Middle School has many programs, plans, assessments, and activities that support an environment of learning. Programs that support the curriculum are Alabama Math, Science, and Technology Initiative (AMSTI), Classworks, Response to Instruction (RTI), and Laying the Foundation (LTF). Local plans that support the curriculum include our Continuous Improvement Plan (a-CIP), Professional Development Plan, Parental Involvement Plan, Technology Plan, and Safety Plan. Assessments that support the curriculum include ASPIRE, EXPLORER, CLASSWORKS, Semester Exams, and End of Course Test in 8th grade for Algebra I. Activities that support the curriculum include Parent Teacher Organizations, Honors Classes, Math Team, Band, Ag Initiative, Beta Club, Robotics, Project- Based Learning, Art, and Athletics.

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.

Moulton Middle School has worked diligently to gain recognition in the following areas:

Robotics Team placed 3rd Overall at BEST Robotics Competition.

Athletic Organizations win county championships in Basketball, Volleyball, and Baseball.

Dance Team wins 2nd Overall at UDA Regional hosted at Spain Park High School.

Teachers participate in High Impact Instruction (author, Jim Knight) Book Study

Academic Team competitions including Math and GEMS.

Highest score in the county for the Algebra I End Of Course testing for 8th students.

Access based classes including Spanish I and Journalism in the 8th grade.

Instructional Rounds at the local as well as county level.

Professional Development team focusing on curricular based PD for staff.

The goal of Moulton Middle School in the realm of school improvement for the next 3 years will be improving math and reading scores through more intensive project-based learning while promoting student use of technology integration.

Additional Information

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

Moulton Middle School is the first school in the county to implement one to one computer based instruction.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The Instructional Leadership Team members that must be present include the principal, guidance counselor, district school improvement specialist, appropriate content-area teachers, parent representatives, and student representatives. Depending on the data, additional members may include: Technology Coordinator, Special Education, ELL, District Federal Programs Coordinator, District Chief School Financial Officer, Community Stakeholders, or any other member as appropriate.

Upon submission of the Continuous Improvement Plan, the LEA assures that the plan has been properly reviewed and approved by the local Board of Education.

Instructional Leadership Team Members include the following:

Stacie Givens, Principal

Stanley Johnson, Assistant Principal

John Hill, Guidance Counselor, CIP Chairperson

Heather Proctor, Parental Involvement Coordinator

Jonathan Layman , 5th grade teacher

Leigh Ann Sibley, 6th grade teacher

Bethany McDonald , Special Education

Carolyn Dyar, Special Education

Lori Proctor, Art Teacher

Kaitlyn Hembree, P.E. Teacher

Andrea Ford, 6th grade teacher

Cindee Tidwell, Parent

Tina Bogan, Parent

Abigail Bogan, Student

Tanner Hood, Student

Chandler Daniel, Student

Sonya Kilpatrick, Instructional Partner

JoAnne Burch Technology Coordinator

Organizations

VIP - Parental involvement with communication from parents, teachers, students, and community that support Moulton Middle School.

PRIDE surveys are sent home each year.

Compacts sent home each year.

PTO - Parent/teachers/others involved with campus improvement and meeting the needs of students

School Leadership Team - Students submitted applications and went through an interview process to become a member. These students are involved in developing our school target.

Meetings are held at various times to accommodate different work schedules. Some meetings are held after faculty meetings and PTO meetings. Other meetings are held in the morning.

Sometimes each group makes post-its on issues, and after all groups' input is compiled, it is shared and drives the next meeting.

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

The Instructional Leadership Team members that must be present include the principal, guidance counselor, district school improvement specialist, appropriate content-area teachers, parent representatives, and student representatives. Depending on the data, additional members may include Technology Coordinator, Special Education, ELL, district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate.

Organizations

VIP - Parental involvement with communication from parents, teachers, students, and community that support Moulton Middle School.

PRIDE surveys are sent home each year.

Compacts sent home each year.

PTO - Parent/teachers/others involved with campus improvement and meeting the needs of students

School Leadership Team - Students submitted applications and went through an interview process to become a member. These students are involved in developing our school target.

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

Upon submission of the Continuous Improvement Plan, the LEA assures that the plan has been properly reviewed and approved by the local Board of Education.

Instructional Leadership Team

Meetings are held at various times to accommodate different work schedules. Some meetings are held after faculty meetings and PTO meetings. Other meetings are held in the morning.

Sometimes each group makes post-its on issues, and after all groups' input is compiled, it is shared and drives the next meeting.

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

1. Our school has high expectations for students in all classes.
My child has at least one adult advocate in the school.

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

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

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

3. My child knows the expectations for learning in all classes.

Areas in Need of Improvement

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

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

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

5. My child has up-to-date computers and other technology to for learning.

What are the implications for these stakeholder perceptions?

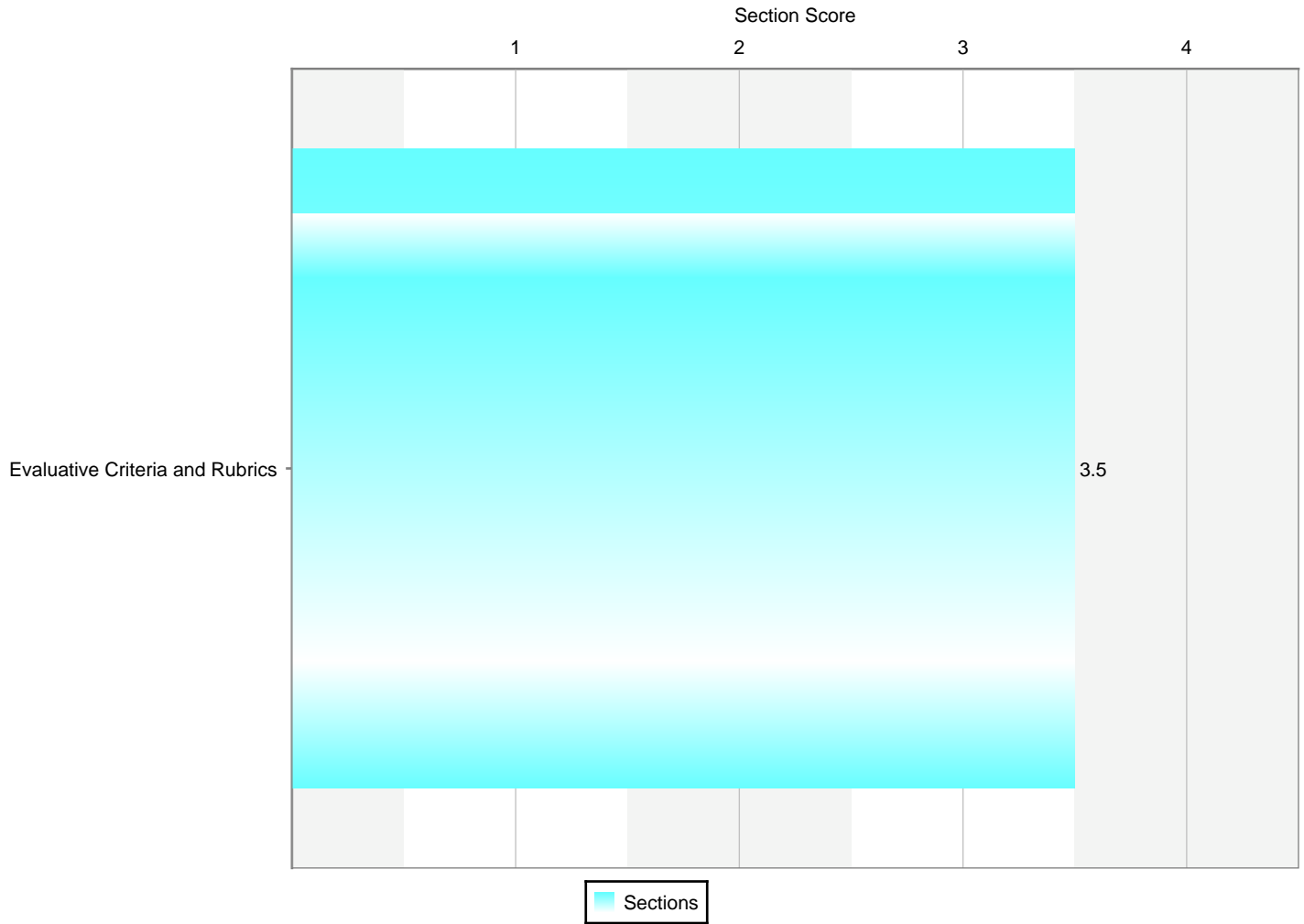
More funding is needed in order to improve the technological resources at Moulton Middle School.

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

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

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Moulton Middle School Student Performance Data Moulton Middle School Student Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 2.75

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

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	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?

Moulton Middle School students showed above expected levels of performance on the ACT Aspire test in fifth grade English, sixth grade math, and sixth, seventh and eighth grade reading.

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

Aspire and Scantron reading tests show improvement.

Which area(s) indicate the overall highest performance?

Reading scores on ACT Aspire tests.

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

American Indians/Native Americans and females are showing improvement in most areas of data.

Between which subgroups is the achievement gap closing?

The achievement gap between White students and American Indian/Native American students is lessening.

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

Reading test scores correlate among ACT Aspire, Scantron and Classworks.

Areas in Need of Improvement

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

Fifth, seventh and eighth grade students performed below expected levels in math according to ACT Aspire data.

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

African-American males are showing a decrease in math scores.

Which area(s) indicate the overall lowest performance?

Math showed the lowest performance.

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

Special Education Students

Between which subgroups is the achievement gap becoming greater?

