



ACIP

Ashville Middle School

St. Clair County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Nestled beneath the foothills of the Appalachian Mountains, the town of Asheville lies within the northern section of Alabama's picturesque St. Clair County. A halfway point between Gadsden and Birmingham, Alabama, Asheville still remains a rural community that at first glance seems untouched by time. Established in 1822, the town of Asheville, Alabama boasts a proud historic heritage that can be visibly noticed with antebellum homes and rock buildings, quaintly gracing the lawn of a courthouse square. However, Asheville Middle School, located five minutes from interstate 59, is where the past meets the present, meeting head-on the challenges of twenty-first century learning, preparing its 341 5th-8th grade students for a promising future.

A fully accredited, Title I middle school, Asheville Middle School's outstanding faculty and administration understand their role as adult mentors for the middle school age student. As middle school educators, we are called and committed to meeting the specific transitional needs of our student body. We recognize and celebrate the uniqueness of our students and welcome the opportunity to serve them.

The Asheville Middle School staff currently includes 26 full time teachers, administrators, and support personnel. This number includes 1.5 administrator units, 1 counselor, 1 library media specialist and 2 special education teachers. With Asheville Elementary and Asheville High School we share the following positions: 1 EL teacher, 1 itinerant occupational therapist, 1 band director and 1 full time registered nurse.

Asheville Middle School has experienced some changes in recent years. Most notably, during the 2014 -2015 school year, Asheville Middle School received a new principal, assistant principal, and school secretary. The former occupants of these positions had been at Asheville Middle School for a combined total of over 40 years. New faces at Asheville Middle School have provided opportunities for growth, change and fresh ideas, while continuing the established standards of excellence which have become tradition at Asheville Middle School.

Over 50% of Asheville Middle School's teachers and administrators currently hold master's degrees or higher, and 100% of Asheville Middle School's teachers are highly qualified. In our math department 50% of the teachers are Nationally Board Certified. To be considered to be a part of our faculty, one must be highly qualified before interviewing with an Asheville Middle School committee.

We have high expectations for our students. We consistently achieve at high levels in the areas of student behavior, academics, athletics, band and service. We know that our administration, faculty, parents and students will accomplish and meet our expectations as we work together, making goals reality.

Since we serve a large portion of economically disadvantaged children as well as a considerable number of migrant students, our community and school face two specific needs. One, approximately 65% of our students receive free or reduced lunches. Due to this fact, we receive Title I funds that provide additional resources to help meet the academic needs of these students. Two, we experience a substantial lack of parental involvement. In an attempt to create a bridge between parent and school, we host Muffins for Mom and Donuts for Dad. These activities have seen great participation, enhancing the student-teacher-parent relationships.

Our student population is 84% white, 8% African American, 6% Hispanic and the other 2% is Multi-race, American Indian/Alaskan Native, Asian or Pacific Islander. Safety is a concern for all our students. Within the past year Asheville Middle School has installed an electronic entrance system, and we consistently perform fire, tornado, and intruder drills. Since the tornados of April 27, 2011, our students also take their safety seriously.

Just as any school, Ashville Middle School has challenges before us in the future. One challenge that we are especially focused on meeting is reaching the Annual Measurable Objective for our entire student population,

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.

Ashville Middle School Motto, Mission, Vision, Purpose and Beliefs

MISSION STATEMENT

The mission of Ashville Middle School is to lead students in the transition from elementary to high school by facilitating the development of each student's academic, physical, and social potential.

VISION

To provide opportunities and challenges that will prepare each student for college/career/adulthood in the 21st Century.

PURPOSE AND BELIEFS OF ASHVILLE MIDDLE SCHOOL

The faculty and staff of Ashville Middle School provide a program of educational and co-curricular activities that fosters the development of resourceful, well-adapted students. Providing for the successful transition of the students from elementary school to high school is a major goal.

To allow our students to develop self-esteem and respect for others, the faculty provides a proper atmosphere for learning by serving as positive role models, creating a climate that is conducive to learning, and requiring behavioral standards necessary for maintaining order. The ultimate purpose of Ashville Middle School is to provide the opportunities for our students to develop personally, intellectually, emotionally, physically, and socially in order to depart from our school having the foundation on which to build successful lives.

The Belief Statements of Ashville Middle School are:

1. All students can learn.
2. Students' academic, physical, and social development is a chief priority for Ashville Middle School.
3. Students can learn best when they are actively engaged in the learning process.
4. Curriculum and instructional practices should be strategic and incorporate a variety of learning activities to accommodate differences in learning styles.
5. Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.

6. The commitment to continuous improvement is imperative to enable students to become confident life-long learners.

7. Active literacy including talking, writing, investigating, reading and listening (T.W.I.R.L.) is an integral part of students' learning and will be utilized to enhance instruction across the curriculum.

MOTTO

"Expect It!, Believe It! and Achieve It!

This motto embodies the expectations that we have for each student at Ashville Middle School. We expect each student to be successful, we believe that each student can be productive members of society, and we equip students with the tools to achieve this challenge.

We emphasize the three R's (Rigor, Relevance and Relationship). We offer a wide variety of programs to accomplish this. Some of the programs offered at Ashville Middle School are Advanced Math, AMSTI in both science and math, gifted, exploratory, Bulldog Pride advisory group, band, Laying the Foundation and Read 180. These are many of the programs that help challenge each student at AMS.

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.

Asheville Middle School over the last three years has led the district in several areas on standardized tests. Each year the students score at or above the students in the state. On ACT Aspire in the spring of 2016, the students scored above the national average in 8 of the 10 tests that Asheville Middle School participated in. The following are some of the strengths, successes and improvement of Asheville Middle School.

Met Projected AMO in Math on the ACT Aspire for both All students and Special Education Subgroup.

67% of the students in 6th grade scored ACT readiness in Math.

46% of the students in 7th grade scored ACT readiness in Math.

Only 4% of the students in 6th and 6% of the students in 5th grade scored in need of support in Math.

61% of the students in 6th grade scored ACT readiness in Reading.

51% of the students in 7th grade scored ACT readiness in Reading.

54 % of the students in 7th grade scored readiness in Science.

11% of the special education subgroup students in 6th grade Reading and Math scored in need of support.

6th, 7th, 8th grade math and 6th and 7th grade Reading showed improvement from the previous year.

8 of the 10 areas tested scored above National Average.

5 of the 8 areas tested in Math and Reading in the Special Education Subgroup decreased the percentage of students scoring in need of support.

5 of the 8 areas tested in Math and Reading in the Special Education Subgroup increased or stayed the same in the percentage of students ACT Readiness.

On ACT Aspire in the spring of 2015, the students scored above the state average in 5 of the 8 tests that Asheville Middle School participated in. On ACT Aspire in the spring of 2014, the students scored above the state average in 6 of the 8 tests that Asheville Middle School participated in. The following are some of the strengths, successes and improvement of Asheville Middle School.

ACT Aspire 2014-15

Strengths

The Projected AMO for the 2014-15 school year in math for all students was 38%. We met this goal in Math on the ACT Aspire by scoring 40% proficient.

The projected AMO for Special Education Subgroup in math for the 2014-15 school year was 8.75%. We met this goal by scoring 11% proficient in Math on the ACT Aspire.

65% of the students in 6th grade scored ACT readiness in Math this is well above the 43% national average.

51% of the students in 5th grade scored ACT readiness in Math this is above the 40% national average.

Only 3% of the students in 5th and 7% of the students in 6th grade scored in need of support in Math.

51% of the students in 6th grade scored ACT readiness in Reading compared to the 41% national average.

48% of the students in 8th grade scored ACT readiness in Reading compared to the 45% national average.

0% of the special education subgroup students in 5th grade scored in need of support in Math.

6th grade math improved from 39% in the 2013-14 school year to 65% in 2014-15 school year.

7th grade math improved from 27% in the 2013-14 school year to 28% in 2014-15 school year.

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8th grade math improved from 24% in the 2013-14 school year to 25% in 2014-15 school year.

6th grade Reading improved from 41% in the 2013-14 school year to 51% in 2014-15 school year.

5 of the 8 areas tested scored above National Average.

5 of the 8 areas tested in the Special Education Subgroup decreased the percentage of students scoring in need of support.

2 of the 8 areas tested in the Special Education Subgroup increased in the percentage of students ACT Readiness.

ACT Aspire 2013-14

58% of the students in 5th grade scored ACT readiness in Math. This is the highest in the district. The state average was 39%

Only 4% of the students in 5th and 6th grade scored in need of support in Math. The state average for students in need of support for 5th grade is 9% and 16% for 6th grade.

63% of the students in 8th grade scored ACT readiness in Reading. This is the highest in the district. The state average was 48%.

Discipline 2015-16

The information below represents data on the most common disciplinary dispositions at Ashville Middle School for the 2015-2016 school year.

The total number of discipline referrals was 247 down from 262 the previous school year.

Over 87% of all students at Ashville Middle School receive one or fewer discipline referrals.

10% of all discipline referrals (25, down from 32) result in a disposition requiring out of school suspension.

3, down from 6, incidents resulted in a disposition requiring an alternative placement for students.

0 incident resulted in a disposition requiring expulsion.

2% of all discipline referrals required a disposition of corporal punishment.

90% of all discipline referrals were Class II or below.

100% of student participated in Bulldog Pride, our weekly advisory team meetings.

Strengths Discipline 2014-15

The information below represents data on the most common disciplinary dispositions at Ashville Middle School for the 2014-2015 school year.

The total number of discipline referrals was 262 up from 220 the previous school year. .

Over 83% of all students at Ashville Middle School receive one or fewer discipline referrals.

87% (227/262) of all dispositions for disciplinary reasons are considered medium to low need interventions.

12% of all discipline referrals (32, up from 26) result in a disposition requiring out of school suspension.

6 incidents resulted in a disposition requiring an alternative placement for students.

1 incident resulted in a disposition requiring expulsion.

3% of all discipline referrals required a disposition of corporal punishment.

87% of all discipline referrals were Class II or below.

100% of student participated in Bulldog Pride, our weekly advisory team meetings.

Strengths Discipline 2013-14

The information below represents data on the most common disciplinary dispositions at Ashville Middle School for the 2013-2014 school year.

The total number of discipline referrals was 220 down from 503 the previous school year. .

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Over 87% of all students at Ashville Middle School receive one or fewer discipline referrals.

91% (201/220) of all dispositions for disciplinary reasons are considered medium to low need interventions.

9% of all discipline referrals (26, down from 36) result in a disposition requiring out of school suspension

3 incidents resulted in a disposition requiring an alternative placement for students

10% of all discipline referrals required a disposition of corporal punishment.

91% of all discipline referrals were Class II or below.

100% of student participated in Bulldog Pride, our weekly advisory team meetings.

ACT ASPIRE SCIENCE 2014-15

Strengths

5th Grade

46% of students scored ACT Readiness

Scored above National Average

7th Grade

32% of students scored ACT Readiness

1% short of National Average

The areas of improvement that Ashville Middle School is striving to achieve in the next three years is continue closing the gaps between the whole student population and the special education subgroup in math and reading for all grades.

Additional Information

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

Our faculty at Asheville Middle School is proud to be an AMSTI school. The Alabama Math, Science, and Technology Initiative is the Alabama Department of Education's initiative to improve math and science teaching statewide. All of Asheville Middle School's science teachers have completed AMSTI training in science. Also 75% of the school's math teachers have completed the 2 years of AMSTI training in math. In addition, (Six) of our teachers have also attended the AP training Laying the Foundation. The AMSTI mission is to provide all students in grades K-12 with the knowledge and skills needed for success in the workforce and/or postsecondary studies. Our mission at Asheville Middle School is the same.

How will we achieve this goal? Currently, Asheville Middle School is offering advanced math classes in both 7th and 8th grade. We teach pre-algebra in 7th grade and algebra in 8th grade. We also offer advanced Language Art in both 7th and 8th grade. These classes prepare students to take additional advanced math classes and AP Language Art in high school.

In an attempt to bridge the gap in reading, Asheville Middle School participates in a program called Read 180. These students are given additional reading instruction and are not removed from the regular grade level reading classes. Individual students participating in Read 180 have shown substantial growth in reading comprehension.

At Asheville Middle School our attempt is to educate the individual as a whole. An advisory group called Bulldog Pride, meets periodically on Friday mornings. This group fosters a bond between teachers and students, and students with students at other grade levels, all the while outlining the connection between effort and success as outlined by Marizano.

Throughout the county school system, Asheville Middle School is known for excellent teacher attendance. This fact illustrates the dedication our teachers have to our students' success.

During the school year, we have four academic award's day presentations. Students are recognized for honor roll, attendance, and even for academic improvement. Our school displays photos of each grade's overall top ten students in academic achievement. Located directly across from Asheville Middle School's front office, this wooden board is often the object of admiration and sub sequential motivation for students of all grades---five through eight.

Each nine weeks we also recognize students from each grade for outstanding character traits. At the end of the school year, one student who has exhibited substantial character growth and/or overcome obstacles with grace is awarded the principal's award. Recipients of this special award have been selected from students of all backgrounds.

Asheville Middle School recognizes the need for social interaction within the middle school grades. School dances are planned for Christmas, and Valentine's Day. We participate heavily in Beta Club, annually attending the Alabama Junior Beta Club Convention. Our First Priority club meets weekly on Wednesday mornings. Students participate in county wide Scholar's Bowl tournaments.

Athletics, not only a must for a young person's physical growth, also molds Asheville Middle School students in the areas of responsibility, team work, and leadership. Asheville Middle School athletes are expected to become role models for the student body by complying with random drug testing as outlined by the Board of Education for all St. Clair County Schools.

Volleyball, football, baseball, basketball, cheerleading, track and wrestling make up the majority of sports offered by Ashville Middle School, but they are by no means the only one. The Ashville Middle School Archery Team provides an athletic sport for students who beforehand might not have considered themselves a candidate for an athletic event. With 3 National Championships and 9 State Championships under its belt, Ashville Middle School is extremely proud of its archery team and the reputation it has gained.

