



## **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. The county is still recovering from the closure of International Paper in Courtland. It 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 lunchroom was added in 2014. Stacie Givens and Stanley Johnson have been the principal and assistant-principal since 2014. Moulton Middle School is the third largest school in the district with a student population of approximately 570. Of these students 458 are white, 26 are African American, 18 are Hispanic, four are Asian, one is Pacific Islander, and 12 are Multiracial. In 2016, 63% of students receive free or reduced lunches.

The Moulton Middle School staff is comprised of the following 50 members: 35 classroom teachers, six paraprofessionals, two administrators, along with the student counselor, librarian and other support personnel. The teachers have varying educational levels including bachelor's of science, master's degrees, and post graduate studies. All core teachers are highly qualified, and many have attained professional certifications as well. Photos and up-to-date information can be located on the school's website <http://www.moulton.al.lcm.schoolinsites.com/>.



## 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. Moulton Middle School provides a stimulating curriculum in a safe, orderly, and nurturing environment that engages, challenges, and supports all students using a variety of methods and integrating technology to promote new learning, so students may thrive and achieve their academic potential while preparing them to be life-long learners. Our school implements established research-based programs such as strategic teaching and project-based learning to support the curriculum and to ensure instructional practices 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), Response to Instruction (RTI), Pupil Support Team (PST) 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 and drive instruction include Scantron Performance and Achievement Series, ACT Aspire, 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, Alabama Outdoors, Beta Club, Robotics, Project-Based Learning, Google Apps for Education, 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 competes in Northwest Alabama BEST Robotics Competition. In 2015, the Robotics Marketing team placed 2nd among five states at South's BEST Robotics Competition in Auburn, Alabama.

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

Math team competes locally as well as at UNA and in Birmingham.

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

Hosted Alabama Best Practices Center Instructional Rounds where teachers and administrators from several schools in North Alabama, Tuscaloosa and Talledega participated.

Professional Development team focusing on curricular based PD for staff.

Teachers serve as presenters at state conferences such as Learning Forward and AETC.

The goal of Moulton Middle School in the realm of school improvement for the next three years will be improving math and reading scores using the following:

Scantron's Performance Series formative assessments to drive instruction

Compass Learning, Reading Plus and Apex Virtual School programs for remediation, reteaching, challenging and extra practice

Promoting authentic technology integration for student learning

Provide free after-school math tutoring

Employ a certified teacher part time for small group support especially in reading

## 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 promotes and encourages student service to our local community and incorporates innovative school practices. The following are examples of each:

- Beta Club students make crafts with clients at the Bill Stewart Center for Special-Needs Adults.
- Support the Moulton Strawberry Festival by volunteering, providing booths, and attending
- Students partner with the Salvation Army for Canned Food Drive to provide food for families at Thanksgiving.
- Students serve as Special Buddies for special-needs students
- Student Council members buy and wrap clothes and toys for needy students at Christmas.
- Students honor veterans and their families during the Veteran's Day Program and reception afterwards.
- Students help Moulton Elementary School's Kindergarten teachers during their annual Easter Egg Hunt.
- Each grade level along with school neighbors, plants, grows and cultivates vegetables, herbs or flowers in the MMS Community Garden and shares the harvest with local residents.
- First school in the county to implement one to one computer based instruction and purchase new Chromebooks for student use.

# 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 member may include Technology Coordinator, Special Education, ELL, District Federal Programs Coordinator, District Chief School Financial Officer, Community Stakeholders, or any other members 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.

Stacie Givens- Principal

Stanley Johnson- Vice Principal

Rosa Allen-Cooper- Counselor

Bethany McDonald- Special Education

Pam Crumpton- Classroom teacher

Jason Clark-Classroom teacher

Brandon Terry-Classroom teacher

Maggie Shelton - Student

Cain Byars- Student

Patti Anne Smith- Student

Sonya Kilpatrick- Instructional Partner/Librarian

Diane Gordon - Parent

**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, core teachers, parent representatives, and student representatives. Based on the data, additional member will be requested to attend may include Technology Coordinator, Special Education, ELL, District Federal Programs Coordinator, District Chief Financial Officer, Community Stakeholders, and /or any other pertinent individuals.

**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 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 meeting are held in the morning. Google docs is also implemented to gather data to drive the next meeting.



# 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		MMS 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 well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

## Areas of Notable Achievement

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

Sixth grade scores reflected large growth in English ACT Aspire and Scantron Reading Gains Scores.

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

Student growth rate increases from 5th grade to 6th grade and from 7th grade to 8th grade.

### Which area(s) indicate the overall highest performance?

English ACT Aspire and Scantron scores were significantly higher than other subject areas.

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

Females scores were generally higher than male scores.

American Indians scored higher than most other subgroups.

African-American students showed an increase in scores.

### Between which subgroups is the achievement gap closing?

The achievement gap seems to be narrowing between white students and American Indian students.

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

Females consistently scored higher than males on ACT Aspire, Scantron's Performance Series and in report card grades.

## Areas in Need of Improvement

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

The reading scores on ACT Aspire were lower than anticipated. Although reading scores showed growth, the rate was less than expected.

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

Students show a decrease in 5th grade scores compared to their own scores from 4th grade. The same is true of 7th grade scores compared to when those same students were in 6th grade.

### Which area(s) indicate the overall lowest performance?

ACT Aspire Writing scores were the lowest overall, followed by science and reading.

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

Reading scores decreased among white students.

