



ACIP

Danville Middle School

Morgan County Board of Education

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Danville, AL 35619

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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?

Danville Middle School is a Title I school, comprised of grades 5-8 and located in the rural community of Danville, Alabama. This year, we are serving 439 students (230 males & 209 females). The demographic breakdown of Danville Middle School students include a 91% white population, 3.2% Hispanic or Latino population, 2.73% Black or African American population, 2.73% American Indian population, and 0.2 % Asian population. The population of economically disadvantaged students in our school receiving free and reduced lunch priced meals is 52.60%.

The entire faculty at Danville Middle is highly qualified and includes 22 full time teachers, 3 part time teachers, 2 part time instructional coaches, 1 Librarian, 17 support personnel, a new administrator, and a new counselor. The demographic composition of the faculty and staff are as follows: 39 females and 8 males; 100% white.

Since Danville is such a rural area, it can be challenging because the area is weak in business stakeholders. Currently, there are only three local businesses in the community; most recently, the community lost its largest business. Since the community is small, it does not have a mayor, police department, or city council. Although Danville Middle School is located in a smaller area, the community members and local churches immensely support the school.

In the past year, Danville Middle School has undergone many changes. Due to retirements, we have a new administrator and 2 new teachers. There has also been a major change to the core academic curriculum as well as scheduling. New to Danville Middle School in 2014-2015, will be the modified block scheduling. State and school accountability has also been refined this year presenting new challenges to the teaching staff. However, despite the changes and challenges faced by Danville Middle School, test data indicates that our students are being prepared to meet the challenges of the future whether they are college or career bound.

A unique feature of Danville Middle School is the location. While we share a campus with Danville High School, we are also only 1.33 miles away from Danville-Neel Elementary. This close proximity of schools allows the administrators of each school the opportunity to have vertical team meetings in which they collaborate ideas and goals. This collaboration insures unity in our schools while we work toward a common goal and vision "Every child a graduate...Every graduate prepared to lead".

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.

Danville Middle School Mission: "Every Child a Graduate. Every Graduate Prepared to Lead."

Following the Morgan County Schools vision of "Tomorrow's Leaders, Lead Today," numerous leadership opportunities are presented to the students and teachers.

Our School MOTTO: Soaring to Success through Learning & Leading

Our core beliefs are:

1. All students can learn.
2. Every student is a leader.
3. Student learning is the chief priority for the school.
4. Students need to not only demonstrate their understanding of essential knowledge and skills, but also need to be actively involved in solving problems and producing quality work.
5. Students learn best when they are actively engaged in the learning process.
6. A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
7. Students' learning needs should be the primary focus of all decisions impacting the work of the school.
8. The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners.

Danville Middle School holds high expectations for everyone involved in the school. Within this school, one will see leaders of all ages. Academics are a top priority of Danville Middle School. Teachers utilize data provided by state assessments, formative assessments, surveys, Global Scholar, observations, and other assessment tools in order to drive the rigorous instruction in their classrooms. This data helps the teachers differentiate the instruction, so they meet the needs of all learners in their classrooms.

In order to teach successfully to the standards, teachers utilize technology. At Danville Middle School, the students and teachers have access to a mobile laptop lab, two mobile I-Pad labs, 72 Kindle Fires, Smart Boards, Mobi Interwrite tablets, document cameras, and clickers.

Communication is an important part of the Danville Middle School vision. Each student is assigned to an advisory teacher, and this teacher acts as a liaison between school and home. The school utilizes the School Messenger, an updated website, newsletters, and many other means to communicate effectively with the students and parents. This builds relationships among the teachers, students, and parents. The building of these relationships allows Danville Middle to achieve its ultimate goal of student success.

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.

In the past three years, Danville Middle School has improved in many areas of achievement. Academically we have consistently made AYP (Average Yearly Progress) in all areas. A focus on improving leadership among the students and teachers can be seen in the teacher leadership committees, and in the leadership opportunities in which the students are provided. The implementation of technology has been an improved area. Teachers and students can be seen utilizing these: 2 computer labs, 2 mobile iPad carts, 72 Kindle Fires, 1 mobile laptop computer lab, Mobi interwrite tablets, Clicker system, smart boards, document cameras, LCD projectors, websites, Google calendar/Docs, Moodle. Highly competitive extracurricular activities include sports, robotics, chorus, math team, and scholars bowl. For increased parent and community communication, we have found success using INOW, school/teacher websites, newsletters, parent conferences, family nights, Remind 101, School Messenger, parent phone calls, and e-mails.

There are always areas in which one can improve. Danville Middle School aspires to improve the rigorous instructional environment, data implementation, differentiated instruction, and standards based teaching. In the next three years, we will focus on proficiency in all core areas paying particular attention to the new math standards which will lead to greater depth of knowledge in mathematics for students AND teachers. Teachers will incorporate literacy comprehension strategies in social studies and science classes. Differentiated instruction, formative assessment and data meetings will be supported and encouraged as we move forward with standards based learning. We will broaden student leadership through the restructure of our advisory classes, modified block scheduling and implementing the 7 habits language with students. Our parents and community continue to be a key to our success. To increase their involvement, they will be asked to become a formal member of our goal setting exercises and program planning.

Additional Information

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

Danville Middle School teachers want their students to be successful in academics, leadership, and character. When decisions are made, they are based on what is best for the students.

Quarterly Vertical Team Meetings will allow Danville Neel Elementary School, Danville Middle School, and Danville High School to collaborate together to form unity in the schools and prepare every student for graduation, college or career bound.

Danville Middle School faculty are continually seeking ways to ensure student learning can occur at the highest level. Teachers care about students, often seen before and after school reviewing instructional strategies with individuals. New this year, students will have the opportunity to take a Hawk Pride class which is an enrichment and study skills class. Students will gain higher level thinking activities in our Talented and Gifted Classes.

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.

Teachers engage in grade level meetings to analyze data, discuss strengths and weaknesses, and plan strategies for addressing identified strengths and weaknesses. At least one representative from each grade level serves on the leadership team. The team reviews test scores, determining strengths and weaknesses to be included in our plan. The leadership team includes parents who meet with the team to discuss strategies and budgeting decisions, and provide input in all areas of the CIP focus. Meetings are scheduled at various times to accommodate all stakeholders.

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

Administrators, teachers, parents, and students are actively involved in the ongoing process of improvement planning. On a continual basis, these stakeholders review a wide range of school data to drive the decision-making process of the team.

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

The Continuous Improvement Plan (CIP) is posted on the school website and written copies are available in the school office, library, conference room and parent resource center.. All parents receive the Title I Parent Involvement plan at the beginning of the school year. The Title I teacher is available throughout the year to address needs and concerns of our stakeholders.

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 Data Document Survey Analysis Parent Survey Response Count Staff Survey Response Count Student Survey Response Count Demographic Parent Survey Response Count Fall Parent Survey 2013

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?

Based on results composed from the AdvancED stakeholder surveys, parents feel our school purpose statement is clearly focused on student success. Our school provides students with access to a variety of information resources to support their learning. It is a comfort to parents to know our school provides a safe learning environment.

AdvancEd student surveys indicate the school prepares students for success in the next school year. Students feel that the principal and teachers have high expectations of them.

Surveys completed by our staff indicate our school purpose statement is clearly focused on student success and our school leaders hold all staff members accountable for student learning. Our school purpose statement is supported by the policies and practices adopted by the school board or governing body; it also has a continuous improvement process based on data, goals, actions and measures for growth.

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

Parents continue to feel encouraged to be involved in their child's education. They feel more confident with the purpose and direction of the school's mission, which is to create a nurturing learning environment where each student is a valued individual who is highly motivated to meet present and future challenges.

The trend continues that students feel the school prepares them for success and has high expectations for student learning.

The trend for staff continues to show teachers feel supported by the school leadership and central office. Accountability for student learning is clearly focused on student success. It is a continuous improvement process based on data, goals, actions, and measures of growth to ensure high expectations for all students.

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

We only completed the AdvancED surveys this year, but looked at last year's online SurveyMonkey and the Title I Spring parent survey to identify a trend for stakeholder's satisfaction or approval. All surveys completed showed consistent findings.

Areas in Need of Improvement

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

Parents feel their child's teachers do not keep them informed regularly of how their child is being graded or how to understand their child's progress. Meeting each individual child's learning needs by individualizing instruction is viewed as a low level of satisfaction.

Respect is a low level of satisfaction or approval. Students feel that their peers do not help or treat each other, teachers, or property with respect.

Staff surveys show our school staff members do not feel peer coaching with teachers is a high level of satisfaction or approval. All staff members do not use data to address each individual child's learning needs and do not keep parents informed regularly of how their child's learning progress.

6.8% of teachers feel supported, to a large degree, by parents and 63.2% feel somewhat supported by parents.

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

We have made great strides in communicating with parents, but there is still room for improvement. The trend shows we still have parents who feel the school does not keep them informed about the child's academic progress, achievements, and successes.

What are the implications for these stakeholder perceptions?

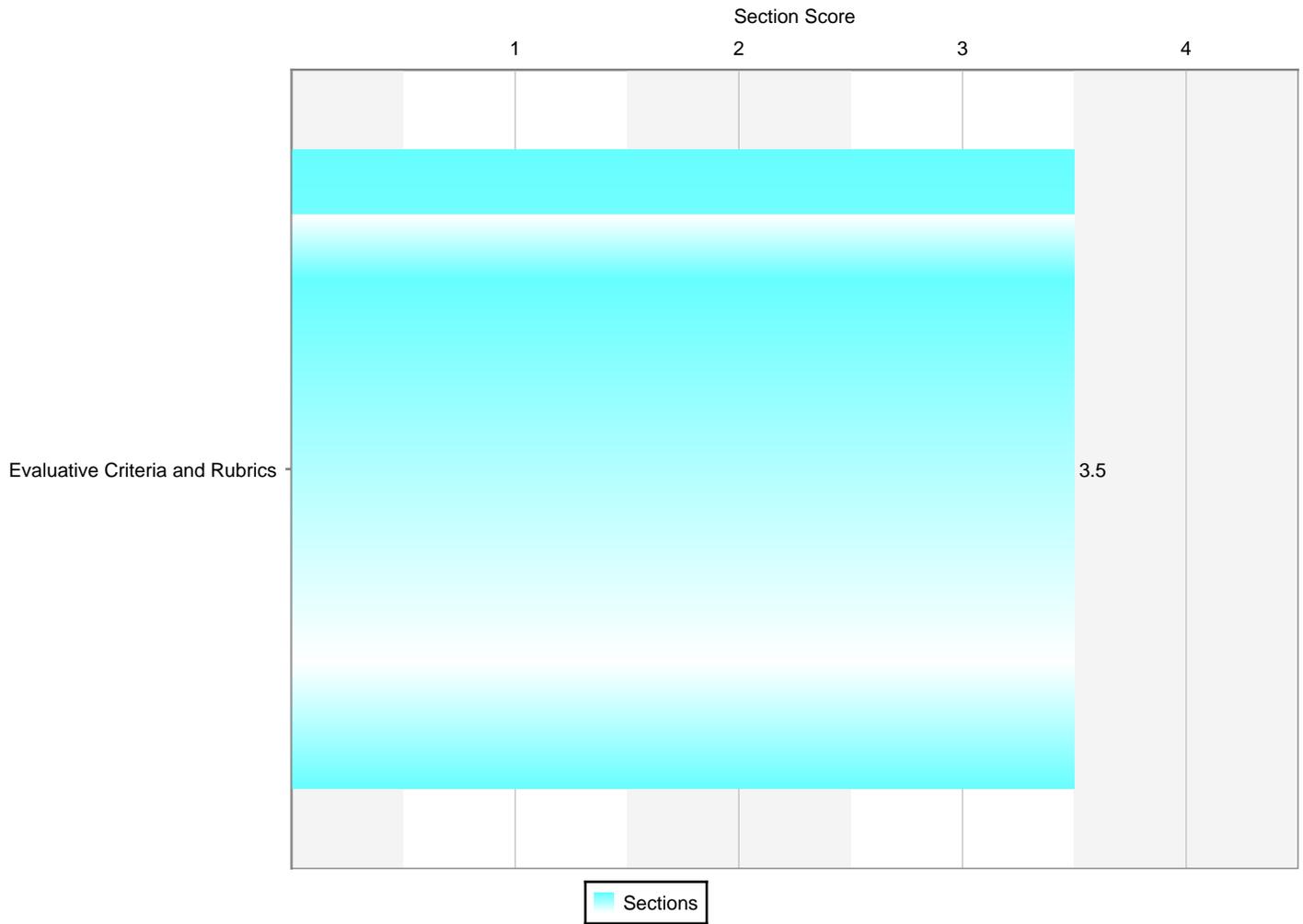
We have established a procedure to restructure the school advisory classes to work on a stronger parent-school partnership. Each teacher makes a monthly parent contact to share academic progress, achievements, and successes which is documented by a monthly phone log turned in to the principal. Teachers will use the school website, Remind101, emails, and phone calls. The principal will be utilizing school messenger and Title I Parent meetings to educate parents about the INow home portal, which will allow them access to reports of their child's learning.

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

We only completed the AdvancED surveys this year, but looked at last year's online parent SurveyMonkey and the Title I Spring survey to identify a trend for stakeholder's satisfaction or approval. All surveys completed showed consistent findings.

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		Alabama Reading, Mathematics, & Science Summary Report 2012-2014 Explore Data Analysis 2011-2014 Explore Profile Summary Report 2011-2014 DMS Longitudinal Study DMS Science Longitudinal Study

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

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

Areas of Notable Achievement

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

"Use strategies to comprehend functional and textual/ informational materials" in Reading was above the expected levels of performance. In the past this was our weakest area.

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

In Reading, "Use strategies to comprehend functional and textual/ informational materials" showed a positive trend in all grade levels. While in Math, the positive trend was in Geometry. In Science, 5th grade students continuously score well on "Earth and Space Science Standards". In 7th grade, students continue to score well in "Characteristics common to living things Physical Science Standards".

Which area(s) indicate the overall highest performance?

Data shows our highest overall performance to be in reading, specifically in the following content standard: Use Strategies to Comprehend Functional and Textual/ Informational Materials.

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

Current subgroup data is not available. SDE reports no longer exist.

Between which subgroups is the achievement gap closing?

Current subgroup data is not available. SDE reports no longer exist.

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

In Reading, "Use strategies to comprehend non-fiction/Informational materials" was consistently the overall highest area of achievement when analyzing data from ARMT and Global Scholar. 2014 ASPIRE data is currently not available.

In Math, "Geometry" was consistently the overall highest area of achievement when analyzing data from ARMT and Global Scholar. 2014 ASPIRE data is currently not available.

In Science, there are no other data sources available.

Areas in Need of Improvement

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

"Recognizing literary elements and devices from various text formats" and "Use strategies to comprehend literary/ recreational materials" in Reading was our overall lowest area. In the past, this was one of our highest areas.

Math scores do not reflect an improvement, specifically in "Data Analysis and Probability."

In Science, "Identify Mendel's laws of genetics" was significantly lower than the past two years.

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

Data shows an overall decline in math performance in the area of "Data Analysis and Probability" in all grade levels.

Which area(s) indicate the overall lowest performance?

Math is our lowest overall area of performance. ARMT scores show "Data Analysis and Probability" as our lowest area of content standards mean percent correct scores.

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

Current subgroup data is not available. SDE reports no longer exist.

Between which subgroups is the achievement gap becoming greater?

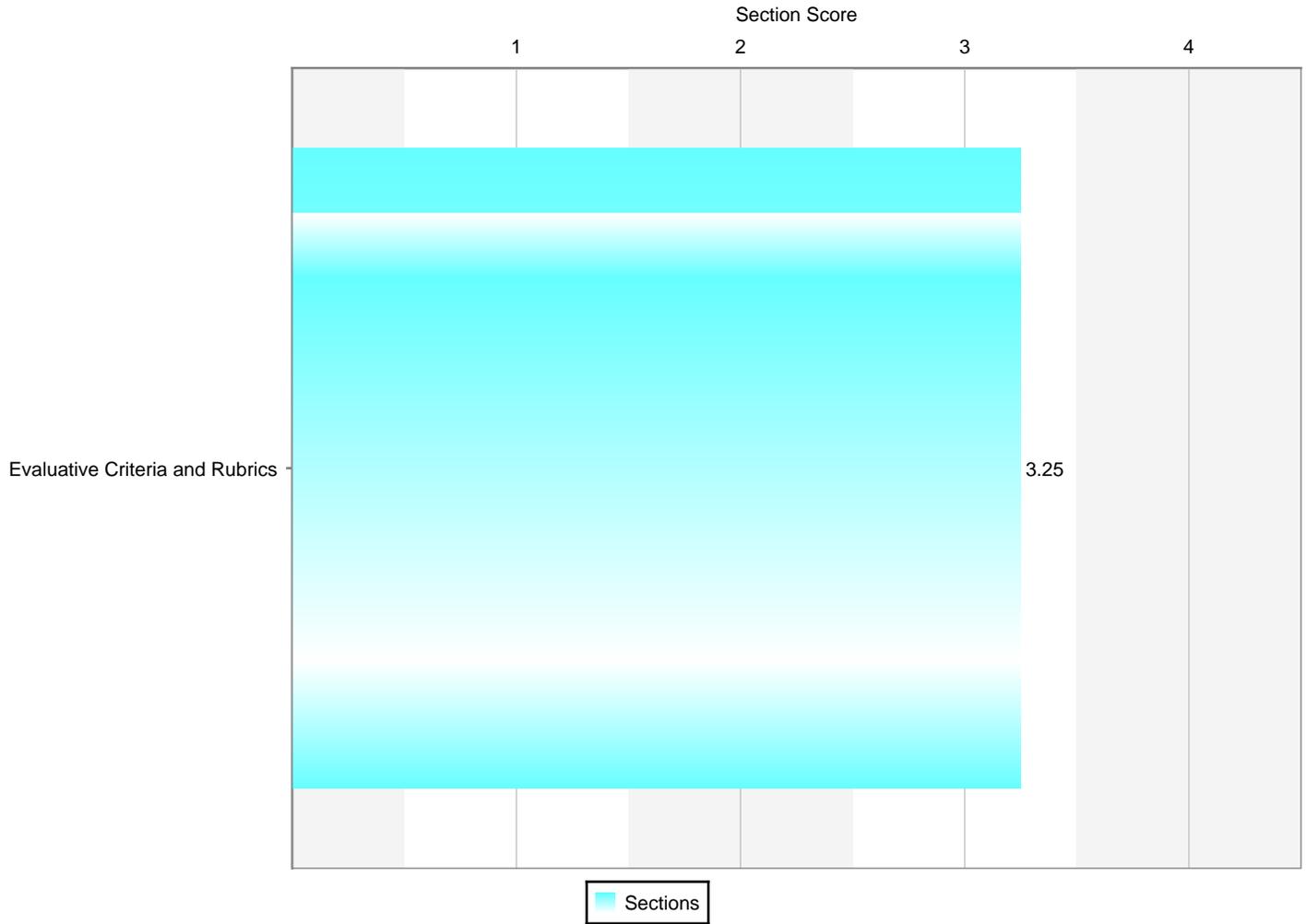
Current subgroup data is not available. SDE report no longer includes this information.