The community of Ashville, Alabama, enriched with a proud sense of history, recently felt its past converge with its present with the inception of the Ashville Middle School Archery Team. Unknown to most, famous archer Howard Hill, is buried in the Ashville City Cemetery located on the outskirts of town. Howard Hill, born in Birmingham and educated at Auburn University is unofficially referred to as the "World's Greatest Archer". Hill is the only person to win 196 archer tournament in succession. Hollywood called his name in the 1930's, and he is also known as Errol Flynn's stunt double. Little by little, archery students from Ashville Middle School heard the story of famed archer Howard Hill. Some even canvassed the cemetery until they discovered Hill's grave marker with bows and arrows etched in stone on either side of his name.

Coincidence that youth from a small southern town, honored to be the final resting place for a man known worldwide for his archer skills, should excel some eighty years later at the same sport? Maybe. But members of Ashville Middle School's archery team would argue, probably not. Whatever the case, the sport of archery has shrouded our student body with a sense of pride not experienced before, but hoped to be continued far into the future with 3 National Championships and 9 State Championships under their belt and hopefully more to come.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The planning committee recognizes the importance of analyzing the effectiveness of the plan through periodic review. The committee has developed the plan in a manner that will allow it to serve as a cornerstone for the overall school program. Accountability objectives will serve as a primary indicator of effectiveness of the schoolwide plan. We held several ACIP planning meetings that consisted of teachers, parents, and students. The CIP will be discussed at the Title I information meeting, and will be available for viewing and commenting during Title I, parent meetings as well as during the entire school year. The plan will be posted online and linked to the school website. Monthly reviews will be made based on the evaluations and current data. Parent representation will be utilized as team members for the CIP.

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

The stakeholder groups involved were parents, teachers, counselors and administrators. These groups analyzed data and developed objectives and strategies to implement.

Principal--Rusty St. John

Counselor--Kerry Montgomery

Assistant Principal--Samanda Stafford

Teachers-- Allie Davis, Traci Mullins, Steven Nuss, and Cheryl Boissel

Teachers Paid Through Title I--Allie Davis, Cheryl Boissel, Steven Nuss

Parents and Community Members--Stacy Vann and Paula Ballard

Special Education Teacher--Judy Metcalf

ELL Teacher--Karen Freeman

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 CIP will be discussed at the Title I information meeting and will be available for viewing and commenting during annual Title I parent meeting, as well as during the entire school year. The plan will be posted online and linked to the school website. A copy of the plan will also be available in the school. We will notify the stakeholders of the progress of the final improvement plan through our monthly newsletter and the school website. A one page summary of the school wide goals will be uploaded to the school webpage.

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		Summative Data Assessment

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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 have noticeably declined.	Level 3

Areas of Notable Achievement

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

According to Aspire data for 2015-2016 school year, Asheville Middle School students performed at or above the national average in the following grades and subjects: 5th grade math, 5th grade science, 6th grade reading, 6th grade math, 7th grade reading, 7th grade sath, 7th grade science and 8th grade reading.

According to Aspire data for 2014-2015 school year, Asheville Middle School students performed at or above the national average in the following grades and subjects: 5th grade math, 5th grade Science, 6th grade reading, 6th grade math, 7th grade reading, and 8th grade reading. According to the Aspire Data, justifications and explanations were an overall area of strength in Math, Key ideas and details were a strength in Reading.

According to Aspire data for 2013-2014 school year, Asheville Middle School students performed at or above the national average in the following grades and subjects: 5th grade math, 5th grade reading, 6th grade reading, 6th grade math, 7th grade reading, and 8th grade reading.

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

All student population met the projected AMO in math and the projected AMO for the special education subgroup in math. The gap in math between All students and the special education subgroup is the area that caused Asheville Middle School to be a focus school. We have closed special education subgroup gap in math 32% in 2013-14 to 29% in 2014-15 and 24% in 2015-16. We have met the projected AMO for the last two school years.in Math in both whole group and special education subgroup. .

6th grade math has shown a positive trend the last two year increasing from 39 % in 2013-2014 to 65% in 2014-2015 and to 67% in 2015-16.

5th grade math has shown a positive trend over the last few years. 5th grade math led the district on the 2013-2014 ACT Aspire by scoring 58% proficient. In 2014-15 51% of the students scored "Ready" which is above the national average of 40%. This was only 1% short of leading the district three years in a row on state math assessments.

Which area(s) indicate the overall highest performance?

6th Grade math scored 67% proficient on the 2015-16 ACT Aspire. This is a 2% increase from 6th grade math the previous year and a 16% increase from 5th grade math scores the previous year.

7th Grade math scored 46% proficient on the 2015-16 ACT Aspire. This is an 18% increase from 7th grade math the previous year.

6th Grade Reading scored 61% proficient on the 2015-16 ACT Aspire an increase of 10% from 6th grade the previous year and a 29% increase from when these students were in 5th grade in 2013-2014.

7th Grade science scored 54% proficient on the 2015-16 ACT Aspire. This is an 18% increase from 7th grade science the previous year.

6th Grade math scored 65% proficient on the 2014-15 ACT Aspire. This is a 26% increase from 6th grade math the previous year and a 7% increase from 5th grade math scores the previous year.

5th grade math scores 51% proficient on the 2014-15 ACT Aspire. This is a 13% increase from when these students were in 4th grade.

6th Grade Reading scored 51% proficient on the 2014-15 ACT Aspire an increase of 10% from 6th grade the previous year and a 11% increase from when these students were in 5th grade in 2013-2014.

5th Grade math scored 58% on the 2013-14 ACT Aspire, which led the district.

8th Grade Reading scored 63% on the 2013-14 ACT Aspire, which led the district.

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

Special Education Subgroup increased to 20% and closed the Gap between the subgroup and whole group on 2015-16 ACT Aspire.

7th Grade Math showed an 18% increase from 2014-15 ACT Aspire to the 2015-16 ACT Aspire.

7th Grade Reading showed a 16% increase from 2014-15 ACT Aspire to the 2015-16 ACT Aspire.

7th Grade Science showed a 22% increase from 2014-15 ACT Aspire to the 2015-16 ACT Aspire.

6th Grade Reading showed a 10% increase from 2014-15 ACT Aspire to the 2015-16 ACT Aspire.

5th Grade Math Special Education Subgroup showed 25% increase from the 2013-14 ACT Aspire to the 2014-15 ACT Aspire.

6th Grade Math Special Education Subgroup showed 33% increase from the 2013-14 ACT Aspire to the 2014-15 ACT Aspire.

Between which subgroups is the achievement gap closing?

The overall gap in math between All students and the special education subgroup has closed the last two school years. This year the overall gap between the special education subgroup and whole group is 24%. This is the area that caused AMS to be a focus school.

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

Comparing the Scantron Reading and Math assessments to the ACT ASPIRE state standardized test for the 2015-16 school year, the results are consistent and show the strengths and weaknesses of our students.

Areas in Need of Improvement

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

According to ACT Aspire data for 2015-2016 school year, Ashtville Middle School students performed below the national average in the following grades and subjects: 5th grade Reading and 8th grade math.

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

27% percent of 5th grade students on the 2015-16 ACT Aspire Reading test scored "Ready" compared to 32% in 2014-15.

44% percent of 5th grade students on the 2015-16 ACT Aspire Math test scored "Ready" compared to 51% in 2014-15. We still scored at or above the district average.

37% percent of 5th grade students on the 2015-16 ACT Aspire Science test scored "Ready" compared to 46% in 2014-15. We still scored at or above the district average.

Which area(s) indicate the overall lowest performance?

26% of the students in 8th grade scored ACT "ready" in math.

27% of the students in 5th grade scored ACT "ready" in Reading.

37% of the students in 5th grade scored ACT "ready" in Science.

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

Special education students scoring "Ready" or "Close" on the ACT Aspire in 5th grade Reading(33% compared to 58%) and 8th grade math(22% compared to 60%) are significantly lower compared to the whole group.

Between which subgroups is the achievement gap becoming greater?

5th grade reading gap between All students and special education subgroup increased from 19% to 27% in students scoring ACT Ready.

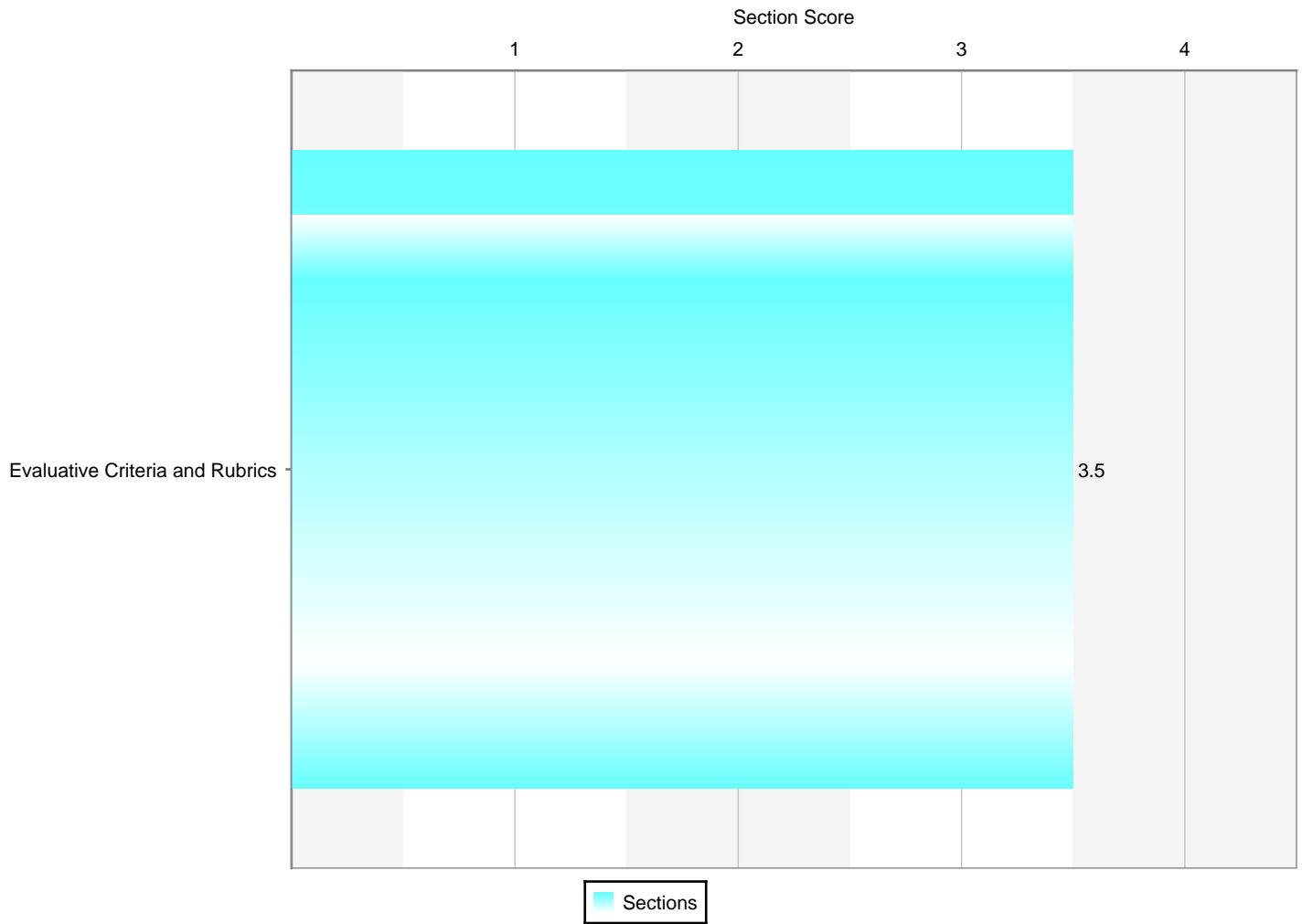
7th grade math gap between All students and special education subgroup increased from 28% to 37% in students scoring ACT Ready.

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

Comparing the Scantron Reading and Math assessments to the ACT ASPIRE state standardized test for the 2015-16 school year, the results are consistent and show the strengths and weaknesses of our students. We will use Scantron testing as a benchmark assessment throughout the 2016-17 school year to help prepare us for the ACT ASPIRE.

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		ACIP Team Signatures

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

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		Equal Education Opportunity Statement

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		Parental Involvement Plan and Parents Right

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		Parent-School Compact

ACIP 2016-17

Overview

Plan Name

ACIP 2016-17

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	Ashville Middle School will increase ways to engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$2338
2	Ashville Middle School will increase the percent of students that are recognized for positive behavior and will increase positive school culture and climate.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$800
3	All students at Ashville Middle School will increase grade level proficiency in the area of Reading.(TAP #3)	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$138033
4	All students at Ashville Middle School will increase grade level proficiency in math. (Tap#3)	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$138033
5	All students at Ashville Middle School will have an opportunity for an enriched and accelerated curriculum.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0
6	Special Education subgroup at Ashville Middle School will become more proficient in mathematics.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$5714
7	EL students tested will increase English Proficiency on ACCESS.	Objectives: 2 Strategies: 1 Activities: 2	Academic	\$0

Goal 1: Asheville Middle School will increase ways to engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.

Status	Progress Notes	Created On	Created By
N/A	All parents have been made aware of parent portal and given information on how to obtain a username and password. Parent Portal has been advertised on the website, newsletters and report cards. Open house was held on October 26, 2015 for all grades. The school website is updated frequently and a monthly newsletter has been sent home with every student since August. The newsletter is also posted on the website and emailed to parents.	February 11, 2016	Rusty St John

Measurable Objective 1:

collaborate to all stakeholders their children's learning progress by 05/26/2017 as measured by increase score on indicator 3.8 on 2 out of 3 stakeholder surveys.