### Between which subgroups is the achievement gap becoming greater?

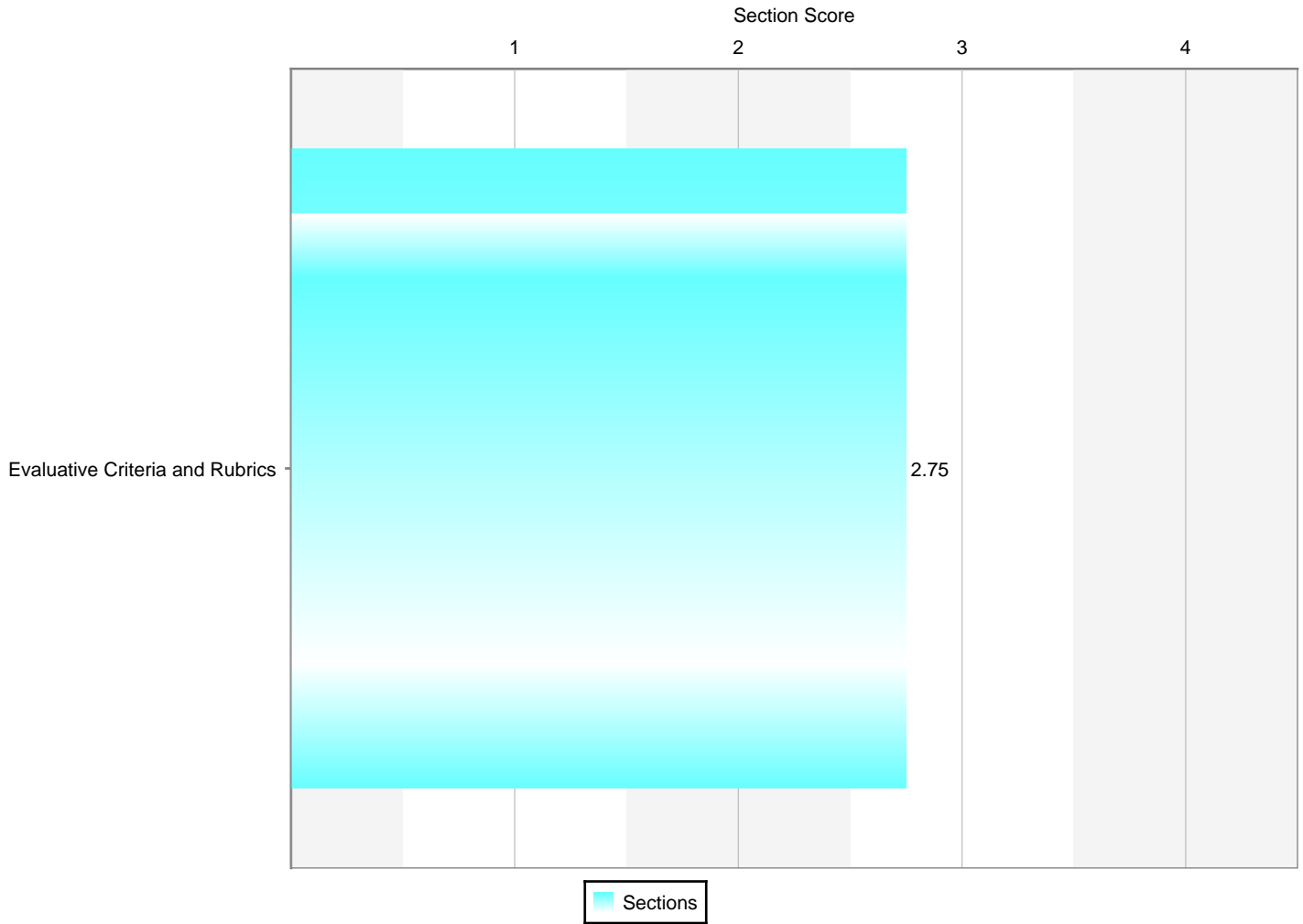
The achievement gap is growing between white female students and African-American males.

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

An increase in math scores is consistent between ACT Aspire and Scantron Performance Series.

## 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.	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		Parent-School Compact

# **Plan for ACIP 2016-2017**

## **Overview**

### **Plan Name**

Plan for ACIP 2016-2017

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Create effective education professionals	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$8776
2	Improve student achievement	Objectives: 2 Strategies: 3 Activities: 4	Academic	\$53005
3	Provide students with opportunities and resources expected in a 21st Century learning environment	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$22225
4	Create Effective Student Support Systems	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1260

## Goal 1: Create effective education professionals

### Measurable Objective 1:

demonstrate a behavior provide and attend professional development opportunities by 09/30/2016 as measured by sign-in sheets and CEU's.

### Strategy 1:

Professional Development - Teachers, administrators and support personnel will participate in professional development including but not limited to: project-based learning, strategic teaching, technology(Google) , professional organization conferences (CLAS) , common core standards, Laying the Foundation, Alabama Best Practices Center (IPN, PCN. MFI), Learning Forward, AMSTI, ARI, seminars and workshops.

Category: Develop/Implement Professional Learning and Support

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	10/03/2016	09/29/2017	\$8776	Title I Schoolwide	Principal, Assistant Principal, Instructional Partner, LEA, district personnel, professional development committee

## Goal 2: Improve student achievement

### Measurable Objective 1:

1% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth in standardized tests scores in Mathematics by 05/27/2016 as measured by Performance Series and Aspire tests.

### Strategy 1:

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

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

Research Cited: .

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Activity - Virtual Classes, Assessments & Instructional Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use software programs including but not limited to Compass, APEX, Brainpop, Front Row, Khan Academy, Discovery Education, myOn, Reading Plus and Google Apps for Education to self-educate, enhance classroom instruction and complete assessments and projects.	Technology	10/03/2016	09/29/2017	\$1720	Title I Schoolwide	Principal

**Strategy 2:**

Part Time Teacher - Certified teacher will be hired parttime to reteach, review, and tutor students who need instructional assistance.

Category: Develop/Implement Learning Supports

Research Cited: .

Activity - PST Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified teachers will be hired part time to reteach, review, and tutor students who need instructional assistance.	Academic Support Program	10/03/2016	09/29/2017	\$9692	Title I Schoolwide	Principal

**Measurable Objective 2:**

2% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency increase in Reading by 05/27/2016 as measured by Performance Series and Aspire test scores.

**Strategy 1:**

Classroom Instruction - Purchase classroom supplies and materials to increase classroom rigor and improve test scores.

Category:

Research Cited: .

Activity - Classroom Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Improve classroom rigor by purchasing materials and supplies to enhance teacher instruction and student learning including but not limited to printer and ink, consumable materials	Direct Instruction, Academic Support Program	10/03/2016	09/29/2017	\$5700	Title I Schoolwide	Principal

Activity - Instructional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire instructional support	Academic Support Program	10/01/2015	09/30/2016	\$35893	Title I Schoolwide	Sheila Montgomery

## Goal 3: Provide students with opportunities and resources expected in a 21st Century learning environment

### Measurable Objective 1:

increase student growth in technology experience by 05/27/2016 as measured by teachers' lesson plans and monitored media usage.

### Strategy 1:

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

Category:

Research Cited: .

Activity - Virtual Classes and Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use software including but not limited to Google, Discovery Education, APEX, Brainpop, Khan Academy, and Front Row to gain online learning experience and complete assessments.	Technology	10/01/2015	05/27/2016	\$1530	Title I Schoolwide	Principal

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase and maintain technology including but not limited to Chromebooks, iPads, tablets, desktop and laptop computers, projectors, audio equipment, interactive devices, mirroring devices, wireless systems and software.	Technology	10/03/2016	09/29/2017	\$20695	Title I Schoolwide	Principal

## Goal 4: Create Effective Student Support Systems

### Measurable Objective 1:

collaborate to provide students with supporting resources by 05/27/2016 as measured by INOW information, sign-in sheets, and counselor's notes.

