



# **Accreditation Report**

**Moulton Middle School**

**Lawrence County Board of Education**

Stacie Givens, Principal  
660 College St  
Moulton, AL 35650-1415

# TABLE OF CONTENTS

## **Executive Summary**

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

## **Self Assessment**

Introduction.....	8
Standard 1: Purpose and Direction.....	9
Standard 2: Governance and Leadership.....	11
Standard 3: Teaching and Assessing for Learning.....	14
Standard 4: Resources and Support Systems.....	19
Standard 5: Using Results for Continuous Improvement.....	23
Report Summary.....	25

## **Stakeholder Feedback Diagnostic**

Introduction.....	27
Stakeholder Feedback Data.....	28
Evaluative Criteria and Rubrics.....	29

Areas of Notable Achievement..... 30

Areas in Need of Improvement..... 31

Report Summary..... 32

**Student Performance Diagnostic**

Introduction..... 34

Student Performance Data..... 35

Evaluative Criteria and Rubrics..... 36

Areas of Notable Achievement..... 37

Areas in Need of Improvement..... 38

Report Summary..... 39

**AdvancED Assurances**

Introduction..... 41

AdvancED Assurances..... 42

**Plan for ACIP**

Overview..... 45

Goals Summary..... 46

    Goal 1: All students at Moulton Middle School will increase reading proficiency. .... 47

    Goal 2: Students at Moulton Middle School will increase math proficiency. .... 48

    Goal 3: Provide professional development for faculty..... 49

    Goal 4: Increase technology integration..... 50

Activity Summary by Funding Source..... 52

# **Executive Summary**

## **Introduction**

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

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

## Description of the School

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

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

Moulton Middle School moved into the current building in the fall of 2010. In the spring of 2012 a new gymnasium was added, and a new lunchroom is currently under construction. In 2014, the Moulton Middle Administrative/Instructional leadership changed with a new Principal, Assistant Principal, and Instructional Partner. Moulton Middle School is the third largest school in the district with a student population of just over 600. Of these students; 467 are white, 28 are African American, 13 are Hispanic, 4 are Asian, and 5 are Multiracial. The Moulton Middle School staff is comprised of the following 50 members: 35 classroom teachers, six paraprofessionals, two administrators, along with the student counselor, media specialist, instructional partner 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), Classworks, Response to Instruction (RTI), and Laying the Foundation (LTF). Local plans that support the curriculum include our Continuous Improvement Plan (a-CIP), Professional Development Plan, Parental Involvement Plan, Technology Plan, and Safety Plan. Assessments that support the curriculum and drive instruction include Scantron Performance Series, ACT Aspire, Classworks, Explorer, Semester Exams, and End of Course Test in 8th grade for Algebra I. Activities that support the curriculum include Parent Teacher Organizations, Honors Classes, Math Team, Band, Ag Initiative, Beta Club, Robotics, Project- Based Learning, Art, and Athletics.

## Notable Achievements and Areas of Improvement

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

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

Robotics Team placed 3rd Overall at BEST Robotics Competition.

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

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

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

Academic Team competitions including Math and GEMS.

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

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

Instructional Rounds at the local as well as county level.

Professional Development team focusing on curricular based PD for staff.

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

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

Apex Virtual School programs for remediation, reteaching, challenging and extra practice

Implementing more intensive strategic teaching and project-based learning while promoting student use of technology integration.



## **Additional Information**

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

Moulton Middle School 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.
- Students partner with the Salvation Army for Canned Food Drive to provide food for families at Thanksgiving.
- Students seek donations to purchase bicycles at Christmas which are distributed through Muscle Shoals Baptist Association.
- 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.