Strategy 1:

Collaboration - The school will increase collaboration with all stakeholders about student progress. The school will make parents/students more aware of parent portal, increase communication through the school newsletter and website, and host an open house to increase communication between parents and the school.

Category:

Research Cited: Best Practices

Activity - Parent Portal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Make parents/students more aware of parent portal by advertising on the website and monthly newsletter.	Technology	08/12/2015	05/26/2017	\$0	No Funding Required	Principal, Assistant Principal and Teachers

Activity - Open House	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Host an open house in October to allow parents the opportunity to talk with teachers and schedule parent/teacher conferences,	Community Engagement, Parent Involvement	08/12/2015	05/26/2017	\$0	No Funding Required	Principal, Assistant Principal, Teachers, Parents.
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Activity - Website/Newsletters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will increase communication with all stakeholders through a monthly newsletter and the school website.	Other - Communication	08/12/2015	05/26/2017	\$2338	Title I School Improvement (ISI)	Principal, Assistant Principal and Teachers

Goal 2: Asheville Middle School will increase the percent of students that are recognized for positive behavior and will increase positive school culture and climate.

Measurable Objective 1:

increase student growth by 25% and promote a positive school culture and climate through the implementation of a school-wide program recognizing students for positive behavior by 05/26/2017 as measured by an increase from a baseline of 1.99 to 2.49 on a 5 point scale determined by pre- and post-surveys of students regarding their perspective of being recognized for positive behavior.

Strategy 1:

GOTCHA! You were caught being good! - Students will be randomly recognized and rewarded by faculty and staff for random acts of kindness, helping another student or staff member, increased participation, improved grades, and improved behavior.

Category: Develop/Implement Student and School Culture Program

Research Cited: Diedrich, Jennifer L., "Motivating Students Using Positive Reinforcement" (2010). Education and Human Development Master's Theses.

Activity - Teacher Training on use of GOTCHA slips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Ashville Middle School

Faculty and staff will be trained during a faculty meeting on the use of GOTCHA slips in recognizing students for positive behavior.	Professional Learning	08/04/2016	05/26/2017	\$0	No Funding Required	All Faculty and Staff
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Activity - GOTCHA Slips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and staff will randomly recognize students throughout the school year by the criteria set by the GOTCHA program. Students will receive a GOTCHA slip to place in the GOTCHA box located in the school office. They will have a duplicate copy to share with their parents.	Behavioral Support Program	08/10/2016	05/26/2017	\$300	General Fund	All faculty and staff

Activity - GOTCHA Drawing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GOTCHA slips will be randomly drawn from the GOTCHA box for prizes. These drawings will take place twice a month in the main office. Names of rewarded students will be announced for additional recognition.	Behavioral Support Program	08/10/2016	05/26/2017	\$500	General Fund	Administrators

Goal 3: All students at Ashville Middle School will increase grade level proficiency in the area of Reading.(TAP #3)

Measurable Objective 1:

54% of All Students will demonstrate a proficiency on the ACT Aspire in Reading by 05/26/2017 as measured by ACT Aspire.

Strategy 1:

Reduce Classroom Size - Reduce classroom size by hiring 2.23 teachers using Title I Funds. Research shows that small class sizes increase student achievement.

Category: Align Fiscal Resources

ACIP

Ashville Middle School

Activity - Reduce Classroom Size	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire 2.23 teachers with Title I funds to help reduce the size of classrooms in all grades.	Direct Instruction	08/10/2016	05/26/2017	\$138033	Title I Part A	Principal and Teachers

Strategy 2:

Strategic Teaching - Teachers will correlate their lesson plans with the CCRS, Global Scholars, ACT ASPIRE, and other formative assessment results and district pacing guides. All core teachers will teach strategically, in all classes, daily.

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

Research Cited: Alabama Reading Initiative

Activity - I Can Statements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use "I can" statements to drive their daily instruction. These statements will be documented on their lesson plans and posted in the classroom daily.	Academic Support Program	08/10/2016	05/26/2017	\$0	No Funding Required	Teachers

Activity - Three parts of a strategic lesson	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core teachers will implement Three parts of a strategic lesson – before, during and after activities. These activities will be posted daily in the teachers classroom and documented on lesson plans.	Academic Support Program	08/10/2016	05/26/2017	\$0	No Funding Required	Teachers

Activity - Four steps in explicit instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core teachers will implement Four steps in explicit instruction – “I do, we do, ya’ll do, you do.”	Academic Support Program	08/10/2016	05/26/2017	\$0	No Funding Required	Teachers

Activity - Five daily components of active literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core teachers will implement Five daily components of active literacy: T-Talk, W-Write, I-Investigate, R-Reading, L-listening (TWIRL).	Academic Support Program	08/10/2016	05/26/2017	\$0	No Funding Required	Teachers

Activity - Graphic/Advanced Organizers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete graphic organizers for all non-fiction/information text read through periodicals, internet resources, media center, and classroom materials.	Direct Instruction	08/10/2016	05/26/2017	\$0	No Funding Required	All Reading and Language Arts Teachers

Strategy 3:

Embedded Formative Assessment - Teachers will increase student performance by creating an emphasis on embedded formative assessment in daily classroom lessons.

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

Research Cited: Dylan William- Embedded Formative Assessment

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to make formative assessment a focus in the classroom. This will be documented on lesson plans and walkthroughs.	Academic Support Program, Direct Instruction	08/10/2016	05/26/2017	\$0	No Funding Required	Teachers

Strategy 4:

Intervention - Students targeted will be closely monitored through the PST intervention team. Appropriate interventions will be developed to address concerns. A list of students not meeting proficiency standards will be generated and utilized by each teacher. Students not making proficiency on all assessments will be provided Tier II intervention within the classroom. Tier III intervention will be available through before and after school tutoring, Read 180, and being pulled for additional help through intervention teachers.

Category: Develop/Implement Learning Supports

Research Cited: RTI

Activity - Read 180	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that have been identified as struggling readers, using End of the year Scantron assessment and Scholastic Reading Inventory, will receive Read 180 intervention during exploratory .	Academic Support Program	08/10/2016	05/26/2017	\$0	No Funding Required	Read 180 Teacher

Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will extend the school day by providing tutoring opportunities for students struggling in the areas of reading and mathematics. The program will be evaluated by using data sources provided through scientifically based programs, as well as walkthroughs as completed by principal. \$1500.00 of Title 1 focus school allocation provided in the county Title I plan will be used for copier lease to make copies for extended day.	Tutoring	08/10/2016	05/26/2017	\$0	No Funding Required	Teacher

Goal 4: All students at Asheville Middle School will increase grade level proficiency in math. (Tap#3)

Measurable Objective 1:

44% of All Students will demonstrate a proficiency on the ACT Aspire in Mathematics by 05/26/2017 as measured by ACT Aspire.

Strategy 1:

Reduce Classroom Size - Reduce classroom size by hiring 2.23 teachers using Title I Funds. Research shows that small class sizes increase student achievement.

Category: Align Fiscal Resources

Activity - Reduce Classroom Size	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire 2.23 teachers with Title I funds to help reduce the size of classrooms in all grades.	Direct Instruction	08/10/2016	05/26/2017	\$138033	Title I Part A	Principal and Teachers

Strategy 2:

Strategic Teaching - Teachers will correlate their lesson plans with the CCRS, Global Scholars, ACT ASPIRE, and other formative assessment results and district pacing guides. All core teachers will teach strategically, in all classes, daily.

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

Research Cited: Alabama Reading Initiative

Activity - I Can Statements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use "I can" statements to drive their daily instruction. These statements will be documented on their lesson plans and posted in the classroom daily.	Academic Support Program	08/10/2016	05/26/2017	\$0	No Funding Required	Teachers

Activity - Three parts of a strategic lesson	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core teachers will implement Three parts of a strategic lesson – before, during and after activities. These activities will be posted daily in the teachers classroom and documented on lesson plans.	Academic Support Program	08/10/2016	05/26/2017	\$0	No Funding Required	Teachers

ACIP

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Activity - Four steps in explicit instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core teachers will implement Four steps in explicit instruction – “I do, we do, ya’ll do, you do.”	Academic Support Program	08/10/2016	05/26/2017	\$0	No Funding Required	Teachers

Activity - Five daily components of active literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core teachers will implement Five daily components of active literacy: T-Talk, W-Write, I-Investigate, R-Reading, L-listening (TWIRL).	Academic Support Program	08/10/2016	05/26/2017	\$0	No Funding Required	Teachers

Strategy 3:

Embedded Formative Assessment - Teachers will increase student performance by creating an emphasis on embedded formative assessment in daily classroom lessons.

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

Research Cited: Dylan William- Embedded Formative Assessment

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to make formative assessment a focus in the classroom. This will be documented on lesson plans and walkthroughs.	Academic Support Program, Direct Instruction	08/10/2016	05/26/2017	\$0	No Funding Required	Teachers

Strategy 4:

Intervention - Students targeted will be closely monitored through the intervention team. Appropriate interventions will be developed to address concerns. A list of students not meeting proficiency standards will be generated and utilized by each teacher. Students not making proficiency on all assessments will be provided Tier II intervention within the classroom. Tier III intervention will be available through before and after school tutoring, Exploratory classes, and flex scheduling with math teachers.

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

Research Cited: RTI

Activity - Tier III	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier III instruction will occur after students have been referred to the Problem Solving Team. Tier III math instruction will be delivered by the math teacher during exploratory class or by the resource teacher. The students will be progress monitored periodically using Global Scholars. If the student does not show improvement, the PST team will determine if more interventions need to be implemented or if there needs to be a referral for special education testing.	Academic Support Program	08/10/2016	05/26/2017	\$0	No Funding Required	Teachers

Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will extend the school day by providing tutoring opportunities for students struggling in the areas of reading and mathematics. The program will be evaluated by using data sources provided through scientifically based programs, as well as walkthroughs as completed by principal. \$1500.00 of Title 1 focus school allocation will be used for copier lease to make copies for extended day.	Tutoring	08/10/2016	05/26/2017	\$0	No Funding Required	Teachers

Activity - Flex Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Will build a schedule that will allow 2 math teachers and Intervention teacher time to provide Tier III instruction throughout the day. Each teacher will have one period to pull students for Tier III intervention. They will also go into the classrooms and help students as needed.	Academic Support Program, Direct Instruction	08/10/2016	05/26/2017	\$0	No Funding Required	Teachers and PST Chairperson

Goal 5: All students at Ashville Middle School will have an opportunity for an enriched and accelerated curriculum.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in subject area through enrichment activities in exploratory classes in Art & Humanities by 05/26/2017 as measured by observation and achievement .

Strategy 1:

Exploratory Class - All students will be scheduled exploratory during the day. During this class, the students will experience a variety of enrichment activities.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Best Practices

Activity - Exploratory Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Enrichment activities will include art, music, computers, DARE, 4-H, guidance curriculum, math enrichment, reading enrichment and other assorted activities at the teachers discretion.	Academic Support Program	08/26/2016	05/26/2017	\$0	No Funding Required	Teachers

Strategy 2:

Enriched and Accelerated Curriculum - Selected gifted and accelerated students are offered an enriched curriculum that includes gifted program services and advanced classes.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Best Practices

Activity - Gifted Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Ashville Middle School

Students that are identified as gifted are given the opportunity to attend the gifted program at ECTC weekly.	Academic Support Program	08/10/2016	05/26/2017	\$0	No Funding Required	Gifted Teacher
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Activity - Advanced Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select students who excel in math and/or Language Arts are given the opportunity to take advanced classes in both seventh and eighth grade.	Academic Support Program	08/10/2016	05/26/2017	\$0	No Funding Required	Principal and Teachers

Goal 6: Special Education subgroup at Ashville Middle School will become more proficient in mathematics.

Measurable Objective 1:

20% of Students with Disabilities students will demonstrate a proficiency increase in Mathematics by 05/26/2017 as measured by Act Aspire.

Strategy 1:

Collaboration - The math and special education resource teachers of AMS will implement collaborative coteaching strategies between regular education and special education teachers. Teachers will examine opportunities for collaboration and coteaching, define what is expected, examine current practices, and determine strategies for further implementation.

Category: Develop/Implement Learning Supports

Activity - Focus Collaboration Pilot Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Ashville Middle School

A regular education math teacher and special education teacher attended focus collaboration pilot training at JSU during 2014-15. The special education teacher and math teacher will continue to implement the strategies learned during this training. The teachers continue to work together daily to help and support the at risk students.	Professional Learning	08/10/2016	05/26/2017	\$0	No Funding Required	Principal, Regular Education Teachers and Special Education Teachers.
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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development opportunities will be provided throughout the school year to assist all teachers in areas of need.	Professional Learning	08/10/2016	05/26/2017	\$1285	State Funds	All Faculty and Staff

Activity - Material and Supplies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Equipment, supplies and peripherals will be purchased on as needed basis to support all students in the learning process. This will assist in closing the Gap between special education subgroup and all students.	Technology	08/10/2016	05/26/2017	\$4429	Title I Part A	All Faculty and Staff

Goal 7: EL students tested will increase English Proficiency on ACCESS.**Measurable Objective 1:**

21% of English Learners students will increase student growth by .05 in English Language Arts by 05/26/2017 as measured by Access.

(shared) Strategy 1:

WIDA Standards - Teachers will use the WIDA Standards, Can Do Descriptors to adapt text and differentiate instruction based on the EL student's proficiency level.