### Strategy 1:

Parental Involvement - Various programs and resources will be provided to parents to increase their school involvement

Category: Develop/Implement Learning Supports

Research Cited: .

Activity - Communication with Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Increase communication with parents, guardians and community members through but not limited to student handbooks, social media, mailers, and other methods of communication.	Parent Involvement	10/03/2016	09/29/2017	\$1260	Title I Schoolwide	Principal, Counselor, Attendance Cleark
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## 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
Classroom Instruction	Improve classroom rigor by purchasing materials and supplies to enhance teacher instruction and student learning including but not limited to printer and ink, consumable materials	Direct Instruction, Academic Support Program	10/03/2016	09/29/2017	\$5700	Principal
Technology Integration	Purchase and maintain technology including but not limited to Chromebooks, iPads, tablets, desktop and laptop computers, projectors, audio equipment, interactive devices, mirroring devices, wireless systems and software.	Technology	10/03/2016	09/29/2017	\$20695	Principal
PD Sessions	Plan, attend, train, organize, and monitor staff professional development throughout the year.	Professional Learning	10/03/2016	09/29/2017	\$8776	Principal, Assistant Principal, Instructional Partner, LEA, district personnel, professional development committee
PST Teacher	Certified teachers will be hired part time to reteach, review, and tutor students who need instructional assistance.	Academic Support Program	10/03/2016	09/29/2017	\$9692	Principal
Virtual Classes and Assessments	Students will use software including but not limited to Google, Discovery Education, APEX, Brainpop, Khan Academy, and Front Row to gain online learning experience and complete assessments.	Technology	10/01/2015	05/27/2016	\$1530	Principal
Instructional Support	Hire instructional support	Academic Support Program	10/01/2015	09/30/2016	\$35893	Sheila Montgomery
Communication with Parents	Increase communication with parents, guardians and community members through but not limited to student handbooks, social media, mailers, and other methods of communication.	Parent Involvement	10/03/2016	09/29/2017	\$1260	Principal, Counselor, Attendance Cleark

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Virtual Classes, Assessments & Instructional Programs	Students will use software programs including but not limited to Compass, APEX, Brainpop, Front Row, Khan Academy, Discovery Education, myOn, Reading Plus and Google Apps for Education to self-educate, enhance classroom instruction and complete assessments and projects.	Technology	10/03/2016	09/29/2017	\$1720	Principal
					<b>Total</b>	\$85266

## **FY17: 30-60-90 Day Plan Focus Funds**

## **Overview**

### **Plan Name**

FY17: 30-60-90 Day Plan Focus Funds

### **Plan Description**

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## 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	30 Day Goal	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$3850
2	60 Day Goal	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$21192
3	90 Day Goal	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$24958

## Goal 1: 30 Day Goal

### Measurable Objective 1:

80% of Students with Disabilities students will demonstrate a behavior by taking systematic formative assessments in Mathematics by 05/26/2017 as measured by Scantron Performance Series testing data.

### Strategy 1:

Scantron Math - Students with disabilities will take the Scantron Performance Series three times during the school year, and data from these tests will be used to drive instruction.

Category:

Activity - Scantron Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom instructional supplies to improve growth on scantron Performance Series testing	Academic Support Program	10/01/2016	09/30/2017	\$1925	Title I School Improvement (ISI)	Special education and computer lab teachers

### Measurable Objective 2:

80% of Students with Disabilities students will demonstrate a behavior by taking systematic formative assessments in Reading by 05/26/2017 as measured by Scantron Performance Series testing data.

### Strategy 1:

Scantron Reading - Students with disabilities will take the Scantron Performance Series three times during the school year, and data from these tests will be used to drive instruction.

Category:

Activity - Scantron Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom materials and supplies to improve growth on scantron Performance Series Testing	Academic Support Program	10/01/2016	09/30/2017	\$1925	Title I School Improvement (ISI)	Special Education and computer lab teachers

## Goal 2: 60 Day Goal

### Measurable Objective 1:

5% of Students with Disabilities students will demonstrate a proficiency by increasing their scores in Reading by 05/26/2017 as measured by Scantron testing data.

**Strategy 1:**

Technology Improvement - Technology additions will occur at Moulton Middle School through various methods including but not limited to improving school wireless connectivity and infrastructure, as well as purchasing software and hardware.

Category:

Research Cited: Hattie 2009

Activity - Purchase Hardware	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase Chromebooks, iPads, laptop computers, projectors, audio equipment, tablets, audio equipment and/or headphones.	Technology	10/01/2016	09/30/2017	\$7064	Title I School Improvement (ISI)	Principal Stacie Givens
Activity - Update Infrastructure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Make additions and updates as needed to the existing computer networking system including but not limited to wireless connectivity.	Technology	10/01/2016	09/30/2017	\$7064	Title I School Improvement (ISI)	Principal Stacie Givens
Activity - Purchase Software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase academic software	Academic Support Program	10/01/2016	09/30/2017	\$7064	Title I School Improvement (ISI)	Principal Stacie Givens

**Goal 3: 90 Day Goal****Measurable Objective 1:**

5% of Students with Disabilities students will demonstrate a proficiency by increasing scores in Mathematics by 05/26/2017 as measured by Scantron Performance Series testing data.