# Self Assessment

## **Introduction**

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

### Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•ACIP Plan One-Page Target</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•Survey results</li> <li>•One-Page Target</li> </ul>	Level 3

## Accreditation Report

Moulton Middle School

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	<ul style="list-style-type: none"><li>•Survey results</li><li>•The school data profile</li><li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li><li>•The school continuous improvement plan</li><li>•INOW Email School Cast One-Page Target Educate Alabama/PDP</li></ul>	Level 2

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

School leaders implement a continuous improvement process that provides clear direction for improving conditions that support student learning. Our system provides a handbook with expectations for personnel, students, and parents. The system regularly monitors school personnel and provides feedback for the Professional Development Team. That information is then passed down to classroom teachers. Principals' meetings are held regularly to pass information and expectations on to each school. New programs have been added to challenge students such as honors classes, AG initiative, and robotics. Data is to be reviewed as a system and passed on to each school. Additional training needs to be provided as to how to interpret data and implement strategies to ensure student growth. As a faculty we need to work on holding each other accountable to high expectations.

## Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•Communications to stakeholder about policy revisions</li> <li>•School handbooks</li> <li>•Professional Development Team</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	<ul style="list-style-type: none"> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•Assurances, certifications</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Communications regarding board actions</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> </ul>	Level 3

# Accreditation Report

Moulton Middle School

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"><li>•Examples of collaboration and shared leadership</li><li>•Survey results</li><li>•Examples of decisions aligned with the school's statement of purpose</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"><li>•Survey responses</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"><li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li><li>•Governing body policy on supervision and evaluation</li></ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

School leadership promotes student performance in various ways. Strengths include set policies and communication by various methods. All policies and practices are directed by the Board of Education and CIP driven. Handbooks, school compacts, and code of conduct supports learning and instruction. Our system and school provide communication by email, website, INOW, CIP plan, School Cast, Facebook, Twitter and other social media. Integration of the evidence provided above into our professional development focus on instruction and on-going project-based learning has become one of our strengths in our system. Moulton Middle School has implemented a regiment of monthly professional development which includes Instructional Rounds, After Hours PD focusing on our problem of practice, and Next Day Reflection with administration, teachers and instructional partner. Professional book studies provide a review of learning and on-going support for teachers and staff.

Improvements in professional development may include targeted topics from which teachers may choose to participate and hands-on technology sessions for each participant.





### Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.92

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>•Lesson plans</li> <li>•Posted learning objectives</li> <li>•Representative samples of student work across courses</li> <li>•Course schedules</li> <li>•Enrollment patterns for various courses</li> <li>•Course descriptions</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Curriculum guides</li> <li>•Surveys results</li> <li>•Lesson plans aligned to the curriculum</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Professional development focused on these strategies</li> <li>•Authentic assessments</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> </ul>	Level 3

# Accreditation Report

Moulton Middle School

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> <li>•Curriculum maps</li> <li>•Documentation of collection of lesson plans and grade books</li> <li>•Supervision and evaluation procedures</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Recognition of teachers with regard to these practices</li> <li>•Administrative classroom observation protocols and logs</li> <li>•Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices and student success</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> <li>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Peer coaching guidelines and procedures</li> <li>•Evidence of informal conversations that reflect collaboration about student learning Professional development funding to promote professional learning communities</li> </ul>	Level 3

**Accreditation Report**

Moulton Middle School

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Examples of assessments that prompted modification in instruction</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> <li>•Records of meetings and walk thrus/feedback sessions</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process</li> <li>•Samples of exemplars used to guide and inform student learning Examples of learning expectations and standards of performance</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•Curriculum and activities of formal adult advocate structure</li> <li>•Master schedule with time for formal adult advocate structure</li> </ul>	Level 2

# Accreditation Report

Moulton Middle School

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"><li>•Policies, processes, and procedures on grading and reporting</li><li>•System quality control procedures including the monitoring of grading practices across all schools</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"><li>•Crosswalk between professional learning and school purpose and direction</li><li>•System professional development plan involving the system in all schools</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	<ul style="list-style-type: none"><li>•List of learning support services and student population served by such services</li><li>•Data used to identify unique learning needs of students</li><li>•Schedules, lesson plans or example student learning plans showing the implementation of learning support services</li></ul>	Level 2

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Moulton Middle School's administration continuously monitors and supports best teaching practices through a variety of methods such as lesson plans, learning targets, and monthly Learning Walks with immediate debriefs and next day follow-ups with the teacher being observed.