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

Research Cited: Best Practices for English Language Learners; WIDA Standards

Activity - Explicit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Limited English Proficient (LEP 2) Students will receive explicit instruction using a variety of instruments to check students understanding and ongoing assessments to monitor performance and progress levels based on their individual English Proficiency level.	Academic Support Program	08/10/2016	05/26/2017	\$0	No Funding Required	Teachers and Staff

Activity - INTERVENTION	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Limited English Proficient (LEP 2) Students who are not making adequate progress will be pullout by the ESOL Teacher for Sheltered Instruction. LEP Students can also be referred for Tier 11 or Tier III.	Academic Support Program	08/10/2016	05/26/2017	\$0	No Funding Required	All Teacher and Staff

Measurable Objective 2:

55% of English Learners students will demonstrate a proficiency of 4.8 or higher in English Language Arts by 05/26/2017 as measured by Access.

(shared) Strategy 1:

WIDA Standards - Teachers will use the WIDA Standards, Can Do Descriptors to adapt text and differentiate instruction based on the EL student's proficiency level.

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

Research Cited: Best Practices for English Language Learners; WIDA Standards

Activity - Explicit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Limited English Proficient (LEP 2) Students will receive explicit instruction using a variety of instruments to check students understanding and ongoing assessments to monitor performance and progress levels based on their individual English Proficiency level.	Academic Support Program	08/10/2016	05/26/2017	\$0	No Funding Required	Teachers and Staff

Activity - INTERVENTION	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Limited English Proficient (LEP 2) Students who are not making adequate progress will be pullout by the ESOL Teacher for Sheltered Instruction. LEP Students can also be referred for Tier 11 or Tier III.	Academic Support Program	08/10/2016	05/26/2017	\$0	No Funding Required	All Teacher and Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
GOTCHA Slips	Faculty and staff will randomly recognize students throughout the school year by the criteria set by the GOTCHA program. Students will receive a GOTCHA slip to place in the GOTCHA box located in the school office. They will have a duplicate copy to share with their parents.	Behavioral Support Program	08/10/2016	05/26/2017	\$300	All faculty and staff
GOTCHA Drawing	GOTCHA slips will be randomly drawn from the GOTCHA box for prizes. These drawings will take place twice a month in the main office. Names of rewarded students will be announced for additional recognition.	Behavioral Support Program	08/10/2016	05/26/2017	\$500	Adminstrators
Total					\$800	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Website/Newsletters	The school will increase communication with all stakeholders through a monthly newsletter and the school website.	Other - Communication	08/12/2015	05/26/2017	\$2338	Principal, Assistant Principal and Teachers
Total					\$2338	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Professional Development opportunities will be provided throughout the school year to assist all teachers in areas of need.	Professional Learning	08/10/2016	05/26/2017	\$1285	All Faculty and Staff
Total					\$1285	

Title I Part A

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

Ashville Middle School

Material and Supplies	Equipment, supplies and peripherals will be purchased on as needed basis to support all students in the learning process. This will assist in closing the Gap between special education subgroup and all students.	Technology	08/10/2016	05/26/2017	\$4429	All Faculty and Staff
Reduce Classroom Size	Hire 2.23 teachers with Title I funds to help reduce the size of classrooms in all grades.	Direct Instruction	08/10/2016	05/26/2017	\$138033	Principal and Teachers
Reduce Classroom Size	Hire 2.23 teachers with Title I funds to help reduce the size of classrooms in all grades.	Direct Instruction	08/10/2016	05/26/2017	\$138033	Principal and Teachers
Total					\$280495	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Open House	Host an open house in October to allow parents the opportunity to talk with teachers and schedule parent/teacher conferences,	Community Engagement, Parent Involvement	08/12/2015	05/26/2017	\$0	Principal, Assistant Principal, Teachers, Parents.
I Can Statements	All teachers will use "I can" statements to drive their daily instruction. These statements will be documented on their lesson plans and posted in the classroom daily.	Academic Support Program	08/10/2016	05/26/2017	\$0	Teachers
Flex Schedule	Will build a schedule that will allow 2 math teachers and Intervention teacher time to provide Tier III instruction throughout the day. Each teacher will have one period to pull students for Tier III intervention. They will also go into the classrooms and help students as needed.	Academic Support Program, Direct Instruction	08/10/2016	05/26/2017	\$0	Teachers and PST Chairperson
Formative Assessment	Teachers will continue to make formative assessment a focus in the classroom. This will be documented on lesson plans and walkthroughs.	Academic Support Program, Direct Instruction	08/10/2016	05/26/2017	\$0	Teachers
Extended Learning Opportunities	The school will extend the school day by providing tutoring opportunities for students struggling in the areas of reading and mathematics. The program will be evaluated by using data sources provided through scientifically based programs, as well as walkthroughs as completed by principal. \$1500.00 of Title 1 focus school allocation will be used for copier lease to make copies for extended day.	Tutoring	08/10/2016	05/26/2017	\$0	Teachers
INTERVENTION	All Limited English Proficient (LEP 2) Students who are not making adequate progress will be pullout by the ESOL Teacher for Sheltered Instruction. LEP Students can also be referred for Tier 11 or Tier III.	Academic Support Program	08/10/2016	05/26/2017	\$0	All Teacher and Staff

ACIP

Ashville Middle School

Formative Assessment	Teachers will continue to make formative assessment a focus in the classroom. This will be documented on lesson plans and walkthroughs.	Academic Support Program, Direct Instruction	08/10/2016	05/26/2017	\$0	Teachers
Five daily components of active literacy	All core teachers will implement Five daily components of active literacy: T-Talk, W-Write, I-Investigate, R-Reading, L-listening (TWIRL).	Academic Support Program	08/10/2016	05/26/2017	\$0	Teachers
Five daily components of active literacy	All core teachers will implement Five daily components of active literacy: TTalk, W-Write, I-Investigate, R-Reading, L-listening (TWIRL).	Academic Support Program	08/10/2016	05/26/2017	\$0	Teachers
Parent Portal	Make parents/students more aware of parent portal by advertising on the website and monthly newsletter.	Technology	08/12/2015	05/26/2017	\$0	Principal, Assistant Principal and Teachers
Graphic/Advanced Organizers	Students will complete graphic organizers for all non-fiction/information text read through periodicals, internet resources, media center, and classroom materials.	Direct Instruction	08/10/2016	05/26/2017	\$0	All Reading and Language Arts Teachers
Read 180	Students that have been identified as struggling readers, using End of the year Scantron assessment and Scholastic Reading Inventory, will receive Read 180 intervention during exploratory .	Academic Support Program	08/10/2016	05/26/2017	\$0	Read 180 Teacher
Gifted Program	Students that are identified as gifted are given the opportunity to attend the gifted program at ECTC weekly.	Academic Support Program	08/10/2016	05/26/2017	\$0	Gifted Teacher
Four steps in explicit instruction	All core teachers will implement Four steps in explicit instruction – “I do, we do, ya’ll do, you do.”	Academic Support Program	08/10/2016	05/26/2017	\$0	Teachers
Focus Collaboration Pilot Training	A regular education math teacher and special education teacher attended focus collaboration pilot training at JSU during 2014-15. The special education teacher and math teacher will continue to implement the strategies learned during this training. The teachers continue to work together daily to help and support the at risk students.	Professional Learning	08/10/2016	05/26/2017	\$0	Principal, Regular Education Teachers and Special Education Teachers.
Teacher Training on use of GOTCHA slips	Faculty and staff will be trained during a faculty meeting on the use of GOTCHA slips in recognizing students for positive behavior.	Professional Learning	08/04/2016	05/26/2017	\$0	All Faculty and Staff
Tier III	Tier III instruction will occur after students have been referred to the Problem Solving Team. Tier III math instruction will be delivered by the math teacher during exploratory class or by the resource teacher. The students will be progress monitored periodically using Global Scholars. If the student does not show improvement, the PST team will determine if more interventions need to be implemented or if there needs to be a referral for special education testing.	Academic Support Program	08/10/2016	05/26/2017	\$0	Teachers

ACIP

Ashville Middle School

Extended Learning Opportunities	The school will extend the school day by providing tutoring opportunities for students struggling in the areas of reading and mathematics. The program will be evaluated by using data sources provided through scientifically based programs, as well as walkthroughs as completed by principal. \$1500.00 of Title 1 focus school allocation provided in the county Title I plan will be used for copier lease to make copies for extended day.	Tutoring	08/10/2016	05/26/2017	\$0	Teacher
Advanced Classes	Select students who excel in math and/or Language Arts are given the opportunity to take advanced classes in both seventh and eighth grade.	Academic Support Program	08/10/2016	05/26/2017	\$0	Principal and Teachers
Three parts of a strategic lesson	All core teachers will implement Three parts of a strategic lesson – before, during and after activities. These activities will be posted daily in the teachers classroom and documented on lesson plans.	Academic Support Program	08/10/2016	05/26/2017	\$0	Teachers
Explicit	All Limited English Proficient (LEP 2) Students will receive explicit instruction using a variety of instruments to check students understanding and ongoing assessments to monitor performance and progress levels based on their individual English Proficiency level.	Academic Support Program	08/10/2016	05/26/2017	\$0	Teachers and Staff
Exploratory Class	Enrichment activities will include art, music, computers, DARE, 4-H, guidance curriculum, math enrichment, reading enrichment and other assorted activities at the teachers discretion.	Academic Support Program	08/26/2016	05/26/2017	\$0	Teachers
I Can Statements	All teachers will use "I can" statements to drive their daily instruction. These statements will be documented on their lesson plans and posted in the classroom daily.	Academic Support Program	08/10/2016	05/26/2017	\$0	Teachers
Four steps in explicit instruction	All core teachers will implement Four steps in explicit instruction – "I do, we do, ya'll do, you do."	Academic Support Program	08/10/2016	05/26/2017	\$0	Teachers
Three parts of a strategic lesson	All core teachers will implement Three parts of a strategic lesson – before, during and after activities. These activities will be posted daily in the teachers classroom and documented on lesson plans.	Academic Support Program	08/10/2016	05/26/2017	\$0	Teachers
Total					\$0	

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	See Attached Stakeholder Feedback Data	Stakeholder Feedback 2015-16

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

Areas of Notable Achievement

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

In regards to overall standards, a review of the stakeholder questionnaires indicates the overall highest level of satisfaction or approval is the standard- Purpose and Direction. This standard received the highest rating from Parents (4.4), Staff (4.70), Elementary students (4.87) and in Middle/High Students (3.92). Even though this standard was the highest, all the survey was higher than 3.80, except standard 4 in the Middle/High student surveys. The following areas was the overall highest indicators on all surveys administered:

Asheville Middle School scored the highest on indicators 4.3 (4.58/5.0) and 1.3 (4.48/5.0) on parent surveys.

Asheville Middle School scored the highest on indicators 1.3 (4.84/5.0) and 1.1 (4.87/5.0) on staff survey.

Asheville Middle School scored the highest on indicators 1.3 (4.1) and 5.4 (4.3) on Middle School student surveys.

Asheville Middle School scored the highest on indicators 3.4 (3.0/3.0) on Elementary student surveys.

Indicator 1.3 was an area that was the highest level of satisfaction in all stakeholder surveys. It appeared as strength in parent, staff and student surveys. Indicator 1.3 states- The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

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

Indicator 3.3 was one of the lowest indicators in the 2015 parent survey with a 4.27. It increased to a 4.30 and is no longer one of the lowest areas. Indicator 3.3 states- Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

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

The surveys are very consistent with the surveys administered for 2014-2015 school year. The surveys were slightly lower for 2015-2016 school year, but very consistent. The areas of strength and weakness are very similar in the last two years of surveys.

Areas in Need of Improvement

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

While all survey results were very positive, standard 3(Teaching and Assessing Learning) was the overall lowest in two of the four stakeholder areas. This standard received the lowest rating from Parents (4.29) and Staff (4.48). The following areas were the overall lowest indicators on all surveys administered:

Asheville Middle School scored the lowest on indicators 3.8 (4.20/5.0) and 3.10(4.22/5.0) on parent surveys. We scored a 4.27 out of 5 on both indicators.

Asheville Middle School scored the lowest on indicators 3.7(4.55/5.0) and 3.8(4.53/5.0) on staff surveys. We scored a 4.26 out of 5 on both indicators.

Asheville Middle School scored the lowest on indicators 3.8 (2.45/3.0) on elementary student survey.

Asheville Middle School scored the lowest on indicators 4.3 (3.51/5.0) and 3.9 (3.39/5.0) on middle school student survey.

Indicator 3.8 was an area of overall lowest satisfaction in all stakeholder surveys. It appeared as an overall lowest level of satisfaction in the parent, staff and student (elementary) surveys. AMS will work to improve in this area by including a goal and strategies in this year's ACIP.

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

We showed a slight decrease in stakeholder satisfaction and approval in all survey areas. Even though there was a slight decrease only one area had a score below 3.8. These scores were still significantly higher than surveys in 2013-14. During 2013-14 parent surveys, we scored below 4.0 in all areas with indicator 4.1 scoring the highest with a 4.04. We scored above 4.0 in all areas of the previous two surveys.

What are the implications for these stakeholder perceptions?