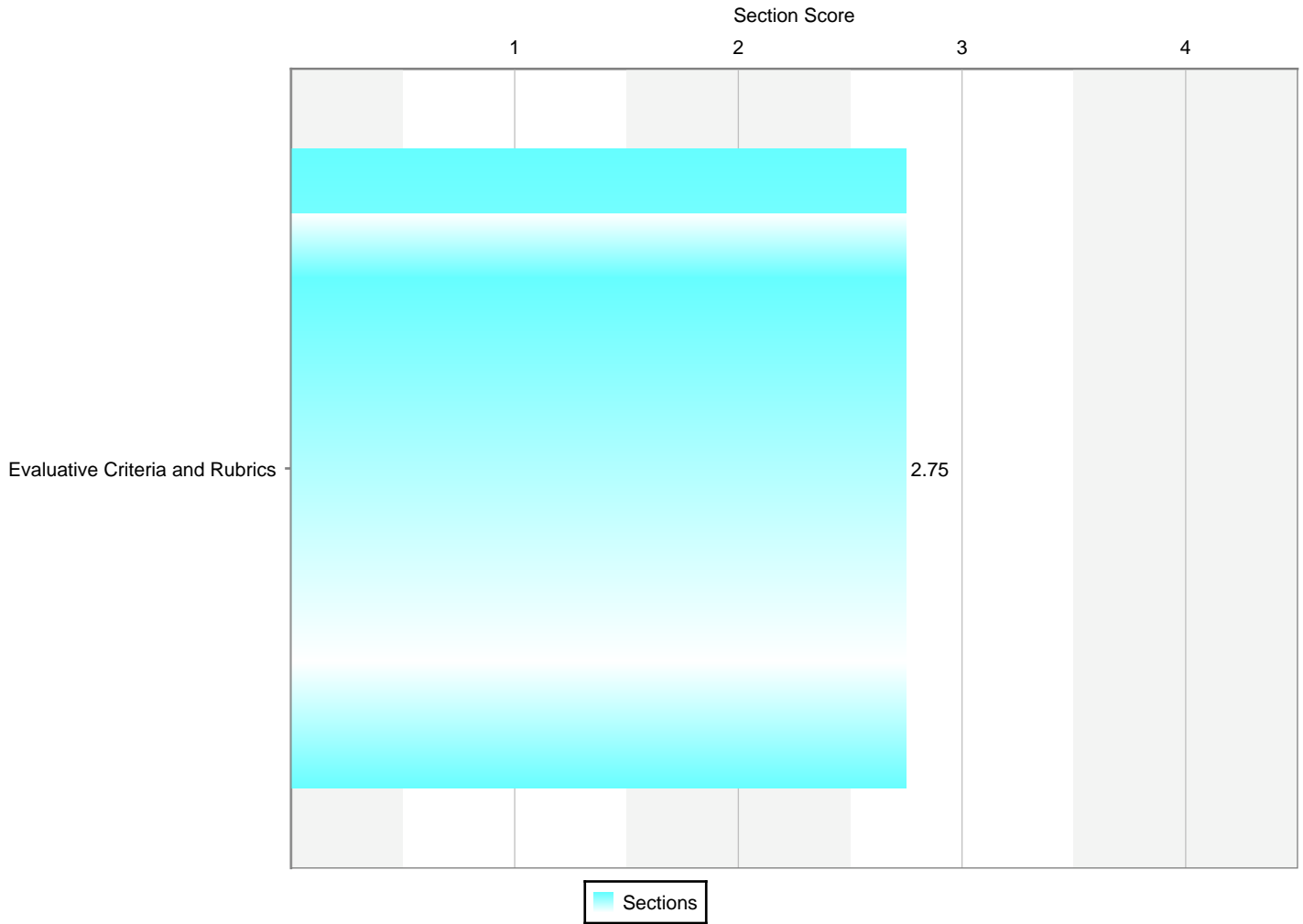
American Indian/Native Alaskans and special education students are showing an increasing gap in data scores.

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

Math data and subgroup data correlate among ACT Aspire, Scantron and Classworks.

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		

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

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	No	Moulton Middle School does not have a designated employee to handle non-discrimination responsibilities.	

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		

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		

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		

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

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes		

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		

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		Moulton Middle School Parent Compact 2014-15

Plan for ACIP

Overview

Plan Name

Plan for ACIP

Plan Description

ACIP 14-15

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	All students at Moulton Middle School will increase reading proficiency.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$41908
2	Students at Moulton Middle School will increase math proficiency.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
3	Provide professional development for faculty	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1717
4	Increase technology integration	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$50656

Goal 1: All students at Moulton Middle School will increase reading proficiency.

Measurable Objective 1:

2% of All Students will demonstrate a proficiency increase in Reading by 05/22/2015 as measured by ACT Aspire, Scantron, Classworks, Access, Alabama Alternative Assessment, Formative and Summative Classroom Assessment.

Strategy 1:

Scantron will be administered 3 times per year. - Scantron will be administered three times per year. Data and learning support teams have been established to disaggregate data. Targeted students will participate in Classworks during their assigned RTI weekly. LEA, Principal, and Assistant Principal will conduct Learning Walks to ensure teacher support in the areas of formative assessment, student engagement, and effective strategies.

Research Cited: Scantron, Classworks

Activity - District Scantron Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers were trained in the proper implementation of Scantron testing procedures including analyzing data.	Academic Support Program	08/27/2014	08/27/2014	\$400	Title I Schoolwide	Michele Carpenter Belinda Burch Sonya Kilpatrick

Activity - Learning Walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LEA, Principal, and Assistant Principal will conduct Instructional Rounds to provide instructional feedback.	Professional Learning	08/14/2014	05/22/2015	\$0	Title I Schoolwide	Stacie Givens Stanley Johnson Sonya Kilpatrick

Strategy 2:

Increased Parental Involvement - improve communication with parents, guardians, and community members in the following ways:

student handbooks

print materials

postage for mailers

websites and social media

open houses and show cases

Research Cited: ?

Activity - Student Handbooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Student handbooks will encourage student organization and good conduct by including important dates, policies, rules and reference pages.	Academic Support Program	10/01/2014	08/10/2015	\$2800	Title I Schoolwide	Principal and school organizational committee members
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Activity - Communication with Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase communication with parents and guardians through but not limited to social media, online presence, mailers, and other marketing techniques.	Parent Involvement	08/15/2014	08/10/2015	\$1293	Title I Schoolwide	Principal, Assistant Principal, Counselor, Instructional Partner, and classroom teachers.

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Employ a parental involvement specialist to improve and maintain communication to parents, guardians and community members.	Parent Involvement	08/15/2014	08/10/2015	\$34032	Title I Schoolwide	Principal

Strategy 3:

Increase Classroom Instruction - Teachers will purchase classroom supplies to increase instructional rigor and improve assessment scores.

Research Cited: ?

Activity - Increase Classroom Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
increase classroom rigor and improve test scores by purchasing student and teacher classroom supplies including but not limited to online resources, print and consumable materials.	Academic Support Program	10/01/2014	08/10/2015	\$3383	Title I Schoolwide	Principal, Assistant Principal, Counselor, Instructional Partner, Media Specialist and classroom teachers.

Goal 2: Students at Moulton Middle School will increase math proficiency.**Measurable Objective 1:**

2% of All Students will demonstrate a proficiency increase in Mathematics by 05/22/2015 as measured by ACT Aspire, Scantron, Classworks, End of Course Testing, Explorer, Alabama Alternative Assessment, Formative and Sumative Classroom Assessment..

Strategy 1:

Scantron will be administered 3 times per year. - Scantron will be administered 3 times per year. Data and Learning support teams have been established to disaggregate data. Targeted students will participate in Classworks during their assigned RTI time. Teachers will participate in professional development to increase knowledge of mathematical implementation across curriculum. LEA, Principal, and Assistant Principal will participate in Learning Walks to provide appropriate support to teachers in the areas of formative assessment, student engagement, and effective strategies.

Research Cited: Scantron, Classworks, Project-Based Learning, Learning Walks, LTF

Activity - Project-Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Moulton Middle School trained eight teachers in the Buck Institute's Project-Based Learning summer session located at the LCBOE. These teachers provided turn around training county wide during teacher institute. Follow up training will be provided in October.	Academic Support Program	06/09/2014	10/27/2014	\$0	Title I Schoolwide	Stacie Givens Sonya Kilpatrick. Amy Sterling Whitney Glover Jon Johnson Jackie Parham Cassie Goodwin Paula Terry
Activity - Laying the Foundation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seventh and Eighth grade math teachers attended Laying the Foundation training. This training provides academic support and training to ensure mathematical success.	Academic Support Program	06/01/2014	08/01/2014	\$0	Title I Schoolwide	Karen Free Pam Crumpton Tatia Young Andrea Ford
Activity - Learning Walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LEA, Principal, and Assistant Principal will conduct Instructional Rounds to provide instructional feedback.	Professional Learning	08/11/2014	05/22/2015	\$0	Title I Schoolwide	Stacie Givens Stanley Johnson Sonya Kilpatrick

Goal 3: Provide professional development for faculty**Measurable Objective 1:**

demonstrate a behavior provide and attend professional development opportunities by 08/10/2015 as measured by sign-in sheets and CEU's.

Strategy 1:

PD Sessions - Teachers, administrators and support personnel will participate in professional development including but not limited to: project-based learning, strategic teaching, technology, professional organization conferences, seminars and workshops.

Research Cited: Project-based Learning, Alabama Best Practices, AMSTI, Laying the Foundation, Google, Learning Forward, PCN, IPN

Activity - PD Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Plan, attend, train, organize, and monitor staff professional development throughout the year.	Professional Learning	08/10/2014	08/10/2015	\$1717	Title I Schoolwide	Principal, Assistant Principal, Instructional Partner, LEA, district personnel, professional development committee

Goal 4: Increase technology integration**Measurable Objective 1:**

25% of All Students will demonstrate a proficiency in classroom technology integration in English Language Arts by 05/22/2015 as measured by formative and summative teacher assessments and Instructional Learning Walks using the ELEOT.

Strategy 1:

Classroom Technology Integration - Students will utilize technology while completing assignments, formative and summative assessments, and projects.

Research Cited: "Factors affecting technology integration in K-12 classrooms: a path model." Educational Technology Research and Development. April 2010. v 58, Issue 2, p 137-154.

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Purchase and maintain technology including by not limited to Chromebooks, iPads, Tablets, desktop and laptop computers, projectors, mirroring devices, printers, ink, WiFi capabilities, and software.	Technology	04/07/2014	08/10/2015	\$39033	Title I Schoolwide, Title I Schoolwide	Principal, Assistant Principal, Instructional Partner, Technology Integration Specialist, Media Specialist, and Moulton Middle School teachers
Activity - Instructional Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase various instructional software including but not limited to Renaissance, Classworks, and Discovery Education.	Technology	08/15/2014	08/15/2015	\$11623	Title I Schoolwide	Principal, Assistant Principal, Instructional Partner, Media Specialist

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Walks	LEA, Principal, and Assistant Principal will conduct Instructional Rounds to provide instructional feedback.	Professional Learning	08/11/2014	05/22/2015	\$0	Stacie Givens Stanley Johnson Sonya Kilpatrick
Learning Walks	LEA, Principal, and Assistant Principal will conduct Instructional Rounds to provide instructional feedback.	Professional Learning	08/14/2014	05/22/2015	\$0	Stacie Givens Stanley Johnson Sonya Kilpatrick
Project-Based Learning	Moulton Middle School trained eight teachers in the Buck Institute's Project-Based Learning summer session located at the LCBOE. These teachers provided turn around training county wide during teacher institute. Follow up training will be provided in October.	Academic Support Program	06/09/2014	10/27/2014	\$0	Stacie Givens Sonya Kilpatrick. Amy Sterling Whitney Glover Jon Johnson Jackie Parham Cassie Goodwin Paula Terry
Parental Involvement	Employ a parental involvement specialist to improve and maintain communication to parents, guardians and community members.	Parent Involvement	08/15/2014	08/10/2015	\$34032	Principal
Technology Integration	Purchase and maintain technology including by not limited to Chromebooks, iPads, Tablets, desktop and laptop computers, projectors, mirroring devices, printers, ink, WiFi capabilities, and software.	Technology	04/07/2014	08/10/2015	\$35833	Principal, Assistant Principal, Instructional Partner, Technology Integration Specialist, Media Specialist, and Moulton Middle School teachers