**Strategy 1:**

Tutoring - Employ and provide professional development training for two part-time math teachers for tutoring sessions after school, and employ a part time temporary teacher for increased supplemental instructional resource for academic achievement.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Hattie

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Moulton Middle School

Employ and provide professional development training for two part-time math teachers for tutoring sessions after school, and employ a part time temporary teacher for increased supplemental instructional resource for academic achievement.	Tutoring	10/01/2016	09/30/2017	\$14958	Title I School Improvement (ISI)	principal - aCIP committee
<b>Activity - Accessibility to Counseling Services</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Provide supplemental voluntary counseling services for students experiencing difficulty in participating and achieving in their educational process due extraneous situations.	Behavioral Support Program, Academic Support Program	10/01/2016	09/30/2017	\$10000	Title I School Improvement (ISI)	principal - aCIP committee



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Scantron Math	Classroom instructional supplies to improve growth on scantron Performance Series testing	Academic Support Program	10/01/2016	09/30/2017	\$1925	Special education and computer lab teachers
Scantron Reading	Classroom materials and supplies to improve growth on scantron Performance Series Testing	Academic Support Program	10/01/2016	09/30/2017	\$1925	Special Education and computer lab teachers
Tutoring	Employ and provide professional development training for two part-time math teachers for tutoring sessions after school, and employ a part time temporary teacher for increased supplemental instructional resource for academic achievement.	Tutoring	10/01/2016	09/30/2017	\$14958	principal - aCIP committee
Purchase Hardware	Purchase Chromebooks, iPads, laptop computers, projectors, audio equipment, tablets, audio equipment and/or headphones.	Technology	10/01/2016	09/30/2017	\$7064	Principal Stacie Givens
Update Infrastructure	Make additions and updates as needed to the existing computer networking system including but not limited to wireless connectivity.	Technology	10/01/2016	09/30/2017	\$7064	Principal Stacie Givens
Purchase Software	Purchase academic software	Academic Support Program	10/01/2016	09/30/2017	\$7064	Principal Stacie Givens
Accessibility to Counseling Services	Provide supplemental voluntary counseling services for students experiencing difficulty in participating and achieving in their educational process due extraneous situations.	Behavioral Support Program, Academic Support Program	10/01/2016	09/30/2017	\$10000	principal - aCIP committee
<b>Total</b>					<b>\$50000</b>	

# 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Average Score Parent Survey Summary Average Score by Institution

## Evaluative Criteria and Rubrics

Overall Rating: 2.5

	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 less than 3.2 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were poorly analyzed and presented unclearly.	Level 1

## Areas of Notable Achievement

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

Standard 4: Resources and Support Systems received a score of 3.05.

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

Standard 1: Purpose and Direction and Standard 5: Using Results for Continuous Improvement show an increase from 2015-16 surveys.

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

Standard 4: Resources and Support Systems

## **Areas in Need of Improvement**

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

Standard 2 and Standard 5

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

Standard 2 & Standard 3

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

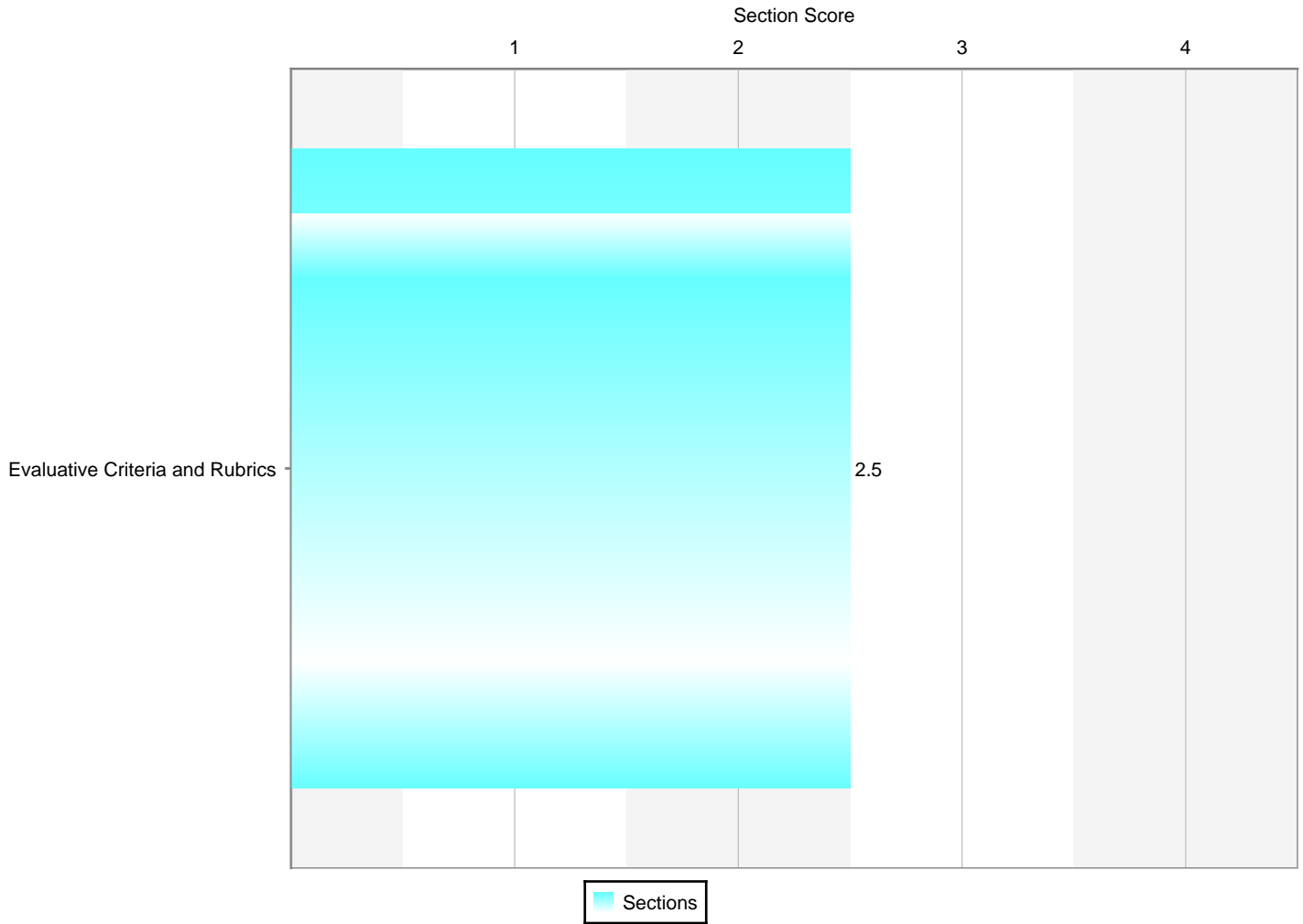
Funding is needed to close the achievement gap and increase student performance.

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

Standard 2

## Report Summary

### Scores By Section





# Title I Schoolwide Diagnostic

## Introduction

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

## Component 1: Comprehensive Needs Assessment

### 1. How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted through stakeholder surveys, leadership team meetings, informal discussions, and data meetings. The faculty and staff completed 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.
- ACT Aspire math scores improved while reading lagged behind.
- 6th grade math scores showed the greatest rate of growth.

### 3. What conclusions were drawn from the results?

- Students need supplemental reading practice to increase fluency and comprehension.
- Small groups and extra tutoring will help students increase scores.
- Providing students with opportunities to study and work on projects during school hours may increase performance levels.
- Additional technology is needed to meet the needs of the 21st century.
- 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 ACT Aspire tests, End of Course Algebra test, Scantron Performance Series data and student academic requests.