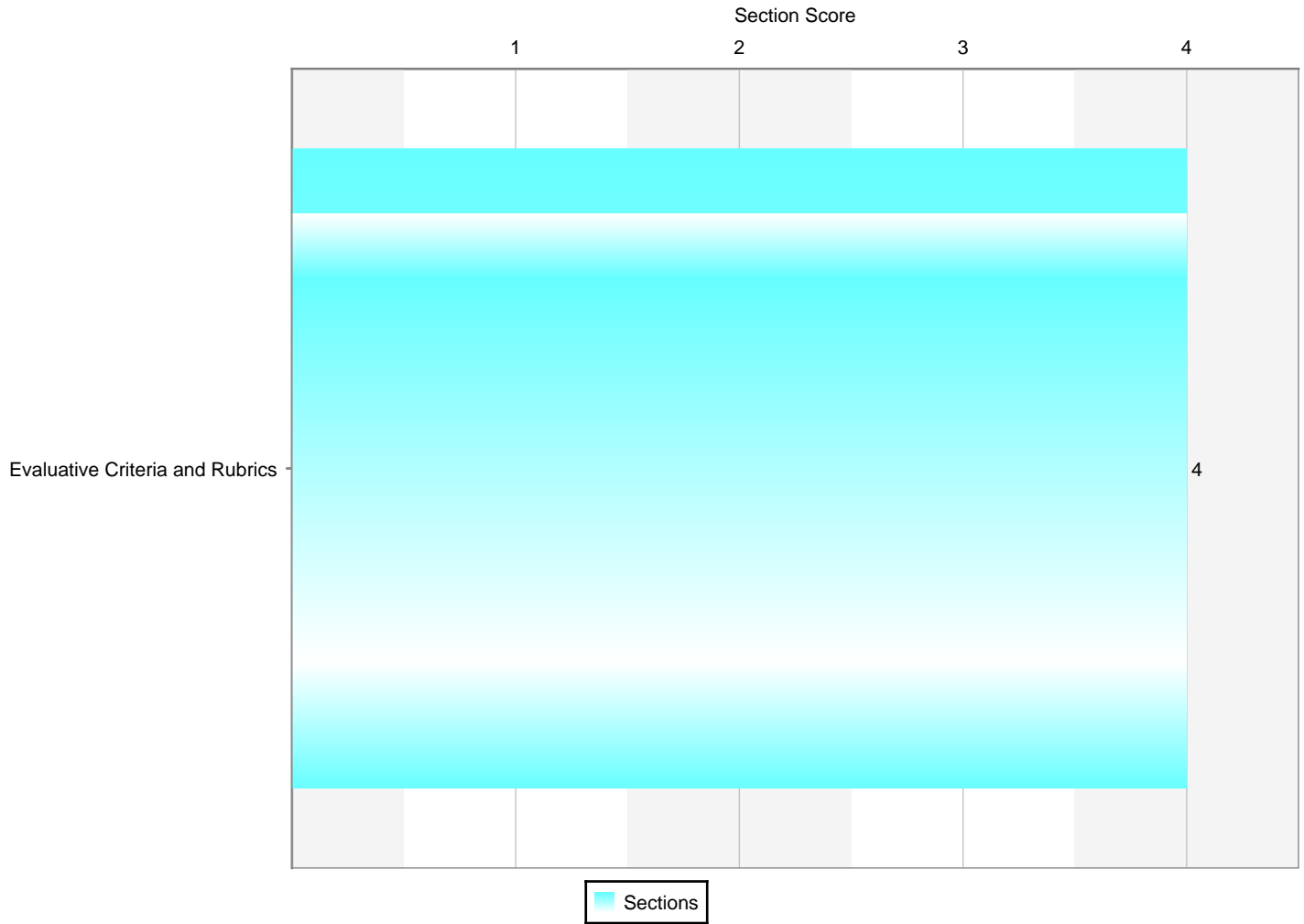
In general, stakeholders express a very positive perception of Asheville Middle School as measured by the standards and indicators. The implication of the stakeholders is that there is a lack of communication between all stakeholders about the children's learning progress. AMS will make this an area of focus for this school year. A goal and strategies have been included in this year's ACIP to focus on improving in this area.

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

All stakeholder surveys were consistent that Indicator 3.8 was a weakness. This indicator scored the lowest in parent, staff and student surveys.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The planning committee recognizes the importance of analyzing the effectiveness of the plan through periodic review. The committee has developed the plan in a manner that will allow it to serve as a cornerstone for the overall school program. Accountability objectives will serve as a primary indicator of effectiveness of the schoolwide plan. The CIP will be discussed at the Title I information meeting, and will be available for viewing and commenting during Title I, parent meetings as well as during the entire school year. The plan will be posted online and linked to the school website. Monthly reviews will be made based on the evaluations and current data. Parent representation will be utilized as team members for the CIP.

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

Strengths and weaknesses were identified according to the student assessment data. Strengths and weaknesses were identified in Math, Reading, Science, and student discipline. Teacher attendance and teacher turnover both were identified as strengths of Asheville Middle School. Student attendance and student discipline are both areas of strength at AMS. Parent, Student and Staff surveys were analyzed to help identify the perception of the school and the area of needs.

3. What conclusions were drawn from the results?

According to the 2015-16 ACT Aspire data, the highest scores in math were in 6th and 7th grade, the highest scores in reading were in the 6th and 7th grade, and the highest score in science was in 7th grade. The total number of discipline referrals decreased in 2015-16 from 262 to 247. The number of discipline referrals requiring out of school suspension dropped to 25 (down from 32) in 2014-16. The total number of discipline referrals for 2014-15 was 262 up from 220 the previous school year, but still significantly lower than 503 in 2012-13. The number of discipline referrals requiring out of school suspension increased (32, up from 26) in 2014-15, but still lower than 2012-13 school year.

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

It was concluded that eighth grade math scores are an area of concern. 5th grade reading is another area of concern. The data also showed there still is a gap between the whole student population and students with disabilities, but that gap has slightly closed. Therefore, we will be focusing on both math and reading. Another focus will be continuing to close the gap between the whole student population and the special education subgroup.

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

The goals are connected to prior needs by focusing on closing the gap between whole student population and the special education subgroup. The other goals focus on the overall weaknesses of Asheville Middle School in both Reading and Math.

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

Several types of data were analyzed to write the goals of Ashville Middle School. ACT Aspire, Scantron, ACCESS, AAA, student discipline, and surveys(parent, student and staff) were used to write this years plan.

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

Ashville Middle School is a school wide Title I school, so the goals addressed will meet the needs of the whole student body population. AMS will also set goals to help close the gap between the whole school population and the special education subgroup.

Component 2: Schoolwide Reform Strategies

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

Goal 1:

All students at Asheville Middle School will increase grade level proficiency in the area of Reading.(TAP #3)

Measurable Objective 1:

54% of All Students will demonstrate a proficiency on the ACT Aspire in Reading by 05/26/2017 as measured by ACT Aspire.

Strategy1:

Reduce Classroom Size - Reduce classroom size by hiring 2.23 teachers using Title I Funds. Research shows that small class sizes increase student achievement.

Category: Align Fiscal Resources

Research Cited:

Activity - Reduce Classroom Size	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire 2.23 teachers with Title I funds to help reduce the size of classrooms in all grades.	Direct Instruction	08/10/2016	05/26/2017	\$138033 - Title I Part A	Principal and Teachers

Strategy2:

Intervention - Students targeted will be closely monitored through the PST intervention team. Appropriate interventions will be developed to address concerns. A list of students not meeting proficiency standards will be generated and utilized by each teacher. Students not making proficiency on all assessments will be provided Tier II intervention within the classroom. Tier III intervention will be available through before and after school tutoring, Read 180.and being pulled for additional help through intervention teachers.

Category: Develop/Implement Learning Supports

Research Cited: RTI

Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified as struggling readers, using End of the year Scantron assessment and Scholastic Reading Inventory, will receive Read 180 intervention during exploratory .	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Read 180 Teacher

ACIP

Ashville Middle School

Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will extend the school day by providing tutoring opportunities for students struggling in the areas of reading and mathematics. The program will be evaluated by using data sources provided through scientifically based programs, as well as walkthroughs as completed by principal. \$1500.00 of Title 1 focus school allocation provided in the county Title I plan will be used for copier lease to make copies for extended day.	Tutoring	08/10/2016	05/26/2017	\$0 - No Funding Required	Teacher

Strategy3:

Embedded Formative Assessment - Teachers will increase student performance by creating an emphasis on embedded formative assessment in daily classroom lessons.

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

Research Cited: Dylan William- Embedded Formative Assessment

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to make formative assessment a focus in the classroom. This will be documented on lesson plans and walkthroughs.	Academic Support Program Direct Instruction	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Strategy4:

Strategic Teaching - Teachers will correlate their lesson plans with the CCRS, Global Scholars, ACT ASPIRE, and other formative assessment results and district pacing guides. All core teachers will teach strategically, in all classes, daily.

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

Research Cited: Alabama Reading Initiative

Activity - Graphic/Advanced Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete graphic organizers for all non-fiction/information text read through periodicals, internet resources, media center, and classroom materials.	Direct Instruction	08/10/2016	05/26/2017	\$0 - No Funding Required	All Reading and Language Arts Teachers

Activity - Four steps in explicit instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will implement Four steps in explicit instruction – "I do, we do, ya'll do, you do."	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

ACIP

Ashville Middle School

Activity - Five daily components of active literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will implement Five daily components of active literacy: T-Talk, W-Write, I-Investigate, R-Reading, L-listening (TWIRL).	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Activity - I Can Statements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use "I can" statements to drive their daily instruction. These statements will be documented on their lesson plans and posted in the classroom daily.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Activity - Three parts of a strategic lesson	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will implement Three parts of a strategic lesson – before, during and after activities. These activities will be posted daily in the teachers classroom and documented on lesson plans.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Goal 2:

All students at Ashville Middle School will increase grade level proficiency in math. (Tap#3)

Measurable Objective 1:

44% of All Students will demonstrate a proficiency on the ACT Aspire in Mathematics by 05/26/2017 as measured by ACT Aspire.

Strategy1:

Strategic Teaching - Teachers will correlate their lesson plans with the CCRS, Global Scholars, ACT ASPIRE, and other formative assessment results and district pacing guides. All core teachers will teach strategically, in all classes, daily.

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

Research Cited: Alabama Reading Initiative

Activity - I Can Statements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use "I can" statements to drive their daily instruction. These statements will be documented on their lesson plans and posted in the classroom daily.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Activity - Three parts of a strategic lesson	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will implement Three parts of a strategic lesson – before, during and after activities. These activities will be posted daily in the teachers classroom and documented on lesson plans.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Activity - Four steps in explicit instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will implement Four steps in explicit instruction – “I do, we do, ya’ll do, you do.”	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Activity - Five daily components of active literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will implement Five daily components of active literacy: T-Talk, W-Write, I-Investigate, R-Reading, L-listening (TWIRL).	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Strategy2:

Embedded Formative Assessment - Teachers will increase student performance by creating an emphasis on embedded formative assessment in daily classroom lessons.

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

Research Cited: Dylan William- Embedded Formative Assessment

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to make formative assessment a focus in the classroom. This will be documented on lesson plans and walkthroughs.	Direct Instruction Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Strategy3:

Intervention - Students targeted will be closely monitored through the intervention team. Appropriate interventions will be developed to address concerns. A list of students not meeting proficiency standards will be generated and utilized by each teacher. Students not making proficiency on all assessments will be provided Tier II intervention within the classroom. Tier III intervention will be available through before and after school tutoring, Exploratory classes, and flex scheduling with math teachers.

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

Research Cited: RTI

Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will extend the school day by providing tutoring opportunities for students struggling in the areas of reading and mathematics. The program will be evaluated by using data sources provided through scientifically based programs, as well as walkthroughs as completed by principal. \$1500.00 of Title 1 focus school allocation will be used for copier lease to make copies for extended day.	Tutoring	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

ACIP

Ashville Middle School

Activity - Flex Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will build a schedule that will allow 2 math teachers and Intervention teacher time to provide Tier III instruction throughout the day. Each teacher will have one period to pull students for Tier III intervention. They will also go into the classrooms and help students as needed.	Academic Support Program Direct Instruction	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers and PST Chairperson

Activity - Tier III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier III instruction will occur after students have been referred to the Problem Solving Team. Tier III math instruction will be delivered by the math teacher during exploratory class or by the resource teacher. The students will be progress monitored periodically using Global Scholars. If the student does not show improvement, the PST team will determine if more interventions need to be implemented or if there needs to be a referral for special education testing.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Strategy4:

Reduce Classroom Size - Reduce classroom size by hiring 2.23 teachers using Title I Funds. Research shows that small class sizes increase student achievement.

Category: Align Fiscal Resources

Research Cited:

Activity - Reduce Classroom Size	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire 2.23 teachers with Title I funds to help reduce the size of classrooms in all grades.	Direct Instruction	08/10/2016	05/26/2017	\$138033 - Title I Part A	Principal and Teachers

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

All students at Ashville Middle School will increase grade level proficiency in the area of Reading.(TAP #3)

Measurable Objective 1:

54% of All Students will demonstrate a proficiency on the ACT Aspire in Reading by 05/26/2017 as measured by ACT Aspire.

Strategy1:

Reduce Classroom Size - Reduce classroom size by hiring 2.23 teachers using Title I Funds. Research shows that small class sizes increase student achievement.

Category: Align Fiscal Resources

Research Cited:

Activity - Reduce Classroom Size	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire 2.23 teachers with Title I funds to help reduce the size of classrooms in all grades.	Direct Instruction	08/10/2016	05/26/2017	\$138033 - Title I Part A	Principal and Teachers

Strategy2:

Embedded Formative Assessment - Teachers will increase student performance by creating an emphasis on embedded formative assessment in daily classroom

lessons.

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

Research Cited: Dylan William- Embedded Formative Assessment

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to make formative assessment a focus in the classroom. This will be documented on lesson plans and walkthroughs.	Academic Support Program Direct Instruction	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Strategy3:

Intervention - Students targeted will be closely monitored through the PST intervention team. Appropriate interventions will be developed to address concerns. A list of students not meeting proficiency standards will be generated and utilized by each teacher. Students not making proficiency on all assessments will be provided Tier II intervention within the classroom. Tier III intervention will be available through before and after school tutoring, Read 180, and being pulled for additional help through intervention teachers.

Category: Develop/Implement Learning Supports

Research Cited: RTI

Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified as struggling readers, using End of the year Scantron assessment and Scholastic Reading Inventory, will receive Read 180 intervention during exploratory .	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Read 180 Teacher

Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will extend the school day by providing tutoring opportunities for students struggling in the areas of reading and mathematics. The program will be evaluated by using data sources provided through scientifically based programs, as well as walkthroughs as completed by principal. \$1500.00 of Title 1 focus school allocation provided in the county Title I plan will be used for copier lease to make copies for extended day.	Tutoring	08/10/2016	05/26/2017	\$0 - No Funding Required	Teacher

Strategy4:

Strategic Teaching - Teachers will correlate their lesson plans with the CCRS, Global Scholars, ACT ASPIRE, and other formative assessment results and district pacing guides. All core teachers will teach strategically, in all classes, daily.