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Instructional Software	Purchase various instructional software including but not limited to Renaissance, Classworks, and Discovery Education.	Technology	08/15/2014	08/15/2015	\$11623	Principal, Assistant Principal, Instructional Partner, Media Specialist
District Scantron Training	Teachers were trained in the proper implementation of Scantron testing procedures including analyzing data.	Academic Support Program	08/27/2014	08/27/2014	\$400	Michele Carpenter Belinda Burch Sonya Kilpatrick
Increase Classroom Instruction	increase classroom rigor and improve test scores by purchasing student and teacher classroom supplies including but not limited to online resources, print and consumable materials.	Academic Support Program	10/01/2014	08/10/2015	\$3383	Principal, Assistant Principal, Counselor, Instructional Partner, Media Specialist and classroom teachers.
Student Handbooks	Student handbooks will encourage student organization and good conduct by including important dates, policies, rules and reference pages.	Academic Support Program	10/01/2014	08/10/2015	\$2800	Principal and school organizational committee members
Communication with Parents	Increase communication with parents and guardians through but not limited to social media, online presence, mailers, and other marketing techniques.	Parent Involvement	08/15/2014	08/10/2015	\$1293	Principal, Assistant Principal, Counselor, Instructional Partner, and classroom teachers.
Laying the Foundation	Seventh and Eighth grade math teachers attended Laying the Foundation training. This training provides academic support and training to ensure mathematical success.	Academic Support Program	06/01/2014	08/01/2014	\$0	Karen Free Pam Crompton Tatia Young Andrea Ford

ACIP

Moulton Middle School

Technology Integration	Purchase and maintain technology including by not limited to Chromebooks, iPads, Tablets, desktop and laptop computers, projectors, mirroring devices, printers, ink, WiFi capabilities, and software.	Technology	04/07/2014	08/10/2015	\$3200	Principal, Assistant Principal, Instructional Partner, Technology Integration Specialist, Media Specialist, and Moulton Middle School teachers
PD Sessions	Plan, attend, train, organize, and monitor staff professional development throughout the year.	Professional Learning	08/10/2014	08/10/2015	\$1717	Principal, Assistant Principal, Instructional Partner, LEA, district personnel, professional development committee
Total					\$94281	

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.

Moulton Middle believes positive parental involvement is essential to achieve maximum social, emotional, and academic growth and encourages participation of parents in all aspects of their child's education. Parents are members of the school wide CIP Leadership Team and are involved in the development of the plan. All parents are notified through various means of communication such as a school website, Moulton Middle School handbooks, school cast, letters home, emails, and personal contact.

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.

Moulton Middle will convene meetings that will encourage and facilitate attendance for the purpose of seeking input from parents. Meetings will be held during the school day and at night to accommodate working parents. Moulton Middle school has formed a new parent group called VIP (Very Important Parents). This group has representatives of students in each grade level. They talk with other parents and bring information back to our school parental involvement coordinator.

Moulton Middle School seeks to involve parents in all aspects of the Title I Program. Parent members serve on our Leadership Team and were active participants in the development and implementation of the plan. In addition, the plan has been made available to all parents at parent meetings, in the office, and in the library. Parent input regarding the plan and its implementation continues to be welcomed. Parent comments are received in writing or via e-mail to administrators or faculty meetings.

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.

Moulton Middle School provides parents timely information about programs, curriculum, assessment, and achievement expectations; if requested by parents, opportunities for regular meetings to review and assist in improving student progress. Information is provided through but not limited to: school calendar, newsletters, telephone calls, invitations, school website, emails and conferences.

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).

Moulton Middle School stakeholders collaborated to develop a school-parent-teacher compact. The compact outlines how parents, students, and Moulton Middle staff will share responsibilities for improving student achievement. It will also provide means by which the school and parents will build a partnership to help students build and achieve the state's high academic standards. Pacts will be provided in languages that all parents can understand. The compact was discussed with teachers at a faculty meeting. Each teacher is given the responsibility to explain the compacts to students and obtain signatures. Parents have the opportunity to ask questions or make suggestions concerning the content of the compact during an annual meeting. Students return compacts after parents' signatures are secured. The teacher signs compacts and stores them in his or her classroom to use during conferences with parents.

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

The Leadership Team will meet to provide parents the opportunity to voice opinions and concerns involving the Continuous Improvement Plan. Parents can also submit concerns through email or in writing. Parents who are Leadership Team members represent parents of the school. In May of each year, the CIP team meets to review, evaluate, and revise the plan. During the review process, all parents are notified of the review through the monthly calendar/newsletter. The notices make parents aware that the plan is under review, that a copy is available in the library and the office, and the parents have the right to provide input during the revision of the plan. The notice also states that after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school and the school will submit their concerns to the central office at the same time the CIP is submitted.

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)

In an effort to ensure parental knowledge of state academic and achievement standards and state and local assessments, Moulton Middle will provide parents with opportunities for understanding. This will be done through conferences, annual Title I meeting, and periodic parents meetings that are held during the day and in the evening at which time the school will explain how to understand assessment reports. These reports include but are not limited to: SAT Student Profile Reports, ARMT Student Profile Reports, ADWA Student Profile Reports, State and School Report Card, Student Report Cards, and Student Progress Reports.

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)

Moulton Middle School works diligently to ensure that all parent materials and training are closely aligned with our school's identified goals. Various informational literature for parents has been purchased by our Parental Involvement Coordinator and is available in the school office and the guidance office.

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)

Moulton Middle shall educate faculty and staff through professional development regarding the importance of establishing relationships with parents as equal partners to build ties between parents and the school. Faculty and staff will participate in embedded professional development, grade- level, and subject level meeting to further assist in the building of relationships between parent and teachers.

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)

Moulton Middle School will coordinate and integrate parent involvement programs/activities through community education and system- wide supported programs to the extent feasible and appropriate through tutoring, extended day, and parental involvement

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)

To ensure, to the extent possible, that information sent home is in a parent friendly language that can be understood, Moulton Middle School and the Lawrence County School system employs an ELL translator and documents created in Spanish.

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)

The following activities provide information to parents to help them effectively meet the needs of their child in school:

- Open House
- Moulton Middle School Parent-Student Compact
- Six-weeks report cards
- Parent/teacher conferences
- Parent orientation (For parents of "First-year" students)
- Home/School Connection Monthly Newsletter
- Moulton Middle School web site
- Parent Information Nights
- Weekly/Monthly/Quarterly Newsletters
- Monthly Calendars
- County-wide parent meetings
- Informational Parental Pamphlets
- Parent Day
- Moulton Middle School Brochures
- Email Contacts-periodically structured to send awareness and reminders of events taking place during and after school
- Automated School casts
- VIP Meetings

By increasing the amount of communication taking place between the school and the parents in the above mentioned ways, the faculty and staff hopes to see a decrease in the number of discipline referrals, achievement gaps, parent involvement in literacy and math, and an increase in scores on the Alabama Reading and Math Test, Alabama Alternate Assessment, ACCESS, and Report Cards.

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.

Moulton Middle School provides opportunities for the participants of parents with limited English proficiency, parents with disabilities, and parents of migratory students in the following ways: Parents with limited English proficiency receive school information whenever possible in a language they can understand or through an interpreter; our school is handicapped-accessible so that parents with physical Disabilities have access to all areas: parents of migratory students are contacted in the same manner as other parents.

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 stakeholder surveys, leadership team meetings, Informal discussions, and data meetings. The faculty and staff were divided into the five areas (standards) of the self assessment. All data was compiled and discussed to complete the comprehensive needs assessment.

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

Parents and stakeholders feel the administration and teachers have high expectations of students for all classes.

- The teachers' survey results indicate teachers implement the system's instructional process in support of student learning.
- Parents and teachers both feel that technology needs improvement and instructional time needs protecting.
- Aspire test data results showed improvements were needed in both reading and math to close the achievement gap.

3. What conclusions were drawn from the results?

- Additional technology is needed to meet the needs of the 21st century.
- Scheduling throughout school year is closely monitored.
- Academics should focus on state standards and closing the achievement gap.

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

The culture of Moulton Middle School is one of high expectations in student academics, social and relationship skills, and parental and community involvement.

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

Priority needs are addressed in school goals based on data from the Aspire tests, End of Course Algebra test, Scantron data and student academic requests.

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

Feedback was provided from faculty, staff, students, and stakeholders to

- provide faculty and staff with professional development opportunities that will increase student performance,
- increase amount and types of student technology to enable students to become more proficient in math and reading.

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

Research based programs are being implemented to reach the needs of all students.

- Professional development training allows teachers to update and enrich their teaching practices so they remain relevant to students.
- Project-Based Learning strategies provide low and high achieving students with authentic learning opportunities which research shows will increase test scores.
- Increasing student technology gives students who are financially disadvantaged similar opportunities as their peers.
- Technology provides students with special needs educational avenues unavailable in a regular classroom setting.

Component 2: Schoolwide Reform Strategies

Goal to address annual Measurable Achievement Objectives (AMAOs) and English Language Proficiency Needs – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

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

Goal 1:

All students at Moulton Middle School will increase reading proficiency.

Measurable Objective 1:

2% of All Students will demonstrate a proficiency increase in Reading by 05/22/2015 as measured by ACT Aspire, Scantron, Classworks, Access, Alabama Alternative Assessment, Formative and Summative Classroom Assessment..

Strategy1:

Increase Classroom Instruction - Teachers will purchase classroom supplies to increase instructional rigor and improve assessment scores.

Research Cited: ?

Activity - Increase Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
increase classroom rigor and improve test scores by purchasing student and teacher classroom supplies including but not limited to online resources, print and consumable materials.	Academic Support Program			10/01/2014	08/10/2015	\$3383 - Title I Schoolwide	Principal, Assistant Principal, Counselor, Instructional Partner, Media Specialist and classroom teachers.

Strategy2:

Increased Parental Involvement - improve communication with parents, guardians, and community members in the following ways:

student handbooks

print materials

postage for mailers

websites and social media

open houses and show cases

Research Cited: ?

Activity - Student Handbooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student handbooks will encourage student organization and good conduct by including important dates, policies, rules and reference pages.	Academic Support Program			10/01/2014	08/10/2015	\$2800 - Title I Schoolwide	Principal and school organizational committee members

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Employ a parental involvement specialist to improve and maintain communication to parents, guardians and community members.	Parent Involvement			08/15/2014	08/10/2015	\$34032 - Title I Schoolwide	Principal

Activity - Communication with Parents	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase communication with parents and guardians through but not limited to social media, online presence, mailers, and other marketing techniques.	Parent Involvement			08/15/2014	08/10/2015	\$1293 - Title I Schoolwide	Principal, Assistant Principal, Counselor, Instructional Partner, and classroom teachers.