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

Using student-learning data from ACT Aspire, Scantron's Performance and Achievement Series as well as classroom grades, and perceptual data from faculty, staff, students, and other stakeholders, the goals reflect:

- students need more time and individual help to increase academic performance (perceptual data)
- reading fluency and comprehension should be a priority (student-learning data)
- provide faculty and staff with professional development opportunities that will increase student performance (perceptual data)
- 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?**

MMS strives to meet the needs of all students. The poverty subgroup is the largest disadvantaged population. The goals will help these students by:

- Increasing student technology gives students who are financially disadvantaged similar opportunities as their peers.
- Providing free after-school tutoring, a small group teacher, and time during the school day to complete assignments and study.
- Providing faculty and staff professional development opportunities to update and enrich their teaching practices so they remain relevant to students.
- Authentic learning opportunities.
- Technology provides students with special needs educational avenues unavailable in a regular classroom setting

## Component 2: Schoolwide Reform Strategies

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

#### Goal 1:

Create effective education professionals

#### Measurable Objective 1:

demonstrate a behavior provide and attend professional development opportunities by 09/30/2016 as measured by sign-in sheets and CEU's.

#### Strategy1:

Professional Development - Teachers, administrators and support personnel will participate in professional development including but not limited to: project-based learning, strategic teaching, technology(Google) , professional organization conferences (CLAS) , common core standards, Laying the Foundation, Alabama Best Practices Center (IPN, PCN. MFI), Learning Forward, AMSTI, ARI, seminars and workshops.

Category: Develop/Implement Professional Learning and Support

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	Funding Amount & Source	Staff Responsible
Plan, attend, train, organize, and monitor staff professional development throughout the year.	Professional Learning	10/03/2016	09/29/2017	\$8776 - Title I Schoolwide	Principal, Assistant Principal, Instructional Partner, LEA, district personnel, professional development committee

### 2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

#### Goal 1:

Create effective education professionals

#### Measurable Objective 1:

demonstrate a behavior provide and attend professional development opportunities by 09/30/2016 as measured by sign-in sheets and CEU's.

#### Strategy1:

Professional Development - Teachers, administrators and support personnel will participate in professional development including but not limited to: project-based learning, strategic teaching, technology(Google) , professional organization conferences (CLAS) , common core standards, Laying the Foundation, Alabama Best Practices Center (IPN, PCN, MFI), Learning Forward, AMSTI, ARI, seminars and workshops.

Category: Develop/Implement Professional Learning and Support

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	Funding Amount & Source	Staff Responsible
Plan, attend, train, organize, and monitor staff professional development throughout the year.	Professional Learning	10/03/2016	09/29/2017	\$8776 - Title I Schoolwide	Principal, Assistant Principal, Instructional Partner, LEA, district personnel, professional development committee

### Goal 2:

Improve student achievement

### Measurable Objective 1:

1% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth in standardized tests scores in Mathematics by 05/27/2016 as measured by Performance Series and Aspire tests.

### Strategy1:

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

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

Research Cited: .

Activity - Virtual Classes, Assessments & Instructional Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use software programs including but not limited to Compass, APEX, Brainpop, Front Row, Khan Academy, Discovery Education, myOn, Reading Plus and Google Apps for Education to self-educate, enhance classroom instruction and complete assessments and projects.	Technology	10/03/2016	09/29/2017	\$1720 - Title I Schoolwide	Principal

### Strategy2:

Part Time Teacher - Certified teacher will be hired parttime to reteach, review, and tutor students who need instructional assistance.

Category: Develop/Implement Learning Supports

Research Cited: .

Activity - PST Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified teachers will be hired part time to reteach, review, and tutor students who need instructional assistance.	Academic Support Program	10/03/2016	09/29/2017	\$9692 - Title I Schoolwide	Principal

**Measurable Objective 2:**

2% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency increase in Reading by 05/27/2016 as measured by Performance Series and Aspire test scores.

**Strategy1:**

Classroom Instruction - Purchase classroom supplies and materials to increase classroom rigor and improve test scores.

Category:

Research Cited: .

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire instructional support	Academic Support Program	10/01/2015	09/30/2016	\$35893 - Title I Schoolwide	Sheila Montgomery

Activity - Classroom Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve classroom rigor by purchasing materials and supplies to enhance teacher instruction and student learning including but not limited to printer and ink, consumable materials	Academic Support Program Direct Instruction	10/03/2016	09/29/2017	\$5700 - Title I Schoolwide	Principal

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

**Goal 1:**

Create effective education professionals

**Measurable Objective 1:**

demonstrate a behavior provide and attend professional development opportunities by 09/30/2016 as measured by sign-in sheets and CEU's.

**Strategy1:**

Professional Development - Teachers, administrators and support personnel will participate in professional development including but not limited to: project-based learning, strategic teaching, technology(Google) , professional organization conferences (CLAS) , common core standards, Laying the Foundation, Alabama Best Practices Center (IPN, PCN. MFI), Learning Forward, AMSTI, ARI, seminars and workshops.

Category: Develop/Implement Professional Learning and Support

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	Funding Amount & Source	Staff Responsible
Plan, attend, train, organize, and monitor staff professional development throughout the year.	Professional Learning	10/03/2016	09/29/2017	\$8776 - Title I Schoolwide	Principal, Assistant Principal, Instructional Partner, LEA, district personnel, professional development committee

**Goal 2:**

Improve student achievement

**Measurable Objective 1:**

1% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth in standardized tests scores in Mathematics by 05/27/2016 as measured by Performance Series and Aspire tests.

**Strategy1:**

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

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

Research Cited: .

Activity - Virtual Classes, Assessments & Instructional Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use software programs including but not limited to Compass, APEX, Brainpop, Front Row, Khan Academy, Discovery Education, myOn, Reading Plus and Google Apps for Education to self-educate, enhance classroom instruction and complete assessments and projects.	Technology	10/03/2016	09/29/2017	\$1720 - Title I Schoolwide	Principal

**Strategy2:**

Part Time Teacher - Certified teacher will be hired parttime to reteach, review, and tutor students who need instructional assistance.



Category: Develop/Implement Learning Supports

Research Cited: .

Activity - PST Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified teachers will be hired part time to reteach, review, and tutor students who need instructional assistance.	Academic Support Program	10/03/2016	09/29/2017	\$9692 - Title I Schoolwide	Principal

**Measurable Objective 2:**

2% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency increase in Reading by 05/27/2016 as measured by Performance Series and Aspire test scores.