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

Research Cited: Alabama Reading Initiative

Activity - Five daily components of active literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will implement Five daily components of active literacy: T-Talk, W-Write, I-Investigate, R-Reading, L-listening (TWIRL).	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Activity - Graphic/Advanced Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete graphic organizers for all non-fiction/information text read through periodicals, internet resources, media center, and classroom materials.	Direct Instruction	08/10/2016	05/26/2017	\$0 - No Funding Required	All Reading and Language Arts Teachers

Activity - Three parts of a strategic lesson	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will implement Three parts of a strategic lesson – before, during and after activities. These activities will be posted daily in the teachers classroom and documented on lesson plans.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Activity - I Can Statements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use "I can" statements to drive their daily instruction. These statements will be documented on their lesson plans and posted in the classroom daily.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Activity - Four steps in explicit instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will implement Four steps in explicit instruction – "I do, we do, ya'll do, you do."	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Goal 2:

All students at Ashville Middle School will increase grade level proficiency in math. (Tap#3)

Measurable Objective 1:

44% of All Students will demonstrate a proficiency on the ACT Aspire in Mathematics by 05/26/2017 as measured by ACT Aspire.

Strategy1:

Intervention - Students targeted will be closely monitored through the intervention team. Appropriate interventions will be developed to address concerns. A list of students not meeting proficiency standards will be generated and utilized by each teacher. Students not making proficiency on all assessments will be provided Tier II intervention within the classroom. Tier III intervention will be available through before and after school tutoring, Exploratory classes, and flex scheduling with math teachers.

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

Research Cited: RTI

Activity - Flex Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will build a schedule that will allow 2 math teachers and Intervention teacher time to provide Tier III instruction throughout the day. Each teacher will have one period to pull students for Tier III intervention. They will also go into the classrooms and help students as needed.	Academic Support Program Direct Instruction	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers and PST Chairperson

Activity - Tier III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier III instruction will occur after students have been referred to the Problem Solving Team. Tier III math instruction will be delivered by the math teacher during exploratory class or by the resource teacher. The students will be progress monitored periodically using Global Scholars. If the student does not show improvement, the PST team will determine if more interventions need to be implemented or if there needs to be a referral for special education testing.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will extend the school day by providing tutoring opportunities for students struggling in the areas of reading and mathematics. The program will be evaluated by using data sources provided through scientifically based programs, as well as walkthroughs as completed by principal. \$1500.00 of Title 1 focus school allocation will be used for copier lease to make copies for extended day.	Tutoring	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Strategy2:

Reduce Classroom Size - Reduce classroom size by hiring 2.23 teachers using Title I Funds. Research shows that small class sizes increase student achievement.

Category: Align Fiscal Resources

Research Cited:

ACIP

Ashville Middle School

Activity - Reduce Classroom Size	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire 2.23 teachers with Title I funds to help reduce the size of classrooms in all grades.	Direct Instruction	08/10/2016	05/26/2017	\$138033 - Title I Part A	Principal and Teachers

Strategy3:

Strategic Teaching - Teachers will correlate their lesson plans with the CCRS, Global Scholars, ACT ASPIRE, and other formative assessment results and district pacing guides. All core teachers will teach strategically, in all classes, daily.

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

Research Cited: Alabama Reading Initiative

Activity - Five daily components of active literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will implement Five daily components of active literacy: T-Talk, W-Write, I-Investigate, R-Reading, L-listening (TWIRL).	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Activity - I Can Statements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use "I can" statements to drive their daily instruction. These statements will be documented on their lesson plans and posted in the classroom daily.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Activity - Three parts of a strategic lesson	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will implement Three parts of a strategic lesson – before, during and after activities. These activities will be posted daily in the teachers classroom and documented on lesson plans.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Activity - Four steps in explicit instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will implement Four steps in explicit instruction – "I do, we do, ya'll do, you do."	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Strategy4:

Embedded Formative Assessment - Teachers will increase student performance by creating an emphasis on embedded formative assessment in daily classroom lessons.

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

Research Cited: Dylan William- Embedded Formative Assessment

ACIP

Ashville Middle School

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to make formative assessment a focus in the classroom. This will be documented on lesson plans and walkthroughs.	Academic Support Program Direct Instruction	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Goal 3:

All students at Ashville Middle School will have an opportunity for an enriched and accelerated curriculum.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in subject area through enrichment activities in exploratory classes in Art & Humanities by 05/26/2017 as measured by observation and achievement .

Strategy1:

Exploratory Class - All students will be scheduled exploratory during the day. During this class, the students will experience a variety of enrichment activities.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Best Practices

Activity - Exploratory Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enrichment activities will include art, music, computers, DARE, 4-H, guidance curriculum, math enrichment, reading enrichment and other assorted activities at the teachers discretion.	Academic Support Program	08/26/2016	05/26/2017	\$0 - No Funding Required	Teachers

Strategy2:

Enriched and Accelerated Curriculum - Selected gifted and accelerated students are offered an enriched curriculum that includes gifted program services and advanced classes.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Best Practices

Activity - Advanced Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students who excel in math and/or Language Arts are given the opportunity to take advanced classes in both seventh and eighth grade.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Principal and Teachers

ACIP

Ashville Middle School

Activity - Gifted Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are identified as gifted are given the opportunity to attend the gifted program at ECTC weekly.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Gifted Teacher

Goal 4:

Special Education subgroup at Ashville Middle School will become more proficient in mathematics.

Measurable Objective 1:

20% of Students with Disabilities students will demonstrate a proficiency increase in Mathematics by 05/26/2017 as measured by Act Aspire.

Strategy1:

Collaboration - The math and special education resource teachers of AMS will implement collaborative coteaching strategies between regular education and special education teachers. Teachers will examine opportunities for collaboration and coteaching, define what is expected, examine current practices, and determine strategies for further implementation.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development opportunities will be provided throughout the school year to assist all teachers in areas of need.	Professional Learning	08/10/2016	05/26/2017	\$1285 - State Funds	All Faculty and Staff

Activity - Focus Collaboration Pilot Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A regular education math teacher and special education teacher attended focus collaboration pilot training at JSU during 2014-15. The special education teacher and math teacher will continue to implement the strategies learned during this training. The teachers continue to work together daily to help and support the at risk students.	Professional Learning	08/10/2016	05/26/2017	\$0 - No Funding Required	Principal, Regular Education Teachers and Special Education Teachers.

Activity - Material and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Equipment, supplies and peripherals will be purchased on as needed basis to support all students in the learning process. This will assist in closing the Gap between special education subgroup and all students.	Technology	08/10/2016	05/26/2017	\$4429 - Title I Part A	All Faculty and Staff

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

Goal 1:

Ashville Middle School will increase ways to engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.

Measurable Objective 1:

collaborate to all stakeholders their children's learning progress by 05/26/2017 as measured by increase score on indicator 3.8 on 2 out of 3 stakeholder surveys.

Strategy1:

Collaboration - The school will increase collaboration with all stakeholders about student progress. The school will make parents/students more aware of parent portal, increase communication through the school newsletter and website, and host an open house to increase communication between parents and the school.

Category:

Research Cited: Best Practices

Activity - Open House	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Host an open house in October to allow parents the opportunity to talk with teachers and schedule parent/teacher conferences,	Community Engagement Parent Involvement	08/12/2015	05/26/2017	\$0 - No Funding Required	Principal, Assistant Principal, Teachers, Parents.

Activity - Website/Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will increase communication with all stakeholders through a monthly newsletter and the school website.	Other - Communication	08/12/2015	05/26/2017	\$2338 - Title I School Improvement (ISI)	Principal, Assistant Principal and Teachers

Activity - Parent Portal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Make parents/students more aware of parent portal by advertising on the website and monthly newsletter.	Technology	08/12/2015	05/26/2017	\$0 - No Funding Required	Principal, Assistant Principal and Teachers

Goal 2:

Ashville Middle School will increase the percent of students that are recognized for positive behavior and will increase positive school culture and climate.

Measurable Objective 1:

increase student growth by 25% and promote a positive school culture and climate through the implementation of a school-wide program recognizing students for positive behavior by 05/26/2017 as measured by an increase from a baseline of 1.99 to 2.49 on a 5 point scale

determined by pre- and post-surveys of students regarding their perspective of being recognized for positive behavior.

Strategy1:

GOTCHA! You were caught being good! - Students will be randomly recognized and rewarded by faculty and staff for random acts of kindness, helping another student or staff member, increased participation, improved grades, and improved behavior.

Category: Develop/Implement Student and School Culture Program

Research Cited: Diedrich, Jennifer L., "Motivating Students Using Positive Reinforcement" (2010). Education and Human Development Master's Theses.

Activity - Teacher Training on use of GOTCHA slips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff will be trained during a faculty meeting on the use of GOTCHA slips in recognizing students for positive behavior.	Professional Learning	08/04/2016	05/26/2017	\$0 - No Funding Required	All Faculty and Staff

Activity - GOTCHA Drawing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GOTCHA slips will be randomly drawn from the GOTCHA box for prizes. These drawings will take place twice a month in the main office. Names of rewarded students will be announced for additional recognition.	Behavioral Support Program	08/10/2016	05/26/2017	\$500 - General Fund	Adminstrators

Activity - GOTCHA Slips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff will randomly recognize students throughout the school year by the criteria set by the GOTCHA program. Students will receive a GOTCHA slip to place in the GOTCHA box located in the school office. They will have a duplicate copy to share with their parents.	Behavioral Support Program	08/10/2016	05/26/2017	\$300 - General Fund	All faculty and staff

Goal 3:

All students at Ashville Middle School will increase grade level proficiency in the area of Reading.(TAP #3)

Measurable Objective 1:

54% of All Students will demonstrate a proficiency on the ACT Aspire in Reading by 05/26/2017 as measured by ACT Aspire.

Strategy1:

Intervention - Students targeted will be closely monitored through the PST intervention team. Appropriate interventions will be developed to address concerns. A list of students not meeting proficiency standards will be generated and utilized by each teacher. Students not making proficiency on all assessments will be provided Tier II intervention within the classroom. Tier III intervention will be available through before and after school tutoring, Read 180.and being pulled for additional help through intervention teachers.

Category: Develop/Implement Learning Supports

Research Cited: RTI

Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified as struggling readers, using End of the year Scantron assessment and Scholastic Reading Inventory, will receive Read 180 intervention during exploratory .	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Read 180 Teacher

Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will extend the school day by providing tutoring opportunities for students struggling in the areas of reading and mathematics. The program will be evaluated by using data sources provided through scientifically based programs, as well as walkthroughs as completed by principal. \$1500.00 of Title 1 focus school allocation provided in the county Title I plan will be used for copier lease to make copies for extended day.	Tutoring	08/10/2016	05/26/2017	\$0 - No Funding Required	Teacher

Strategy2:

Strategic Teaching - Teachers will correlate their lesson plans with the CCRS, Global Scholars, ACT ASPIRE, and other formative assessment results and district pacing guides. All core teachers will teach strategically, in all classes, daily.

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

Research Cited: Alabama Reading Initiative

Activity - I Can Statements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use "I can" statements to drive their daily instruction. These statements will be documented on their lesson plans and posted in the classroom daily.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Activity - Graphic/Advanced Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete graphic organizers for all non-fiction/information text read through periodicals, internet resources, media center, and classroom materials.	Direct Instruction	08/10/2016	05/26/2017	\$0 - No Funding Required	All Reading and Language Arts Teachers

Activity - Five daily components of active literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will implement Five daily components of active literacy: T-Talk, W-Write, I-Investigate, R-Reading, L-listening (TWIRL).	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

ACIP

Ashville Middle School

Activity - Four steps in explicit instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will implement Four steps in explicit instruction – “I do, we do, ya’ll do, you do.”	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Activity - Three parts of a strategic lesson	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will implement Three parts of a strategic lesson – before, during and after activities. These activities will be posted daily in the teachers classroom and documented on lesson plans.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Strategy3:

Embedded Formative Assessment - Teachers will increase student performance by creating an emphasis on embedded formative assessment in daily classroom lessons.

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

Research Cited: Dylan William- Embedded Formative Assessment

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to make formative assessment a focus in the classroom. This will be documented on lesson plans and walkthroughs.	Academic Support Program Direct Instruction	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Strategy4:

Reduce Classroom Size - Reduce classroom size by hiring 2.23 teachers using Title I Funds. Research shows that small class sizes increase student achievement.

Category: Align Fiscal Resources

Research Cited:

Activity - Reduce Classroom Size	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire 2.23 teachers with Title I funds to help reduce the size of classrooms in all grades.	Direct Instruction	08/10/2016	05/26/2017	\$138033 - Title I Part A	Principal and Teachers

Goal 4:

All students at Ashville Middle School will increase grade level proficiency in math. (Tap#3)

Measurable Objective 1:

44% of All Students will demonstrate a proficiency on the ACT Aspire in Mathematics by 05/26/2017 as measured by ACT Aspire.

Strategy1:

Strategic Teaching - Teachers will correlate their lesson plans with the CCRS, Global Scholars, ACT ASPIRE, and other formative assessment results and district pacing guides. All core teachers will teach strategically, in all classes, daily.