Strategy3:

Scantron will be administered 3 times per year. - Scantron will be administered three times per year. Data and learning support teams have been established to disaggregate data. Targeted students will participate in Classworks during their assigned RTI weekly. LEA, Principal, and Assistant Principal will conduct Learning Walks to ensure teacher support in the areas of formative assessment, student engagement, and effective strategies.

Research Cited: Scantron, Classworks

Activity - Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LEA, Principal, and Assistant Principal will conduct Instructional Rounds to provide instructional feedback.	Professional Learning			08/14/2014	05/22/2015	\$0 - Title I Schoolwide	Stacie Givens Stanley Johnson Sonya Kilpatrick

Activity - District Scantron Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers were trained in the proper implementation of Scantron testing procedures including analyzing data.	Academic Support Program			08/27/2014	08/27/2014	\$400 - Title I Schoolwide	Michele Carpenter Belinda Burch Sonya Kilpatrick

Goal 2:

Students at Moulton Middle School will increase math proficiency.

Measurable Objective 1:

2% of All Students will demonstrate a proficiency increase in Mathematics by 05/22/2015 as measured by ACT Aspire, Scantron, Classworks, End of Course Testing, Explorer, Alabama Alternative Assessment, Formative and Sumative Classroom Assessment..

Strategy1:

Scantron will be administered 3 times per year. - Scantron will be administered 3 times per year. Data and Learning support teams have been established to disaggregate data. Targeted students will participate in Classworks during their assigned RTI time. Teachers will participate in professional development to increase knowledge of mathematical implementation across curriculum. LEA, Principal, and Assistant Principal will participate in Learning Walks to provide appropriate support to teachers in the areas of formative assessment, student engagement, and effective strategies.

Research Cited: Scantron, Classworks, Project-Based Learning, Learning Walks, LTF

Activity - Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LEA, Principal, and Assistant Principal will conduct Instructional Rounds to provide instructional feedback.	Professional Learning			08/11/2014	05/22/2015	\$0 - Title I Schoolwide	Stacie Givens Stanley Johnson Sonya Kilpatrick

Activity - Project-Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moulton Middle School trained eight teachers in the Buck Institute's Project-Based Learning summer session located at the LCBOE. These teachers provided turn around training county wide during teacher institute. Follow up training will be provided in October.	Academic Support Program			06/09/2014	10/27/2014	\$0 - Title I Schoolwide	Stacie Givens Sonya Kilpatrick. Amy Sterling Whitney Glover Jon Johnson Jackie Parham Cassie Goodwin Paula Terry

Activity - Laying the Foundation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seventh and Eighth grade math teachers attended Laying the Foundation training. This training provides academic support and training to ensure mathematical success.	Academic Support Program			06/01/2014	08/01/2014	\$0 - Title I Schoolwide	Karen Free Pam Crumpton Tatia Young Andrea Ford

Goal 3:

Provide professional development for faculty

Measurable Objective 1:

demonstrate a behavior provide and attend professional development opportunities by 08/10/2015 as measured by sign-in sheets and CEU's.

Strategy1:

PD Sessions - Teachers, administrators and support personnel will participate in professional development including but not limited to: project-based learning, strategic teaching, technology, professional organization conferences, seminars and workshops.

Research Cited: Project-based Learning, Alabama Best Practices, AMSTI, Laying the Foundation, Google, Learning Forward, PCN, IPN

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Activity - PD Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plan, train, organize, and monitor staff professional development throughout the year.	Professional Learning			08/10/2014	08/10/2015	\$1717 - Title I Schoolwide	Principal, Assistant Principal, Instructional Partner, LEA, district personnel, professional development committee

Goal 4:

Increase technology integration

Measurable Objective 1:

25% of All Students will demonstrate a proficiency in classroom technology integration in English Language Arts by 05/22/2015 as measured by formative and summative teacher assessments and Instructional Learning Walks using the ELEOT.

Strategy1:

Classroom Technology Integration - Students will utilize technology while completing assignments, formative and summative assessments, and projects.

Research Cited: "Factors affecting technology integration in K-12 classrooms: a path model." Educational Technology Research and Development. April 2010. v 58, Issue 2, p 137-154.

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and maintain technology including by not limited to Chromebooks, iPads, Tablets, desktop and laptop computers, projectors, mirroring devices, printers, ink, WiFi capabilities, and software.	Technology			04/07/2014	08/10/2015	\$3200 - Title I Schoolwide \$35833 - Title I Schoolwide	Principal, Assistant Principal, Instructional Partner, Technology Integration Specialist, Media Specialist, and Moulton Middle School teachers

Activity - Instructional Software	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase various instructional software including but not limited to Renaissance, Classworks, and Discovery Education.	Technology			08/15/2014	08/15/2015	\$11623 - Title I Schoolwide	Principal, Assistant Principal, Instructional Partner, Media Specialist

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

All students at Moulton Middle School will increase reading proficiency.

Measurable Objective 1:

2% of All Students will demonstrate a proficiency increase in Reading by 05/22/2015 as measured by ACT Aspire, Scantron, Classworks, Access, Alabama Alternative Assessment, Formative and Summative Classroom Assessment..

Strategy1:

Increased Parental Involvement - improve communication with parents, guardians, and community members in the following ways:

- student handbooks
- print materials
- postage for mailers
- websites and social media
- open houses and show cases

Research Cited: ?

Activity - Student Handbooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student handbooks will encourage student organization and good conduct by including important dates, policies, rules and reference pages.	Academic Support Program			10/01/2014	08/10/2015	\$2800 - Title I Schoolwide	Principal and school organizational committee members

Activity - Communication with Parents	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase communication with parents and guardians through but not limited to social media, online presence, mailers, and other marketing techniques.	Parent Involvement			08/15/2014	08/10/2015	\$1293 - Title I Schoolwide	Principal, Assistant Principal, Counselor, Instructional Partner, and classroom teachers.

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Employ a parental involvement specialist to improve and maintain communication to parents, guardians and community members.	Parent Involvement			08/15/2014	08/10/2015	\$34032 - Title I Schoolwide	Principal

Strategy2:

Scantron will be administered 3 times per year. - Scantron will be administered three times per year. Data and learning support teams have been established to disaggregate data. Targeted students will participate in Classworks during their assigned RTI weekly. LEA, Principal, and Assistant Principal will conduct Learning Walks to ensure teacher support in the areas of formative assessment, student engagement, and effective strategies.

Research Cited: Scantron, Classworks

Activity - Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LEA, Principal, and Assistant Principal will conduct Instructional Rounds to provide instructional feedback.	Professional Learning			08/14/2014	05/22/2015	\$0 - Title I Schoolwide	Stacie Givens Stanley Johnson Sonya Kilpatrick

Activity - District Scantron Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers were trained in the proper implementation of Scantron testing procedures including analyzing data.	Academic Support Program			08/27/2014	08/27/2014	\$400 - Title I Schoolwide	Michele Carpenter Belinda Burch Sonya Kilpatrick

Strategy3:

Increase Classroom Instruction - Teachers will purchase classroom supplies to increase instructional rigor and improve assessment scores.

Research Cited: ?

Activity - Increase Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
increase classroom rigor and improve test scores by purchasing student and teacher classroom supplies including but not limited to online resources, print and consumable materials.	Academic Support Program			10/01/2014	08/10/2015	\$3383 - Title I Schoolwide	Principal, Assistant Principal, Counselor, Instructional Partner, Media Specialist and classroom teachers.

Goal 2:

Students at Moulton Middle School will increase math proficiency.

Measurable Objective 1:

2% of All Students will demonstrate a proficiency increase in Mathematics by 05/22/2015 as measured by ACT Aspire, Scantron, Classworks, End of Course Testing, Explorer, Alabama Alternative Assessment, Formative and Sumative Classroom Assessment..

Strategy1:

Scantron will be administered 3 times per year. - Scantron will be administered 3 times per year. Data and Learning support teams have been established to disaggregate data. Targeted students will participate in Classworks during their assigned RTI time. Teachers will participate in professional development to increase knowledge of mathematical implementation across curriculum. LEA, Principal, and Assistant Principal will participate in Learning Walks to provide appropriate support to teachers in the areas of formative assessment, student engagement, and effective strategies.

Research Cited: Scantron, Classworks, Project-Based Learning, Learning Walks, LTF

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Activity - Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LEA, Principal, and Assistant Principal will conduct Instructional Rounds to provide instructional feedback.	Professional Learning			08/11/2014	05/22/2015	\$0 - Title I Schoolwide	Stacie Givens Stanley Johnson Sonya Kilpatrick

Activity - Laying the Foundation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seventh and Eighth grade math teachers attended Laying the Foundation training. This training provides academic support and training to ensure mathematical success.	Academic Support Program			06/01/2014	08/01/2014	\$0 - Title I Schoolwide	Karen Free Pam Crumpton Tatia Young Andrea Ford

Activity - Project-Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moulton Middle School trained eight teachers in the Buck Institute's Project-Based Learning summer session located at the LCBOE. These teachers provided turn around training county wide during teacher institute. Follow up training will be provided in October.	Academic Support Program			06/09/2014	10/27/2014	\$0 - Title I Schoolwide	Stacie Givens Sonya Kilpatrick. Amy Sterling Whitney Glover Jon Johnson Jackie Parham Cassie Goodwin Paula Terry

Goal 3:

Provide professional development for faculty

Measurable Objective 1:

demonstrate a behavior provide and attend professional development opportunities by 08/10/2015 as measured by sign-in sheets and CEU's.

Strategy1:

PD Sessions - Teachers, administrators and support personnel will participate in professional development including but not limited to: project-based learning, strategic teaching, technology, professional organization conferences, seminars and workshops.

Research Cited: Project-based Learning, Alabama Best Practices, AMSTI, Laying the Foundation, Google, Learning Forward, PCN, IPN

Activity - PD Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plan, train, organize, and monitor staff professional development throughout the year.	Professional Learning			08/10/2014	08/10/2015	\$1717 - Title I Schoolwide	Principal, Assistant Principal, Instructional Partner, LEA, district personnel, professional development committee

Goal 4:

Increase technology integration

Measurable Objective 1:

25% of All Students will demonstrate a proficiency in classroom technology integration in English Language Arts by 05/22/2015 as measured by formative and summative teacher assessments and Instructional Learning Walks using the ELEOT.

Strategy1:

Classroom Technology Integration - Students will utilize technology while completing assignments, formative and summative assessments, and projects.

Research Cited: "Factors affecting technology integration in K-12 classrooms: a path model." Educational Technology Research and Development. April 2010. v 58, Issue 2, p 137-154.