**Strategy1:**

Classroom Instruction - Purchase classroom supplies and materials to increase classroom rigor and improve test scores.

Category:

Research Cited: .

Activity - Classroom Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve classroom rigor by purchasing materials and supplies to enhance teacher instruction and student learning including but not limited to printer and ink, consumable materials	Direct Instruction Academic Support Program	10/03/2016	09/29/2017	\$5700 - Title I Schoolwide	Principal

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire instructional support	Academic Support Program	10/01/2015	09/30/2016	\$35893 - Title I Schoolwide	Sheila Montgomery

**Goal 3:**

Create Effective Student Support Systems

**Measurable Objective 1:**

collaborate to provide students with supporting resources by 05/27/2016 as measured by INOW information, sign-in sheets, and counselor's notes.

**Strategy1:**

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Moulton Middle School

Parental Involvement - Various programs and resources will be provided to parents to increase their school involvement

Category: Develop/Implement Learning Supports

Research Cited: .

Activity - Communication with Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase communication with parents, guardians and community members through but not limited to student handbooks, social media, mailers, and other methods of communication.	Parent Involvement	10/03/2016	09/29/2017	\$1260 - Title I Schoolwide	Principal, Counselor, Attendance Cleark

**Goal 4:**

Provide students with opportunities and resources expected in a 21st Century learning environment

**Measurable Objective 1:**

increase student growth in technology experience by 05/27/2016 as measured by teachers' lesson plans and monitored media usage.

**Strategy1:**

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

Category:

Research Cited: .

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and maintain technology including but not limited to Chromebooks, iPads, tablets, desktop and laptop computers, projectors, audio equipment, interactive devices, mirroring devices, wireless systems and software.	Technology	10/03/2016	09/29/2017	\$20695 - Title I Schoolwide	Principal

Activity - Virtual Classes and Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use software including but not limited to Google, Discovery Education, APEX, Brainpop, Khan Academy, and Front Row to gain online learning experience and complete assessments.	Technology	10/01/2015	05/27/2016	\$1530 - Title I Schoolwide	Principal

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

Create effective education professionals

**Measurable Objective 1:**

demonstrate a behavior provide and attend professional development opportunities by 09/30/2016 as measured by sign-in sheets and CEU's.

**Strategy1:**

Professional Development - Teachers, administrators and support personnel will participate in professional development including but not limited to: project-based learning, strategic teaching, technology(Google) , professional organization conferences (CLAS) , common core standards, Laying the Foundation, Alabama Best Practices Center (IPN, PCN. MFI), Learning Forward, AMSTI, ARI, seminars and workshops.

Category: Develop/Implement Professional Learning and Support

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	Funding Amount & Source	Staff Responsible
Plan, attend, train, organize, and monitor staff professional development throughout the year.	Professional Learning	10/03/2016	09/29/2017	\$8776 - Title I Schoolwide	Principal, Assistant Principal, Instructional Partner, LEA, district personnel, professional development committee

**Goal 2:**

Improve student achievement

**Measurable Objective 1:**

1% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth in standardized tests scores in Mathematics by 05/27/2016 as measured by Performance Series and Aspire tests.

**Strategy1:**

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

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

Research Cited: .

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Activity - Virtual Classes, Assessments & Instructional Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use software programs including but not limited to Compass, APEX, Brainpop, Front Row, Khan Academy, Discovery Education, myOn, Reading Plus and Google Apps for Education to self-educate, enhance classroom instruction and complete assessments and projects.	Technology	10/03/2016	09/29/2017	\$1720 - Title I Schoolwide	Principal

**Strategy2:**

Part Time Teacher - Certified teacher will be hired parttime to reteach, review, and tutor students who need instructional assistance.

Category: Develop/Implement Learning Supports

Research Cited: .

Activity - PST Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified teachers will be hired part time to reteach, review, and tutor students who need instructional assistance.	Academic Support Program	10/03/2016	09/29/2017	\$9692 - Title I Schoolwide	Principal

**Measurable Objective 2:**

2% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency increase in Reading by 05/27/2016 as measured by Performance Series and Aspire test scores.

**Strategy1:**

Classroom Instruction - Purchase classroom supplies and materials to increase classroom rigor and improve test scores.

Category:

Research Cited: .

Activity - Classroom Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve classroom rigor by purchasing materials and supplies to enhance teacher instruction and student learning including but not limited to printer and ink, consumable materials	Direct Instruction Academic Support Program	10/03/2016	09/29/2017	\$5700 - Title I Schoolwide	Principal

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire instructional support	Academic Support Program	10/01/2015	09/30/2016	\$35893 - Title I Schoolwide	Sheila Montgomery

**Goal 3:**

Create Effective Student Support Systems

**Measurable Objective 1:**

collaborate to provide students with supporting resources by 05/27/2016 as measured by INOW information, sign-in sheets, and counselor's notes.

**Strategy1:**

Parental Involvement - Various programs and resources will be provided to parents to increase their school involvement

Category: Develop/Implement Learning Supports

Research Cited: .

Activity - Communication with Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase communication with parents, guardians and community members through but not limited to student handbooks, social media, mailers, and other methods of communication.	Parent Involvement	10/03/2016	09/29/2017	\$1260 - Title I Schoolwide	Principal, Counselor, Attendance Cleark

**Goal 4:**

Provide students with opportunities and resources expected in a 21st Century learning environment

**Measurable Objective 1:**

increase student growth in technology experience by 05/27/2016 as measured by teachers' lesson plans and monitored media usage.

**Strategy1:**

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

Category:

Research Cited: .

Activity - Virtual Classes and Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use software including but not limited to Google, Discovery Education, APEX, Brainpop, Khan Academy, and Front Row to gain online learning experience and complete assessments.	Technology	10/01/2015	05/27/2016	\$1530 - Title I Schoolwide	Principal

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and maintain technology including but not limited to Chromebooks, iPads, tablets, desktop and laptop computers, projectors, audio equipment, interactive devices, mirroring devices, wireless systems and software.	Technology	10/03/2016	09/29/2017	\$20695 - Title I Schoolwide	Principal

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

**Goal 1:**

Improve student achievement

**Measurable Objective 1:**

1% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth in standardized tests scores in Mathematics by 05/27/2016 as measured by Performance Series and Aspire tests.

**Strategy1:**

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

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

Research Cited: .