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

"Data Analysis and Probability" was consistently the overall lowest area of achievement when analyzing data from ARMT and Global Scholar. 2014 ASPIRE data is currently not available.

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		DMS Leadership Team 2014-2015

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		Principal's Signature

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	Kellie Tanner Principal 5933 Hwy. 36 W Danville, AL 35619 256-773-7723	Principal's Signature

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		Title I Parent Involvement Plan

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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		2014-2015 Parent Compact

2014-15 DMS Goals and Plans

Overview

Plan Name

2014-15 DMS Goals and Plans

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	All students at Danville Middle School will achieve academic growth in Mathematics.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0
2	All students at Danville Middle School will achieve academic growth in reading	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$2500
3	All students at Danville Middle School will achieve growth as leaders.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$0

Goal 1: All students at Danville Middle School will achieve academic growth in Mathematics.

Measurable Objective 1:

100% of All Students will complete a portfolio or performance growth in Mathematics by 05/22/2015 as measured by STI Achievement end of year benchmark assessments.

Strategy 1:

Formative Assessment to Guide Standards Based Instruction -

Using Formative Assessments to Guide Standards based Instruction - Teachers will administer the STI Baseline and End-of-Year Benchmark Assessment, along with two STI Formative Assessments.

Research Cited: Research suggests that teachers' skill with formative assessment is a key factor for improving student learning in mathematics (Black & Wiliam, 1998; Wiliam, 2007). In their extensive review of the literature on formative assessment, Black and Wiliam (1998) found substantial evidence linking formative assessment with higher student achievement, with typical effect sizes ranging from an impressive 0.4 to 0.7. Across these studies, formative assessment was shown to be particularly beneficial for low-performing students, which suggests that increasing teachers' capacity for formative assessment has promise for closing the achievement gap. (OGAP was developed by the Vermont Mathematics Partnership funded by the US Department of Education (Award Number S366A020002) and the National Science Foundation (Award Number EHR-0227057))

Activity - Administer STI Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STI Achievement will be administered four times during the 2014 - 2015 school year. These assessments are based upon pacing guides as developed by Morgan County teachers, aligned with CCRS standards.	Academic Support Program	08/13/2014	05/22/2015	\$0	General Fund	District Directors, Principal or designee, Instructional Coaches, Classroom teachers
Activity - Analysis of STI Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Danville Middle School will conduct data meetings after the administration of each STI Formative Assessment to analyze student performance data. These meetings will be led by the school principal, supported by the instructional coaches and STI Achievement personnel.	Academic Support Program	08/13/2014	05/22/2015	\$0	General Fund	Principal, Teachers, Instructional Coaches, and STI Achievement personnel

Strategy 2:

Focused Instruction on special populations - Special education students will be taught and assessed based upon their current individual math performance goal. Instruction will be focused in order to address these specific, individual needs.

Research Cited: Research Cited: .OGAP is a professional development intervention that trains teachers to use single or multiple math items of high cognitive demand to gather information on student thinking and then analyze that information using frameworks based on research on student thinking in mathematics (Bell, Greer, Grimison et Mangan, 1989; Harel, Behr, Post, & Lesh, 1994; Kouba, 1989; Kouba & Franklin, 1995). This analysis is then intended to guide instruction (Black & Wiliam, 1998; Popham, 2006). OGAP is currently being implemented in elementary schools and middle schools in grades 3-8 in several sites in three core mathematical ideas: (1) multiplicative reasoning; (2) fractions; and (3) proportionality.

Activity - Voyager Math/Edmentum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide focused instruction, utilizing the Voyager Math / Edmentum program for reinforcement of standard based skill deficits.	Academic Support Program	08/13/2014	05/22/2015	\$0	General Fund	Superintendent, Director of Secondary Education, Director of Elementary Education, Director of Special Education, Director of Assessment and Accountability, Principals, Instructional coaches, Teachers
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Professional development and job embedded training as a follow up to OGAP professional development and CCRS standards. Professional development will also be offered through the MCS Instructional Coaches.	Professional Learning	08/13/2014	05/22/2015	\$0	Title II Part A	Superintendent, Director of Secondary Ed, Director of Elementary Ed, Director of Sp Ed, Director of Federal Programs, Director of HR, Director of Assessment, Director of Federal Programs, Principals, Instructional Coaches, Teachers
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Goal 2: All students at Danville Middle School will achieve academic growth in reading

Measurable Objective 1:

100% of All Students will complete a portfolio or performance growth in Reading by 05/22/2015 as measured by STI Achievement end-of-year benchmark assessments.

Strategy 1:

Use formative assessment to guide standards based instruction - Teachers will administer the STI Baseline and end-of-year Benchmark Assessment, along with two STI Formative Assessments.

Research Cited: Black and Wiliam (1998) published an analysis of research that has become a seminal work on formative assessment. They note that formative assessment consists of the varied daily interactions between students and teachers that provide feedback to be used by the teacher to differentiate instruction and by students to enhance their learning experiences. Shepard (2005) suggests that formative assessment is a collaborative process in which teacher and student negotiate how to improve learning.

Activity - Administer STI Achievement Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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STI Achievement will be administered four times during the 2014-15 school year. These assessments are based upon pacing guides, as developed by Morgan County teachers, aligned with CCRS standards.	Academic Support Program	08/13/2014	05/22/2015	\$0	General Fund	Superintendent, Director of Secondary Ed, Director of Elementary Ed, Teachers, Principal, Instructional Coaches
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Activity - Analysis of STI Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Danville Middle School will conduct data meetings after the administration of each STI Achievement Assessment to analyze student growth. These meetings will be led by the principal, supported by instructional coaches and STI Achievement personnel.	Academic Support Program	08/13/2014	05/22/2015	\$2500	Title I Part A	Director of Secondary Ed, Directory of Elementary Ed, Principal, Teachers, Instructional Coaches, STI personnel

Strategy 2:

Focused Instruction on special populations - Special Education students will be taught and assessed based upon their current, individual, reading goals. Instruction will be focused in order to address these specific, individual needs.

Research Cited: Black and Wiliam (1998) published an analysis of research that has become a seminal work on formative assessment. They note that formative assessment consists of the varied daily interactions between students and teachers that provide feedback to be used by the teacher to differentiate instruction and by students to enhance their learning experiences. Shepard (2005) suggests that formative assessment is a collaborative process in which teacher and student negotiate how to improve learning.

Activity - Voyager Reading/Admentum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide focused instruction utilizing the Voyager/Edmentum program for reinforcement of standards based skill deficits.	Academic Support Program	08/13/2014	05/22/2015	\$0	General Fund	Superintendent, Director of Secondary Ed, Director of Elementary Ed, Director of Special Ed, Director of Assessment and Accountability, Principals, Instructional Coaches, Teachers.

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Danville Middle School

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development and job embedded training through ARI Regional and MCS Instructional Coaches.	Professional Learning	08/13/2014	05/22/2015	\$0	Title II Part A	Superintendent, Director of Secondary Ed, Director of Elementary Ed, Director of Special Ed, Director of Assessment and Accountability, Directory of Federal Programs, ARI Regional staff, Principals, Instructional Coaches, Teachers

Strategy 3:

Focused Instruction on EL populations - English Learner students will receive core instruction from the regular classroom teacher and intervention as needed from the ESL teacher with a concentration on SDAIE strategies.

Research Cited: Kinney

Activity - WIDA standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers of EL students will provide instruction using the WIDA standards.	Academic Support Program	08/13/2014	05/22/2015	\$0	No Funding Required	Superintendent, Director of Secondary Ed, Director of Elementary Ed, Director of Federal Programs, Principals, Classroom Teachers, ESL teachers

Goal 3: All students at Danville Middle School will achieve growth as leaders.

Measurable Objective 1:

demonstrate a behavior of leadership by 07/31/2015 as measured by 15% less behavioral referrals to the office..

Strategy 1:

Mentoring/Advisory - All advisory teachers will call / contact parents of every student assigned to their Advisory class. This contact will be monthly. Call logs will be submitted to the school principal and principals will check for compliance

Research Cited: Research Cited: Balfanz, R., & Legters, N. (2004). Locating the dropout crisis. XXX, NY: Center for Research on the Education of Students Placed At Risk, Johns

Hopkins University. Swanson, C. B. (2008). Cities in crisis: A special analytic report on high school graduation. Bethesda, MD: Editorial Projects in Education Research Center. & Melinda Gates Foundation, The Silent Epidemic - Perspectives of High School Dropouts,

Activity - Call Logs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Documentation of contact with parents of every student will be provided by each advisory teacher and submitted to principal monthly.	Academic Support Program	08/13/2014	05/22/2015	\$0	No Funding Required	Superintendent, Principal, Advisory teachers and parents

Activity - Daily Scheduled Advisory times	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each day, every advisory teacher will schedule specific, intentional, individual mentoring time in order to establish a more positive, personal, and professional relationship with each student.	Behavioral Support Program	08/13/2014	05/22/2015	\$0	No Funding Required	Superintendent, Principal, Advisory teachers and students

Strategy 2:

High Schools That Work/Making Middle Grades Work - Middle and high schools will attend SREB's HSTW / MMGW Annual Summer Conference to improve instructional strategies, explore new initiatives in educations and sustain the implementation of CCRS.

Research Cited: Educational Testing Service finds HSTW Assessment results to be strongly correlated to state assessments and college admissions tests. In 2009, Educational Testing Service conducted a concurrent validity study of the HSTW Assessment, comparing assessment scores for more than 2,500 students in six states and 52 high schools with students' high school grade point averages (GPAs), state test results and college admissions tests results. Results of this study show that the HSTW Assessment subject tests are strongly correlated to most state tests and also are correlated with admissions tests such as the SAT and ACT. These results indicate that the HSTW Assessment provides valid and useful student achievement data, along with student and teacher survey information about school and

classroom practices.

(Young, John W., and Fred Cline. Center for Validity Research, Educational Testing Service, 2009.)

Activity - Summer conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and teachers representing high schools and middle schools will attend sessions and provide turn around training to their local faculty and staff. Schools: West Morgan High School, Falkville High School, Priceville Junior High School, West Morgan Middle School, Union Hill School, Priceville High School, Eva School, Danville High School, Danville Middle School, Lacey's Spring Elementary School, John J. Sparkman School, A. P. Brewer High School, Cotaco Elementary School	Professional Learning	08/13/2014	07/31/2015	\$0	Title I Part A	Superintendent, Principal, Leadership Team

Strategy 3:

Learning Earnings - Learning Earnings - Consistently reward students for appropriate behavior and achievement

Research Cited: Research Cited: Dillard

Activity - Digital behavior management account	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assign points for desired behaviors in the classroom. Points will be automatically distributed through INOW for attendance, positive behavior, and other desired behavior as assigned through the STI program. Students will accumulate points to purchase tangible and non-tangible rewards as determined by the school.	Behavioral Support Program	08/25/2014	05/22/2015	\$0	State Funds	Superintendent, Principal and Learning Earnings Professional learning team

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Analysis of STI Formative Assessments	Danville Middle School will conduct data meetings after the administration of each STI Achievement Assessment to analyze student growth. These meetings will be led by the principal, supported by instructional coaches and STI Achievement personnel.	Academic Support Program	08/13/2014	05/22/2015	\$2500	Director of Secondary Ed, Directory of Elementary Ed, Principal, Teachers, Instructional Coaches, STI personnel
Summer conference	Administrators and teachers representing high schools and middle schools will attend sessions and provide turn around training to their local school faculty and staff. Schools: West Morgan High School, Falkville High School, Priceville Junior High School, West Morgan Middle School, Union Hill School, Priceville High School, Eva School, Danville High School, Danville Middle School, Lacey's Spring Elementary School, John J. Sparkman School, A. P. Brewer High School, Cotaco Elementary School	Professional Learning	08/13/2014	07/31/2015	\$0	Superintendent, Principal, Leadership Team
Total					\$2500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Call Logs	Documentation of contact with parents of every student will be provided by each advisory teacher and submitted to principal monthly.	Academic Support Program	08/13/2014	05/22/2015	\$0	Superintendent, Principal, Advisory teachers and parents
Daily Scheduled Advisory times	Each day, every advisory teacher will schedule specific, intentional, individual mentoring time in order to establish a more positive, personal, and professional relationship with each student.	Behavioral Support Program	08/13/2014	05/22/2015	\$0	Superintendent, Principal, Advisory teachers and students

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WIDA standards	All teachers of EL students will provide instruction using the WIDA standards.	Academic Support Program	08/13/2014	05/22/2015	\$0	Superintendent, Director of Secondary Ed, Director of Elementary Ed, Director of Federal Programs, Principals, Classroom Teachers, ESL teachers
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Administer STI Achievement Assessments	STI Achievement will be administered four times during the 2014-15 school year. These assessments are based upon pacing guides, as developed by Morgan County teachers, aligned with CCRS standards.	Academic Support Program	08/13/2014	05/22/2015	\$0	Superintendent, Director of Secondary Ed, Director of Elementary Ed, Teachers, Principal, Instructional Coaches
Analysis of STI Formative Assessments	Danville Middle School will conduct data meetings after the administration of each STI Formative Assessment to analyze student performance data. These meetings will be led by the school principal, supported by the instructional coaches and STI Achievement personnel.	Academic Support Program	08/13/2014	05/22/2015	\$0	Principal, Teachers, Instructional Coaches, and STI Achievement personnel
Voyager Reading/Admentum	Teachers will provide focused instruction utilizing the Voyager/Edmentum program for reinforcement of standards based skill deficits.	Academic Support Program	08/13/2014	05/22/2015	\$0	Superintendent, Director of Secondary Ed, Director of Elementary Ed, Director of Special Ed, Director of Assessment and Accountability, Principals, Instructional Coaches, Teachers.

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Voyager Math/Edmentum	Teachers will provide focused instruction, utilizing the Voyager Math / Edmentum program for reinforcement of standard based skill deficits.	Academic Support Program	08/13/2014	05/22/2015	\$0	Superintendent, Director of Secondary Education, Director of Elementary Education, Director of Special Education, Director of Assessment and Accountability, Principals, Instructional coaches, Teachers
Administer STI Assessment	STI Achievement will be administered four times during the 2014 - 2015 school year. These assessments are based upon pacing guides as developed by Morgan County teachers, aligned with CCRS standards.	Academic Support Program	08/13/2014	05/22/2015	\$0	District Directors, Principal or designee, Instructional Coaches, Classroom teachers
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital behavior management account	Teachers will assign points for desired behaviors in the classroom. Points will be automatically distributed through INOW for attendance, positive behavior, and other desired behavior as assigned through the STI program. Students will accumulate points to purchase tangible and non-tangible rewards as determined by the school.	Behavioral Support Program	08/25/2014	05/22/2015	\$0	Superintendent, Principal and Learning Earnings Professional learning team
Total					\$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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ACIP

Danville Middle School

Professional Development	Professional Development and job embedded training through ARI Regional and MCS Instructional Coaches.	Professional Learning	08/13/2014	05/22/2015	\$0	Superintendent, Director of Secondary Ed, Director of Elementary Ed, Director of Special Ed, Director of Assessment and Accountability, Directory of Federal Programs, ARI Regional staff, Principals, Instructional Coaches, Teachers
Professional Development	Professional development and job embedded training as a follow up to OGAP professional development and CCRS standards. Professional development will also be offered through the MCS Instructional Coaches.	Professional Learning	08/13/2014	05/22/2015	\$0	Superintendent, Director of Secondary Ed, Director of Elementary Ed, Director of Sp Ed, Director of Federal Programs, Director of HR, Director of Assessment, Director of Federal Programs, Principals, Instructional Coaches, Teachers
Total					\$0	

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.

Danville Middle School will continue to host a Title I/Open House/Orientation in which parents will be informed about the school's participation in Title I and Title I requirements, including the 1% set-aside, and right of parents involved. During this meeting, the Title I teacher will pass out informational Title I pamphlets and explain and answer questions about Title I while presenting the "Annual Title I Parent Meeting" slideshow that discusses how all parents at DMS have the right to be involved and will be included in the spending of the Parent Involvement set aside amount.

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.

At the first orientation, a parent meeting will be held. Information will be presented about the Title I program, the curriculum, and assessment used. Four parent involvement meetings will be held during the year, one during each grading period. Surveys given at these meetings will allow parents to choose meeting times and to request information on various topics. In between these times, parental involvement activities will be held in differing ways to accommodate the needs of parents, teachers, and administrators. The school uses allocated funds to provided a parent center that includes books and pamphlets for academic and social success. All correspondence is available in English and Spanish. Parents are encouraged to visit, read, and incorporate this information in their child's education. We have parents on our CIP Leadership team who are invited to all meetings to give their input on important decisions concerning goals, plans, and buget.

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.