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and maintain technology including by not limited to Chromebooks, iPads, Tablets, desktop and laptop computers, projectors, mirroring devices, printers, ink, WiFi capabilities, and software.	Technology			04/07/2014	08/10/2015	\$3200 - Title I Schoolwide \$35833 - Title I Schoolwide	Principal, Assistant Principal, Instructional Partner, Technology Integration Specialist, Media Specialist, and Moulton Middle School teachers

Activity - Instructional Software	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase various instructional software including but not limited to Renaissance, Classworks, and Discovery Education.	Technology			08/15/2014	08/15/2015	\$11623 - Title I Schoolwide	Principal, Assistant Principal, Instructional Partner, Media Specialist

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

Goal 1:

All students at Moulton Middle School will increase reading proficiency.

Measurable Objective 1:

2% of All Students will demonstrate a proficiency increase in Reading by 05/22/2015 as measured by ACT Aspire, Scantron, Classworks, Access, Alabama Alternative Assessment, Formative and Summative Classroom Assessment..

Strategy1:

Scantron will be administered 3 times per year. - Scantron will be administered three times per year. Data and learning support teams have been established to disaggregate data. Targeted students will participate in Classworks during their assigned RTI weekly. LEA, Principal, and Assistant Principal will conduct Learning Walks to ensure teacher support in the areas of formative assessment, student engagement, and effective strategies.

Research Cited: Scantron, Classworks

Activity - District Scantron Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers were trained in the proper implementation of Scantron testing procedures including analyzing data.	Academic Support Program			08/27/2014	08/27/2014	\$400 - Title I Schoolwide	Michele Carpenter Belinda Burch Sonya Kilpatrick

Activity - Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LEA, Principal, and Assistant Principal will conduct Instructional Rounds to provide instructional feedback.	Professional Learning			08/14/2014	05/22/2015	\$0 - Title I Schoolwide	Stacie Givens Stanley Johnson Sonya Kilpatrick

Strategy2:

Increase Classroom Instruction - Teachers will purchase classroom supplies to increase instructional rigor and improve assessment scores.

Research Cited: ?

Activity - Increase Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
increase classroom rigor and improve test scores by purchasing student and teacher classroom supplies including but not limited to online resources, print and consumable materials.	Academic Support Program			10/01/2014	08/10/2015	\$3383 - Title I Schoolwide	Principal, Assistant Principal, Counselor, Instructional Partner, Media Specialist and classroom teachers.

Strategy3:

Increased Parental Involvement - improve communication with parents, guardians, and community members in the following ways:

student handbooks

print materials

postage for mailers

websites and social media

open houses and show cases

Research Cited: ?

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Activity - Student Handbooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student handbooks will encourage student organization and good conduct by including important dates, policies, rules and reference pages.	Academic Support Program			10/01/2014	08/10/2015	\$2800 - Title I Schoolwide	Principal and school organizational committee members

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Employ a parental involvement specialist to improve and maintain communication to parents, guardians and community members.	Parent Involvement			08/15/2014	08/10/2015	\$34032 - Title I Schoolwide	Principal

Activity - Communication with Parents	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase communication with parents and guardians through but not limited to social media, online presence, mailers, and other marketing techniques.	Parent Involvement			08/15/2014	08/10/2015	\$1293 - Title I Schoolwide	Principal, Assistant Principal, Counselor, Instructional Partner, and classroom teachers.

Goal 2:

Students at Moulton Middle School will increase math proficiency.

Measurable Objective 1:

2% of All Students will demonstrate a proficiency increase in Mathematics by 05/22/2015 as measured by ACT Aspire, Scantron, Classworks, End of Course Testing, Explorer, Alabama Alternative Assessment, Formative and Sumative Classroom Assessment..

Strategy1:

Scantron will be administered 3 times per year. - Scantron will be administered 3 times per year. Data and Learning support teams have been established to disaggregate data. Targeted students will participate in Classworks during their assigned RTI time. Teachers will participate in professional development to increase knowledge of mathematical implementation across curriculum. LEA, Principal, and Assistant Principal will participate in Learning Walks to provide appropriate support to teachers in the areas of formative assessment, student engagement, and effective strategies.

Research Cited: Scantron, Classworks, Project-Based Learning, Learning Walks, LTF

Activity - Laying the Foundation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seventh and Eighth grade math teachers attended Laying the Foundation training. This training provides academic support and training to ensure mathematical success.	Academic Support Program			06/01/2014	08/01/2014	\$0 - Title I Schoolwide	Karen Free Pam Crumpton Tatia Young Andrea Ford

Activity - Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LEA, Principal, and Assistant Principal will conduct Instructional Rounds to provide instructional feedback.	Professional Learning			08/11/2014	05/22/2015	\$0 - Title I Schoolwide	Stacie Givens Stanley Johnson Sonya Kilpatrick

Activity - Project-Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moulton Middle School trained eight teachers in the Buck Institute's Project-Based Learning summer session located at the LCBOE. These teachers provided turn around training county wide during teacher institute. Follow up training will be provided in October.	Academic Support Program			06/09/2014	10/27/2014	\$0 - Title I Schoolwide	Stacie Givens Sonya Kilpatrick. Amy Sterling Whitney Glover Jon Johnson Jackie Parham Cassie Goodwin Paula Terry

Goal 3:

Increase technology integration

Measurable Objective 1:

25% of All Students will demonstrate a proficiency in classroom technology integration in English Language Arts by 05/22/2015 as measured by formative and summative teacher assessments and Instructional Learning Walks using the ELEOT.

Strategy1:

Classroom Technology Integration - Students will utilize technology while completing assignments, formative and summative assessments, and projects.

Research Cited: "Factors affecting technology integration in K-12 classrooms: a path model." Educational Technology Research and Development. April 2010. v 58, Issue 2, p 137-154.

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and maintain technology including by not limited to Chromebooks, iPads, Tablets, desktop and laptop computers, projectors, mirroring devices, printers, ink, WiFi capabilities, and software.	Technology			04/07/2014	08/10/2015	\$3200 - Title I Schoolwide \$35833 - Title I Schoolwide	Principal, Assistant Principal, Instructional Partner, Technology Integration Specialist, Media Specialist, and Moulton Middle School teachers

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Activity - Instructional Software	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase various instructional software including but not limited to Renaissance, Classworks, and Discovery Education.	Technology			08/15/2014	08/15/2015	\$11623 - Title I Schoolwide	Principal, Assistant Principal, Instructional Partner, Media Specialist

Goal 4:

Provide professional development for faculty

Measurable Objective 1:

demonstrate a behavior provide and attend professional development opportunities by 08/10/2015 as measured by sign-in sheets and CEU's.

Strategy1:

PD Sessions - Teachers, administrators and support personnel will participate in professional development including but not limited to: project-based learning, strategic teaching, technology, professional organization conferences, seminars and workshops.

Research Cited: Project-based Learning, Alabama Best Practices, AMSTI, Laying the Foundation, Google, Learning Forward, PCN, IPN

Activity - PD Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plan, train, organize, and monitor staff professional development throughout the year.	Professional Learning			08/10/2014	08/10/2015	\$1717 - Title I Schoolwide	Principal, Assistant Principal, Instructional Partner, LEA, district personnel, professional development committee

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.**Goal 1:**

All students at Moulton Middle School will increase reading proficiency.

Measurable Objective 1:

2% of All Students will demonstrate a proficiency increase in Reading by 05/22/2015 as measured by ACT Aspire, Scantron, Classworks, Access, Alabama Alternative Assessment, Formative and Summative Classroom Assessment..

Strategy1:

Increased Parental Involvement - improve communication with parents, guardians, and community members in the following ways:
student handbooks

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print materials

postage for mailers

websites and social media

open houses and show cases

Research Cited: ?

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Employ a parental involvement specialist to improve and maintain communication to parents, guardians and community members.	Parent Involvement			08/15/2014	08/10/2015	\$34032 - Title I Schoolwide	Principal

Activity - Communication with Parents	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase communication with parents and guardians through but not limited to social media, online presence, mailers, and other marketing techniques.	Parent Involvement			08/15/2014	08/10/2015	\$1293 - Title I Schoolwide	Principal, Assistant Principal, Counselor, Instructional Partner, and classroom teachers.

Activity - Student Handbooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student handbooks will encourage student organization and good conduct by including important dates, policies, rules and reference pages.	Academic Support Program			10/01/2014	08/10/2015	\$2800 - Title I Schoolwide	Principal and school organizational committee members

Strategy2:

Increase Classroom Instruction - Teachers will purchase classroom supplies to increase instructional rigor and improve assessment scores.

Research Cited: ?

Activity - Increase Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
increase classroom rigor and improve test scores by purchasing student and teacher classroom supplies including but not limited to online resources, print and consumable materials.	Academic Support Program			10/01/2014	08/10/2015	\$3383 - Title I Schoolwide	Principal, Assistant Principal, Counselor, Instructional Partner, Media Specialist and classroom teachers.

Strategy3:

Scantron will be administered 3 times per year. - Scantron will be administered three times per year. Data and learning support teams have been established to disaggregate data. Targeted students will participate in Classworks during their assigned RTI weekly. LEA, Principal, and Assistant Principal will conduct Learning Walks to ensure teacher support in the areas of formative assessment, student engagement,

and effective strategies.

Research Cited: Scantron, Classworks

Activity - District Scantron Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers were trained in the proper implementation of Scantron testing procedures including analyzing data.	Academic Support Program			08/27/2014	08/27/2014	\$400 - Title I Schoolwide	Michele Carpenter Belinda Burch Sonya Kilpatrick

Activity - Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LEA, Principal, and Assistant Principal will conduct Instructional Rounds to provide instructional feedback.	Professional Learning			08/14/2014	05/22/2015	\$0 - Title I Schoolwide	Stacie Givens Stanley Johnson Sonya Kilpatrick

Goal 2:

Students at Moulton Middle School will increase math proficiency.

Measurable Objective 1:

2% of All Students will demonstrate a proficiency increase in Mathematics by 05/22/2015 as measured by ACT Aspire, Scantron, Classworks, End of Course Testing, Explorer, Alabama Alternative Assessment, Formative and Sumative Classroom Assessment..

Strategy1:

Scantron will be administered 3 times per year. - Scantron will be administered 3 times per year. Data and Learning support teams have been established to disaggregate data. Targeted students will participate in Classworks during their assigned RTI time. Teachers will participate in professional development to increase knowledge of mathematical implementation across curriculum. LEA, Principal, and Assistant Principal will participate in Learning Walks to provide appropriate support to teachers in the areas of formative assessment, student engagement, and effective strategies.