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

Research Cited: Alabama Reading Initiative

Activity - Three parts of a strategic lesson	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will implement Three parts of a strategic lesson – before, during and after activities. These activities will be posted daily in the teachers classroom and documented on lesson plans.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Activity - Four steps in explicit instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will implement Four steps in explicit instruction – “I do, we do, ya’ll do, you do.”	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Activity - Five daily components of active literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will implement Five daily components of active literacy: T-Talk, W-Write, I-Investigate, R-Reading, L-listening (TWIRL).	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Activity - I Can Statements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use "I can" statements to drive their daily instruction. These statements will be documented on their lesson plans and posted in the classroom daily.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Strategy2:

Intervention - Students targeted will be closely monitored through the intervention team. Appropriate interventions will be developed to address concerns. A list of students not meeting proficiency standards will be generated and utilized by each teacher. Students not making proficiency on all assessments will be provided Tier II intervention within the classroom. Tier III intervention will be available through before and after school tutoring, Exploratory classes, and flex scheduling with math teachers.

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

Research Cited: RTI

ACIP

Ashville Middle School

Activity - Flex Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will build a schedule that will allow 2 math teachers and Intervention teacher time to provide Tier III instruction throughout the day. Each teacher will have one period to pull students for Tier III intervention. They will also go into the classrooms and help students as needed.	Academic Support Program Direct Instruction	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers and PST Chairperson

Activity - Tier III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier III instruction will occur after students have been referred to the Problem Solving Team. Tier III math instruction will be delivered by the math teacher during exploratory class or by the resource teacher. The students will be progress monitored periodically using Global Scholars. If the student does not show improvement, the PST team will determine if more interventions need to be implemented or if there needs to be a referral for special education testing.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will extend the school day by providing tutoring opportunities for students struggling in the areas of reading and mathematics. The program will be evaluated by using data sources provided through scientifically based programs, as well as walkthroughs as completed by principal. \$1500.00 of Title 1 focus school allocation will be used for copier lease to make copies for extended day.	Tutoring	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Strategy3:

Reduce Classroom Size - Reduce classroom size by hiring 2.23 teachers using Title I Funds. Research shows that small class sizes increase student achievement.

Category: Align Fiscal Resources

Research Cited:

Activity - Reduce Classroom Size	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire 2.23 teachers with Title I funds to help reduce the size of classrooms in all grades.	Direct Instruction	08/10/2016	05/26/2017	\$138033 - Title I Part A	Principal and Teachers

Strategy4:

Embedded Formative Assessment - Teachers will increase student performance by creating an emphasis on embedded formative assessment in daily classroom lessons.

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

Research Cited: Dylan William- Embedded Formative Assessment

ACIP

Ashville Middle School

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to make formative assessment a focus in the classroom. This will be documented on lesson plans and walkthroughs.	Direct Instruction Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Goal 5:

All students at Ashville Middle School will have an opportunity for an enriched and accelerated curriculum.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in subject area through enrichment activities in exploratory classes in Art & Humanities by 05/26/2017 as measured by observation and achievement .

Strategy1:

Enriched and Accelerated Curriculum - Selected gifted and accelerated students are offered an enriched curriculum that includes gifted program services and advanced classes.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Best Practices

Activity - Gifted Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are identified as gifted are given the opportunity to attend the gifted program at ECTC weekly.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Gifted Teacher

Activity - Advanced Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students who excel in math and/or Language Arts are given the opportunity to take advanced classes in both seventh and eighth grade.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Principal and Teachers

Strategy2:

Exploratory Class - All students will be scheduled exploratory during the day. During this class, the students will experience a variety of enrichment activities.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Best Practices

ACIP

Ashville Middle School

Activity - Exploratory Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enrichment activities will include art, music, computers, DARE, 4-H, guidance curriculum, math enrichment, reading enrichment and other assorted activities at the teachers discretion.	Academic Support Program	08/26/2016	05/26/2017	\$0 - No Funding Required	Teachers

Goal 6:

Special Education subgroup at Ashville Middle School will become more proficient in mathematics.

Measurable Objective 1:

20% of Students with Disabilities students will demonstrate a proficiency increase in Mathematics by 05/26/2017 as measured by Act Aspire.

Strategy1:

Collaboration - The math and special education resource teachers of AMS will implement collaborative coteaching strategies between regular education and special education teachers. Teachers will examine opportunities for collaboration and coteaching, define what is expected, examine current practices, and determine strategies for further implementation.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Focus Collaboration Pilot Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A regular education math teacher and special education teacher attended focus collaboration pilot training at JSU during 2014-15. The special education teacher and math teacher will continue to implement the strategies learned during this training. The teachers continue to work together daily to help and support the at risk students.	Professional Learning	08/10/2016	05/26/2017	\$0 - No Funding Required	Principal, Regular Education Teachers and Special Education Teachers.

Activity - Material and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Equipment, supplies and peripherals will be purchased on as needed basis to support all students in the learning process. This will assist in closing the Gap between special education subgroup and all students.	Technology	08/10/2016	05/26/2017	\$4429 - Title I Part A	All Faculty and Staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development opportunities will be provided throughout the school year to assist all teachers in areas of need.	Professional Learning	08/10/2016	05/26/2017	\$1285 - State Funds	All Faculty and Staff

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

Goal 1:

Ashville Middle School will increase ways to engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.

Measurable Objective 1:

collaborate to all stakeholders their children's learning progress by 05/26/2017 as measured by increase score on indicator 3.8 on 2 out of 3 stakeholder surveys.

Strategy1:

Collaboration - The school will increase collaboration with all stakeholders about student progress. The school will make parents/students more aware of parent portal, increase communication through the school newsletter and website, and host an open house to increase communication between parents and the school.

Category:

Research Cited: Best Practices

Activity - Open House	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Host an open house in October to allow parents the opportunity to talk with teachers and schedule parent/teacher conferences,	Parent Involvement Community Engagement	08/12/2015	05/26/2017	\$0 - No Funding Required	Principal, Assistant Principal, Teachers, Parents.

Activity - Website/Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will increase communication with all stakeholders through a monthly newsletter and the school website.	Other - Communication	08/12/2015	05/26/2017	\$2338 - Title I School Improvement (ISI)	Principal, Assistant Principal and Teachers

Activity - Parent Portal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Make parents/students more aware of parent portal by advertising on the website and monthly newsletter.	Technology	08/12/2015	05/26/2017	\$0 - No Funding Required	Principal, Assistant Principal and Teachers

Goal 2:

Ashville Middle School will increase the percent of students that are recognized for positive behavior and will increase positive school culture and climate.

Measurable Objective 1:

increase student growth by 25% and promote a positive school culture and climate through the implementation of a school-wide program

recognizing students for positive behavior by 05/26/2017 as measured by an increase from a baseline of 1.99 to 2.49 on a 5 point scale determined by pre- and post-surveys of students regarding their perspective of being recognized for positive behavior.

Strategy1:

GOTCHA! You were caught being good! - Students will be randomly recognized and rewarded by faculty and staff for random acts of kindness, helping another student or staff member, increased participation, improved grades, and improved behavior.

Category: Develop/Implement Student and School Culture Program

Research Cited: Diedrich, Jennifer L., "Motivating Students Using Positive Reinforcement" (2010). Education and Human Development Master's Theses.

Activity - GOTCHA Slips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff will randomly recognize students throughout the school year by the criteria set by the GOTCHA program. Students will receive a GOTCHA slip to place in the GOTCHA box located in the school office. They will have a duplicate copy to share with their parents.	Behavioral Support Program	08/10/2016	05/26/2017	\$300 - General Fund	All faculty and staff

Activity - GOTCHA Drawing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GOTCHA slips will be randomly drawn from the GOTCHA box for prizes. These drawings will take place twice a month in the main office. Names of rewarded students will be announced for additional recognition.	Behavioral Support Program	08/10/2016	05/26/2017	\$500 - General Fund	Administrators

Activity - Teacher Training on use of GOTCHA slips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff will be trained during a faculty meeting on the use of GOTCHA slips in recognizing students for positive behavior.	Professional Learning	08/04/2016	05/26/2017	\$0 - No Funding Required	All Faculty and Staff

Goal 3:

All students at Ashville Middle School will increase grade level proficiency in the area of Reading.(TAP #3)

Measurable Objective 1:

54% of All Students will demonstrate a proficiency on the ACT Aspire in Reading by 05/26/2017 as measured by ACT Aspire.

Strategy1:

Embedded Formative Assessment - Teachers will increase student performance by creating an emphasis on embedded formative assessment in daily classroom lessons.

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

Research Cited: Dylan William- Embedded Formative Assessment

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to make formative assessment a focus in the classroom. This will be documented on lesson plans and walkthroughs.	Academic Support Program Direct Instruction	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Strategy2:

Intervention - Students targeted will be closely monitored through the PST intervention team. Appropriate interventions will be developed to address concerns. A list of students not meeting proficiency standards will be generated and utilized by each teacher. Students not making proficiency on all assessments will be provided Tier II intervention within the classroom. Tier III intervention will be available through before and after school tutoring, Read 180, and being pulled for additional help through intervention teachers.

Category: Develop/Implement Learning Supports

Research Cited: RTI

Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will extend the school day by providing tutoring opportunities for students struggling in the areas of reading and mathematics. The program will be evaluated by using data sources provided through scientifically based programs, as well as walkthroughs as completed by principal. \$1500.00 of Title 1 focus school allocation provided in the county Title I plan will be used for copier lease to make copies for extended day.	Tutoring	08/10/2016	05/26/2017	\$0 - No Funding Required	Teacher

Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified as struggling readers, using End of the year Scantron assessment and Scholastic Reading Inventory, will receive Read 180 intervention during exploratory .	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Read 180 Teacher

Strategy3:

Strategic Teaching - Teachers will correlate their lesson plans with the CCRS, Global Scholars, ACT ASPIRE, and other formative assessment results and district pacing guides. All core teachers will teach strategically, in all classes, daily.

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

Research Cited: Alabama Reading Initiative

Activity - Five daily components of active literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will implement Five daily components of active literacy: T-Talk, W-Write, I-Investigate, R-Reading, L-listening (TWIRL).	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Activity - Four steps in explicit instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will implement Four steps in explicit instruction – “I do, we do, ya’ll do, you do.”	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Activity - Three parts of a strategic lesson	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will implement Three parts of a strategic lesson – before, during and after activities. These activities will be posted daily in the teachers classroom and documented on lesson plans.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Activity - I Can Statements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use "I can" statements to drive their daily instruction. These statements will be documented on their lesson plans and posted in the classroom daily.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Activity - Graphic/Advanced Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete graphic organizers for all non-fiction/information text read through periodicals, internet resources, media center, and classroom materials.	Direct Instruction	08/10/2016	05/26/2017	\$0 - No Funding Required	All Reading and Language Arts Teachers

Strategy4:

Reduce Classroom Size - Reduce classroom size by hiring 2.23 teachers using Title I Funds. Research shows that small class sizes increase student achievement.

Category: Align Fiscal Resources

Research Cited:

Activity - Reduce Classroom Size	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire 2.23 teachers with Title I funds to help reduce the size of classrooms in all grades.	Direct Instruction	08/10/2016	05/26/2017	\$138033 - Title I Part A	Principal and Teachers

Goal 4:

All students at Asheville Middle School will increase grade level proficiency in math. (Tap#3)

Measurable Objective 1:

44% of All Students will demonstrate a proficiency on the ACT Aspire in Mathematics by 05/26/2017 as measured by ACT Aspire.

Strategy1:

Reduce Classroom Size - Reduce classroom size by hiring 2.23 teachers using Title I Funds. Research shows that small class sizes increase student achievement.

Category: Align Fiscal Resources

Research Cited:

Activity - Reduce Classroom Size	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire 2.23 teachers with Title I funds to help reduce the size of classrooms in all grades.	Direct Instruction	08/10/2016	05/26/2017	\$138033 - Title I Part A	Principal and Teachers

Strategy2:

Strategic Teaching - Teachers will correlate their lesson plans with the CCRS, Global Scholars, ACT ASPIRE, and other formative assessment results and district pacing guides. All core teachers will teach strategically, in all classes, daily.

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

Research Cited: Alabama Reading Initiative

Activity - Three parts of a strategic lesson	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will implement Three parts of a strategic lesson – before, during and after activities. These activities will be posted daily in the teachers classroom and documented on lesson plans.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Activity - I Can Statements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use "I can" statements to drive their daily instruction. These statements will be documented on their lesson plans and posted in the classroom daily.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Activity - Four steps in explicit instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will implement Four steps in explicit instruction – "I do, we do, ya'll do, you do."	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Activity - Five daily components of active literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core teachers will implement Five daily components of active literacy: T-Talk, W-Write, I-Investigate, R-Reading, L-listening (TWIRL).	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Strategy3:

ACIP

Ashville Middle School

Intervention - Students targeted will be closely monitored through the intervention team. Appropriate interventions will be developed to address concerns. A list of students not meeting proficiency standards will be generated and utilized by each teacher. Students not making proficiency on all assessments will be provided Tier II intervention within the classroom. Tier III intervention will be available through before and after school tutoring, Exploratory classes, and flex scheduling with math teachers.

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

Research Cited: RTI

Activity - Tier III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier III instruction will occur after students have been referred to the Problem Solving Team. Tier III math instruction will be delivered by the math teacher during exploratory class or by the resource teacher. The students will be progress monitored periodically using Global Scholars. If the student does not show improvement, the PST team will determine if more interventions need to be implemented or if there needs to be a referral for special education testing.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Activity - Extended Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will extend the school day by providing tutoring opportunities for students struggling in the areas of reading and mathematics. The program will be evaluated by using data sources provided through scientifically based programs, as well as walkthroughs as completed by principal. \$1500.00 of Title 1 focus school allocation will be used for copier lease to make copies for extended day.	Tutoring	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Activity - Flex Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will build a schedule that will allow 2 math teachers and Intervention teacher time to provide Tier III instruction throughout the day. Each teacher will have one period to pull students for Tier III intervention. They will also go into the classrooms and help students as needed.	Academic Support Program Direct Instruction	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers and PST Chairperson

Strategy4:

Embedded Formative Assessment - Teachers will increase student performance by creating an emphasis on embedded formative assessment in daily classroom lessons.