Danville Middle School parents are informed of school meetings and parental activities through newsletters, notes, emails, Remind 101, school messenger, and school website two weeks prior to meetings. For the parents of EL students, these notices are provided in a language they can understand. During orientation and parent conference days, parents are informed of local, state, and federal policies regarding their child's education. Parents receive an overview of the state academic content standards, academic achievement standards, assessments, and academic timelines for instruction. In addition, an explanation is given regarding Title I and ways parents can be involved in their child's education. Parents are encouraged to contact their child's teachers to discuss any questions about their child's education and teachers are available to confer with parents before school, during school, and after school.

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).

A School-Parent Compact is developed by the school's Leadership Team. At least one representative from each grade level serves on the Leadership Team. The Leadership Team includes parents who meet with the team to discuss strategies and budgeting decisions. The School-Parent Compact is sent home at the beginning of the school year and must be signed by the parent, student, teacher, and principal. Compacts are in a language that the parents can understand. This compact outlines the shared responsibilities of the teachers, principal, parents, and students in improving student academic achievement. The signed compact is kept on file, reviewed at annual meetings, and updated as necessary. These compacts are also used during parent-teacher conferences.

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

Throughout the school year, Danville Middle School will meet with its Leadership team to review, evaluate, and revise its Continuous Improvement Plan. Parents who are dissatisfied with the School Parent Involvement Plan can contact the school or submit their comments in writing to the school. Every effort is made to resolve the issues of concern with meaningful collaboration and discussion with all parties. Those issues not resolved will then be sent to Federal Programs Coordinator then to Superintendent then to Alabama State Dept. of Education until they are satisfied.

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)

Danville Middle School faculty will continue to the practice of hosting orientation meetings with parents and students at the beginning of each school year. During orientation and parent conference days, parents will be informed of local, state, and federal policies regarding their child's education. Parents receive an overview of the state academic content standards, academic achievement standards, assessments, and academic timelines for instruction. The computer lab is open during this time so parents can learn how to log onto INOW to check their child's grades and progress. In addition, an explanation is given regarding Title I and ways parents can be involved in their child's education. During the orientation, parents will be given the opportunity to meet their child's teachers and learn about individual class assessments and what the parent's role will be in helping their child succeed.

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)

Danville Middle School will provide parents numerous opportunities to participate in their child's education. During the first nine weeks of school, a parental involvement meeting will be held. The purpose of this meeting will be to instruct and assist parents in accessing the INOW network on which they can stay informed about their child's grades. Accelerated Reader Home Connect will also be explained during this meeting which will take place in the school's computer lab. Other meetings and workshops will be held during the school year. One meeting will take place each nine weeks grading period. These meetings will include technology/reading night, math night, science night, and social studies night.

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)

Danville Middle School does value the contributions of parents in their child's education. School personnel will be provided in-service opportunities, faculty meetings, and grade level meetings to help emphasize the importance of parental involvement. School-Parent Compacts will be read and signed at the beginning of each school year to further ensure the "team" concept for educating their child. Parent meetings throughout the year will give parents and teachers an opportunity to work side-by-side to celebrate student successes. Teachers will keep parents informed through school website, nine weeks progress reports, report cards, school newsletters, school messenger, Remind 101, and emails. Parents will be encouraged to stay in contact with their child's teacher to discuss any questions or concerns through their child's Advisory teacher. Teachers will be available to confer with parents before school, during school, and after school

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)

Danville Middle School coordinates its parental involvement program for all parents, which includes parents of our EL population and special education. All buildings at DMS is handicapped accessible. Danville Middle School has an onsite EL teacher who works with our EL students and provides one-on-one instruction when needed. Morgan County employs an interpreter who is available to assist in translations during meetings, if needed. Transact and ELSA, the mobile and land line translating service, is also available when needed. DMS also provides a parent center that includes books and pamphlets for academic and social success. All correspondence is available in the native language when needed.

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)

Danville Middle School parents are informed of school meetings and parental activities through newsletters and notes that are sent or mailed home, well as Remind 101, school website, and school messenger. For the parents of EL students, these notices are provided in a language they can understand. Transact and ELSA, the mobile and land line translating service, is also available to help communicate with EL parents when needed.

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)

Danville Middle School makes every effort to work with parents on whatever concerns or issues arise related to their involvement in their child's education. Danville Middle School endeavors to provide timely assistance to a parent's request. We also use information from our fall surveys to assist in making decisions as how to best accommodate parents and provide them with appropriate information on topics of interest to them. These surveys drive our activities, meeting dates, meeting times, and input on plans and compacts. Parent concerns are addressed in person, by phone, or by email. Morgan County does employ an interpreter who is available to assist in translations during meetings, if it is needed.

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.

Danville Middle School has a few Spanish speaking students. All parent notifications are sent to the parents of these students in Spanish. The Morgan County School system employs a bilingual teacher who is available to assist in verbal communication with these parents. Currently, Danville Middle School has no migrant students. The campus is handicapped-accessible, and every effort is made to accommodate parents and students with disabilities. All parents are invited to be a part of their child's education and have equal access to the same free appropriate public education provided to other children.

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?

Teachers engage in grade level meetings to analyze survey results and data, discuss strengths and weaknesses, and plan strategies for addressing weaknesses. At least one representative from each grade level serves on the school's leadership team. The leadership team reviews test scores, determining areas of notable achievement and areas that need improvement. The leadership team includes parents who meet with faculty members of the team to discuss strategies and budgeting decisions, and provide input in all areas of focus. Teachers use the plan as they strive to implement effective strategies in the classroom.

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

Although Danville Middle School is located in a smaller area, the community members and local churches immensely support school programs. Based on results compiled from our surveys and data, we conclude that parents feel welcome at our school and encouraged to be involved in their child's education. Students believe that the adults at Danville Middle School help them to succeed and treat them and each other with respect. Results show teachers are supported and encouraged by our administrator and are encouraged to collaborate with other teachers. Overall performance data reveals reading scores to be higher than math scores.

3. What conclusions were drawn from the results?

Based on results compiled from our surveys and data, we conclude that parents feel welcome at our school, but also feel that students are not engaged in interesting, meaningful learning. Results show teachers are supported and encouraged by our administrator and are encouraged to collaborate with other teachers. Overall performance data reveals reading scores to be higher than math scores. Therefore, we will focus on improving math instruction in all math classes and strategies to incorporate best practices across other content areas.

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

After analysis of parent surveys, we conclude that one focus should be on engaging students in meaningful learning. This would include more hands-on and project learning in all content areas, and greater use of math manipulatives in all math classrooms. We will continue to strive to improve reading instructional practices so all students will reach proficiency levels, but our main focus will be on improving math skills.

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

Danville Middle School goals are directly connected to priority needs and the needs assessment. All planning, goals, strategies, and
SY 2014-2015

activities are based upon the results of the needs assessment.

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

Our goals are based upon Explore, ACT Aspire, STI Assessment, and individual classroom assessments. Our staff is encouraged to analyze and incorporate the use of all types of data to improve their instruction.

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

Our school-wide goals for academics, behavior, and school culture provide the opportunity for all students to show growth for success.

Component 2: Schoolwide Reform Strategies

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

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

Goal 1:

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

Measurable Objective 1:

complete a portfolio or performance to ensure students, teachers, and administrators have excellent, viable bandwidth, wireless connectivity and 24/7 access to an internet connected device to foster, digital learning resources, productivity tools, online assessments, and data (educators) by 06/01/2016 as measured by the monitoring of bandwidth use , WAN traffic monitoring reports, wireless access monitoring reports, along with physical inventory of digital devices, multi media equipment and wireless access points.

Strategy1:

Technology Support - Support for all students, teachers and administrators in integration of deployed devices

Research Cited: SETDA (State Educational Technology Directors Association (SETDA))

Activity - Instructional Technology Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will work to implement a technology specialist in every school focused on the best practices in teaching state common core standards and integration of technology	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Superintendent, Chief School Finance Officer, Technology director. LEA Tech Reps, Board of Education, Principal, Local educators

Activity - Technical Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will work to provide technical support for deployed devices appropriately to maintain effective use of technology resources integrated into classrooms	Technology			11/01/2013	06/01/2016	\$0 - No Funding Required	Superintendent, Chief School Finance Officer, Technology director. LEA Tech Reps, Board of Education, Principal, Local educators

Strategy2:

Bandwidth and Wan access - Adequate access will be granted to students, administrators and teachers to insure appropriate internet and educational content is available

Research Cited: SETDA (State Educational Technology Directors Association (SETDA))

Activity - Bandwidth and WAN Traffic Report	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will review periodically bandwidth and WAN usage, needs and requirements	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Superintendent, Chief School Finance Officer, Technology director. LEA Tech Reps, Board of Education, Principal

Strategy3:

Provide Devices - 24/7 internet access devices for all

Research Cited: SETDA (State Educational Technology Directors Association (SETDA))

Activity - Deploy Devices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will work to secure and deploy 24/7 internet access devices to all students, teachers and administrators as best practices to deployment is engaged	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Superintendent, Chief School Finance Officer, Technology director. LEA Tech Reps, Board of Education, Principal, Local educators

Strategy4:

E-Rate Funding - District will apply attempt to apply for funding

Research Cited: SETDA (State Educational Technology Directors Association (SETDA))

Activity - E-Rate application	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will apply E-Rate funding for all potential district needs as best determined for effective use.	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Superintendent, Chief School Finance Officer, Technology director. LEA Tech Reps, Board of Education, Principal, Local educators

Goal 2:

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

Measurable Objective 1:

demonstrate a proficiency with 90% of teachers exhibiting knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society. by 06/01/2016 as measured by Evaluations from EducateAlabama and principal reports of classroom/student observations.

Strategy1:

Teacher and administrator Professional Learning - Teachers will move from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower and connect students to all forms of learning.

Research Cited: ISTE NETS-S 1d, CCRS Literacy Standards

Activity - Attend and participate	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will attend and participate in the Alabama Education Technology Conference (AETC), Alabama Math Science Technology Initiative (AMSTI), OGap trainings/conferences and utilize the Alabama Technology In Motion (ATIM) personal to move teaching strategies	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	LEA principals, LEA Tech Reps, Technology director, Elementary Director, Secondary Director, Special Education Director, Principals, Local educators

Strategy2:

Professional Learning through Social Media - Teachers and administrator will be provided with professional development opportunities based from teacher social media applications

Research Cited: ISTE NETS-S 1d, CCRS Literacy Standards

Activity - Provide Social Media Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will attend and participate in social media directed toward stakeholder and peer information sharing opportunities.	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Technology director, LEA Tech Reps, Board of Education, Principal, Local educators

Strategy3:

Productivity Skills - Teachers and administrator will participate in professional development that is targeted toward productivity skills

Research Cited: ISTE NETS-S 1d, CCRS Literacy Standards

Activity - Attend and participate	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will attend and participate in the Alabama Education Technology Conference (AETC), Alabama Math Science Technology Initiative (AMSTI), OGap trainings/conferences and utilize the Alabama Technology In Motion (ATIM) personal to move teaching strategies	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Technology director, LEA Tech Reps, Board of Education, Principal, Local educators

Strategy4:

Develop effective, challenge-based lessons and units - The system will develop pacing guides based on the State Common Core standards that will include references to online resources

Research Cited: ISTE NETS-S 1d, CCRS Literacy Standards

Activity - ALEX Integration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning will be provided and supported directed toward ALEX (Alabama Learning Exchange) to expand affective lesson planning with digital content	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	LEA principals, LEA Tech Reps, Technology director. Elementary Director, Secondary Director, Special Education Director, Principal, Local educators

Goal 3:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

collaborate to insure students use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information by 06/01/2016 by 06/01/2016 as measured by as measured by portfolios, observations, final products.

Strategy1:

Multimedia content powered by devices - Teachers will move from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower and connect students to all forms of learning.

Research Cited: ISTE NETS-S 3, CCRS Literacy Standards

Activity - Deploy digital technology tools	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System will work with schools to deploy in a timely manner equipment, tools and devices (such as but not limited to tablets, digital textbooks, cameras, software programs, personal devices and other digital devices that enhance the learning trajectory) to insure 21st century classrooms	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Superintendent, Chief School Finance Officer, Technology director. LEA Tech Reps, Board of Education, Principal, Local educators

Strategy2:

Student Portfolio - Students will be provided web portfolio hosting by the system in order for projects to be uploaded. This portfolio hosting will be instrumental in allowing peer to peer collaborative efforts along with mentor and teacher collaboration

Research Cited: ISTE NETS-S 3, CCRS Literacy Standards

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Activity - Portfolio Hosting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will provided student portfolio hosting and include email, calendar, document and storage functions	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Technology director. LEA Tech Reps, Board of Education, Principals, Local educators

Strategy3:

Teacher Professional Development - Teachers will move from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower and connect students to all forms of learning.

Research Cited: ISTE NETS-S 3, CCRS Literacy Standards

Activity - Student Portfolio	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development directed toward the integration of student portfolios online using district provided student portfolio hosting including email, calendars, document and file storage	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	LEA principals, LEA Tech Reps, Technology director. Elementary Director, Secondary Director, Special Education Director, Local educators

Activity - Tablets	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development centered around the use of tablets by teachers and administrators with a focus on integration in classroom achievement	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	LEA principals, LEA Tech Reps, Technology director. Elementary Director, Secondary Director, Special Education Director, Local educators

Activity - State Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will be offered to promote and deploy the use of state online resources for classroom use in applying the State Common Core Standards. Focus will be given to current and future resources, such as but not limited to, ALEX, AVL, etc..	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	LEA principals, LEA Tech Reps, Technology director. Elementary Director, Secondary Director, Special Education Director, Local educators

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Activity - BYOD (Bring Your Own Device)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development opportunities will provide training related to the integration of student and teacher bring your own device. This training will center on evolving use of technology by students directly into the classroom and impact achievement for students to implement the state common core standards	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	LEA principals, LEA Tech Reps, Technology director. Elementary Director, Secondary Director, Special Education Director, Principals, Local educators

Activity - Multimedia Content Delivery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided to teachers and administrators focused on the integration and fluency of multimedia devices and systems. Teaching professionals will develop skills that will integrate interactive opportunities across the curriculum and grade levels	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	LEA principals, LEA Tech Reps, Technology director. Elementary Director, Secondary Director, Special Education Director, Local educators

Strategy4:

Real World Applications - Students will effectively and responsibly use standards-based digital media (e.g., online textbooks, interactives, games, digital cameras, enhanced podcasts, informational materials, apps, social educational networking, and learning management systems, etc.) to learn and communicate real-world applications of concepts and processes individually and collaboratively

Research Cited: ISTE NETS-S 3, CCRS Literacy Standards

Activity - Instructional Technology Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will work to implement a technology specialist in every school focused on the best practices in teaching state common core standards and integration of technology	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Technology director. LEA Tech Reps, Board of Education, Principal, Local educators

Activity - Student Portfolio	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development directed toward the integration of student portfolios online using district provided student portfolio hosting including email, calendars, document and file storage	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	LEA principals, LEA Tech Reps, Technology director. Elementary Director, Secondary Director, Special Education Director, Principal, Local educators

Goal 4:

All students at Danville Middle School will achieve academic growth in Mathematics.

Measurable Objective 1:

100% of All Students will complete a portfolio or performance growth in Mathematics by 05/22/2015 as measured by STI Achievement end of year benchmark assessments.

Strategy1:

Focused Instruction on special populations - Special education students will be taught and assessed based upon their current individual math performance goal.

Instruction will be focused in order to address these specific, individual needs.

Research Cited: Research Cited: .OGAP is a professional development intervention that trains teachers to use single or multiple math items of high cognitive demand to gather information on student thinking and then analyze that information using frameworks based on research on student thinking in mathematics (Bell, Greer, Grimison et Mangan, 1989; Harel, Behr, Post, & Lesh, 1994; Kouba, 1989; Kouba & Franklin, 1995). This analysis is then intended to guide instruction (Black & Wiliam, 1998; Popham, 2006). OGAP is currently being implemented in elementary schools and middle schools in grades 3-8 in several sites in three core mathematical ideas: (1) multiplicative reasoning; (2) fractions; and (3) proportionality.

Activity - Voyager Math/Edmentum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide focused instruction, utilizing the Voyager Math / Edmentum program for reinforcement of standard based skill deficits.	Academic Support Program			08/13/2014	05/22/2015	\$0 - General Fund	Superintendent, Director of Secondary Education, Director of Elementary Education, Director of Special Education, Director of Assessment and Accountability, Principals, Instructional coaches, Teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development and job embedded training as a follow up to OGAP professional development and CCRS standards. Professional development will also be offered through the MCS Instructional Coaches.	Professional Learning			08/13/2014	05/22/2015	\$0 - Title II Part A	Superintendent, Director of Secondary Ed, Director of Elementary Ed, Director of Sp Ed, Director of Federal Programs, Director of HR, Director of Assessment, Director of Federal Programs, Principals, Instructional Coaches, Teachers

Strategy2:

Formative Assessment to Guide Standards Based Instruction -

Using Formative Assessments to Guide Standards based Instruction - Teachers will administer the STI Baseline and End-of-Year Benchmark Assessment, along with two STI Formative Assessments.

Research Cited: Research suggests that teachers’ skill with formative assessment is a key factor for improving student learning in mathematics (Black & Wiliam, 1998; Wiliam, 2007). In their extensive review of the literature on formative assessment, Black and Wiliam (1998) found substantial evidence linking formative assessment with higher student achievement, with typical effect sizes ranging from an impressive 0.4 to 0.7. Across these studies, formative assessment was shown to be particularly beneficial for low-performing students, which suggests that increasing teachers’ capacity for formative assessment has promise for closing the achievement gap. (OGAP was developed by the Vermont Mathematics Partnership funded by the US Department of Education (Award Number S366A020002) and the National Science Foundation (Award Number EHR-0227057))

Activity - Analysis of STI Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Danville Middle School will conduct data meetings after the administration of each STI Formative Assessment to analyze student performance data. These meetings will be led by the school principal, supported by the instructional coaches and STI Achievement personnel.	Academic Support Program			08/13/2014	05/22/2015	\$0 - General Fund	Principal, Teachers, Instructional Coaches, and STI Achievement personnel

Activity - Administer STI Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STI Achievement will be administered four times during the 2014 - 2015 school year. These assessments are based upon pacing guides as developed by Morgan County teachers, aligned with CCRS standards.	Academic Support Program			08/13/2014	05/22/2015	\$0 - General Fund	District Directors, Principal or designee, Instructional Coaches, Classroom teachers

Goal 5:

All students at Danville Middle School will achieve academic growth in reading

Measurable Objective 1:

100% of All Students will complete a portfolio or performance growth in Reading by 05/22/2015 as measured by STI Achievement end-of-year benchmark assessments.