Research Cited: Scantron, Classworks, Project-Based Learning, Learning Walks, LTF

Activity - Project-Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moulton Middle School trained eight teachers in the Buck Institute's Project-Based Learning summer session located at the LCBOE. These teachers provided turn around training county wide during teacher institute. Follow up training will be provided in October.	Academic Support Program			06/09/2014	10/27/2014	\$0 - Title I Schoolwide	Stacie Givens Sonya Kilpatrick. Amy Sterling Whitney Glover Jon Johnson Jackie Parham Cassie Goodwin Paula Terry

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Activity - Laying the Foundation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seventh and Eighth grade math teachers attended Laying the Foundation training. This training provides academic support and training to ensure mathematical success.	Academic Support Program			06/01/2014	08/01/2014	\$0 - Title I Schoolwide	Karen Free Pam Crumpton Tatia Young Andrea Ford

Activity - Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LEA, Principal, and Assistant Principal will conduct Instructional Rounds to provide instructional feedback.	Professional Learning			08/11/2014	05/22/2015	\$0 - Title I Schoolwide	Stacie Givens Stanley Johnson Sonya Kilpatrick

Goal 3:

Increase technology integration

Measurable Objective 1:

25% of All Students will demonstrate a proficiency in classroom technology integration in English Language Arts by 05/22/2015 as measured by formative and summative teacher assessments and Instructional Learning Walks using the ELEOT.

Strategy1:

Classroom Technology Integration - Students will utilize technology while completing assignments, formative and summative assessments, and projects.

Research Cited: "Factors affecting technology integration in K-12 classrooms: a path model." Educational Technology Research and Development. April 2010. v 58, Issue 2, p 137-154.

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and maintain technology including by not limited to Chromebooks, iPads, Tablets, desktop and laptop computers, projectors, mirroring devices, printers, ink, WiFi capabilities, and software.	Technology			04/07/2014	08/10/2015	\$3200 - Title I Schoolwide \$35833 - Title I Schoolwide	Principal, Assistant Principal, Instructional Partner, Technology Integration Specialist, Media Specialist, and Moulton Middle School teachers

Activity - Instructional Software	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase various instructional software including but not limited to Renaissance, Classworks, and Discovery Education.	Technology			08/15/2014	08/15/2015	\$11623 - Title I Schoolwide	Principal, Assistant Principal, Instructional Partner, Media Specialist

Goal 4:

Provide professional development for faculty

Measurable Objective 1:

demonstrate a behavior provide and attend professional development opportunities by 08/10/2015 as measured by sign-in sheets and CEU's.

Strategy1:

PD Sessions - Teachers, administrators and support personnel will participate in professional development including but not limited to: project-based learning, strategic teaching, technology, professional organization conferences, seminars and workshops.

Research Cited: Project-based Learning, Alabama Best Practices, AMSTI, Laying the Foundation, Google, Learning Forward, PCN, IPN

Activity - PD Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plan, train, organize, and monitor staff professional development throughout the year.	Professional Learning			08/10/2014	08/10/2015	\$1717 - Title I Schoolwide	Principal, Assistant Principal, Instructional Partner, LEA, district personnel, professional development committee

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

Goal 1:

All students at Moulton Middle School will increase reading proficiency.

Measurable Objective 1:

2% of All Students will demonstrate a proficiency increase in Reading by 05/22/2015 as measured by ACT Aspire, Scantron, Classworks, Access, Alabama Alternative Assessment, Formative and Summative Classroom Assessment..

Strategy1:

Scantron will be administered 3 times per year. - Scantron will be administered three times per year. Data and learning support teams have been established to disaggregate data. Targeted students will participate in Classworks during their assigned RTI weekly. LEA, Principal, and Assistant Principal will conduct Learning Walks to ensure teacher support in the areas of formative assessment, student engagement, and effective strategies.

Research Cited: Scantron, Classworks

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Activity - District Scantron Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers were trained in the proper implementation of Scantron testing procedures including analyzing data.	Academic Support Program			08/27/2014	08/27/2014	\$400 - Title I Schoolwide	Michele Carpenter Belinda Burch Sonya Kilpatrick

Activity - Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LEA, Principal, and Assistant Principal will conduct Instructional Rounds to provide instructional feedback.	Professional Learning			08/14/2014	05/22/2015	\$0 - Title I Schoolwide	Stacie Givens Stanley Johnson Sonya Kilpatrick

Strategy2:

Increased Parental Involvement - improve communication with parents, guardians, and community members in the following ways:

student handbooks

print materials

postage for mailers

websites and social media

open houses and show cases

Research Cited: ?

Activity - Communication with Parents	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase communication with parents and guardians through but not limited to social media, online presence, mailers, and other marketing techniques.	Parent Involvement			08/15/2014	08/10/2015	\$1293 - Title I Schoolwide	Principal, Assistant Principal, Counselor, Instructional Partner, and classroom teachers.

Activity - Student Handbooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student handbooks will encourage student organization and good conduct by including important dates, policies, rules and reference pages.	Academic Support Program			10/01/2014	08/10/2015	\$2800 - Title I Schoolwide	Principal and school organizational committee members

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Employ a parental involvement specialist to improve and maintain communication to parents, guardians and community members.	Parent Involvement			08/15/2014	08/10/2015	\$34032 - Title I Schoolwide	Principal

Strategy3:

Increase Classroom Instruction - Teachers will purchase classroom supplies to increase instructional rigor and improve assessment scores.

Research Cited: ?

SY 2014-2015

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Activity - Increase Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
increase classroom rigor and improve test scores by purchasing student and teacher classroom supplies including but not limited to online resources, print and consumable materials.	Academic Support Program			10/01/2014	08/10/2015	\$3383 - Title I Schoolwide	Principal, Assistant Principal, Counselor, Instructional Partner, Media Specialist and classroom teachers.

Goal 2:

Students at Moulton Middle School will increase math proficiency.

Measurable Objective 1:

2% of All Students will demonstrate a proficiency increase in Mathematics by 05/22/2015 as measured by ACT Aspire, Scantron, Classworks, End of Course Testing, Explorer, Alabama Alternative Assessment, Formative and Sumative Classroom Assessment..

Strategy1:

Scantron will be administered 3 times per year. - Scantron will be administered 3 times per year. Data and Learning support teams have been established to disaggregate data. Targeted students will participate in Classworks during their assigned RTI time. Teachers will participate in professional development to increase knowledge of mathematical implementation across curriculum. LEA, Principal, and Assistant Principal will participate in Learning Walks to provide appropriate support to teachers in the areas of formative assessment, student engagement, and effective strategies.

Research Cited: Scantron, Classworks, Project-Based Learning, Learning Walks, LTF

Activity - Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LEA, Principal, and Assistant Principal will conduct Instructional Rounds to provide instructional feedback.	Professional Learning			08/11/2014	05/22/2015	\$0 - Title I Schoolwide	Stacie Givens Stanley Johnson Sonya Kilpatrick

Activity - Project-Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moulton Middle School trained eight teachers in the Buck Institute's Project-Based Learning summer session located at the LCBOE. These teachers provided turn around training county wide during teacher institute. Follow up training will be provided in October.	Academic Support Program			06/09/2014	10/27/2014	\$0 - Title I Schoolwide	Stacie Givens Sonya Kilpatrick. Amy Sterling Whitney Glover Jon Johnson Jackie Parham Cassie Goodwin Paula Terry

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Activity - Laying the Foundation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seventh and Eighth grade math teachers attended Laying the Foundation training. This training provides academic support and training to ensure mathematical success.	Academic Support Program			06/01/2014	08/01/2014	\$0 - Title I Schoolwide	Karen Free Pam Crumpton Tatia Young Andrea Ford

Goal 3:

Increase technology integration

Measurable Objective 1:

25% of All Students will demonstrate a proficiency in classroom technology integration in English Language Arts by 05/22/2015 as measured by formative and summative teacher assessments and Instructional Learning Walks using the ELEOT.

Strategy1:

Classroom Technology Integration - Students will utilize technology while completing assignments, formative and summative assessments, and projects.

Research Cited: "Factors affecting technology integration in K-12 classrooms: a path model." Educational Technology Research and Development. April 2010. v 58, Issue 2, p 137-154.

Activity - Instructional Software	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase various instructional software including but not limited to Renaissance, Classworks, and Discovery Education.	Technology			08/15/2014	08/15/2015	\$11623 - Title I Schoolwide	Principal, Assistant Principal, Instructional Partner, Media Specialist

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and maintain technology including by not limited to Chromebooks, iPads, Tablets, desktop and laptop computers, projectors, mirroring devices, printers, ink, WiFi capabilities, and software.	Technology			04/07/2014	08/10/2015	\$35833 - Title I Schoolwide \$3200 - Title I Schoolwide	Principal, Assistant Principal, Instructional Partner, Technology Integration Specialist, Media Specialist, and Moulton Middle School teachers

Goal 4:

Provide professional development for faculty

Measurable Objective 1:

demonstrate a behavior provide and attend professional development opportunities by 08/10/2015 as measured by sign-in sheets and CEU's.

Strategy1:

PD Sessions - Teachers, administrators and support personnel will participate in professional development including but not limited to: project-based learning, strategic teaching, technology, professional organization conferences, seminars and workshops.

Research Cited: Project-based Learning, Alabama Best Practices, AMSTI, Laying the Foundation, Google, Learning Forward, PCN, IPN

Activity - PD Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plan, train, organize, and monitor staff professional development throughout the year.	Professional Learning			08/10/2014	08/10/2015	\$1717 - Title I Schoolwide	Principal, Assistant Principal, Instructional Partner, LEA, district personnel, professional development committee

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

Goal 1:

All students at Moulton Middle School will increase reading proficiency.

Measurable Objective 1:

2% of All Students will demonstrate a proficiency increase in Reading by 05/22/2015 as measured by ACT Aspire, Scantron, Classworks, Access, Alabama Alternative Assessment, Formative and Summative Classroom Assessment..

Strategy1:

Increased Parental Involvement - improve communication with parents, guardians, and community members in the following ways:

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print materials

postage for mailers

websites and social media

open houses and show cases

Research Cited: ?

Activity - Student Handbooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student handbooks will encourage student organization and good conduct by including important dates, policies, rules and reference pages.	Academic Support Program			10/01/2014	08/10/2015	\$2800 - Title I Schoolwide	Principal and school organizational committee members

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Employ a parental involvement specialist to improve and maintain communication to parents, guardians and community members.	Parent Involvement			08/15/2014	08/10/2015	\$34032 - Title I Schoolwide	Principal

Activity - Communication with Parents	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase communication with parents and guardians through but not limited to social media, online presence, mailers, and other marketing techniques.	Parent Involvement			08/15/2014	08/10/2015	\$1293 - Title I Schoolwide	Principal, Assistant Principal, Counselor, Instructional Partner, and classroom teachers.

Strategy2:

Scantron will be administered 3 times per year. - Scantron will be administered three times per year. Data and learning support teams have been established to disaggregate data. Targeted students will participate in Classworks during their assigned RTI weekly. LEA, Principal, and Assistant Principal will conduct Learning Walks to ensure teacher support in the areas of formative assessment, student engagement, and effective strategies.

Research Cited: Scantron, Classworks

Activity - Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LEA, Principal, and Assistant Principal will conduct Instructional Rounds to provide instructional feedback.	Professional Learning			08/14/2014	05/22/2015	\$0 - Title I Schoolwide	Stacie Givens Stanley Johnson Sonya Kilpatrick

Activity - District Scantron Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers were trained in the proper implementation of Scantron testing procedures including analyzing data.	Academic Support Program			08/27/2014	08/27/2014	\$400 - Title I Schoolwide	Michele Carpenter Belinda Burch Sonya Kilpatrick

Strategy3:

Increase Classroom Instruction - Teachers will purchase classroom supplies to increase instructional rigor and improve assessment scores.