Our teachers strive to provide data-driven instruction that is both challenging and equitable by using College and Career Ready Standards' aligned curricula that are differentiated for students' individual learning styles and abilities. MMS offers a range of ability-based classes such as Honors (AP curriculum through Laying the Foundation), basic, resource and AAA in addition to classroom differentiation. MMS teachers

## Accreditation Report

Moulton Middle School

---

use formative and summative assessments to monitor student progress. Assessments are both formal and informal using Scantron's Performance Series, ACT Aspire Scores, classroom quizzes, tests and rubrics, report card scores, exit slips, and simple strategies like "Thumbs Up."

MMS teachers devoted recent years to professional development focused on best practices. We incorporated methods such as Strategic Teaching, Project-Based Learning, High Impact instruction, Laying the Foundation and 21st Century Technology. Students have the opportunity to learn in traditional classes as well as digitally through blended learning, flipped and online classes using ACCESS, Google Classroom, Discovery Education Classroom, and Apex tutorials. As early adopters, MMS has embraced student technology use and purchased over 150 Chromebooks along with several iPads for classroom use. We also maintain two computer labs and provide wireless access for personal devices.

MMS provides authentic learning and hands-on experiences through Engineering, Robotics, Digital Communications, Sign Language, Art, PE, Performance Arts, Community Garden, Alabama Outdoors, Student Aides and computer applications. Academic options include Math Team, GEMS (Girls in Engineering, Math and Science), Political Science and Honors classes.

As a way to improve teaching and learning, Moulton Middle School attempts to reach every child through mentoring and Learning Support Teams in addition to athletics and band. Teachers and staff serve as coaches and advisers to influence students outside the regular classroom environment.

Teachers participate in numerous collaborative groups and professional events such as district vertical team meetings, Regional CCRS Quarterly meetings, Alabama Math Science and Technology Initiative, Powerful Conversation Network, Instructional Partner Network, Coaching Community, local teaming (LCHS & MMS Professional Development).

Although as a school we provide many learning opportunities, one weakness is ensuring participation of all students. An area of needed improvement includes engaging all students in equivalent learning courses and classes that will prepare students for success at the next level.

### Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.57

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Survey results</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•Survey results</li> <li>•School schedule</li> <li>•Alignment of budget with school purpose and direction</li> <li>•School calendar</li> </ul>	Level 2

# Accreditation Report

Moulton Middle School

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <li>•Records of depreciation of equipment</li> <li>•Survey results</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> <li>•Maintenance schedules</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <li>•Budget related to media and information resource acquisition</li> <li>•Survey results</li> <li>•Data on media and information resources available to students and staff</li> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Assessments to inform development of technology plan</li> <li>•Survey results</li> <li>•Policies relative to technology use</li> </ul>	Level 2

# Accreditation Report

Moulton Middle School

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"><li>•Student assessment system for identifying student needs</li><li>•Survey results</li><li>•Schedule of family services, e.g., parent classes, survival skills</li><li>•Social classes and services, e.g., bullying, character education</li><li>•List of support services available to students</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"><li>•List of services available related to counseling, assessment, referral, educational, and career planning</li><li>•Survey results</li><li>•Budget for counseling, assessment, referral, educational and career planning</li><li>•Description of IEP process</li><li>•Description of referral process</li></ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Moulton Middle School provides the personnel and physical resources for students to be successful at the next level. Besides core content classroom teachers, MMS has five electives teachers, four special education teachers, four resource paraprofessionals, four clerical paraprofessionals, two administrators, plus a counselor, instructional partner, media specialist and nurse. We also provide a variety of services such as Indian Education classes, Gifted Education, mental health counseling, speech therapy, and English Learner services.

MMS administration has developed policies and checklists for campus maintenance and security. Tornado, fire and lockdown procedures are posted and practiced to ensure student safety. Students and staff wear identification badges, and teachers supervise student transitions.

School communication is vital for all stakeholders. MMS uses several methods: letters and notes, handbooks, School Cast, website, social media, and email.

Although the technology infrastructure may need upgrading in the near future, currently it meets the necessary requirements. Most buildings on campus are recent constructions and as such require little maintenance. Improvements are needed in the older buildings and in the area around the gym, playground and band room.





## Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.4

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Scantron Performance Series</li> <li>•ACT Aspire test results</li> <li>•Learning Support Teams</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	<ul style="list-style-type: none"> <li>•Survey results</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Survey results</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> <li>•Agendas, minutes of meetings related to analysis of data</li> </ul>	Level 2

## Accreditation Report

Moulton Middle School

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

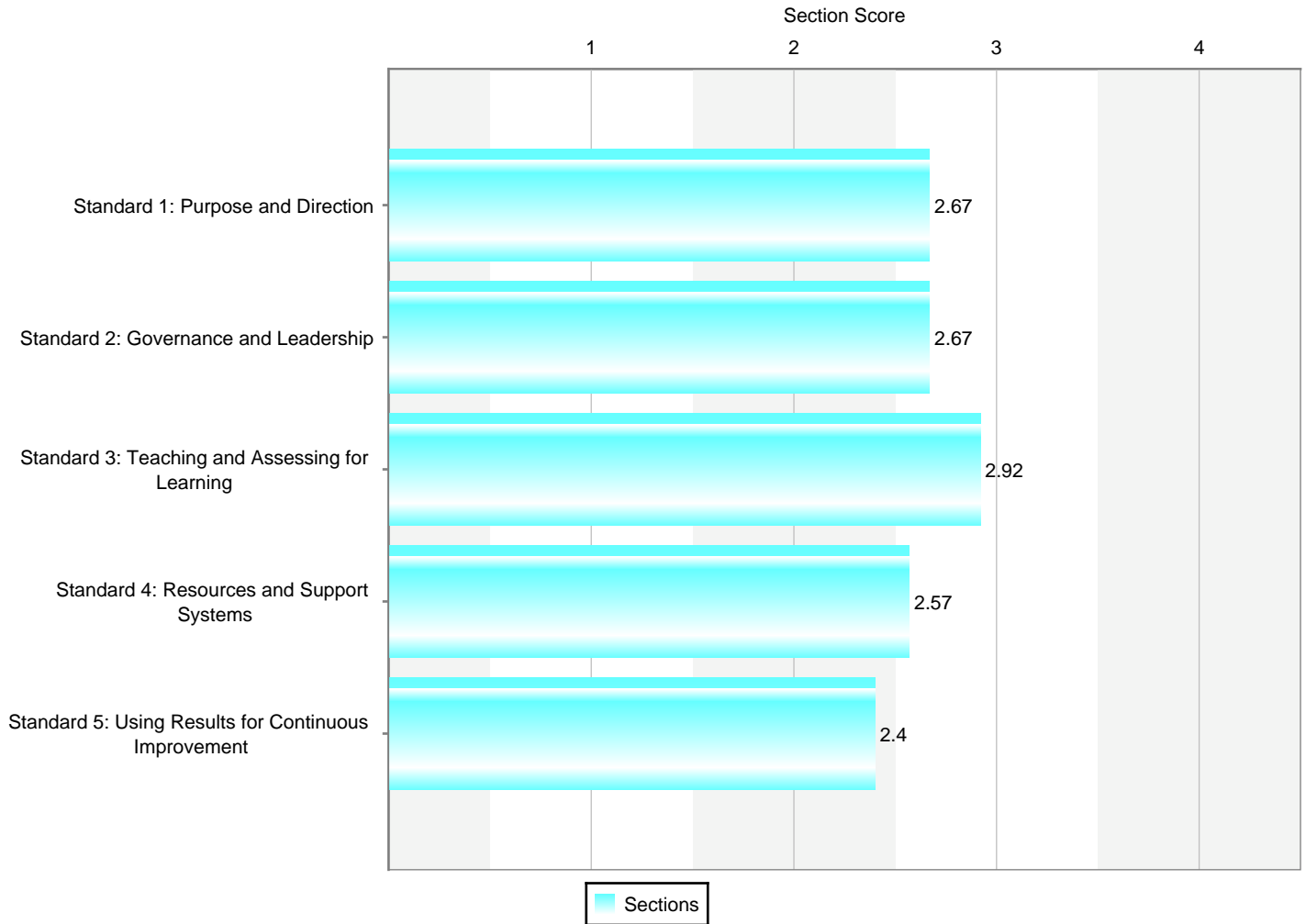
The results of the self-evaluation for Standard 5, Using Results for Continuous Improvement, yield an overall average of 2.38, suggesting there are improvements to be made in this area.