Strategy1:

Use formative assessment to guide standards based instruction - Teachers will administer the STI Baseline and end-of-year Benchmark Assessment, along with two STI Formative Assessments.

Research Cited: Black and Wiliam (1998) published an analysis of research that has become a seminal work on formative assessment. They note that formative assessment consists of the varied daily interactions between students and teachers that provide feedback to be used by the teacher to differentiate instruction and by students to enhance their learning experiences. Shepard (2005) suggests that formative assessment is a collaborative process in which teacher and student negotiate how to improve learning.

Activity - Administer STI Achievement Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STI Achievement will be administered four times during the 2014-15 school year. These assessments are based upon pacing guides, as developed by Morgan County teachers, aligned with CCRS standards.	Academic Support Program			08/13/2014	05/22/2015	\$0 - General Fund	Superintendent, Director of Secondary Ed, Director of Elementary Ed, Teachers, Principal, Instructional Coaches

Activity - Analysis of STI Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Danville Middle School will conduct data meetings after the administration of each STI Achievement Assessment to analyze student growth. These meetings will be led by the principal, supported by instructional coaches and STI Achievement personnel.	Academic Support Program			08/13/2014	05/22/2015	\$0 - Title I Part A	Director of Secondary Ed, Director of Elementary Ed, Principal, Teachers, Instructional Coaches, STI personnel

Strategy2:

Focused Instruction on EL populations - English Learner students will receive core instruction from the regular classroom teacher and intervention from the ESL teacher with a concentration on SDAIE strategies.

Research Cited: Kinney

Activity - WIDA standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers of EL students will provide instruction using the WIDA standards.	Academic Support Program			08/13/2014	05/22/2015	\$0 - No Funding Required	Superintendent, Director of Secondary Ed, Director of Elementary Ed, Director of Federal Programs, Principals, Classroom Teachers, ESL teachers

Strategy3:

Focused Instruction on special populations - Special Education students will be taught and assessed based upon their current, individual, reading goals. Instruction will

be focused in order to address these specific, individual needs.

Research Cited: Black and Wiliam (1998) published an analysis of research that has become a seminal work on formative assessment. They note that formative assessment consists of the varied daily interactions between students and teachers that provide feedback to be used by the teacher to differentiate instruction and by students to enhance their learning experiences. Shepard (2005) suggests that formative

assessment is a collaborative process in which teacher and student negotiate how to improve learning.

Activity - Voyager Reading/Admentum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide focused instruction utilizing the Voyager/Edmentum program for reinforcement of standards based skill deficits.	Academic Support Program			08/13/2014	05/22/2015	\$0 - General Fund	Superintendent, Director of Secondary Ed, Director of Elementary Ed, Director of Special Ed, Director of Assessment and Accountability, Principals, Instructional Coaches, Teachers.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development and job embedded training through ARI Regional and MCS Instructional Coaches.	Professional Learning			08/13/2014	05/22/2015	\$0 - Title II Part A	Superintendent, Director of Secondary Ed, Director of Elementary Ed, Director of Special Ed, Director of Assessment and Accountability, Directory of Federal Programs, ARI Regional staff, Principals, Instructional Coaches, Teachers

Goal 6:

All students at Danville Middle School will achieve growth as leaders.

Measurable Objective 1:

demonstrate a behavior of leadership by 07/31/2015 as measured by 15% less behavioral referrals to the office..

Strategy1:

Mentoring/Advisory - All advisory teachers will call / contact parents of every student assigned to their Advisory class. This contact will be monthly. Call logs will be submitted to the school principal and principals will check for compliance

Research Cited: Research Cited: Balfanz, R., & Legters, N. (2004). Locating the dropout crisis. XXX, NY: Center for Research on the Education of Students Placed At Risk, Johns Hopkins University. Swanson, C. B. (2008). Cities in crisis: A special analytic report on high school graduation. Bethesda, MD: Editorial Projects in Education Research Center. & Melinda Gates Foundation, The Silent Epidemic - Perspectives of High School Dropouts,

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Activity - Daily Scheduled Advisory times	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each day, every advisory teacher will schedule specific, intentional, individual mentoring time in order to establish a more positive, personal, and professional relationship with each student.	Behavioral Support Program			08/13/2014	05/22/2015	\$0 - No Funding Required	Superintendent, Principal, Advisory teachers and students

Activity - Call Logs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Documentation of contact with parents of every student will be provided by each advisory teacher and submitted to principal monthly.	Academic Support Program			08/13/2014	05/22/2015	\$0 - No Funding Required	Superintendent, Principal, Advisory teachers and parents

Strategy2:

Learning Earnings - Learning Earnings - Consistently reward students for appropriate behavior and achievement

Research Cited: Research Cited: Dillard

Activity - Digital behavior management account	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assign points for desired behaviors in the classroom. Points will be automatically distributed through INOW for attendance, positive behavior, and other desired behavior as assigned through the STI program. Students will accumulate points to purchase tangible and non-tangible rewards as determined by the school.	Behavioral Support Program			08/25/2014	05/22/2015	\$0 - State Funds	Superintendent, Principal and Learning Earnings Professional learning team

Strategy3:

High Schools That Work/Making Middle Grades Work - Middle and high schools will attend SREB's HSTW / MMGW Annual Summer Conference to improve

instructional strategies, explore new initiatives in educations and sustain the implementation of CCRS.

Research Cited: Educational Testing Service finds HSTW Assessment results to be strongly correlated to state assessments and college admissions tests. In 2009, Educational Testing Service conducted a concurrent validity study of the HSTW Assessment, comparing assessment scores for more than 2,500 students in six states and 52 high schools with students' high school grade point averages (GPAs), state test results and college admissions tests results. Results of this study show that the HSTW Assessment subject tests are strongly correlated to most state tests and also are correlated with admissions tests such as the SAT and ACT. These results indicate that the HSTW Assessment provides valid and useful student achievement data, along with student and teacher survey information about school and classroom practices.

(Young, John W., and Fred Cline. Center for Validity Research, Educational Testing Service, 2009.)

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Activity - Summer conference	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and teachers representing high schools and middle schools will attend sessions and provide turn around training to their local school faculty and staff. Schools: West Morgan High School, Falkville High School, Priceville Junior High School, West Morgan Middle School, Union Hill School, Priceville High School, Eva School, Danville High School, Danville Middle School, Lacey's Spring Elementary School, John J. Sparkman School, A. P. Brewer High School, Cotaco Elementary School	Professional Learning			08/13/2014	07/31/2015	\$0 - Title I Part A	Superintendent, Principal, Leadership Team

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

Goal 1:

All students at Danville Middle School will improve in math proficiency.

Measurable Objective 1:

100% of All Students will collaborate to improve student gains in Mathematics by 05/23/2014 as measured by Global Scholar..

Strategy1:

Use of hands-on math strategies - All math teachers will use manipulatives and hands-on learning, shifting their classrooms from a direct instruction format, to focus on student-centered learning.

Research Cited: AMSTI, OGAP

Activity - Student-centered learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers and the Title I teacher will utilize AMSTI specialists in their classrooms to enhance use of hands-on strategies.	Professional Learning			10/08/2013	05/23/2014	\$0 - No Funding Required	All math teachers, Title I teacher

Strategy2:

Differentiated instruction - All teachers will provide explicit whole group and small group instruction on a daily basis by incorporating AMSTI, OGAP Multiplicative and Proportionality strategies, as well as other research based strategies. The teachers will use formative and summative assessments to address and recognize the various learning styles of their students.

Research Cited: College and Career Readiness Standards

Alabama Course of Study Standards

Alabama Math, Science, Technology Initiative (AMSTI)

Vermont Mathematics Partnership Ongoing Assessment Project (OGAP)

Activity - Teacher training on OGAP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Math teachers, Instructional Coach, and Title 1 Resource Teacher will attend the Vermont Mathematics Partnership Ongoing Assessment Project (OGAP) Multiplicative Reasoning and Proportionality Training	Professional Learning			09/19/2013	05/23/2014	\$0 - Title II Part A	All math and special education teachers, Title I teacher, and Instructional Coach

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will visit other Math teachers in Morgan County to observe OGAP and other Strategic Teaching Strategies.	Professional Learning			08/19/2014	09/01/2014	\$500 - Title I Part A	Math teachers grade 5-8

Activity - AMSTI Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training from AMSTI, focusing on Differentiated Instruction and Strategic Practices Strategies, Teachers will receive training from AMSTI, focusing on differentiated instruction and Strategic Practices Strategies, to include notebooking, graphing, math skills, and reading strategies.	Professional Learning			08/18/2014	09/01/2014	\$1200 - Title I Part A	All teachers

Strategy3:

Formative assessment - Math Teachers and the Title 1 Resource Teacher will effectively use daily formative assessments in the classroom.

Research Cited: AMSTI, OGAP

Activity - Using formative assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will meet to share ways to effectively use daily formative assessments in the classroom.	Professional Learning			10/08/2013	05/23/2014	\$0 - No Funding Required	All math teachers

Strategy4:

Journaling in math classes - All math teachers will utilize math journals on a daily/weekly basis.

Research Cited: AMSTI, OGAP

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Activity - Teacher training on effective use of math journals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers, the Title I teacher, and the instructional coaches will use AMSTI specialists to assist them in effectively implementing journaling in the math classroom. All math teachers, our Title I teacher, and our instructional coaches will attend a one day on-site training with AMSTI math specialists.	Professional Learning			10/28/2013	05/23/2014	\$300 - Title I Part A	All math teachers, Title I teacher, instructional coaches

Strategy5:

Data meetings - Teachers will have scheduled data meetings at least once each nine weeks to review data.

Research Cited: AMSTI, OGAP

Activity - Math data meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers and Title 1 teacher will utilize all data sources, to include Global Scholar and classroom assessments, to analyze student strengths, weaknesses, and improvements.	Academic Support Program			08/09/2013	05/23/2014	\$300 - Title I Part A	Principal, all math teachers, Title I teacher, and Instructional Coaches.

Goal 2:

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

Measurable Objective 1:

complete a portfolio or performance to ensure students, teachers, and administrators have excellent, viable bandwidth, wireless connectivity and 24/7 access to an internet connected device to foster, digital learning resources, productivity tools, online assessments, and data (educators) by 06/01/2016 as measured by the monitoring of bandwidth use , WAN traffic monitoring reports, wireless access monitoring reports, along with physical inventory of digital devices, multi media equipment and wireless access points.

Strategy1:

E-Rate Funding - District will apply attempt to apply for funding

Research Cited: SETDA (State Educational Technology Directors Association (SETDA))

Activity - E-Rate application	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will apply E-Rate funding for all potential district needs as best determined for effective use.	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Superintendent, Chief School Finance Officer, Technology director. LEA Tech Reps, Board of Education, Principal, Local educators

Strategy2:

Bandwidth and Wan access - Adequate access will be granted to students, administrators and teachers to insure appropriate internet and educational content is available

Research Cited: SETDA (State Educational Technology Directors Association (SETDA))

Activity - Bandwidth and WAN Traffic Report	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will review periodically bandwidth and WAN usage, needs and requirements	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Superintendent, Chief School Finance Officer, Technology director. LEA Tech Reps, Board of Education, Principal

Strategy3:

Technology Support - Support for all students, teachers and administrators in integration of deployed devices

Research Cited: SETDA (State Educational Technology Directors Association (SETDA))

Activity - Technical Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will work to provide technical support for deployed devices appropriately to maintain effective use of technology resources integrated into classrooms	Technology			11/01/2013	06/01/2016	\$0 - No Funding Required	Superintendent, Chief School Finance Officer, Technology director. LEA Tech Reps, Board of Education, Principal, Local educators

Activity - Instructional Technology Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will work to implement a technology specialist in every school focused on the best practices in teaching state common core standards and integration of technology	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Superintendent, Chief School Finance Officer, Technology director. LEA Tech Reps, Board of Education, Principal, Local educators

Strategy4:

Provide Devices - 24/7 internet access devices for all

Research Cited: SETDA (State Educational Technology Directors Association (SETDA))

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Activity - Deploy Devices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will work to secure and deploy 24/7 internet access devices to all students, teachers and administrators as best practices to deployment is engaged	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Superintendent, Chief School Finance Officer, Technology director, LEA Tech Reps, Board of Education, Principal, Local educators

Goal 3:

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

Measurable Objective 1:

demonstrate a proficiency with 90% of teachers exhibiting knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society. by 06/01/2016 as measured by Evaluations from EducateAlabama and principal reports of classroom/student observations.

Strategy1:

Teacher and administrator Professional Learning - Teachers will move from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower and connect students to all forms of learning.

Research Cited: ISTE NETS-S 1d, CCRS Literacy Standards

Activity - Attend and participate	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will attend and participate in the Alabama Education Technology Conference (AETC), Alabama Math Science Technology Initiative (AMSTI), OGap trainings/conferences and utilize the Alabama Technology In Motion (ATIM) personal to move teaching strategies	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	LEA principals, LEA Tech Reps, Technology director, Elementary Director, Secondary Director, Special Education Director, Principals, Local educators

Strategy2:

Professional Learning through Social Media - Teachers and administrator will be provided with professional development opportunities based from teacher social media applications

Research Cited: ISTE NETS-S 1d, CCRS Literacy Standards

Activity - Provide Social Media Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will attend and participate in social media directed toward stakeholder and peer information sharing opportunities.	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Technology director, LEA Tech Reps, Board of Education, Principal, Local educators

Strategy3:

Productivity Skills - Teachers and administrator will participate in professional development that is targeted toward productivity skills

Research Cited: ISTE NETS-S 1d, CCRS Literacy Standards

Activity - Attend and participate	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will attend and participate in the Alabama Education Technology Conference (AETC), Alabama Math Science Technology Initiative (AMSTI), OGap trainings/conferences and utilize the Alabama Technology In Motion (ATIM) personal to move teaching strategies	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Technology director, LEA Tech Reps, Board of Education, Principal, Local educators

Strategy4:

Develop effective, challenge-based lessons and units - The system will develop pacing guides based on the State Common Core standards that will include references to online resources

Research Cited: ISTE NETS-S 1d, CCRS Literacy Standards

Activity - ALEX Integration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning will be provided and supported directed toward ALEX (Alabama Learning Exchange) to expand affective lesson planning with digital content	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	LEA principals, LEA Tech Reps, Technology director, Elementary Director, Secondary Director, Special Education Director, Principal, Local educators

Goal 4:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

collaborate to insure students use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information by 06/01/2016 by 06/01/2016 as measured by as measured by portfolios, observations, final products.

Strategy1:

Teacher Professional Development - Teachers will move from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower and connect students to all forms of learning.

Research Cited: ISTE NETS-S 3, CCRS Literacy Standards

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Activity - Student Portfolio	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development directed toward the integration of student portfolios online using district provided student portfolio hosting including email, calendars, document and file storage	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	LEA principals, LEA Tech Reps, Technology director. Elementary Director, Secondary Director, Special Education Director, Local educators

Activity - BYOD (Bring Your Own Device)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development opportunities will provide training related to the integration of student and teacher bring your own device. This training will center on evolving use of technology by students directly into the classroom and impact achievement for students to implement the state common core standards	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	LEA principals, LEA Tech Reps, Technology director. Elementary Director, Secondary Director, Special Education Director, Principals, Local educators

Activity - State Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will be offered to promote and deploy the use of state online resources for classroom use in applying the State Common Core Standards. Focus will be given to current and future resources, such as but not limited to, ALEX, AVL, etc..	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	LEA principals, LEA Tech Reps, Technology director. Elementary Director, Secondary Director, Special Education Director, Local educators

Activity - Tablets	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development centered around the use of tablets by teachers and administrators with a focus on integration in classroom achievement	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	LEA principals, LEA Tech Reps, Technology director. Elementary Director, Secondary Director, Special Education Director, Local educators

Activity - Multimedia Content Delivery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided to teachers and administrators focused on the integration and fluency of multimedia devices and systems. Teaching professionals will develop skills that will integrate interactive opportunities across the curriculum and grade levels	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	LEA principals, LEA Tech Reps, Technology director. Elementary Director, Secondary Director, Special Education Director, Local educators

Strategy2:

Student Portfolio - Students will be provided web portfolio hosting by the system in order for projects to be uploaded. This portfolio hosting will be instrumental in allowing peer to peer collaborative efforts along with mentor and teacher collaboration

Research Cited: ISTE NETS-S 3, CCRS Literacy Standards

Activity - Portfolio Hosting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will provided student portfolio hosting and include email, calendar, document and storage functions	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Technology director, LEA Tech Reps, Board of Education, Principals, Local educators

Strategy3:

Multimedia content powered by devices - Teachers will move from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower and connect students to all forms of learning.

Research Cited: ISTE NETS-S 3, CCRS Literacy Standards

Activity - Deploy digital technology tools	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System will work with schools to deploy in a timely manner equipment, tools and devices (such as but not limited to tablets, digital textbooks, cameras, software programs, personal devices and other digital devices that enhance the learning trajectory) to insure 21st century classrooms	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Superintendent, Chief School Finance Officer, Technology director, LEA Tech Reps, Board of Education, Principal, Local educators

Strategy4:

Real World Applications - Students will effectively and responsibly use standards-based digital media (e.g., online textbooks, interactives, games, digital cameras, enhanced podcasts, informational materials, apps, social educational networking, and learning management systems, etc.) to learn and communicate real-world applications of concepts and processes individually and collaboratively

Research Cited: ISTE NETS-S 3, CCRS Literacy Standards

Activity - Instructional Technology Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will work to implement a technology specialist in every school focused on the best practices in teaching state common core standards and integration of technology	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Technology director, LEA Tech Reps, Board of Education, Principal, Local educators

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Activity - Student Portfolio	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development directed toward the integration of student portfolios online using district provided student portfolio hosting including email, calendars, document and file storage	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	LEA principals, LEA Tech Reps, Technology director. Elementary Director, Secondary Director, Special Education Director, Principal, Local educators

Goal 5:

All students at Danville Middle School will achieve academic growth in Mathematics.