Activity - Virtual Classes, Assessments & Instructional Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use software programs including but not limited to Compass, APEX, Brainpop, Front Row, Khan Academy, Discovery Education, myOn, Reading Plus and Google Apps for Education to self-educate, enhance classroom instruction and complete assessments and projects.	Technology	10/03/2016	09/29/2017	\$1720 - Title I Schoolwide	Principal

**Strategy2:**

Part Time Teacher - Certified teacher will be hired parttime to reteach, review, and tutor students who need instructional assistance.

Category: Develop/Implement Learning Supports

Research Cited: .

Activity - PST Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified teachers will be hired part time to reteach, review, and tutor students who need instructional assistance.	Academic Support Program	10/03/2016	09/29/2017	\$9692 - Title I Schoolwide	Principal

**Measurable Objective 2:**

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

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Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency increase in Reading by 05/27/2016 as measured by Performance Series and Aspire test scores.

**Strategy1:**

Classroom Instruction - Purchase classroom supplies and materials to increase classroom rigor and improve test scores.

Category:

Research Cited: .

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire instructional support	Academic Support Program	10/01/2015	09/30/2016	\$35893 - Title I Schoolwide	Sheila Montgomery

Activity - Classroom Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve classroom rigor by purchasing materials and supplies to enhance teacher instruction and student learning including but not limited to printer and ink, consumable materials	Direct Instruction Academic Support Program	10/03/2016	09/29/2017	\$5700 - Title I Schoolwide	Principal

**Goal 2:**

Provide students with opportunities and resources expected in a 21st Century learning environment

**Measurable Objective 1:**

increase student growth in technology experience by 05/27/2016 as measured by teachers' lesson plans and monitored media usage.

**Strategy1:**

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

Category:

Research Cited: .

Activity - Virtual Classes and Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use software including but not limited to Google, Discovery Education, APEX, Brainpop, Khan Academy, and Front Row to gain online learning experience and complete assessments.	Technology	10/01/2015	05/27/2016	\$1530 - Title I Schoolwide	Principal

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and maintain technology including but not limited to Chromebooks, iPads, tablets, desktop and laptop computers, projectors, audio equipment, interactive devices, mirroring devices, wireless systems and software.	Technology	10/03/2016	09/29/2017	\$20695 - Title I Schoolwide	Principal

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

**Goal 1:**

Improve student achievement

**Measurable Objective 1:**

2% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency increase in Reading by 05/27/2016 as measured by Performance Series and Aspire test scores.

**Strategy1:**

Classroom Instruction - Purchase classroom supplies and materials to increase classroom rigor and improve test scores.

Category:

Research Cited: .

Activity - Classroom Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve classroom rigor by purchasing materials and supplies to enhance teacher instruction and student learning including but not limited to printer and ink, consumable materials	Academic Support Program Direct Instruction	10/03/2016	09/29/2017	\$5700 - Title I Schoolwide	Principal

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire instructional support	Academic Support Program	10/01/2015	09/30/2016	\$35893 - Title I Schoolwide	Sheila Montgomery

**Measurable Objective 2:**

1% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth in standardized tests scores in Mathematics by 05/27/2016 as



measured by Performance Series and Aspire tests.

**Strategy1:**

Part Time Teacher - Certified teacher will be hired parttime to reteach, review, and tutor students who need instructional assistance.

Category: Develop/Implement Learning Supports

Research Cited: .

Activity - PST Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified teachers will be hired part time to reteach, review, and tutor students who need instructional assistance.	Academic Support Program	10/03/2016	09/29/2017	\$9692 - Title I Schoolwide	Principal

**Strategy2:**

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

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

Research Cited: .

Activity - Virtual Classes, Assessments & Instructional Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use software programs including but not limited to Compass, APEX, Brainpop, Front Row, Khan Academy, Discovery Education, myOn, Reading Plus and Google Apps for Education to self-educate, enhance classroom instruction and complete assessments and projects.	Technology	10/03/2016	09/29/2017	\$1720 - Title I Schoolwide	Principal

**Goal 2:**

Provide students with opportunities and resources expected in a 21st Century learning environment

**Measurable Objective 1:**

increase student growth in technology experience by 05/27/2016 as measured by teachers' lesson plans and monitored media usage.

**Strategy1:**

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

Category:

Research Cited: .

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and maintain technology including but not limited to Chromebooks, iPads, tablets, desktop and laptop computers, projectors, audio equipment, interactive devices, mirroring devices, wireless systems and software.	Technology	10/03/2016	09/29/2017	\$20695 - Title I Schoolwide	Principal

Activity - Virtual Classes and Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use software including but not limited to Google, Discovery Education, APEX, Brainpop, Khan Academy, and Front Row to gain online learning experience and complete assessments.	Technology	10/01/2015	05/27/2016	\$1530 - Title I Schoolwide	Principal

**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:**

Improve student achievement

**Measurable Objective 1:**

1% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth in standardized tests scores in Mathematics by 05/27/2016 as measured by Performance Series and Aspire tests.

**Strategy1:**

Part Time Teacher - Certified teacher will be hired parttime to reteach, review, and tutor students who need instructional assistance.

Category: Develop/Implement Learning Supports

Research Cited: .

Activity - PST Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified teachers will be hired part time to reteach, review, and tutor students who need instructional assistance.	Academic Support Program	10/03/2016	09/29/2017	\$9692 - Title I Schoolwide	Principal

**Strategy2:**

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

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

Research Cited: .

Activity - Virtual Classes, Assessments & Instructional Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use software programs including but not limited to Compass, APEX, Brainpop, Front Row, Khan Academy, Discovery Education, myOn, Reading Plus and Google Apps for Education to self-educate, enhance classroom instruction and complete assessments and projects.	Technology	10/03/2016	09/29/2017	\$1720 - Title I Schoolwide	Principal

**Measurable Objective 2:**

2% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency increase in Reading by 05/27/2016 as measured by Performance Series and Aspire test scores.

**Strategy1:**

Classroom Instruction - Purchase classroom supplies and materials to increase classroom rigor and improve test scores.

Category:

Research Cited: .

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire instructional support	Academic Support Program	10/01/2015	09/30/2016	\$35893 - Title I Schoolwide	Sheila Montgomery

Activity - Classroom Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve classroom rigor by purchasing materials and supplies to enhance teacher instruction and student learning including but not limited to printer and ink, consumable materials	Academic Support Program Direct Instruction	10/03/2016	09/29/2017	\$5700 - Title I Schoolwide	Principal

**Goal 2:**

Provide students with opportunities and resources expected in a 21st Century learning environment

**Measurable Objective 1:**

increase student growth in technology experience by 05/27/2016 as measured by teachers' lesson plans and monitored media usage.