Research Cited: ?

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Activity - Increase Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
increase classroom rigor and improve test scores by purchasing student and teacher classroom supplies including but not limited to online resources, print and consumable materials.	Academic Support Program			10/01/2014	08/10/2015	\$3383 - Title I Schoolwide	Principal, Assistant Principal, Counselor, Instructional Partner, Media Specialist and classroom teachers.

Goal 2:

Students at Moulton Middle School will increase math proficiency.

Measurable Objective 1:

2% of All Students will demonstrate a proficiency increase in Mathematics by 05/22/2015 as measured by ACT Aspire, Scantron, Classworks, End of Course Testing, Explorer, Alabama Alternative Assessment, Formative and Sumative Classroom Assessment..

Strategy1:

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Research Cited: Scantron, Classworks, Project-Based Learning, Learning Walks, LTF

Activity - Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LEA, Principal, and Assistant Principal will conduct Instructional Rounds to provide instructional feedback.	Professional Learning			08/11/2014	05/22/2015	\$0 - Title I Schoolwide	Stacie Givens Stanley Johnson Sonya Kilpatrick

Activity - Laying the Foundation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seventh and Eighth grade math teachers attended Laying the Foundation training. This training provides academic support and training to ensure mathematical success.	Academic Support Program			06/01/2014	08/01/2014	\$0 - Title I Schoolwide	Karen Free Pam Crumpton Tatia Young Andrea Ford

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Activity - Project-Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moulton Middle School trained eight teachers in the Buck Institute's Project-Based Learning summer session located at the LCBOE. These teachers provided turn around training county wide during teacher institute. Follow up training will be provided in October.	Academic Support Program			06/09/2014	10/27/2014	\$0 - Title I Schoolwide	Stacie Givens Sonya Kilpatrick. Amy Sterling Whitney Glover Jon Johnson Jackie Parham Cassie Goodwin Paula Terry

Goal 3:

Increase technology integration

Measurable Objective 1:

25% of All Students will demonstrate a proficiency in classroom technology integration in English Language Arts by 05/22/2015 as measured by formative and summative teacher assessments and Instructional Learning Walks using the ELEOT.

Strategy1:

Classroom Technology Integration - Students will utilize technology while completing assignments, formative and summative assessments, and projects.

Research Cited: "Factors affecting technology integration in K-12 classrooms: a path model." Educational Technology Research and Development. April 2010. v 58, Issue 2, p 137-154.

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and maintain technology including by not limited to Chromebooks, iPads, Tablets, desktop and laptop computers, projectors, mirroring devices, printers, ink, WiFi capabilities, and software.	Technology			04/07/2014	08/10/2015	\$35833 - Title I Schoolwide \$3200 - Title I Schoolwide	Principal, Assistant Principal, Instructional Partner, Technology Integration Specialist, Media Specialist, and Moulton Middle School teachers

Activity - Instructional Software	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase various instructional software including but not limited to Renaissance, Classworks, and Discovery Education.	Technology			08/15/2014	08/15/2015	\$11623 - Title I Schoolwide	Principal, Assistant Principal, Instructional Partner, Media Specialist

Goal 4:

Provide professional development for faculty

Measurable Objective 1:

demonstrate a behavior provide and attend professional development opportunities by 08/10/2015 as measured by sign-in sheets and CEU's.

Strategy1:

PD Sessions - Teachers, administrators and support personnel will participate in professional development including but not limited to: project-based learning, strategic teaching, technology, professional organization conferences, seminars and workshops.

Research Cited: Project-based Learning, Alabama Best Practices, AMSTI, Laying the Foundation, Google, Learning Forward, PCN, IPN

Activity - PD Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plan, train, organize, and monitor staff professional development throughout the year.	Professional Learning			08/10/2014	08/10/2015	\$1717 - Title I Schoolwide	Principal, Assistant Principal, Instructional Partner, LEA, district personnel, professional development committee

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:

All students at Moulton Middle School will increase reading proficiency.

Measurable Objective 1:

2% of All Students will demonstrate a proficiency increase in Reading by 05/22/2015 as measured by ACT Aspire, Scantron, Classworks, Access, Alabama Alternative Assessment, Formative and Summative Classroom Assessment..

Strategy1:

Increased Parental Involvement - improve communication with parents, guardians, and community members in the following ways:

student handbooks

print materials

postage for mailers

websites and social media

open houses and show cases

Research Cited: ?

ACIP

Moulton Middle School

Activity - Communication with Parents	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase communication with parents and guardians through but not limited to social media, online presence, mailers, and other marketing techniques.	Parent Involvement			08/15/2014	08/10/2015	\$1293 - Title I Schoolwide	Principal, Assistant Principal, Counselor, Instructional Partner, and classroom teachers.

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Employ a parental involvement specialist to improve and maintain communication to parents, guardians and community members.	Parent Involvement			08/15/2014	08/10/2015	\$34032 - Title I Schoolwide	Principal

Activity - Student Handbooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student handbooks will encourage student organization and good conduct by including important dates, policies, rules and reference pages.	Academic Support Program			10/01/2014	08/10/2015	\$2800 - Title I Schoolwide	Principal and school organizational committee members

Strategy2:

Increase Classroom Instruction - Teachers will purchase classroom supplies to increase instructional rigor and improve assessment scores.

Research Cited: ?

Activity - Increase Classroom Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
increase classroom rigor and improve test scores by purchasing student and teacher classroom supplies including but not limited to online resources, print and consumable materials.	Academic Support Program			10/01/2014	08/10/2015	\$3383 - Title I Schoolwide	Principal, Assistant Principal, Counselor, Instructional Partner, Media Specialist and classroom teachers.

Strategy3:

Scantron will be administered 3 times per year. - Scantron will be administered three times per year. Data and learning support teams have been established to disaggregate data. Targeted students will participate in Classworks during their assigned RTI weekly. LEA, Principal, and Assistant Principal will conduct Learning Walks to ensure teacher support in the areas of formative assessment, student engagement, and effective strategies.

Research Cited: Scantron, Classworks

ACIP

Moulton Middle School

Activity - Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LEA, Principal, and Assistant Principal will conduct Instructional Rounds to provide instructional feedback.	Professional Learning			08/14/2014	05/22/2015	\$0 - Title I Schoolwide	Stacie Givens Stanley Johnson Sonya Kilpatrick

Activity - District Scantron Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers were trained in the proper implementation of Scantron testing procedures including analyzing data.	Academic Support Program			08/27/2014	08/27/2014	\$400 - Title I Schoolwide	Michele Carpenter Belinda Burch Sonya Kilpatrick

Goal 2:

Students at Moulton Middle School will increase math proficiency.

Measurable Objective 1:

2% of All Students will demonstrate a proficiency increase in Mathematics by 05/22/2015 as measured by ACT Aspire, Scantron, Classworks, End of Course Testing, Explorer, Alabama Alternative Assessment, Formative and Sumative Classroom Assessment..

Strategy1:

Scantron will be administered 3 times per year. - Scantron will be administered 3 times per year. Data and Learning support teams have been established to disaggregate data. Targeted students will participate in Classworks during their assigned RTI time. Teachers will participate in professional development to increase knowledge of mathematical implementation across curriculum. LEA, Principal, and Assistant Principal will participate in Learning Walks to provide appropriate support to teachers in the areas of formative assessment, student engagement, and effective strategies.

Research Cited: Scantron, Classworks, Project-Based Learning, Learning Walks, LTF

Activity - Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LEA, Principal, and Assistant Principal will conduct Instructional Rounds to provide instructional feedback.	Professional Learning			08/11/2014	05/22/2015	\$0 - Title I Schoolwide	Stacie Givens Stanley Johnson Sonya Kilpatrick

Activity - Project-Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moulton Middle School trained eight teachers in the Buck Institute's Project-Based Learning summer session located at the LCBOE. These teachers provided turn around training county wide during teacher institute. Follow up training will be provided in October.	Academic Support Program			06/09/2014	10/27/2014	\$0 - Title I Schoolwide	Stacie Givens Sonya Kilpatrick. Amy Sterling Whitney Glover Jon Johnson Jackie Parham Cassie Goodwin Paula Terry

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Activity - Laying the Foundation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seventh and Eighth grade math teachers attended Laying the Foundation training. This training provides academic support and training to ensure mathematical success.	Academic Support Program			06/01/2014	08/01/2014	\$0 - Title I Schoolwide	Karen Free Pam Crumpton Tatia Young Andrea Ford

Goal 3:

Increase technology integration

Measurable Objective 1:

25% of All Students will demonstrate a proficiency in classroom technology integration in English Language Arts by 05/22/2015 as measured by formative and summative teacher assessments and Instructional Learning Walks using the ELEOT.

Strategy1:

Classroom Technology Integration - Students will utilize technology while completing assignments, formative and summative assessments, and projects.

Research Cited: "Factors affecting technology integration in K-12 classrooms: a path model." Educational Technology Research and Development. April 2010. v 58, Issue 2, p 137-154.

Activity - Instructional Software	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase various instructional software including but not limited to Renaissance, Classworks, and Discovery Education.	Technology			08/15/2014	08/15/2015	\$11623 - Title I Schoolwide	Principal, Assistant Principal, Instructional Partner, Media Specialist

Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and maintain technology including by not limited to Chromebooks, iPads, Tablets, desktop and laptop computers, projectors, mirroring devices, printers, ink, WiFi capabilities, and software.	Technology			04/07/2014	08/10/2015	\$35833 - Title I Schoolwide \$3200 - Title I Schoolwide	Principal, Assistant Principal, Instructional Partner, Technology Integration Specialist, Media Specialist, and Moulton Middle School teachers

Goal 4:

Provide professional development for faculty

Measurable Objective 1:

demonstrate a behavior provide and attend professional development opportunities by 08/10/2015 as measured by sign-in sheets and CEU's.

Strategy1:

PD Sessions - Teachers, administrators and support personnel will participate in professional development including but not limited to: project-based learning, strategic teaching, technology, professional organization conferences, seminars and workshops.

Research Cited: Project-based Learning, Alabama Best Practices, AMSTI, Laying the Foundation, Google, Learning Forward, PCN, IPN

Activity - PD Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plan, train, organize, and monitor staff professional development throughout the year.	Professional Learning			08/10/2014	08/10/2015	\$1717 - Title I Schoolwide	Principal, Assistant Principal, Instructional Partner, LEA, district personnel, professional development committee

Component 3: Instruction by Highly Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	No	Joshua McGuire is pursuing his certification at this time.	

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

Individuals are chosen based on certification and qualifications for available positions. If no highly qualified individuals apply for the position, emergency certification is sought from the Alabama Department of Education.