Measurable Objective 1:

100% of All Students will complete a portfolio or performance growth in Mathematics by 05/22/2015 as measured by STI Achievement end of year benchmark assessments.

Strategy1:

Formative Assessment to Guide Standards Based Instruction -

Using Formative Assessments to Guide Standards based Instruction - Teachers will administer the STI Baseline and End-of-Year Benchmark Assessment, along with two STI Formative Assessments.

Research Cited: Research suggests that teachers' skill with formative assessment is a key factor for improving student learning in mathematics (Black & Wiliam, 1998; Wiliam, 2007). In their extensive review of the literature on formative assessment, Black and Wiliam (1998) found substantial evidence linking formative assessment with higher student achievement, with typical effect sizes ranging from an impressive 0.4 to 0.7. Across these studies, formative assessment was shown to be particularly beneficial for low-performing students, which suggests that increasing teachers' capacity for formative assessment has promise for closing the achievement gap. (OGAP was developed by the Vermont Mathematics Partnership funded by the US Department of Education (Award Number S366A020002) and the National Science Foundation (Award Number EHR-0227057))

Activity - Analysis of STI Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Danville Middle School will conduct data meetings after the administration of each STI Formative Assessment to analyze student performance data. These meetings will be led by the school principal, supported by the instructional coaches and STI Achievement personnel.	Academic Support Program			08/13/2014	05/22/2015	\$0 - General Fund	Principal, Teachers, Instructional Coaches, and STI Achievement personnel

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Activity - Administer STI Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STI Achievement will be administered four times during the 2014 - 2015 school year. These assessments are based upon pacing guides as developed by Morgan County teachers, aligned with CCRS standards.	Academic Support Program			08/13/2014	05/22/2015	\$0 - General Fund	District Directors, Principal or designee, Instructional Coaches, Classroom teachers

Strategy2:

Focused Instruction on special populations - Special education students will be taught and assessed based upon their current individual math performance goal.

Instruction will be focused in order to address these specific, individual needs.

Research Cited: Research Cited: .OGAP is a professional development intervention that trains teachers to use single or multiple math items of high cognitive demand to gather information on student thinking and then analyze that information using frameworks based on research on student thinking in mathematics (Bell, Greer, Grimison et Mangan, 1989; Harel, Behr, Post, & Lesh, 1994; Kouba, 1989; Kouba & Franklin, 1995). This analysis is then intended to guide instruction (Black & Wiliam, 1998; Popham, 2006). OGAP is currently being implemented in elementary schools and middle schools in grades 3-8 in several sites in three core mathematical ideas: (1) multiplicative reasoning; (2) fractions; and (3) proportionality.

Activity - Voyager Math/Edmentum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide focused instruction, utilizing the Voyager Math / Edmentum program for reinforcement of standard based skill deficits.	Academic Support Program			08/13/2014	05/22/2015	\$0 - General Fund	Superintendent, Director of Secondary Education, Director of Elementary Education, Director of Special Education, Director of Assessment and Accountability, Principals, Instructional coaches, Teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development and job embedded training as a follow up to OGAP professional development and CCRS standards. Professional development will also be offered through the MCS Instructional Coaches.	Professional Learning			08/13/2014	05/22/2015	\$0 - Title II Part A	Superintendent, Director of Secondary Ed, Director of Elementary Ed, Director of Sp Ed, Director of Federal Programs, Director of HR, Director of Assessment, Director of Federal Programs, Principals, Instructional Coaches, Teachers

Goal 6:

All students at Danville Middle School will achieve academic growth in reading

Measurable Objective 1:

100% of All Students will complete a portfolio or performance growth in Reading by 05/22/2015 as measured by STI Achievement end-of-year benchmark assessments.

Strategy1:

Use formative assessment to guide standards based instruction - Teachers will administer the STI Baseline and end-of-year Benchmark Assessment, along with two STI Formative Assessments.

Research Cited: Black and Wiliam (1998) published an analysis of research that has become a seminal work on formative assessment. They note that formative assessment consists of the varied daily interactions between students and teachers that provide feedback to be used by the teacher to differentiate instruction and by students to enhance their learning experiences. Shepard (2005) suggests that formative assessment is a collaborative process in which teacher and student negotiate how to improve learning.

Activity - Analysis of STI Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Danville Middle School will conduct data meetings after the administration of each STI Achievement Assessment to analyze student growth. These meetings will be led by the principal, supported by instructional coaches and STI Achievement personnel.	Academic Support Program			08/13/2014	05/22/2015	\$0 - Title I Part A	Director of Secondary Ed, Directory of Elementary Ed, Principal, Teachers, Instructional Coaches, STI personnel

Activity - Administer STI Achievement Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STI Achievement will be administered four times during the 2014-15 school year. These assessments are based upon pacing guides, as developed by Morgan County teachers, aligned with CCRS standards.	Academic Support Program			08/13/2014	05/22/2015	\$0 - General Fund	Superintendent, Director of Secondary Ed, Director of Elementary Ed, Teachers, Principal, Instructional Coaches

Strategy2:

Focused Instruction on EL populations - English Learner students will receive core instruction from the regular classroom teacher and intervention from the ESL teacher with a concentration on SDAIE strategies.

Research Cited: Kinney

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Activity - WIDA standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers of EL students will provide instruction using the WIDA standards.	Academic Support Program			08/13/2014	05/22/2015	\$0 - No Funding Required	Superintendent, Director of Secondary Ed, Director of Elementary Ed, Director of Federal Programs, Principals, Classroom Teachers, ESL teachers

Strategy3:

Focused Instruction on special populations - Special Education students will be taught and assessed based upon their current, individual, reading goals. Instruction will

be focused in order to address these specific, individual needs.

Research Cited: Black and Wiliam (1998) published an analysis of research that has become a seminal work on formative assessment. They note that formative assessment consists of the varied daily interactions between students and teachers that provide feedback to be used by the teacher to differentiate instruction and by students to enhance their learning experiences. Shepard (2005) suggests that formative assessment is a collaborative process in which teacher and student negotiate how to improve learning.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development and job embedded training through ARI Regional and MCS Instructional Coaches.	Professional Learning			08/13/2014	05/22/2015	\$0 - Title II Part A	Superintendent, Director of Secondary Ed, Director of Elementary Ed, Director of Special Ed, Director of Assessment and Accountability, Directory of Federal Programs, ARI Regional staff, Principals, Instructional Coaches, Teachers

Activity - Voyager Reading/Admentum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide focused instruction utilizing the Voyager/Edmentum program for reinforcement of standards based skill deficits.	Academic Support Program			08/13/2014	05/22/2015	\$0 - General Fund	Superintendent, Director of Secondary Ed, Director of Elementary Ed, Director of Special Ed, Director of Assessment and Accountability, Principals, Instructional Coaches, Teachers.

Goal 7:

All students at Danville Middle School will achieve growth as leaders.

Measurable Objective 1:

demonstrate a behavior of leadership by 07/31/2015 as measured by 15% less behavioral referrals to the office..

Strategy1:

Mentoring/Advisory - All advisory teachers will call / contact parents of every student assigned to their Advisory class. This contact will be monthly. Call logs will be submitted to the school principal and principals will check for compliance

Research Cited: Research Cited: Balfanz, R., & Legters, N. (2004). Locating the dropout crisis. XXX, NY: Center for Research on the Education of Students Placed At Risk, Johns

Hopkins University. Swanson, C. B. (2008). Cities in crisis: A special analytic report on high school

graduation. Bethesda, MD: Editorial Projects in Education Research Center. & Melinda Gates Foundation, The Silent Epidemic - Perspectives of High School Dropouts,

Activity - Daily Scheduled Advisory times	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each day, every advisory teacher will schedule specific, intentional, individual mentoring time in order to establish a more positive, personal, and professional relationship with each student.	Behavioral Support Program			08/13/2014	05/22/2015	\$0 - No Funding Required	Superintendent, Principal, Advisory teachers and students

Activity - Call Logs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Documentation of contact with parents of every student will be provided by each advisory teacher and submitted to principal monthly.	Academic Support Program			08/13/2014	05/22/2015	\$0 - No Funding Required	Superintendent, Principal, Advisory teachers and parents

Strategy2:

High Schools That Work/Making Middle Grades Work - Middle and high schools will attend SREB's HSTW / MMGW Annual Summer Conference to improve

instructional strategies, explore new initiatives in educations and sustain the implementation of CCRS.

Research Cited: Educational Testing Service finds HSTW Assessment results to be strongly correlated to state assessments and college admissions tests. In 2009, Educational Testing Service conducted a concurrent validity study of the HSTW Assessment, comparing assessment scores for more than 2,500 students in six states and 52 high schools with students' high school grade point averages (GPAs), state test results and college admissions tests results. Results of this study show that the

HSTW Assessment subject tests are strongly correlated to most state tests and also are correlated with admissions tests such as the SAT and ACT. These results indicate that the HSTW Assessment provides valid and useful student achievement data, along with student and teacher survey information about school and classroom practices.

(Young, John W., and Fred Cline. Center for Validity Research, Educational Testing Service, 2009.)

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Activity - Summer conference	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and teachers representing high schools and middle schools will attend sessions and provide turn around training to their local school faculty and staff. Schools: West Morgan High School, Falkville High School, Priceville Junior High School, West Morgan Middle School, Union Hill School, Priceville High School, Eva School, Danville High School, Danville Middle School, Lacey's Spring Elementary School, John J. Sparkman School, A. P. Brewer High School, Cotaco Elementary School	Professional Learning			08/13/2014	07/31/2015	\$0 - Title I Part A	Superintendent, Principal, Leadership Team

Strategy3:

Learning Earnings - Learning Earnings - Consistently reward students for appropriate behavior and achievement

Research Cited: Research Cited: Dillard

Activity - Digital behavior management account	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assign points for desired behaviors in the classroom. Points will be automatically distributed through INOW for attendance, positive behavior, and other desired behavior as assigned through the STI program. Students will accumulate points to purchase tangible and non-tangible rewards as determined by the school.	Behavioral Support Program			08/25/2014	05/22/2015	\$0 - State Funds	Superintendent, Principal and Learning Earnings Professional learning team

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

Goal 1:

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

Measurable Objective 1:

complete a portfolio or performance to ensure students, teachers, and administrators have excellent, viable bandwidth, wireless connectivity and 24/7 access to an internet connected device to foster, digital learning resources, productivity tools, online assessments, and data (educators) by 06/01/2016 as measured by the monitoring of bandwidth use , WAN traffic monitoring reports, wireless access monitoring reports, along with physical inventory of digital devices, multi media equipment and wireless access points.

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Strategy1:

Bandwidth and Wan access - Adequate access will be granted to students, administrators and teachers to insure appropriate internet and educational content is available

Research Cited: SETDA (State Educational Technology Directors Association (SETDA))

Activity - Bandwidth and WAN Traffic Report	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will review periodically bandwidth and WAN usage, needs and requirements	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Superintendent, Chief School Finance Officer, Technology director. LEA Tech Reps, Board of Education, Principal

Strategy2:

E-Rate Funding - District will apply attempt to apply for funding

Research Cited: SETDA (State Educational Technology Directors Association (SETDA))

Activity - E-Rate application	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will apply E-Rate funding for all potential district needs as best determined for effective use.	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Superintendent, Chief School Finance Officer, Technology director. LEA Tech Reps, Board of Education, Principal, Local educators

Strategy3:

Provide Devices - 24/7 internet access devices for all

Research Cited: SETDA (State Educational Technology Directors Association (SETDA))

Activity - Deploy Devices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will work to secure and deploy 24/7 internet access devices to all students, teachers and administrators as best practices to deployment is engaged	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Superintendent, Chief School Finance Officer, Technology director. LEA Tech Reps, Board of Education, Principal, Local educators

Strategy4:

Technology Support - Support for all students, teachers and administrators in integration of deployed devices

Research Cited: SETDA (State Educational Technology Directors Association (SETDA))

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Activity - Instructional Technology Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will work to implement a technology specialist in every school focused on the best practices in teaching state common core standards and integration of technology	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Superintendent, Chief School Finance Officer, Technology director. LEA Tech Reps, Board of Education, Principal, Local educators

Activity - Technical Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will work to provide technical support for deployed devices appropriately to maintain effective use of technology resources integrated into classrooms	Technology			11/01/2013	06/01/2016	\$0 - No Funding Required	Superintendent, Chief School Finance Officer, Technology director. LEA Tech Reps, Board of Education, Principal, Local educators

Goal 2:

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

Measurable Objective 1:

demonstrate a proficiency with 90% of teachers exhibiting knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society. by 06/01/2016 as measured by Evaluations from EducateAlabama and principal reports of classroom/student observations.

Strategy1:

Professional Learning through Social Media - Teachers and administrator will be provided with professional development opportunities based from teacher social media applications

Research Cited: ISTE NETS-S 1d, CCRS Literacy Standards

Activity - Provide Social Media Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will attend and participate in social media directed toward stakeholder and peer information sharing opportunities.	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Technology director. LEA Tech Reps, Board of Education, Principal, Local educators

Strategy2:

Develop effective, challenge-based lessons and units - The system will develop pacing guides based on the State Common Core standards that will include references to online resources

Research Cited: ISTE NETS-S 1d, CCRS Literacy Standards

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Activity - ALEX Integration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning will be provided and supported directed toward ALEX (Alabama Learning Exchange) to expand affective lesson planning with digital content	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	LEA principals, LEA Tech Reps, Technology director. Elementary Director, Secondary Director, Special Education Director, Principal, Local educators

Strategy3:

Teacher and administrator Professional Learning - Teachers will move from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower and connect students to all forms of learning.

Research Cited: ISTE NETS-S 1d, CCRS Literacy Standards

Activity - Attend and participate	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will attend and participate in the Alabama Education Technology Conference (AETC), Alabama Math Science Technology Initiative (AMSTI), OGap trainings/conferences and utilize the Alabama Technology In Motion (ATIM) personal to move teaching strategies	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	LEA principals, LEA Tech Reps, Technology director. Elementary Director, Secondary Director, Special Education Director, Principals, Local educators

Strategy4:

Productivity Skills - Teachers and administrator will participate in professional development that is targeted toward productivity skills

Research Cited: ISTE NETS-S 1d, CCRS Literacy Standards

Activity - Attend and participate	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will attend and participate in the Alabama Education Technology Conference (AETC), Alabama Math Science Technology Initiative (AMSTI), OGap trainings/conferences and utilize the Alabama Technology In Motion (ATIM) personal to move teaching strategies	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Technology director. LEA Tech Reps, Board of Education, Principal, Local educators

Goal 3:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

collaborate to insure students use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information by 06/01/2016 by 06/01/2016 as measured by as measured by portfolios, observations, final products.

Strategy1:

Student Portfolio - Students will be provided web portfolio hosting by the system in order for projects to be uploaded. This portfolio hosting will be instrumental in allowing peer to peer collaborative efforts along with mentor and teacher collaboration

Research Cited: ISTE NETS-S 3, CCRS Literacy Standards

Activity - Portfolio Hosting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will provided student portfolio hosting and include email, calendar, document and storage functions	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Technology director, LEA Tech Reps, Board of Education, Principals, Local educators

Strategy2:

Real World Applications - Students will effectively and responsibly use standards-based digital media (e.g., online textbooks, interactives, games, digital cameras, enhanced podcasts, informational materials, apps, social educational networking, and learning management systems, etc.) to learn and communicate real-world applications of concepts and processes individually and collaboratively

Research Cited: ISTE NETS-S 3, CCRS Literacy Standards

Activity - Student Portfolio	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development directed toward the integration of student portfolios online using district provided student portfolio hosting including email, calendars, document and file storage	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	LEA principals, LEA Tech Reps, Technology director, Elementary Director, Secondary Director, Special Education Director, Principal, Local educators

Activity - Instructional Technology Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will work to implement a technology specialist in every school focused on the best practices in teaching state common core standards and integration of technology	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Technology director, LEA Tech Reps, Board of Education, Principal, Local educators

Strategy3:

Multimedia content powered by devices - Teachers will move from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower and connect students to all forms of learning.

Research Cited: ISTE NETS-S 3, CCRS Literacy Standards

Activity - Deploy digital technology tools	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System will work with schools to deploy in a timely manner equipment, tools and devices (such as but not limited to tablets, digital textbooks, cameras, software programs, personal devices and other digital devices that enhance the learning trajectory) to insure 21st century classrooms	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Superintendent, Chief School Finance Officer, Technology director. LEA Tech Reps, Board of Education, Principal, Local educators

Strategy4:

Teacher Professional Development - Teachers will move from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower and connect students to all forms of learning.

Research Cited: ISTE NETS-S 3, CCRS Literacy Standards

Activity - BYOD (Bring Your Own Device)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development opportunities will provide training related to the integration of student and teacher bring your own device. This training will center on evolving use of technology by students directly into the classroom and impact achievement for students to implement the state common core standards	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	LEA principals, LEA Tech Reps, Technology director. Elementary Director, Secondary Director, Special Education Director, Principals, Local educators

Activity - State Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will be offered to promote and deploy the use of state online resources for classroom use in applying the State Common Core Standards. Focus will be given to current and future resources, such as but not limited to, ALEX, AVL, etc..	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	LEA principals, LEA Tech Reps, Technology director. Elementary Director, Secondary Director, Special Education Director, Local educators

Activity - Tablets	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development centered around the use of tablets by teachers and administrators with a focus on integration in classroom achievement	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	LEA principals, LEA Tech Reps, Technology director. Elementary Director, Secondary Director, Special Education Director, Local educators

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Activity - Multimedia Content Delivery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided to teachers and administrators focused on the integration and fluency of multimedia devices and systems. Teaching professionals will develop skills that will integrate interactive opportunities across the curriculum and grade levels	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	LEA principals, LEA Tech Reps, Technology director. Elementary Director, Secondary Director, Special Education Director, Local educators

Activity - Student Portfolio	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development directed toward the integration of student portfolios online using district provided student portfolio hosting including email, calendars, document and file storage	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	LEA principals, LEA Tech Reps, Technology director. Elementary Director, Secondary Director, Special Education Director, Local educators

Goal 4:

All students at Danville Middle School will achieve academic growth in Mathematics.