An area of strength in this area is in section 5.1: The system establishes and maintains a clearly defined and comprehensive student assessment system. The team scored 3s for the following sections: System and school personnel maintain and use a comprehensive assessment system that produces data from multiple assessment measures. Most assessments are proven reliable and bias free. The comprehensive assessment system is regularly evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning.

The weakest area noted is 5.3: Throughout the system professional and support staff are trained in the interpretation and use of data.

## Report Summary

### Scores By Section



# Stakeholder Feedback Diagnostic

## **Introduction**

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

### Stakeholder Feedback Data

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

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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



## **Areas of Notable Achievement**

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

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

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

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

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

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

## Areas in Need of Improvement

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

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

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

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

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

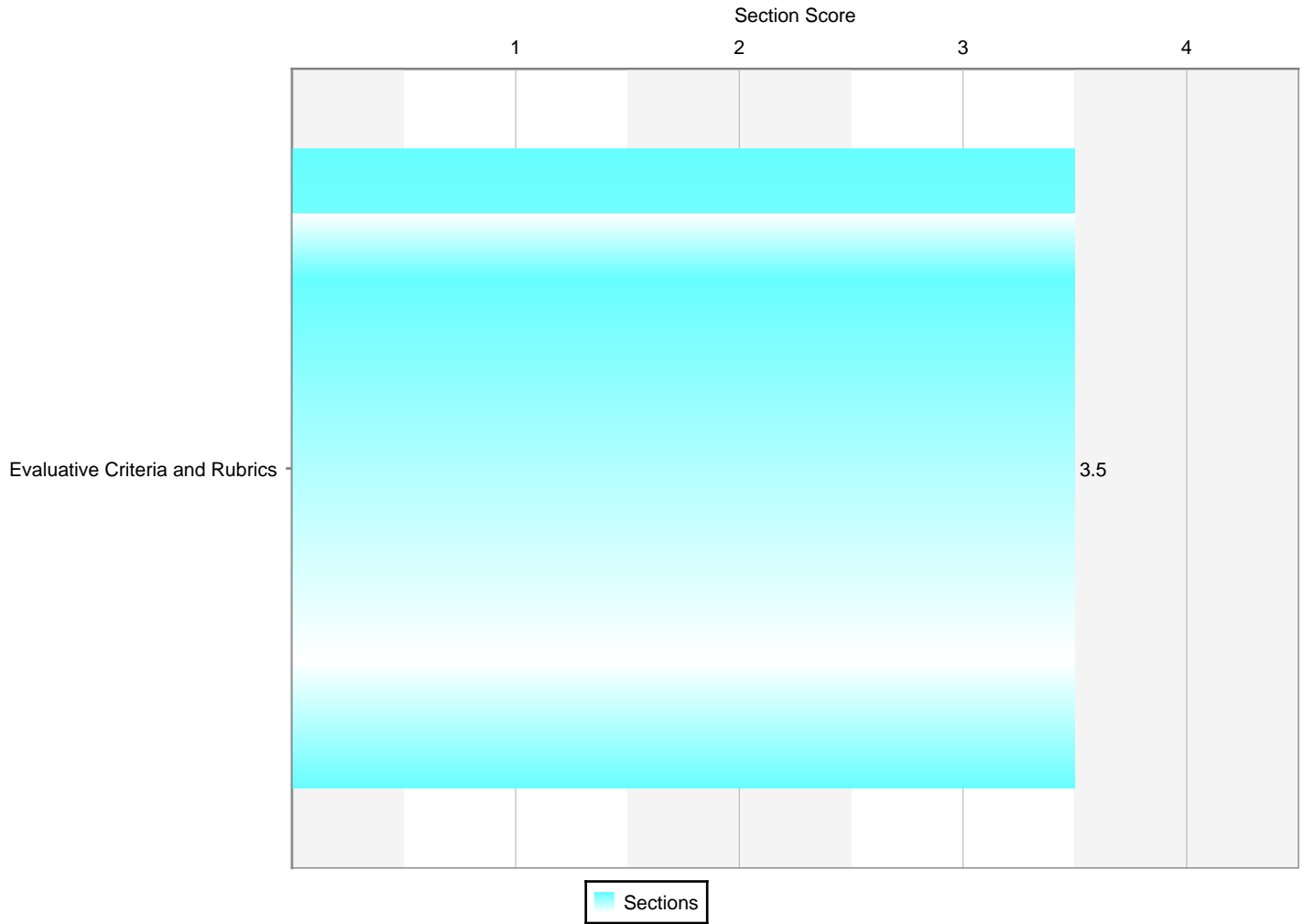
More funding is needed in order to improve the technological resources at Moulton Middle School.