**Strategy1:**

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

Category:

Research Cited: .

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and maintain technology including but not limited to Chromebooks, iPads, tablets, desktop and laptop computers, projectors, audio equipment, interactive devices, mirroring devices, wireless systems and software.	Technology	10/03/2016	09/29/2017	\$20695 - Title I Schoolwide	Principal

Activity - Virtual Classes and Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use software including but not limited to Google, Discovery Education, APEX, Brainpop, Khan Academy, and Front Row to gain online learning experience and complete assessments.	Technology	10/01/2015	05/27/2016	\$1530 - Title I Schoolwide	Principal

**Component 3: Instruction by Qualified Staff**

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

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

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

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

## Component 4: Strategies to Attract Qualified Teachers

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

This year there are three teachers new to Moulton Middle School due to retirement and transfers.

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

All teachers are highly qualified with the exception of one special education teacher. Most teachers hold a Master's Degree or higher.

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

MMS does not experience a high turnover rate. Most teachers leave because of retirement.

## 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?

Alabama Best Practices Center including Powerful Conversations Network, Instructional Partners Network, Mindful Facilitator Institute and hosting Instructional Rounds.

AMSTI training

Laying the Foundation (LTF) through A+

Google Summits

Learning Forward

school visits

Lifeskills Training

Software training including by not limited to Scantron products, Compass Odyssey Learning, Reading Plus, MyOn Reading

Book Studies such as Eric Jensen's poverty series

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

Alabama Best Practices Center including Powerful Conversations Network, Instructional Partners Network, Mindful Facilitator Institute and hosting Instructional Rounds.

AMSTI training

Laying the Foundation (LTF) through A+

Google Summits

Learning Forward

school visits

Lifeskills Training

Software training including by not limited to Scantron products, Compass Odyssey Learning, Reading Plus, MyOn Reading

Book Studies such as Eric Jensen's poverty series

Erin's Law

### 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."

## **ACIP**

Moulton Middle School

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development for faculty and staff.

Learning Walks, Participant Debrief Sessions, Teacher Debrief Sessions, and After Hours PD

Four half day Afternoon PD sessions throughout the school year

Data Meetings

Summer professional development opportunities



## 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.**

Host fourth grade for school events at MMS

Fourth Grade Orientation

High School Tours

Vertical Team Meetings

Data Team Meetings

Learning Support Team

Multi-grade Teachers

Co-Planning and Co-Teaching among Regular Ed and Special Ed teachers

Collaborative Planning with classroom teachers and Library Media Specialist and Instructional Partner

## 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, 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 and RTI time 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 Pupil Support (PST) or Learning Support (LST) teams 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. They meet with a tutor during the school day and are provided free after-school math tutoring.

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

Small Groups, Co-Planning, Co-Teaching, RTI, and through the use of technology

### **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.**

Flipped and blended classroom, free after-school 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

- Every student will be given a school lunch from 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.
- Free after-school tutoring
  - Professional development for teachers--book study: Teaching with Poverty in Mind and Engaging Students with Poverty in Mind

#### 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.**

NA

## 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

- 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 SY 2016-2017

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;

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.

Each student receives free breakfast each day through the Breakfast in the Classroom grant.

Moulton Middle School participated in the Lawrence County Agriculture Initiative. Teachers incorporated agriculture into their lessons; 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.

## 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, stakeholder surveys, and student-learning data.

### 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 perceptual data and 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 and PST information to determine increased student achievement.

### 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 compiles a needs assessment of needed changes to improve the schoolwide program and meet the needs of all students.

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

Each of the four goals were included in last year's plan; however, the strategies and activities have been revised to meet this year's school needs.

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

The technology and student improvement goals were revised to reflect the need for reading interventions and additional tutoring sessions.

# Coordination of Resources - Comprehensive Budget



## **Introduction**

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

### I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	27.68	28	1,848,344.29
Administrator Units	1.00	1	102,651.00
Assistant Principal	1.00	1	82,959.60
Counselor	1.00	1	88,605.24
Librarian	1.00	1	74,935.96
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	5,588.22
Professional Development	0.00	0	2,105.07
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	13,379.85
Library Enhancement	0.00	0	701.58
<b>Totals</b>			<b>2,219,270.81</b>

**Title I**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	85266.09

**Provide a brief explanation and breakdown of expenses.**

Instructional Support-\$35893  
Part Time Instructional Teacher-\$9000  
Classroom Supplies-\$3000  
Instructional Software-\$3250  
Audio/Video -\$3000  
Computers-\$19063  
Parental Involvement Supplies-\$3960.09  
Substitutes for Staff Developmnet- \$1100  
Staff Development Stipends- \$3000  
Staff Development Travel- \$3000  
Professional Development Purchase- \$1000

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	ARRA Funds Provide the total.	0.0

**Provide a brief explanation and a breakdown of expenses.**

NA

**Title II**

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

**Provide a brief explanation and a breakdown of expenses.**

Alabama Best Practices Center including  
    PCN-Expenses and Substitutes, MFI-Expenses and Substitutes, IPN-Expenses and Substitutes  
Laying the Foundation-Expenses and substitutes  
Learning Forward  
Math Conference  
Robotics  
AETC  
CLAS

**Title III**

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

**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

**Title IV**

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

**Provide a brief explanation and a breakdown of expenses.**

NA

**Title VI**

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

**Provide a brief explanation and a breakdown of expenses.**

NA

### Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

NA

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

Provide a brief explanation and breakdown of expenses.

NA



**Other**

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

**Provide a brief explanation and a breakdown of expenses.**

NA

## Local Funds

Label	Question	Value
1.	Provide the total	0.0

**Provide a brief explanation and breakdown of expenses**

NA

# 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 ACIP Leadership Team and are involved in the development of the plan. 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 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

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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 ACIP 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 ACIP 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: Scantron's Performance Series, ACT Aspire Student Profile Reports, 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
- Nine-weeks report cards
- Parent/teacher conferences
- Parent orientation (For parents of "First-year" students)
- Moulton Middle School web site
- Parent Information Nights
- Weekly/Monthly/Quarterly Newsletters
- Monthly Calendars
- County-wide parent meetings
- Informational Parental Pamphlets
- Moulton Middle School Brochures
- Email Contacts-periodically structured to send awareness and reminders of events taking place during and after school
- Automated School casts
- Social Media announcements
- Google Classroom updates and assignments

**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.