Measurable Objective 1:

100% of All Students will complete a portfolio or performance growth in Mathematics by 05/22/2015 as measured by STI Achievement end of year benchmark assessments.

Strategy1:

Focused Instruction on special populations - Special education students will be taught and assessed based upon their current individual math performance goal.

Instruction will be focused in order to address these specific, individual needs.

Research Cited: Research Cited: .OGAP is a professional development intervention that trains teachers to use single or multiple math items of high cognitive demand to gather information on student thinking and then analyze that information using frameworks based on research on student thinking in mathematics (Bell, Greer, Grimison et Mangan, 1989; Harel, Behr, Post, & Lesh, 1994; Kouba, 1989; Kouba & Franklin, 1995). This analysis is then intended to guide instruction (Black & Wiliam, 1998; Popham, 2006). OGAP is currently being implemented in elementary schools and middle schools in grades 3-8 in several sites in three core mathematical ideas: (1) multiplicative reasoning; (2) fractions; and (3) proportionality.

Activity - Voyager Math/Edmentum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide focused instruction, utilizing the Voyager Math / Edmentum program for reinforcement of standard based skill deficits.	Academic Support Program			08/13/2014	05/22/2015	\$0 - General Fund	Superintendent, Director of Secondary Education, Director of Elementary Education, Director of Special Education, Director of Assessment and Accountability, Principals, Instructional coaches, Teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development and job embedded training as a follow up to OGAP professional development and CCRS standards. Professional development will also be offered through the MCS Instructional Coaches.	Professional Learning			08/13/2014	05/22/2015	\$0 - Title II Part A	Superintendent, Director of Secondary Ed, Director of Elementary Ed, Director of Sp Ed, Director of Federal Programs, Director of HR, Director of Assessment, Director of Federal Programs, Principals, Instructional Coaches, Teachers

Strategy2:

Formative Assessment to Guide Standards Based Instruction -

Using Formative Assessments to Guide Standards based Instruction - Teachers will administer the STI Baseline and End-of-Year Benchmark Assessment, along with two STI Formative Assessments.

Research Cited: Research suggests that teachers' skill with formative assessment is a key factor for improving student learning in mathematics (Black & Wiliam, 1998; Wiliam, 2007). In their extensive review of the literature on formative assessment, Black and Wiliam (1998) found substantial evidence linking formative assessment with higher student achievement, with typical effect sizes ranging from an impressive 0.4 to 0.7. Across these studies, formative assessment was shown to be particularly beneficial for low-performing students, which suggests that increasing teachers' capacity for formative assessment has promise for closing the achievement gap. (OGAP was developed by the Vermont Mathematics Partnership funded by the US Department of Education (Award Number S366A020002) and the National Science Foundation (Award Number EHR-0227057))

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Activity - Analysis of STI Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Danville Middle School will conduct data meetings after the administration of each STI Formative Assessment to analyze student performance data. These meetings will be led by the school principal, supported by the instructional coaches and STI Achievement personnel.	Academic Support Program			08/13/2014	05/22/2015	\$0 - General Fund	Principal, Teachers, Instructional Coaches, and STI Achievement personnel

Activity - Administer STI Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STI Achievement will be administered four times during the 2014 - 2015 school year. These assessments are based upon pacing guides as developed by Morgan County teachers, aligned with CCRS standards.	Academic Support Program			08/13/2014	05/22/2015	\$0 - General Fund	District Directors, Principal or designee, Instructional Coaches, Classroom teachers

Goal 5:

All students at Danville Middle School will achieve academic growth in reading

Measurable Objective 1:

100% of All Students will complete a portfolio or performance growth in Reading by 05/22/2015 as measured by STI Achievement end-of-year benchmark assessments.

Strategy1:

Use formative assessment to guide standards based instruction - Teachers will administer the STI Baseline and end-of-year Benchmark Assessment, along with two STI Formative Assessments.

Research Cited: Black and Wiliam (1998) published an analysis of research that has become a seminal work on formative assessment. They note that formative assessment consists of the varied daily interactions between students and teachers that provide feedback to be used by the teacher to differentiate instruction and by students to enhance their learning experiences. Shepard (2005) suggests that formative assessment is a collaborative process in which teacher and student negotiate how to improve learning.

Activity - Analysis of STI Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Danville Middle School will conduct data meetings after the administration of each STI Achievement Assessment to analyze student growth. These meetings will be led by the principal, supported by instructional coaches and STI Achievement personnel.	Academic Support Program			08/13/2014	05/22/2015	\$0 - Title I Part A	Director of Secondary Ed, Directory of Elementary Ed, Principal, Teachers, Instructional Coaches, STI personnel

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Activity - Administer STI Achievement Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STI Achievement will be administered four times during the 2014-15 school year. These assessments are based upon pacing guides, as developed by Morgan County teachers, aligned with CCRS standards.	Academic Support Program			08/13/2014	05/22/2015	\$0 - General Fund	Superintendent, Director of Secondary Ed, Director of Elementary Ed, Teachers, Principal, Instructional Coaches

Strategy2:

Focused Instruction on special populations - Special Education students will be taught and assessed based upon their current, individual, reading goals. Instruction will

be focused in order to address these specific, individual needs.

Research Cited: Black and Wiliam (1998) published an analysis of research that has become a seminal work on formative assessment. They note that formative assessment consists of the varied daily interactions between students and teachers that provide feedback to be used by the teacher to differentiate instruction and by students to enhance their learning experiences. Shepard (2005) suggests that formative assessment is a collaborative process in which teacher and student negotiate how to improve learning.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development and job embedded training through ARI Regional and MCS Instructional Coaches.	Professional Learning			08/13/2014	05/22/2015	\$0 - Title II Part A	Superintendent, Director of Secondary Ed, Director of Elementary Ed, Director of Special Ed, Director of Assessment and Accountability, Directory of Federal Programs, ARI Regional staff, Principals, Instructional Coaches, Teachers

Activity - Voyager Reading/Admentum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide focused instruction utilizing the Voyager/Edmentum program for reinforcement of standards based skill deficits.	Academic Support Program			08/13/2014	05/22/2015	\$0 - General Fund	Superintendent, Director of Secondary Ed, Director of Elementary Ed, Director of Special Ed, Director of Assessment and Accountability, Principals, Instructional Coaches, Teachers.

Strategy3:

Focused Instruction on EL populations - English Learner students will receive core instruction from the regular classroom teacher and intervention from the ESL teacher with a concentration on SDAIE strategies.

Research Cited: Kinney

Activity - WIDA standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers of EL students will provide instruction using the WIDA standards.	Academic Support Program			08/13/2014	05/22/2015	\$0 - No Funding Required	Superintendent, Director of Secondary Ed, Director of Elementary Ed, Director of Federal Programs, Principals, Classroom Teachers, ESL teachers

Goal 6:

All students at Danville Middle School will achieve growth as leaders.

Measurable Objective 1:

demonstrate a behavior of leadership by 07/31/2015 as measured by 15% less behavioral referrals to the office..

Strategy1:

High Schools That Work/Making Middle Grades Work - Middle and high schools will attend SREB's HSTW / MMGW Annual Summer Conference to improve instructional strategies, explore new initiatives in educations and sustain the implementation of CCRS.

Research Cited: Educational Testing Service finds HSTW Assessment results to be strongly correlated to state assessments and college admissions tests. In 2009, Educational Testing Service conducted a concurrent validity study of the HSTW Assessment, comparing assessment scores for more than 2,500 students in six states and 52 high schools with students' high school grade point averages (GPAs), state test results and college admissions tests results. Results of this study show that the HSTW Assessment subject tests are strongly correlated to most state tests and also are correlated with admissions tests such as the SAT and ACT. These results indicate that the HSTW Assessment provides valid and useful student achievement data, along with student and teacher survey information about school and classroom practices.

(Young, John W., and Fred Cline. Center for Validity Research, Educational Testing Service, 2009.)

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Activity - Summer conference	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and teachers representing high schools and middle schools will attend sessions and provide turn around training to their local school faculty and staff. Schools: West Morgan High School, Falkville High School, Priceville Junior High School, West Morgan Middle School, Union Hill School, Priceville High School, Eva School, Danville High School, Danville Middle School, Lacey's Spring Elementary School, John J. Sparkman School, A. P. Brewer High School, Cotaco Elementary School	Professional Learning			08/13/2014	07/31/2015	\$0 - Title I Part A	Superintendent, Principal, Leadership Team

Strategy2:

Mentoring/Advisory - All advisory teachers will call / contact parents of every student assigned to their Advisory class. This contact will be monthly. Call logs will be submitted to the school principal and principals will check for compliance

Research Cited: Research Cited: Balfanz, R., & Legters, N. (2004). Locating the dropout crisis. XXX, NY: Center for Research on the Education of Students Placed At Risk, Johns

Hopkins University. Swanson, C. B. (2008). Cities in crisis: A special analytic report on high school

graduation. Bethesda, MD: Editorial Projects in Education Research Center. & Melinda Gates Foundation, The Silent Epidemic - Perspectives of High School Dropouts,

Activity - Call Logs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Documentation of contact with parents of every student will be provided by each advisory teacher and submitted to principal monthly.	Academic Support Program			08/13/2014	05/22/2015	\$0 - No Funding Required	Superintendent, Principal, Advisory teachers and parents

Activity - Daily Scheduled Advisory times	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each day, every advisory teacher will schedule specific, intentional, individual mentoring time in order to establish a more positive, personal, and professional relationship with each student.	Behavioral Support Program			08/13/2014	05/22/2015	\$0 - No Funding Required	Superintendent, Principal, Advisory teachers and students

Strategy3:

Learning Earnings - Learning Earnings - Consistently reward students for appropriate behavior and achievement

Research Cited: Research Cited: Dillard

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Danville Middle School

Activity - Digital behavior management account	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assign points for desired behaviors in the classroom. Points will be automatically distributed through INOW for attendance, positive behavior, and other desired behavior as assigned through the STI program. Students will accumulate points to purchase tangible and non-tangible rewards as determined by the school.	Behavioral Support Program			08/25/2014	05/22/2015	\$0 - State Funds	Superintendent, Principal and Learning Earnings Professional learning team

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

Goal 1:

All students at Danville Middle School will become proficient in Language Arts grammar skills.

Measurable Objective 1:

100% of All Students will collaborate to improve student gains in English Language Arts by 05/23/2014 as measured by Global Scholar Language Arts data.

Strategy1:

Improving grammar skills - All content area teachers will incorporate strategies to increase grammar skills through writing.

Research Cited: ALCOS, CCRS

Activity - Student focus on improving grammar skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers across all content areas will collaborate with a focus on instructional practices to improve the grammar skills of all students. Teachers will be encouraged to require their students to produce writing products using correct grammar.	Academic Support Program			08/20/2013	05/23/2014	\$0 - No Funding Required	All students and teachers

Activity - Data meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assess improvement in grammar skills as measured by classroom assessments and Global Scholar data.	Professional Learning			08/12/2013	05/23/2014	\$300 - Title I Part A	All content area teachers, Title I teacher, instructional coaches

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Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will observe other Language teachers in Morgan County to observe Strategic Practices Strategies in order in to improve students grammar and vocabulary skills.	Professional Learning			08/19/2014	09/01/2014	\$500 - Title I Part A	Language Teachers in grades 5-8

Goal 2:

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

Measurable Objective 1:

complete a portfolio or performance to ensure students, teachers, and administrators have excellent, viable bandwidth, wireless connectivity and 24/7 access to an internet connected device to foster, digital learning resources, productivity tools, online assessments, and data (educators) by 06/01/2016 as measured by the monitoring of bandwidth use , WAN traffic monitoring reports, wireless access monitoring reports, along with physical inventory of digital devices, multi media equipment and wireless access points.

Strategy1:

Technology Support - Support for all students, teachers and administrators in integration of deployed devices

Research Cited: SETDA (State Educational Technology Directors Association (SETDA))

Activity - Instructional Technology Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will work to implement a technology specialist in every school focused on the best practices in teaching state common core standards and integration of technology	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Superintendent, Chief School Finance Officer, Technology director. LEA Tech Reps, Board of Education, Principal, Local educators

Activity - Technical Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will work to provide technical support for deployed devices appropriately to maintain effective use of technology resources integrated into classrooms	Technology			11/01/2013	06/01/2016	\$0 - No Funding Required	Superintendent, Chief School Finance Officer, Technology director. LEA Tech Reps, Board of Education, Principal, Local educators

Strategy2:

Bandwidth and Wan access - Adequate access will be granted to students, administrators and teachers to insure appropriate internet and educational content is available

Research Cited: SETDA (State Educational Technology Directors Association (SETDA))

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Activity - Bandwidth and WAN Traffic Report	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will review periodically bandwidth and WAN usage, needs and requirements	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Superintendent, Chief School Finance Officer, Technology director. LEA Tech Reps, Board of Education, Principal

Strategy3:

Provide Devices - 24/7 internet access devices for all

Research Cited: SETDA (State Educational Technology Directors Association (SETDA))

Activity - Deploy Devices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will work to secure and deploy 24/7 internet access devices to all students, teachers and administrators as best practices to deployment is engaged	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Superintendent, Chief School Finance Officer, Technology director. LEA Tech Reps, Board of Education, Principal, Local educators

Strategy4:

E-Rate Funding - District will apply attempt to apply for funding

Research Cited: SETDA (State Educational Technology Directors Association (SETDA))

Activity - E-Rate application	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will apply E-Rate funding for all potential district needs as best determined for effective use.	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Superintendent, Chief School Finance Officer, Technology director. LEA Tech Reps, Board of Education, Principal, Local educators

Goal 3:

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

Measurable Objective 1:

demonstrate a proficiency with 90% of teachers exhibiting knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society. by 06/01/2016 as measured by Evaluations from EducateAlabama and principal reports of classroom/student observations.

Strategy1:

Professional Learning through Social Media - Teachers and administrator will be provided with professional development opportunities based from teacher social media applications

Research Cited: ISTE NETS-S 1d, CCRS Literacy Standards

Activity - Provide Social Media Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will attend and participate in social media directed toward stakeholder and peer information sharing opportunities.	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Technology director, LEA Tech Reps, Board of Education, Principal, Local educators

Strategy2:

Productivity Skills - Teachers and administrator will participate in professional development that is targeted toward productivity skills

Research Cited: ISTE NETS-S 1d, CCRS Literacy Standards

Activity - Attend and participate	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will attend and participate in the Alabama Education Technology Conference (AETC), Alabama Math Science Technology Initiative (AMSTI), OGap trainings/conferences and utilize the Alabama Technology In Motion (ATIM) personal to move teaching strategies	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Technology director, LEA Tech Reps, Board of Education, Principal, Local educators

Strategy3:

Develop effective, challenge-based lessons and units - The system will develop pacing guides based on the State Common Core standards that will include references to online resources

Research Cited: ISTE NETS-S 1d, CCRS Literacy Standards

Activity - ALEX Integration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning will be provided and supported directed toward ALEX (Alabama Learning Exchange) to expand affective lesson planning with digital content	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	LEA principals, LEA Tech Reps, Technology director, Elementary Director, Secondary Director, Special Education Director, Principal, Local educators

Strategy4:

Teacher and administrator Professional Learning - Teachers will move from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower and connect students to all forms of learning.

Research Cited: ISTE NETS-S 1d, CCRS Literacy Standards

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Activity - Attend and participate	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will attend and participate in the Alabama Education Technology Conference (AETC), Alabama Math Science Technology Initiative (AMSTI), OGap trainings/conferences and utilize the Alabama Technology In Motion (ATIM) personal to move teaching strategies	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	LEA principals, LEA Tech Reps, Technology director. Elementary Director, Secondary Director, Special Education Director, Principals, Local educators

Goal 4:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

collaborate to insure students use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information by 06/01/2016 by 06/01/2016 as measured by as measured by portfolios, observations, final products.

Strategy1:

Multimedia content powered by devices - Teachers will move from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower and connect students to all forms of learning.

Research Cited: ISTE NETS-S 3, CCRS Literacy Standards

Activity - Deploy digital technology tools	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System will work with schools to deploy in a timely manner equipment, tools and devices (such as but not limited to tablets, digital textbooks, cameras, software programs, personal devices and other digital devices that enhance the learning trajectory) to insure 21st century classrooms	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Superintendent, Chief School Finance Officer, Technology director. LEA Tech Reps, Board of Education, Principal, Local educators

Strategy2:

Real World Applications - Students will effectively and responsibly use standards-based digital media (e.g., online textbooks, interactives, games, digital cameras, enhanced podcasts, informational materials, apps, social educational networking, and learning management systems, etc.) to learn and communicate real-world applications of concepts and processes individually and collaboratively

Research Cited: ISTE NETS-S 3, CCRS Literacy Standards

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Danville Middle School

Activity - Student Portfolio	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development directed toward the integration of student portfolios online using district provided student portfolio hosting including email, calendars, document and file storage	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	LEA principals, LEA Tech Reps, Technology director. Elementary Director, Secondary Director, Special Education Director, Principal, Local educators

Activity - Instructional Technology Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will work to implement a technology specialist in every school focused on the best practices in teaching state common core standards and integration of technology	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Technology director. LEA Tech Reps, Board of Education, Principal, Local educators

Strategy3:

Student Portfolio - Students will be provided web portfolio hosting by the system in order for projects to be uploaded. This portfolio hosting will be instrumental in allowing peer to peer collaborative efforts along with mentor and teacher collaboration

Research Cited: ISTE NETS-S 3, CCRS Literacy Standards

Activity - Portfolio Hosting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will provided student portfolio hosting and include email, calendar, document and storage functions	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	Technology director. LEA Tech Reps, Board of Education, Principals, Local educators

Strategy4:

Teacher Professional Development - Teachers will move from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower and connect students to all forms of learning.