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

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

## Report Summary

### Scores By Section



# Student Performance Diagnostic

## **Introduction**

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

### Student Performance Data

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

## Evaluative Criteria and Rubrics

Overall Rating: 2.75

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

## Areas of Notable Achievement

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

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

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

Aspire and Scantron reading tests show improvement.

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

Reading scores on ACT Aspire tests.

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

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

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

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

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

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



## Areas in Need of Improvement

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

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

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

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

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

Math showed the lowest performance.

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

Special Education Students

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

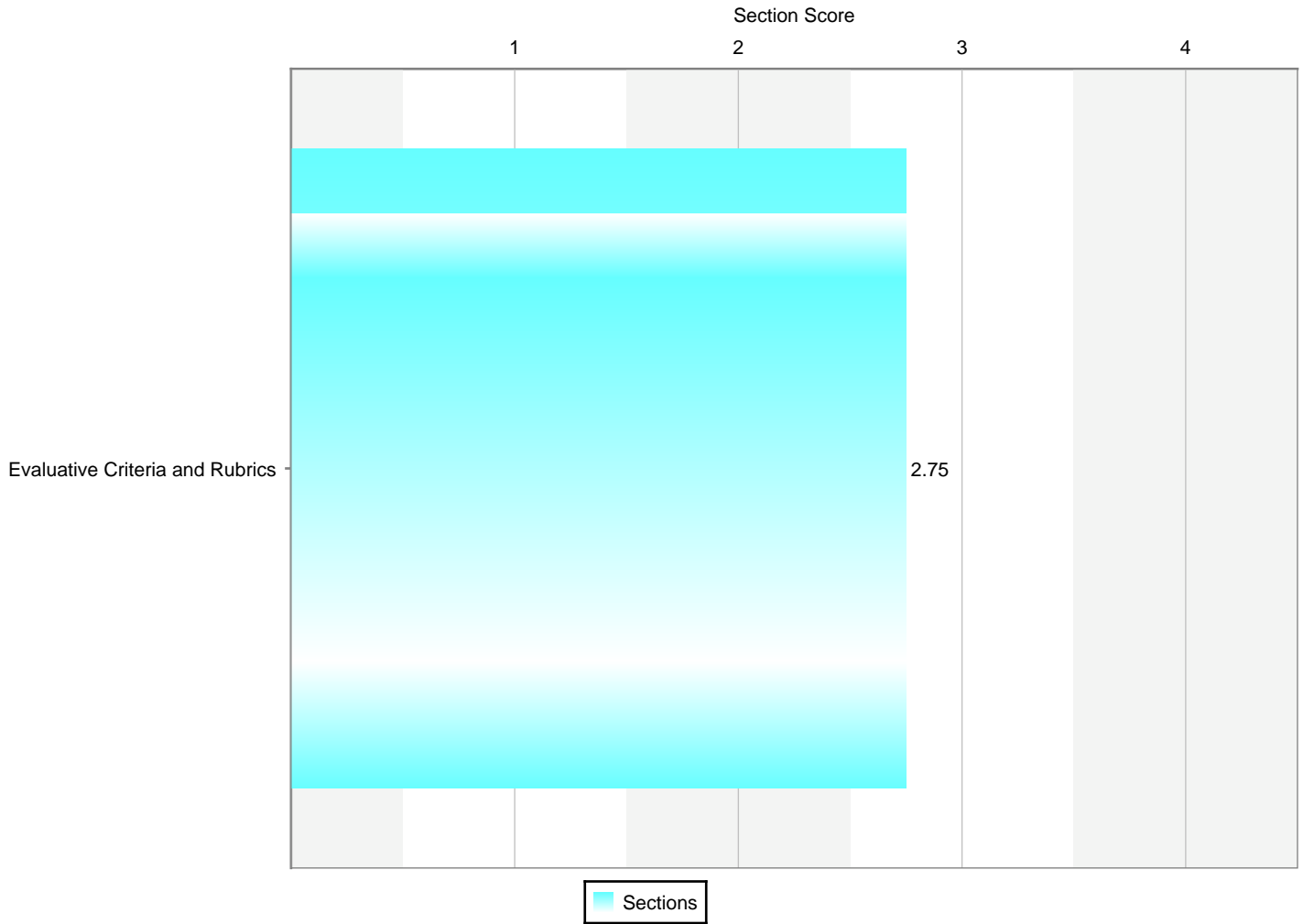
American Indian/Native Alaskans and special education students are showing an increasing gap in data scores.