Component 4: Strategies to Attract Highly Qualified Teachers

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

One teacher resigned.

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

- 100% MMS core teachers are highly qualified
- 51% of MMS teachers have over 15 years of teaching experience.

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

- Alabama Best Practices Initiatives including Powerful Conversations Network, Instructional Partners Network, Key Leaders Network, Laying the Foundation (PreAP course training)
- Project-Based Learning through Buck Institute
- Alabama Math Science Technology Initiative
- Instructional Strategies Workshops

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

- Alabama Best Practices Initiatives
- Project-Based Learning
- Alabama Math Science Technology Initiative
- Instructional Strategies Workshops

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

Moulton Middle has a minimal turn-over rate

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?

Classworks, AMSTI, PBL, Instructional Strategies, Scantron, Laying the Foundation

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

Classworks, AMSTI, PBL, Instructional Strategies, Scantron, Laying the Foundation, PCN, KLN, Jim Knight Book Study, School Visits, Learning Walks.

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.

All new teachers are assigned to a teacher mentor to offer support and guidance.

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

Moulton Middle School's professional development team plans and implements ongoing progressive professional development for faculty and staff.

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.

Fourth Grade Orientation

High School Tours

Vertical Team Meetings

Data Team Meetings

Learning Support Team

Multi-grade Teachers

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?

Data Meetings, Professional Development Team. PST, Surveys

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?

Classroom teachers use formative and summative assessments from CCRS lessons to identify underachieving students. Along with classroom grades, students are tested 3 times per year using Scantron. The results are compiled with State Assessment Data and disaggregated in grade level data meetings. Students meet with mentor teachers and learning support teams to ensure needs are being met. Students not meeting state standards are referred to the PST team for additional support.

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 are placed in RTI and/or remediation classes to ensure they meet proficiency level.

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

Small Groups, Cl;assworks, Co-Teaching, RTI

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.

Flip Classroom. Free Tutoring sessions, Social Media Connections.

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.

Migrant Students:

- The school counselor will identify migrant students as they are enrolled
- Needs of migrant students will be met through the use of the local school's Pupil Support Team and the district's migrant program.
- As a Title I identified school funds have been allocated to be used for a certified teacher. These funds aide in providing instructional and other classroom supplies.

English Language Learners:

- A home survey will be administered to the parents of all English and Non-English speaking students. The purpose of this survey is to identify which language is primarily spoken in the home.
- Rules and regulations provided by the State of Alabama (for children and youth identified as ESL) in the areas of transportation,

immunization, residency, birth certificates, school records and guardianship will be followed.

- Placement of ESL children in school will be in the best interest of the child.
- All students who indicate, or whose parents indicate that English is the child's second language, will be given the WAPT, a Reading and Writing Language Proficiency Test within 3 school days of enrollment by LEP staff certified to administer the test.
- Students testing below the proficiency level will be considered for referral to the Limited English Proficiency Committee (LEPC) for placement consideration.
- The LEP student will remain in the LEP program until he/she tests proficient on ARMT reading and scores a 4.8 or higher on the composite ACCESS for ELLs.

Economically Disadvantaged Students

Economically Disadvantaged Students

- Every student will be given a school lunch form the first week of school which will be used to determine eligibility for free and reduced lunches.
- Students who are eligible for free and reduced lunches will be targeted by the counselor for special academic opportunities through Educational Talent Search.
- Assistance with school supplies will be offered to families with financial difficulties by the counselor at the time of enrollment.

An allocation has been made by the school system for those students identified as homeless. These funds are used to employ instructional aides and to provide tutoring services.

Special Education:

- Special Education students are identified by voluntary parent information at time of enrollment.
- If the student enrolls without an IEP, a temporary IEP is created by the SPED department to serve identified students within ten days of first enrollment until permanent educational files have been received from the previous school.

Homeless students:

- Pursuant to and in compliance with the requirements of the Stewart B. McKinney Homeless Assistance Act of 1990, it is the policy of the Lawrence County School System to the extent practicable under requirements relating to education established by state law, that each eligible child of a homeless individual and each eligible homeless youth have access to a free appropriate education.

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?

School staff works to ensure all program are aligned with school wide goals through individual implementation.

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.

Migrant Students:

- The school counselor will identify migrant students as they are enrolled
- Needs of migrant students will be met through the use of the local school's Pupil Support Team and the district's migrant program.
- As a Title I identified school funds have been allocated to be used for a certified teacher. These funds aide in providing instructional and other classroom supplies.

English Language Learners:

- A home survey will be administered to the parents of all English and Non-English speaking students. The purpose of this survey is to identify which language is primarily spoken in the home.
- Rules and regulations provided by the State of Alabama (for children and youth identified as ESL) in the areas of transportation, immunization, residency, birth certificates, school records and guardianship will be followed.
- Placement of ESL children in school will be in the best interest of the child.
- All students who indicate, or whose parents indicate that English is the child's second language, will be given the WAPT, a Reading and Writing Language Proficiency Test within 3 school days of enrollment by LEP staff certified to administer the test.
- Students testing below the proficiency level will be considered for referral to the Limited English Proficiency Committee (LEPC) for placement consideration.
- The EL student will remain in the EL program until he/she scores a 4.8 or higher on the composite ACCESS for ELLs.

Economically Disadvantaged Students

Economically Disadvantaged Students

- Every student will be given a school lunch form the first week of school which will be used to determine eligibility for free and reduced lunches.
- Students who are eligible for free and reduced lunches will be targeted by the counselor for special academic opportunities through Educational Talent Search.
- Assistance with school supplies will be offered to families with financial difficulties by the counselor at the time of enrollment.

An allocation has been made by the school system for those students identified as homeless. These funds are used to employ instructional aides and to provide tutoring services.

Special Education:

- Special Education students are identified by voluntary parent information at time of enrollment.
- If the student enrolls without an IEP, a temporary IEP is created by the SPED department to serve identified students within ten days of first enrollment until permanent educational files have been received from the previous school.

Homeless students:

- Pursuant to and in compliance with the requirements of the Stewart B. McKinney Homeless Assistance Act of 1990, it is the policy of the Lawrence County School System to the extent practicable under requirements relating to education established by state law, that each

eligible child of a homeless individual and each eligible homeless youth have access to a free appropriate education

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.

The Moulton Middle School Counseling Program addresses school violence prevention through small-group and large-group means. The school counselor meets with students in the classroom to address violence prevention. Programs are also scheduled for large-group assemblies. Programs are presented by Scottie Bolden: 517 Ministries, Marc Mero: Champions of Choice, and young recording groups; Karma and GetSet JetSet.

Each student receives a lunch form at the beginning of each year from their homeroom teacher. Teachers then collect those forms for the Lawrence County Child Nutrition Program. Parents are also able to apply online. Students receive free or reduced lunch based on income.

Moulton Middle School participated in the Lawrence County Agriculture Initiative. Teachers incorporated agriculture into their lessons; students were able to attend an Ag Fair held at Moulton Middle School; and students and teachers worked together to grow a garden at Moulton Middle School.

An elective course, Alabama Outdoors is offered at Moulton Middle School. Students in this class learn vocational skills.

Moulton Middle School also compete in the BEST Robotics Competition. Members of the team design and build their own robot to compete against other schools. Team members also create a technical notebook and market their robot to win the overall competition.

An engineering course is now offered at Moulton Middle School that includes both vocational and technical education. Students have built bridges, solar-powered cars, and Ruth Goldberg machines.

Component 10: Evaluation

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

Moulton Middle School evaluates the Title I program through meeting agendas, meeting notes, and stakeholder surveys.

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?

State assessments are compared to research based programs implemented by the school to identify the the effectiveness of the program.

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?

The school analyzes state assessment data, research based programs, and RTI information to determine if students are increasing academically.

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?

In order to revise the school title 1 plan, the administrator convenes a meeting of all stakeholders. All information is presented and the committee complies a needs assessment of needed changes to improve the schoolwide program and meet the needs of all students.

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: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	30.54

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

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

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

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

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

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

I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	30.54

Label	Question	Value
2.	Provide the number of Administrators.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principals.	1.0

Label	Question	Value
4.	Provide the number of Counselors.	1.0

Label	Question	Value
5.	Provide the number of Librarians.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselors.	0.0

I. State Foundation Funds: Total Salaries

Once all questions within Section I. State Foundation Funds: Total Salaries have been completed, a total for all salaries will appear in the PDF only.

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	1505329.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	87143.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	58336.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	56866.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	53245.0

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

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

Label	Question	Value
8.	Provide the total of all salaries for Technology.	0.0

Label	Question	Value
9.	Provide the total of all salaries for Professional Development.	0.0

Label	Question	Value
10.	Provide the total of all salaries for State ELL Funds.	0.0

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	3300.0

Label	Question	Value
12.	Provide the total of all salaries for Library Enhancement.	0.0

Total 1,764,219.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

Classroom Supplies-\$6183.80
 Non- Capitalized Audio/Video-\$3200.00
 Non- Capitalized Computers- \$35,833.00
 Staff Development- \$2116.10
 Parental Involvement Supplies-\$1292.61
 Instructional Software-\$11,623.10
 Parental Involvement Aide-\$34,032

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	94280.61

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
4.	Title I: ARRA Funds Provide the total.	0.0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

Including but not limited to:

PCN- Expenses: substitutes and travel
 Scantron- Expenses: substitutes and travel
 PBL- Expenses: substitutes and travel
 School Visits- Expenses: substitutes and travel
 Laying the Foundation- Expenses: substitutes and travel
 Learning Forward
 Math Conference
 Robotics
 Alabama Best Practices Sponsored Events

AETC

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	1499.9

Title III: For English Language Learners**Provide a brief explanation and a breakdown of expenses.**

Attendance Services

Guidance and Counseling Services

Testing Services

Health Services

Social Services

Work Study Services

Psychology Services

Speech Pathology and Audiology Services

Other Student Support Services

Instructional Improvement and Curriculum Development

Instructional Staff Instruction

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	11188.99

Title IV: For Safe and Frug-free Schools**Provide a brief explanation and a breakdown of expenses.**

N/A

Label	Question	Value
10.	Title IV: For Safe and Frug-free Schools Provide the total.	0.0

Title VI: For Rural and Low-income Schools**Provide a brief explanation and a breakdown of expenses.**

N/A

Label	Question	Value
12.	Title VI: For Rural and Low-income Schools Provide the total	0.0

Career and Technical Education-Perkins IV: Basic Grant (Title I)

Provide a brief explanation and a breakdown of expenses.

Professional Development

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	70589.0

Career and Technical Education-Perkins IV: Tech Prep (Title II)

Provide a brief explanation and a breakdown of expenses.

Professional Development

Label	Question	Value
16.	Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total.	0.0

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant

Provide a brief explanation and a breakdown of expenses.

Moulton Middle School does not receive federal funds for any programs listed.

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

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Moulton Middle does not utilize local funds.

Label	Question	Value
2.	Local Funds Provide the total.	0.0