Research Cited: ISTE NETS-S 3, CCRS Literacy Standards

Activity - State Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will be offered to promote and deploy the use of state online resources for classroom use in applying the State Common Core Standards. Focus will be given to current and future resources, such as but not limited to, ALEX, AVL, etc..	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	LEA principals, LEA Tech Reps, Technology director. Elementary Director, Secondary Director, Special Education Director, Local educators

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Danville Middle School

Activity - Student Portfolio	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development directed toward the integration of student portfolios online using district provided student portfolio hosting including email, calendars, document and file storage	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	LEA principals, LEA Tech Reps, Technology director, Elementary Director, Secondary Director, Special Education Director, Local educators

Activity - Multimedia Content Delivery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided to teachers and administrators focused on the integration and fluency of multimedia devices and systems. Teaching professionals will develop skills that will integrate interactive opportunities across the curriculum and grade levels	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	LEA principals, LEA Tech Reps, Technology director, Elementary Director, Secondary Director, Special Education Director, Local educators

Activity - BYOD (Bring Your Own Device)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development opportunities will provide training related to the integration of student and teacher bring your own device. This training will center on evolving use of technology by students directly into the classroom and impact achievement for students to implement the state common core standards	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	LEA principals, LEA Tech Reps, Technology director, Elementary Director, Secondary Director, Special Education Director, Principals, Local educators

Activity - Tablets	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development centered around the use of tablets by teachers and administrators with a focus on integration in classroom achievement	Technology			11/01/2013	06/30/2016	\$0 - No Funding Required	LEA principals, LEA Tech Reps, Technology director, Elementary Director, Secondary Director, Special Education Director, Local educators

Goal 5:

All students at Danville Middle School will achieve academic growth in Mathematics.

Measurable Objective 1:

100% of All Students will complete a portfolio or performance growth in Mathematics by 05/22/2015 as measured by STI Achievement end of year benchmark assessments.

Strategy1:

Formative Assessment to Guide Standards Based Instruction -

Using Formative Assessments to Guide Standards based Instruction - Teachers will administer the STI Baseline and End-of-Year Benchmark Assessment, along with two STI Formative Assessments.

Research Cited: Research suggests that teachers' skill with formative assessment is a key factor for improving student learning in mathematics (Black & Wiliam, 1998; Wiliam, 2007). In their extensive review of the literature on formative assessment, Black and Wiliam (1998) found substantial evidence linking formative assessment with higher student achievement, with typical effect sizes ranging from an impressive 0.4 to 0.7. Across these studies, formative assessment was shown to be particularly beneficial for low-performing students, which suggests that increasing teachers' capacity for formative assessment has promise for closing the achievement gap. (OGAP was developed by the Vermont Mathematics Partnership funded by the US Department of Education (Award Number S366A020002) and the National Science Foundation (Award Number EHR-0227057))

Activity - Administer STI Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STI Achievement will be administered four times during the 2014 - 2015 school year. These assessments are based upon pacing guides as developed by Morgan County teachers, aligned with CCRS standards.	Academic Support Program			08/13/2014	05/22/2015	\$0 - General Fund	District Directors, Principal or designee, Instructional Coaches, Classroom teachers

Activity - Analysis of STI Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Danville Middle School will conduct data meetings after the administration of each STI Formative Assessment to analyze student performance data. These meetings will be led by the school principal, supported by the instructional coaches and STI Achievement personnel.	Academic Support Program			08/13/2014	05/22/2015	\$0 - General Fund	Principal, Teachers, Instructional Coaches, and STI Achievement personnel

Strategy2:

Focused Instruction on special populations - Special education students will be taught and assessed based upon their current individual math performance goal.

Instruction will be focused in order to address these specific, individual needs.

Research Cited: Research Cited: .OGAP is a professional development intervention that trains teachers to use single or multiple math items of high cognitive demand to gather information on student thinking and then analyze that information using frameworks based on research on student thinking in mathematics (Bell, Greer, Grimison et Mangan, 1989; Harel, Behr, Post, & Lesh, 1994; Kouba, 1989; Kouba & Franklin, 1995). This analysis is then intended to guide instruction (Black & Wiliam, 1998; Popham, 2006). OGAP is currently being implemented in elementary schools and middle schools in grades 3-8 in several sites in three core mathematical ideas: (1) multiplicative reasoning; (2)

fractions; and (3) proportionality.

Activity - Voyager Math/Edmentum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide focused instruction, utilizing the Voyager Math / Edmentum program for reinforcement of standard based skill deficits.	Academic Support Program			08/13/2014	05/22/2015	\$0 - General Fund	Superintendent, Director of Secondary Education, Director of Elementary Education, Director of Special Education, Director of Assessment and Accountability, Principals, Instructional coaches, Teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development and job embedded training as a follow up to OGAP professional development and CCRS standards. Professional development will also be offered through the MCS Instructional Coaches.	Professional Learning			08/13/2014	05/22/2015	\$0 - Title II Part A	Superintendent, Director of Secondary Ed, Director of Elementary Ed, Director of Sp Ed, Director of Federal Programs, Director of HR, Director of Assessment, Director of Federal Programs, Principals, Instructional Coaches, Teachers

Goal 6:

All students at Danville Middle School will achieve academic growth in reading

Measurable Objective 1:

100% of All Students will complete a portfolio or performance growth in Reading by 05/22/2015 as measured by STI Achievement end-of-year benchmark assessments.

Strategy1:

Focused Instruction on special populations - Special Education students will be taught and assessed based upon their current, individual, reading goals. Instruction will be focused in order to address these specific, individual needs.

Research Cited: Black and Wiliam (1998) published an analysis of research that has become a seminal work on formative assessment. They note that formative assessment consists of the varied daily interactions between students and teachers that provide feedback to be used by the teacher to differentiate instruction and by students to enhance their learning experiences. Shepard (2005) suggests that formative assessment is a collaborative process in which teacher and student negotiate how to improve learning.

Activity - Voyager Reading/Admentum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide focused instruction utilizing the Voyager/Edmentum program for reinforcement of standards based skill deficits.	Academic Support Program			08/13/2014	05/22/2015	\$0 - General Fund	Superintendent, Director of Secondary Ed, Director of Elementary Ed, Director of Special Ed, Director of Assessment and Accountability, Principals, Instructional Coaches, Teachers.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development and job embedded training through ARI Regional and MCS Instructional Coaches.	Professional Learning			08/13/2014	05/22/2015	\$0 - Title II Part A	Superintendent, Director of Secondary Ed, Director of Elementary Ed, Director of Special Ed, Director of Assessment and Accountability, Directory of Federal Programs, ARI Regional staff, Principals, Instructional Coaches, Teachers

Strategy2:

Focused Instruction on EL populations - English Learner students will receive core instruction from the regular classroom teacher and intervention from the ESL teacher with a concentration on SDAIE strategies.

Research Cited: Kinney

Activity - WIDA standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers of EL students will provide instruction using the WIDA standards.	Academic Support Program			08/13/2014	05/22/2015	\$0 - No Funding Required	Superintendent, Director of Secondary Ed, Director of Elementary Ed, Director of Federal Programs, Principals, Classroom Teachers, ESL teachers

Strategy3:

Use formative assessment to guide standards based instruction - Teachers will administer the STI Baseline and end-of-year Benchmark Assessment, along with two STI Formative Assessments.

Research Cited: Black and Wiliam (1998) published an analysis of research that has become a seminal work on formative assessment. They note that formative assessment consists of the varied daily interactions between students and teachers that provide feedback to be used by the teacher to differentiate instruction and by students to enhance their learning experiences. Shepard (2005) suggests that formative

assessment is a collaborative process in which teacher and student negotiate how to improve learning.

Activity - Administer STI Achievement Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STI Achievement will be administered four times during the 2014-15 school year. These assessments are based upon pacing guides, as developed by Morgan County teachers, aligned with CCRS standards.	Academic Support Program			08/13/2014	05/22/2015	\$0 - General Fund	Superintendent, Director of Secondary Ed, Director of Elementary Ed, Teachers, Principal, Instructional Coaches

Activity - Analysis of STI Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Danville Middle School will conduct data meetings after the administration of each STI Achievement Assessment to analyze student growth. These meetings will be led by the principal, supported by instructional coaches and STI Achievement personnel.	Academic Support Program			08/13/2014	05/22/2015	\$0 - Title I Part A	Director of Secondary Ed, Directory of Elementary Ed, Principal, Teachers, Instructional Coaches, STI personnel

Goal 7:

All students at Danville Middle School will achieve growth as leaders.

Measurable Objective 1:

demonstrate a behavior of leadership by 07/31/2015 as measured by 15% less behavioral referrals to the office..

Strategy1:

High Schools That Work/Making Middle Grades Work - Middle and high schools will attend SREB's HSTW / MMGW Annual Summer Conference to improve instructional strategies, explore new initiatives in educations and sustain the implementation of CCRS.

Research Cited: Educational Testing Service finds HSTW Assessment results to be strongly correlated to state assessments and college admissions tests. In 2009, Educational Testing Service conducted a concurrent validity study of the HSTW Assessment, comparing assessment scores for more than 2,500 students in six states and 52 high schools with students' high school grade point averages (GPAs), state test results and college admissions tests results. Results of this study show that the HSTW Assessment subject tests are strongly correlated to most state tests and also are correlated with admissions tests such as the SAT and ACT. These results indicate that the HSTW Assessment provides valid and useful student achievement data, along with student and teacher survey information about school and classroom practices.

(Young, John W., and Fred Cline. Center for Validity Research, Educational Testing Service, 2009.)

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Danville Middle School

Activity - Summer conference	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and teachers representing high schools and middle schools will attend sessions and provide turn around training to their local school faculty and staff. Schools: West Morgan High School, Falkville High School, Priceville Junior High School, West Morgan Middle School, Union Hill School, Priceville High School, Eva School, Danville High School, Danville Middle School, Lacey's Spring Elementary School, John J. Sparkman School, A. P. Brewer High School, Cotaco Elementary School	Professional Learning			08/13/2014	07/31/2015	\$0 - Title I Part A	Superintendent, Principal, Leadership Team

Strategy2:

Learning Earnings - Learning Earnings - Consistently reward students for appropriate behavior and achievement

Research Cited: Research Cited: Dillard

Activity - Digital behavior management account	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assign points for desired behaviors in the classroom. Points will be automatically distributed through INOW for attendance, positive behavior, and other desired behavior as assigned through the STI program. Students will accumulate points to purchase tangible and non-tangible rewards as determined by the school.	Behavioral Support Program			08/25/2014	05/22/2015	\$0 - State Funds	Superintendent, Principal and Learning Earnings Professional learning team

Strategy3:

Mentoring/Advisory - All advisory teachers will call / contact parents of every student assigned to their Advisory class. This contact will be monthly. Call logs will be submitted to the school principal and principals will check for compliance

Research Cited: Research Cited: Balfanz, R., & Legters, N. (2004). Locating the dropout crisis. XXX, NY: Center for Research on the Education of Students Placed At Risk, Johns

Hopkins University. Swanson, C. B. (2008). Cities in crisis: A special analytic report on high school

graduation. Bethesda, MD: Editorial Projects in Education Research Center. & Melinda Gates Foundation, The Silent Epidemic - Perspectives of High School Dropouts,

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Danville Middle School

Activity - Daily Scheduled Advisory times	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each day, every advisory teacher will schedule specific, intentional, individual mentoring time in order to establish a more positive, personal, and professional relationship with each student.	Behavioral Support Program			08/13/2014	05/22/2015	\$0 - No Funding Required	Superintendent, Principal, Advisory teachers and students

Activity - Call Logs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Documentation of contact with parents of every student will be provided by each advisory teacher and submitted to principal monthly.	Academic Support Program			08/13/2014	05/22/2015	\$0 - No Funding Required	Superintendent, Principal, Advisory teachers and parents

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

Goal 1:

All students at Danville Middle School will improve in reading proficiency.

Measurable Objective 1:

collaborate to improve student gains by 05/23/2014 as measured by Global Scholar..

Strategy1:

Differentiated Instruction - Teachers will use appropriate types of differentiated instruction on a daily basis to address a variety of learning styles.

Research Cited: ARI

Activity - Vertical Teaming	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
History teachers will observe other teachers in Morgan County using Active Classroom to enhance Reading skills.	Professional Learning			08/19/2014	09/01/2014	\$500 - Title I Part A	History teachers in grades 5-8

Activity - Content area collaborations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet on a regular basis to share ideas of ways they are effectively using DI in the classroom.	Academic Support Program			08/09/2013	05/23/2014	\$0 - No Funding Required	All teachers

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Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training from ARI, AMSTI and Carolina Biological Online Learning , focusing on differentiated instruction and Best Practices Strategies, to include note booking, graphing, math skills, vocabulary and reading strategies to meet the ELA standards in all subjects..	Professional Learning			08/19/2014	09/01/2014	\$1200 - Title I Part A	ARI Regional Coach, Instructional Coaches, AMSTI leaders, Carolina Biological trainers and Teachers

Activity - Collaborative Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will visit other teachers in Morgan County and observe Strategic Teaching Strategies, CSI, and Content Literacy in the reading content area.	Professional Learning			08/19/2014	09/01/2014	\$500 - Title I Part A	Reading teachers in grades 5-8

Strategy2:

Data meetings - Teachers will have scheduled data meetings at least once each 9 weeks to review data.

Research Cited: ARI and COS

Activity - Data meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in data meetings and will use data sources, to include Global Scholar and Exoplore classroom assessments, to analyze student strengths, weaknesses, and improvements.	Academic Support Program			08/09/2013	05/23/2014	\$1200 - Title I Part A	Principal, Title I Resource Teacher, Instructional Coaches and all content teachers.

Activity - Analysis of data by students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will review and analyze their results from Global Scholar scores on a regular basis during advisory classes.	Other			10/01/2013	05/23/2014	\$0 - Other	All students and advisory teachers

Strategy3:

Formative assessment - All teachers will use formative assessment on a daily basis to drive instruction.

Research Cited: ARI

Activity - Student engagement in formative assessment practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in a variety of formative assessment practices on a daily basis in all classes.	Academic Support Program			08/20/2013	05/23/2014	\$0 - No Funding Required	All students and teachers

Activity - Use of formative assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet to discuss ways they are using daily formative assessment to determine student understanding of skills and content.	Academic Support Program			08/09/2013	05/23/2014	\$0 - No Funding Required	All teachers will have scheduled data meetings at least once each nine weeks to discuss ways to effectively use formative assessments to determine student understanding of skills and content.

Strategy4:

Strategic Teaching/Content Literacy Strategies - Teachers will use strategies to target skills as identified by Global Scholar data,

Research Cited: ARI, COS

Activity - Content Literacy Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are attending sessions at the Morgan County Central Office. These sessions include Strategic Teaching Strategies, CSI, and Content Literacy training.	Professional Learning			08/09/2013	05/23/2014	\$1500 - Title II Part A	All content area teachers, instructional coach, principal

Activity - Implementation of Strategic Teaching/ Content Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CSI and other strategic teaching practices to explicitly teach nonfiction and functional text.	Academic Support Program			08/19/2013	05/29/2014	\$0 - No Funding Required	Grades 5-8 Core Content Teachers, Instructional Coach and Title 1 Resource Teacher.

Activity - Use of non-fiction texts by students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read more non-fiction texts to deepen understanding of content and context.	Academic Support Program			08/20/2013	05/23/2014	\$0 - No Funding Required	All students and teachers

6. English Language Proficiency Goal (Should address identified weaknesses and gaps):**Goal 1:**

All students at Danville Middle School will improve in reading proficiency.

Measurable Objective 1:

collaborate to improve student gains by 05/23/2014 as measured by Global Scholar..

Strategy1:

Data meetings - Teachers will have scheduled data meetings at least once each 9 weeks to review data.

Research Cited: ARI and COS

Activity - Data meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in data meetings and will use data sources, to include Global Scholar and Exoplore classroom assessments, to analyze student strengths, weaknesses, and improvements.	Academic Support Program			08/09/2013	05/23/2014	\$1200 - Title I Part A	Principal, Title I Resource Teacher, Instructional Coaches and all content teachers.

Activity - Analysis of data by students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will review and analyze their results from Global Scholar scores on a regular basis during advisory classes.	Other			10/01/2013	05/23/2014	\$0 - Other	All students and advisory teachers

Strategy2:

Formative assessment - All teachers will use formative assessment on a daily basis to drive instruction.

Research Cited: ARI

Activity - Use of formative assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet to discuss ways they are using daily formative assessment to determine student understanding of skills and content.	Academic Support Program			08/09/2013	05/23/2014	\$0 - No Funding Required	All teachers will have scheduled data meetings at least once each nine weeks to discuss ways to effectively use formative assessments to determine student understanding of skills and content.

Activity - Student engagement in formative assessment practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in a variety of formative assessment practices on a daily basis in all classes.	Academic Support Program			08/20/2013	05/23/2014	\$0 - No Funding Required	All students and teachers

Strategy3:

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Differentiated Instruction - Teachers will use appropriate types of differentiated instruction on a daily basis to address a variety of learning styles.