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

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

## Report Summary

### Scores By Section



# AdvancED Assurances

## **Introduction**

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

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 Assurances for Accreditation.

**AdvancED Assurances**

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes	The schools and district have read the AdvancEd Accreditation policies and procedures outlined in the document and are in compliance with this process for the purpose of accreditation.	

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	Virtual Alabama School Safety System (VAS3) is funded by the State Homeland Security Grant Program and developed as a collaborative initiative between the Alabama Department of Homeland Security, State Department of Education, and Alabama Criminal Justice Information Center. The (VAS3) provides a secure web-based system where local schools, school systems, and Alabama Department of Education can maintain and access information that may both save critical time during emergency situations and provide ease of use for planning and management. The LEA provides safety plan policies and procedures.	

**Accreditation Report**

Moulton Middle School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	The Lawrence County Board of Education has an annual audit conducted by the State of Alabama Examiners of Public Accounts. This audit determines whether the financial statements present fairly the financial position and results of financial operations and whether the Board complies with applicable laws and regulations, including those applicable to its major federal financial assistance programs. This audit includes activities of the central office, activities of each local school, and a single audit for federal programs. McAleer software management system supports functions of the district.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes	Alabama's Continuous Improvement Plan (aCIP) is used by all schools to facilitate the learning process and is developed by a school team that is representative of the challenges being addressed with support from the LEA. The Title I template is used by all schools. The aCIP is designed to guide the school improvement effort of the schools and district. It is reviewed regularly and revised as needed in response to the progress on the identified goals and strategies. The final plan is signed by the superintendent and board approved. All improvement plans are located in ASSIST.	

# Plan for ACIP

## Overview

### Plan Name

Plan for ACIP

### Plan Description

ACIP 14-15



## Goals Summary

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

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

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

### Measurable Objective 1:

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

### Strategy 1:

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

Research Cited: Scantron, Classworks

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

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

### Strategy 2:

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

student handbooks

print materials

postage for mailers

websites and social media

open houses and show cases

Research Cited: ?

Activity - Student Handbooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

## Accreditation Report

Moulton Middle School

Student handbooks will encourage student organization and good conduct by including important dates, policies, rules and reference pages.	Academic Support Program	10/01/2014	08/10/2015	\$2800	Title I Schoolwide	Principal and school organizational committee members
---	--------------------------	------------	------------	--------	--------------------	---

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

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

### Strategy 3:

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

Research Cited: ?