Research Cited: ARI

Activity - Content area collaborations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet on a regular basis to share ideas of ways they are effectively using DI in the classroom.	Academic Support Program			08/09/2013	05/23/2014	\$0 - No Funding Required	All teachers

Activity - Collaborative Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will visit other teachers in Morgan County and observe Strategic Teaching Strategies, CSI, and Content Literacy in the reading content area.	Professional Learning			08/19/2014	09/01/2014	\$500 - Title I Part A	Reading teachers in grades 5-8

Activity - Vertical Teaming	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
History teachers will observe other teachers in Morgan County using Active Classroom to enhance Reading skills.	Professional Learning			08/19/2014	09/01/2014	\$500 - Title I Part A	History teachers in grades 5-8

Activity - Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training from ARI, AMSTI and Carolina Biological Online Learning , focusing on differentiated instruction and Best Practices Strategies, to include note booking, graphing, math skills, vocabulary and reading strategies to meet the ELA standards in all subjects..	Professional Learning			08/19/2014	09/01/2014	\$1200 - Title I Part A	ARI Regional Coach, Instructional Coaches, AMSTI leaders, Carolina Biological trainers and Teachers

Strategy4:

Strategic Teaching/Content Literacy Strategies - Teachers will use strategies to target skills as identified by Global Scholar data,

Research Cited: ARI, COS

Activity - Content Literacy Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are attending sessions at the Morgan County Central Office. These sessions include Strategic Teaching Strategies, CSI, and Content Literacy training.	Professional Learning			08/09/2013	05/23/2014	\$1500 - Title II Part A	All content area teachers, instructional coach, principal

Activity - Implementation of Strategic Teaching/ Content Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CSI and other strategic teaching practices to explicitly teach nonfiction and functional text.	Academic Support Program			08/19/2013	05/29/2014	\$0 - No Funding Required	Grades 5-8 Core Content Teachers, Instructional Coach and Title 1 Resource Teacher.

Activity - Use of non-fiction texts by students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read more non-fiction texts to deepen understanding of content and context.	Academic Support Program			08/20/2013	05/23/2014	\$0 - No Funding Required	All students and teachers

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

Goal 1:

All students at Danville Middle School will improve in reading proficiency.

Measurable Objective 1:

collaborate to improve student gains by 05/23/2014 as measured by Global Scholar..

Strategy1:

Formative assessment - All teachers will use formative assessment on a daily basis to drive instruction.

Research Cited: ARI

Activity - Use of formative assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet to discuss ways they are using daily formative assessment to determine student understanding of skills and content.	Academic Support Program			08/09/2013	05/23/2014	\$0 - No Funding Required	All teachers will have scheduled data meetings at least once each nine weeks to discuss ways to effectively use formative assessments to determine student understanding of skills and content.

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Activity - Student engagement in formative assessment practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in a variety of formative assessment practices on a daily basis in all classes.	Academic Support Program			08/20/2013	05/23/2014	\$0 - No Funding Required	All students and teachers

Strategy2:

Strategic Teaching/Content Literacy Strategies - Teachers will use strategies to target skills as identified by Global Scholar data,

Research Cited: ARI, COS

Activity - Content Literacy Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Use of non-fiction texts by students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read more non-fiction texts to deepen understanding of content and context.	Academic Support Program			08/20/2013	05/23/2014	\$0 - No Funding Required	All students and teachers

Strategy3:

Data meetings - Teachers will have scheduled data meetings at least once each 9 weeks to review data.

Research Cited: ARI and COS

Activity - Analysis of data by students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will review and analyze their results from Global Scholar scores on a regular basis during advisory classes.	Other			10/01/2013	05/23/2014	\$0 - Other	All students and advisory teachers

ACIP

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Activity - Data meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in data meetings and will use data sources, to include Global Scholar and Exoplore classroom assessments, to analyze student strengths, weaknesses, and improvements.	Academic Support Program			08/09/2013	05/23/2014	\$1200 - Title I Part A	Principal, Title I Resource Teacher, Instructional Coaches and all content teachers.

Strategy4:

Differentiated Instruction - Teachers will use appropriate types of differentiated instruction on a daily basis to address a variety of learning styles.

Research Cited: ARI

Activity - Content area collaborations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet on a regular basis to share ideas of ways they are effectively using DI in the classroom.	Academic Support Program			08/09/2013	05/23/2014	\$0 - No Funding Required	All teachers

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History teachers will observe other teachers in Morgan County using Active Classroom to enhance Reading skills.	Professional Learning			08/19/2014	09/01/2014	\$500 - Title I Part A	History teachers in grades 5-8

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes		Principal Attestation 2014-2015

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

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

All decisions regarding staffing are made by the school's administrator with full consideration being given to the following: degrees held, certification obtained, and number of years of experience. Teachers are then assigned to instruct only in the areas which their certification permits. It is the policy of the Morgan County Board of Education to only hire highly qualified teachers.

Component 4: Strategies to Attract Highly Qualified Teachers

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

Two teachers retired and two new highly qualified teachers were hired in August 2014.

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

Currently, all teachers are highly qualified. The average years of experience of teachers in each content area are as follows: language arts - 11 years; science - 25 years; math - 12 years; history - 24 years; special education -13 years; library media and technology - 13 years; reading resource and instructional coaches - 28 years; and physical education - 25 years. In addition, we have 5 teachers with BS degrees, 19 teachers with MA degree, 1 teacher with EDS degree, 1 National Board Certified Teacher and an EL teacher on staff.

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

Teacher recruitment is the responsibility of Morgan County Board of Education's Central Office. Teachers interested in teaching in Morgan County can apply for a job on the Teach in Alabama website. Danville Middle School seeks to provide a positive and supportive teaching community in order to retain highly qualified and motivated teachers.

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

Teacher recruitment is the responsibility of Morgan County Board of Education's Central Office. Teacher's interested in working in Morgan County can apply on the Teach In Alabama website. Danville Middle School seeks to provide a positive and supportive teaching community in order to retain highly qualified and motivated teachers.

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

The turnover rate for our school is extremely low and usually due only to retirements.

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?

Teachers will participate in professional development and job embedded training throughout the year in the following areas: OGAP, CCRS standards, STI Achievement, Differentiated Instruction, Formative Assessment, Strategic Teaching Strategies, Rigor, Vocabulary, ELA standards, and Reading & Writing Strategies.

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

Vertical Teaming will take place at Danville Middle School where teachers will meet on a regular basis to share ideas of ways they are effectively using DI and formative assessment to determine student understanding. Teachers will also use analyze data to determine students strengths, weaknesses, and improvements. Teachers will also visit other teachers in the County to observe Best Practices Teaching Strategies.

AMSTI specialist will be scheduled to visit our school to assist teachers in using a variety of technology resources as well as provide training in a variety of different areas.

ARI Regional Coach will visit our school to provide training in a variety of Reading & Writing strategies. Reading and Language teachers will attend the "Alabama Reading Association's Fall Conference".

Principal and staff will attend "The Leader In Me Symposium".

Professional Development on strategies to help students at home will be provided for parents during events such as; Reading Night, Math Night, Science Night, and History Night.

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.

New or inexperienced teachers are given support from a master teacher. They also receive support from the two instructional coaches.

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

Danville Middle School has been implementing The Leader In Me/7Habits program over the past three years. Teachers continue to participate in professional development that will improve their knowledge and understanding of this program. Teachers also participate in a variety of professional development throughout the school year to help maintain their knowledge of curriculum, teaching expertise and to gain knowledge to better meet the needs of the students in a 21st century world.

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.

For students entering fifth grade, several strategies are used to support and ease students in transitioning. During May of the fourth grade year, students tour the middle school facilities, eat in the cafeteria, and meet the fifth grade teachers. On Sunday afternoon before the first day of school, an open house/Annual Title I meeting is held to explain procedures to students and parents. A locker day is scheduled for fifth grade students to purchase and familiarize themselves with lockers.

Eighth grade students and parents meet with the high school counselor to learn about curriculum-diploma options and College and Career Readiness Standards. The high school counselor also uses strategies to provide a smooth transition. These include touring the facility, introducing students to each faculty member, and familiarizing students with rules and expectations.

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?

Teachers of fifth and sixth grade have common planning time to discuss academics, while seventh and eighth grade teachers use faculty meetings, data meetings, and before and after school meetings for this collaboration. On an as-needed basis, grade level teachers meet to discuss individual progress of students. Data meetings will also be held at least four times per year.

Teachers engage in grade level meetings to analyze data, discuss strengths and weaknesses, and plan strategies for addressing weaknesses. At least one representative from each grade level serves on the CIP leadership team. The leadership team reviews test scores, determining strengths and weaknesses to be included in our plan. The leadership team includes parents who meet with faculty members of the leadership team to discuss strategies and budgeting decisions, and provide input in all areas of the CIP focus. Teachers use the plan as they strive to implement effective strategies in the classroom.

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?

STAR reading are used in the development of leveled-reading groups. Assessment data is used to drive instruction (re-teach skills and concepts not mastered). Fifth grade teachers will use the "Wonders" reading series and while sixth grade teachers will use the Scott Foresman series, along with the data. STI Performance Series is also used to measure student achievement in math, reading, and language arts. Teachers will use formative and summative assessments. Explore assessment results are analyzed at the beginning of and throughout the school year to assist with instructional planning. Teachers will use tools like clickers, exit slips, verbal assessment, and data from teacher-made and/or standardized assessments to collect data. After analyzing data, teachers will re-teach concepts that were not mastered, as indicated through formative and summative assessments.

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?

Teachers are continuing to use pacing guides to meet instructional objectives from the Alabama Course of Study. Any student needing additional assistance in reading or math is provided before and after school tutoring by voluntary teachers. Students are also provided individual academic assistance during enrichment classes throughout the day and by the Title I reading and math teacher. Through data analysis, along with formative and summative assessments, teachers will determine which standards the students did not master. Upon this recognition, the teacher will re-teach the material. If only a few students did not meet the standard at a proficient level the teacher may pull the student aside for one-on-one instruction, allow peer tutoring, tutor before or after school, and re-assess the students' understanding of the standard after re-teaching. The Title I teacher is utilized on a daily basis for students who are experiencing the most difficulty mastering the standards.

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

Teachers will gear lessons toward multiple learning styles and use multiple teaching techniques. Teachers will include, but are not limited to, the following: individual contracts, literature circles, small group collaboration, options for the students on projects that highlight different strengths, teacher-student conversations, and team technology projects. Overall, teachers will have a student-centered mentality and adjust teaching techniques accordingly.

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.

We have Specialized Enrichment Classes, Various learning opportunities through Field Trips, Band, and Voluntary Tutoring offered by

teachers for at-risk students and EL students. Title 1 Resource teacher gives one-on-one and small group instruction to at-risk, EL, and struggling students in Math and Reading.

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

Schools work with local, state, and federal agencies, when possible, to provide resources that will supplement schoolwide goals for all of these programs. Assemblies, specific grade level content curriculum, and local and state resources are consistently used for violence prevention programs. All capacities of bullying and violent behavior are addressed through district/school policies and are revisited often during the year. Each school makes an effort to make sure all students needing nutritional assistance receive a free/reduced lunch form at the beginning of each school year. The Child Nutrition Program works with every school to get information into every home about free/reduced lunches, counselors and teachers watch for needs of students, and all Title schools pay close attention to all struggling students in order to intervene and meet their needs. Making sure students are fed is a huge component to reach schoolwide goals because students will perform better if they are not hungry. Homeless students are identified and needs met that will enable these students to be successful and blocking any obstacles that might hinder their academic success. All schools work through local agencies if housing needs arise. The FACT (Family Assistance Through Community Ties) program along with local, state, and federal housing partners are available for contact to be sure students have proper housing. The McKinney-Vento grant for students meeting the homeless criteria is available for students living in conditions that qualify for assistance. Local partners are available through a 2-1-1 service that meets basic human needs. Schools work with local Head Starts, which are available through Community Action, to assist students who are transitioning into the regular school programs. These efforts will in turn help students to become successful as their education journey continues. Parents are always a huge resource partner for their child's success from Head Start throughout their educational endeavors which is why our schools support adult education programs. Our district allows area colleges to use some of the school campuses for evening classes for adults. These programs are advertised and supported by our school system because educated parents will know and understand the importance of helping their own children succeed. Vocational and technical education along with job trainings are a big focus for middle and high schools. The entire educational community has embraced the importance of being College and Career Ready, so resources from local, state, and federal funding is being used to support the career-tech side of education. All resources and funding agencies follow guidelines to meet the criteria set forth by their agencies, and schools coordinate all services to meet the needs of their students and schools. Integrating all of these programs is crucial to the development of every school's student population, and all schools generate plans, goals, strategies, and action steps to implement and integrate programs that will be productive and successful for their student bodies.

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.

Our school is a 5-8 school and does not serve high school grade levels.

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?

All Title programs supplement district and school programs. Title math and reading programs are all scientifically researched based and supplement the existing core programs already in place. Intervention teachers work with classroom teachers to achieve schoolwide goals in reading and math and to focus on and plan for individualized student success.

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.

There are several monetary sources that are integrated and coordinated into the financial management and instructional planning of Danville Middle School. The following is a comprehensive list of fund sources, with an explanation of their usage:

1. The State of Alabama School Foundation Program: The State of Alabama funds the BASIC programming in terms of teacher units based on student enrollment. For the 2012-2014 school year the state is funding teacher units, plus fringe benefits, Technology, Library Enhancement.

Title I - Part A (Federal): This money is used to SUPPLEMENT regular funded programming. For the 2013-2014 school year, Title I monies are being used to fund a resource teacher, professional development, to purchase various materials/instructional supplies, and parent involvement. This budget totals \$99,675.00 and is spent in addition to state/local monies.

Title II - Part A (Federal): This money will be used for Professional Development activities, Class-Size Reduction teachers, and the Recruitment/Retention of Highly Qualified Teachers. The Professional Development activities must be in addition to Professional Development activities paid for out of state/local funds. Class-Size reduction units must be in addition to state funded limits. Recruitment/Retention activities must be approved by the federal Programs Department and meet all NCLB criteria.

Title III - English Learners (EL) (Federal): This money may only be used to provide supplemental activities to EL students. Funds are to be used for students and their families for professional development activities such as workshops to help parents assist their child in school.

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.

Schools work with local, state, and federal agencies, when possible, to provide resources that will supplement schoolwide goals for all of these programs. Assemblies, specific grade level content curriculum, and local and state resources are consistently used for violence prevention programs. All capacities of bullying and violent behavior are addressed through district/school policies and are revisited often during the year. Each school makes an effort to make sure all students needing nutritional assistance receive a free/reduced lunch form at the beginning of each school year. The Child Nutrition Program works with every school to get information into every home about free/reduced lunches, counselors and teachers watch for needs of students, and all Title schools pay close attention to all struggling students in order to intervene and meet their needs. Making sure students are fed is a huge component to reach schoolwide goals because students will perform better if they are not hungry. Homeless students are identified and needs met that will enable these students to be successful and blocking any obstacles that might hinder their academic success. All schools work through local agencies if housing needs arise. The FACT (Family Assistance Through Community Ties) program along with local, state, and federal housing partners are available for contact to SY 2014-2015

be sure students have proper housing. The McKinney-Vento grant for students meeting the homeless criteria is available for students living in conditions that qualify for assistance. Local partners are available through a 2-1-1 service that meets basic human needs. Schools work with local Head Starts, which are available through Community Action, to assist students who are transitioning into the regular school programs. These efforts will in turn help students to become successful as their education journey continues. Parents are always a huge resource partner for their child's success from Head Start throughout their educational endeavors which is why our schools support adult education programs. Our district allows area colleges to use some of the school campuses for evening classes for adults. These programs are advertised and supported by our school system because educated parents will know and understand the importance of helping their own children succeed. Vocational and technical education along with job trainings are a big focus for middle and high schools. The entire educational community has embraced the importance of being College and Career Ready, so resources from local, state, and federal funding is being used to support the career-tech side of education. All resources and funding agencies follow guidelines to meet the criteria set forth by their agencies, and schools coordinate all services to meet the needs of their students and schools. Integrating all of these programs is crucial to the development of every school's student population, and all schools generate plans, goals, strategies, and action steps to implement and integrate programs that will be productive and successful for their student bodies.

Component 10: Evaluation

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

Our leadership team meets regularly to review the school wide program. In addition, we provide surveys for our students, parents, and staff. Our ACIP is fluid and goals are monitored and evaluated throughout the year through meetings, Walkthroughs, Surveys, Student Performance Data, etc.

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?

Data is collected and evaluated by the school leadership team. The results are discussed at faculty meetings, grade level meetings, data meetings, and one-on-one basis, if needed. Data is evaluated by determining whether or not our CIP goals were met.

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 determines whether our program has been effective by analyzing the data.

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?

A variety of data is reviewed at faculty meetings. The teachers at Danville Middle School attend grade level data meetings to review and discuss assessment data. The teachers, along with the Instructional Coaches, Title I Resource teacher, Principal, and Special Education teachers discuss strategies that are working and strategies that are needed for individual students and the overall instructional program. Teachers also collaborate with the Instructional Coaches, Title I teacher, Special Education teachers, and one another on an individual basis to discuss the best strategies to be used for academically needy students. The RTI Team reviews data collected on referred students to determine if further evaluation is needed.

Coordination of Resources-Comprehensive Budget

Introduction

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

I. State Foundation Funds: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	21.18

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

Label	Question	Value
3.	Provide the number of Assistant Principal assigned units.	0.5

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

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

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

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

I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	21.18

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

Label	Question	Value
3.	Provide the number of Assistant Principals.	0.5

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

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

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

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

I. State Foundation Funds: Total Salaries

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

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	1411908.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	102760.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	54243.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	70595.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	73010.0

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

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

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

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

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

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	7651.0

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

Total 1,720,167.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

Instructional Materials and Supplies \$17,563

Parent Involvement \$1,147

Resource Staff \$72,387

Staff Development \$8,578

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	99675.0

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

N/A

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

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

All Title II and Title III funds are distributed from the LEA.

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	0.0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

All Title II and Title III funds are distributed from the LEA.

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	0.0

Title IV: For Safe and Frug-free Schools

Provide a brief explanation and a breakdown of expenses.

N/A

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

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

N/A

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

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

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	0.0

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

Provide a brief explanation and a breakdown of expenses.

N/A

ACIP

Danville Middle School

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

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant**Provide a brief explanation and a breakdown of expenses.**

N/A

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

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Instructional and instructional support salaries and benefits.

Label	Question	Value
2.	Local Funds Provide the total.	61521.0