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

## Goal 2: Students at Moulton Middle School will increase math proficiency.

### Measurable Objective 1:

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

## Accreditation Report

Moulton Middle School

### Strategy 1:

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

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

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

## Goal 3: Provide professional development for faculty

### Measurable Objective 1:

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

**Strategy 1:**

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

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

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

**Goal 4: Increase technology integration**

**Measurable Objective 1:**

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

**Strategy 1:**

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

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

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

**Accreditation Report**

Moulton Middle School

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

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Laying the Foundation	Seventh and Eighth grade math teachers attended Laying the Foundation training. This training provides academic support and training to ensure mathematical success.	Academic Support Program	06/01/2014	08/01/2014	\$0	Karen Free Pam Crumpton Tatia Young Andrea Ford
PD Sessions	Plan, attend, train, organize, and monitor staff professional development throughout the year.	Professional Learning	08/10/2014	08/10/2015	\$1717	Principal, Assistant Principal, Instructional Partner, LEA, district personnel, professional development committee
Student Handbooks	Student handbooks will encourage student organization and good conduct by including important dates, policies, rules and reference pages.	Academic Support Program	10/01/2014	08/10/2015	\$2800	Principal and school organizational committee members
Communication with Parents	Increase communication with parents and guardians through but not limited to social media, online presence, mailers, and other marketing techniques.	Parent Involvement	08/15/2014	08/10/2015	\$1293	Principal, Assistant Principal, Counselor, Instructional Partner, and classroom teachers.
District Scantron Training	Teachers were trained in the proper implementation of Scantron testing procedures including analyzing data.	Academic Support Program	08/27/2014	08/27/2014	\$400	Michele Carpenter Belinda Burch Sonya Kilpatrick

# Accreditation Report

Moulton Middle School

Technology Integration	Purchase and maintain technology including by not limited to Chromebooks, iPads, Tablets, desktop and laptop computers, projectors, mirroring devices, printers, ink, WiFi capabilities, and software.	Technology	04/07/2014	08/10/2015	\$3200	Principal, Assistant Principal, Instructional Partner, Technology Integration Specialist, Media Specialist, and Moulton Middle School teachers
Parental Involvement	Employ a parental involvement specialist to improve and maintain communication to parents, guardians and community members.	Parent Involvement	08/15/2014	08/10/2015	\$34032	Principal
Technology Integration	Purchase and maintain technology including by not limited to Chromebooks, iPads, Tablets, desktop and laptop computers, projectors, mirroring devices, printers, ink, WiFi capabilities, and software.	Technology	04/07/2014	08/10/2015	\$35833	Principal, Assistant Principal, Instructional Partner, Technology Integration Specialist, Media Specialist, and Moulton Middle School teachers
Instructional Software	Purchase various instructional software including but not limited to Renaissance, Classworks, and Discovery Education.	Technology	08/15/2014	08/15/2015	\$11623	Principal, Assistant Principal, Instructional Partner, Media Specialist
Project-Based Learning	Moulton Middle School trained eight teachers in the Buck Institute's Project-Based Learning summer session located at the LCBOE. These teachers provided turn around training county wide during teacher institute. Follow up training will be provided in October.	Academic Support Program	06/09/2014	10/27/2014	\$0	Stacie Givens Sonya Kilpatrick. Amy Sterling Whitney Glover Jon Johnson Jackie Parham Cassie Goodwin Paula Terry



# Accreditation Report

Moulton Middle School

Increase Classroom Instruction	increase classroom rigor and improve test scores by purchasing student and teacher classroom supplies including but not limited to online resources, print and consumable materials.	Academic Support Program	10/01/2014	08/10/2015	\$3383	Principal, Assistant Principal, Counselor, Instructional Partner, Media Specialist and classroom teachers.
Learning Walks	LEA, Principal, and Assistant Principal will conduct Instructional Rounds to provide instructional feedback.	Professional Learning	08/14/2014	05/22/2015	\$0	Stacie Givens Stanley Johnson Sonya Kilpatrick
Learning Walks	LEA, Principal, and Assistant Principal will conduct Instructional Rounds to provide instructional feedback.	Professional Learning	08/11/2014	05/22/2015	\$0	Stacie Givens Stanley Johnson Sonya Kilpatrick
<b>Total</b>					<b>\$94281</b>	