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

Research Cited: Dylan William- Embedded Formative Assessment

ACIP

Ashville Middle School

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to make formative assessment a focus in the classroom. This will be documented on lesson plans and walkthroughs.	Direct Instruction Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers

Goal 5:

All students at Ashville Middle School will have an opportunity for an enriched and accelerated curriculum.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in subject area through enrichment activities in exploratory classes in Art & Humanities by 05/26/2017 as measured by observation and achievement .

Strategy1:

Enriched and Accelerated Curriculum - Selected gifted and accelerated students are offered an enriched curriculum that includes gifted program services and advanced classes.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Best Practices

Activity - Advanced Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students who excel in math and/or Language Arts are given the opportunity to take advanced classes in both seventh and eighth grade.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Principal and Teachers

Activity - Gifted Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are identified as gifted are given the opportunity to attend the gifted program at ECTC weekly.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Gifted Teacher

Strategy2:

Exploratory Class - All students will be scheduled exploratory during the day. During this class, the students will experience a variety of enrichment activities.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Best Practices

ACIP

Ashville Middle School

Activity - Exploratory Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enrichment activities will include art, music, computers, DARE, 4-H, guidance curriculum, math enrichment, reading enrichment and other assorted activities at the teachers discretion.	Academic Support Program	08/26/2016	05/26/2017	\$0 - No Funding Required	Teachers

Goal 6:

Special Education subgroup at Ashville Middle School will become more proficient in mathematics.

Measurable Objective 1:

20% of Students with Disabilities students will demonstrate a proficiency increase in Mathematics by 05/26/2017 as measured by Act Aspire.

Strategy1:

Collaboration - The math and special education resource teachers of AMS will implement collaborative coteaching strategies between regular education and special education teachers. Teachers will examine opportunities for collaboration and coteaching, define what is expected, examine current practices, and determine strategies for further implementation.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Material and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Equipment, supplies and peripherals will be purchased on as needed basis to support all students in the learning process. This will assist in closing the Gap between special education subgroup and all students.	Technology	08/10/2016	05/26/2017	\$4429 - Title I Part A	All Faculty and Staff

Activity - Focus Collaboration Pilot Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A regular education math teacher and special education teacher attended focus collaboration pilot training at JSU during 2014-15. The special education teacher and math teacher will continue to implement the strategies learned during this training. The teachers continue to work together daily to help and support the at risk students.	Professional Learning	08/10/2016	05/26/2017	\$0 - No Funding Required	Principal, Regular Education Teachers and Special Education Teachers.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development opportunities will be provided throughout the school year to assist all teachers in areas of need.	Professional Learning	08/10/2016	05/26/2017	\$1285 - State Funds	All Faculty and Staff

Goal 7:

EL students tested will increase English Proficiency on ACCESS.

Measurable Objective 1:

21% of English Learners students will increase student growth by .05 in English Language Arts by 05/26/2017 as measured by Access.

Strategy1:

WIDA Standards - Teachers will use the WIDA Standards, Can Do Descriptors to adapt text and differentiate instruction based on the EL student's proficiency level.

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

Research Cited: Best Practices for English Language Learners; WIDA Standards

Activity - INTERVENTION	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Limited English Proficient (LEP 2) Students who are not making adequate progress will be pullout by the ESOL Teacher for Sheltered Instruction. LEP Students can also be referred for Tier 11 or Tier III.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	All Teacher and Staff

Activity - Explicit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Limited English Proficient (LEP 2) Students will receive explicit instruction using a variety of instruments to check students understanding and ongoing assessments to monitor performance and progress levels based on their individual English Proficiency level.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers and Staff

Measurable Objective 2:

55% of English Learners students will demonstrate a proficiency of 4.8 or higher in English Language Arts by 05/26/2017 as measured by Access.

Strategy1:

WIDA Standards - Teachers will use the WIDA Standards, Can Do Descriptors to adapt text and differentiate instruction based on the EL student's proficiency level.

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

Research Cited: Best Practices for English Language Learners; WIDA Standards

Activity - INTERVENTION	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Limited English Proficient (LEP 2) Students who are not making adequate progress will be pullout by the ESOL Teacher for Sheltered Instruction. LEP Students can also be referred for Tier 11 or Tier III.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	All Teacher and Staff

Activity - Explicit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Limited English Proficient (LEP 2) Students will receive explicit instruction using a variety of instruments to check students understanding and ongoing assessments to monitor performance and progress levels based on their individual English Proficiency level.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers and Staff

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

Goal 1:

Special Education subgroup at Asheville Middle School will become more proficient in mathematics.

Measurable Objective 1:

20% of Students with Disabilities students will demonstrate a proficiency increase in Mathematics by 05/26/2017 as measured by Act Aspire.

Strategy1:

Collaboration - The math and special education resource teachers of AMS will implement collaborative coteaching strategies between regular education and special education teachers. Teachers will examine opportunities for collaboration and coteaching, define what is expected, examine current practices, and determine strategies for further implementation.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development opportunities will be provided throughout the school year to assist all teachers in areas of need.	Professional Learning	08/10/2016	05/26/2017	\$1285 - State Funds	All Faculty and Staff

Activity - Material and Supplies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Equipment, supplies and peripherals will be purchased on as needed basis to support all students in the learning process. This will assist in closing the Gap between special education subgroup and all students.	Technology	08/10/2016	05/26/2017	\$4429 - Title I Part A	All Faculty and Staff

Activity - Focus Collaboration Pilot Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A regular education math teacher and special education teacher attended focus collaboration pilot training at JSU during 2014-15. The special education teacher and math teacher will continue to implement the strategies learned during this training. The teachers continue to work together daily to help and support the at risk students.	Professional Learning	08/10/2016	05/26/2017	\$0 - No Funding Required	Principal, Regular Education Teachers and Special Education Teachers.

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

Goal 1:

EL students tested will increase English Proficiency on ACCESS.

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency of 4.8 or higher in English Language Arts by 05/26/2017 as measured by Access.

Strategy1:

WIDA Standards - Teachers will use the WIDA Standards, Can Do Descriptors to adapt text and differentiate instruction based on the EL student's proficiency level.

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

Research Cited: Best Practices for English Language Learners; WIDA Standards

Activity - INTERVENTION	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Limited English Proficient (LEP 2) Students who are not making adequate progress will be pullout by the ESOL Teacher for Sheltered Instruction. LEP Students can also be referred for Tier 11 or Tier III.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	All Teacher and Staff

Activity - Explicit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Limited English Proficient (LEP 2) Students will receive explicit instruction using a variety of instruments to check students understanding and ongoing assessments to monitor performance and progress levels based on their individual English Proficiency level.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers and Staff

Measurable Objective 2:

21% of English Learners students will increase student growth by .05 in English Language Arts by 05/26/2017 as measured by Access.

Strategy1:

WIDA Standards - Teachers will use the WIDA Standards, Can Do Descriptors to adapt text and differentiate instruction based on the EL student's proficiency level.

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

Research Cited: Best Practices for English Language Learners; WIDA Standards

Activity - INTERVENTION	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Limited English Proficient (LEP 2) Students who are not making adequate progress will be pullout by the ESOL Teacher for Sheltered Instruction. LEP Students can also be referred for Tier 11 or Tier III.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	All Teacher and Staff

Activity - Explicit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Limited English Proficient (LEP 2) Students will receive explicit instruction using a variety of instruments to check students understanding and ongoing assessments to monitor performance and progress levels based on their individual English Proficiency level.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Teachers and Staff

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 Ashville Middle School will have an opportunity for an enriched and accelerated curriculum.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in subject area through enrichment activities in exploratory classes in Art & Humanities by 05/26/2017 as measured by observation and achievement .

Strategy1:

Exploratory Class - All students will be scheduled exploratory during the day. During this class, the students will experience a variety of enrichment activities.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Best Practices

ACIP

Ashville Middle School

Activity - Exploratory Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Enrichment activities will include art, music, computers, DARE, 4-H, guidance curriculum, math enrichment, reading enrichment and other assorted activities at the teachers discretion.	Academic Support Program	08/26/2016	05/26/2017	\$0 - No Funding Required	Teachers

Strategy2:

Enriched and Accelerated Curriculum - Selected gifted and accelerated students are offered an enriched curriculum that includes gifted program services and advanced classes.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Best Practices

Activity - Gifted Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that are identified as gifted are given the opportunity to attend the gifted program at ECTC weekly.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Gifted Teacher

Activity - Advanced Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students who excel in math and/or Language Arts are given the opportunity to take advanced classes in both seventh and eighth grade.	Academic Support Program	08/10/2016	05/26/2017	\$0 - No Funding Required	Principal and Teachers

Component 3: Instruction by Qualified Staff

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

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

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

All teachers at Ashville Middle School are highly qualified in the area of their primary teaching assignment. Additionally, the schedule is developed in a manner to ensure that all classes are taught only by teachers with appropriate highly qualified status. All teachers are also certified to teach the classes for which they are assigned.

Component 4: Strategies to Attract Qualified Teachers

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

The teacher turnover rate is low for Ashville Middle School. One teacher left to become an assistant principal and we lost one unit due to current enrollment. The turnover rate was less than 10% for this school year.

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

Ashville Middle School currently employs 26 teachers, administrators, and support personnel. Over 50% of the teachers and administrators have a Master's degree or higher and 100% of the teachers are highly qualified. 50% of the teachers in the math department are National Board Certified.

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

The St. Clair County BOE will offer competitive salaries and benefits that promote the recruitment and retention of quality education employees. The county Personnel Director will attend "recruiting days" at four teacher colleges to broaden the applicant base and survey each school to determine hard to fill areas. Job postings will be done via ALSDE website using Teach in Alabama. School administrators will examine assessment results and place highly qualified teachers into high need areas. Internal applicants will be given first priority when appropriate. The St. Clair BOE seeks to hire certified teachers as subs when appropriate. Positive promotion and marketing of individual schools will be utilized when interviewing applicants. Applicants will be interviewed using a representative interview committee comprised of the principal, assistant principal, counselor, grade level and subject matter teachers.

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?

Several teachers attended the Laying the Foundation workshops for Math and Language Arts this summer. This will help prepare students for future AP classes at Asheville High School. Three science teachers attended the Alabama Math Science Technology Institute training during the summer. Several teachers attended local workshops provided by St. Clair County Board of Education that followed the LEA professional development plan.

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

Several teachers attended the Laying the Foundation workshops for Math and Language Arts this summer. This will help prepare students for future AP classes at Asheville High School. Three science teachers attended the Alabama Math Science Technology Institute training during the summer. Several teachers attended local workshops provided by St. Clair County Board of Education that followed the LEA professional development plan.

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.

Each new teacher is assigned a veteran mentor teacher. The mentor teacher assists the teacher in learning the routines and school culture. They assist with setting up gradebooks, parent notification, developing syllabi, assisting with discipline issues and serving as a general resource.

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

Professional development will be sustained and ongoing throughout the school year in SEAL meetings and professional development days set aside by the district. The staff is encouraged to attend conferences and workshops to assist them with their instructional strategies.

Component 6: Transition Strategies

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

Fourth grade students from AES visit AMS during May. They are taken on a tour of the facility, allowed to meet the 5th grade teachers, meet with the principal and counselor, and visit classrooms. Approximately two weeks before school starts, students are invited to the school for orientation/registration. During such time they are allowed to meet their teachers, visit classrooms, pay for lunch, purchase lockers, and practice their schedule. During the first week of school, fifth grade students are allowed more time between classes to learn the routine. Fifth grade classrooms are centrally located and are close to bathrooms, the library, computer lab, and the lunchroom to assist in daily transition.

Throughout a student's eighth grade year, emphasis is placed upon preparing students for the transition from middle school to high school. Students are increasingly and progressively offered the opportunity to acquire more responsibility for their actions. Students are allowed the opportunity to visit the high school for orientation and assistance is provided in the development of student schedules. The 8th grade students complete a four year plan in Kuder. Mrs. Montgomery and Mrs. Stafford will also be serving as promotion coaches for the 8th grade.

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 meet monthly for S.E.A.L. (Strategic Evaluation and Assessment of Learning) meetings. They also meet as needed by grade levels and by subject levels. The PST meets monthly to address RTI issues and student concerns. Teacher also attend vertical teaming meetings with the high school teachers throughout the school year.

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?

Through Response to Intervention(RTI) students who are experience difficulty mastering standards will be identified. Tier I instruction will be delivered to all students by the regular classroom teacher using strategic teaching strategies. The strategies will be documented on weekly lesson plans. The principal and assistant principal will be conducting walkthroughs to ensure these strategies are being used to deliver classroom instruction. We will use a modified version of the walkthrough form that was provided in the St. Clair County Rtl framework model to ensure appropriate Tier I and II instruction is being provided. Feedback and copies of the form will be provided to teachers after the walkthroughs. Aspire Data, Scantron and STI assessments will be considered in helping identify students that need Tier II instruction. Tier II instruction will be provided by the regular classroom teacher. The teachers will use Student Intervention Documentation forms provided by St. Clair County to document that students are receiving Tier II and III instruction.

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

Students who do not master standards during Tier I or Tier II instruction will be brought to the Problem Solving Team(PST). The PST is scheduled to meet monthly unless an immediate need arises that needs to be addressed and the team will convene more frequently. Tier III instruction will occur after students have been referred to the Problem Solving Team. Tier III math instruction will be delivered by the math teacher during exploratory class, by the resource teacher or by one of the two Math teachers that have been schedule time for Tier III intervention. Tier III reading and language instruction will be delivered by the resource teacher or through Reading 180. The students will be progress monitored periodically using Global Scholars and Read 180. If the student does not show improvement, the PST team will determine if more interventions needs to be implemented or if there needs to be a referral for special education testing..

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

All students learn differently. We address the students' needs by differentiated instruction. This is accomplished by using wide variety of learning strategies. The teachers implement the use of technology in the classroom as well as the computer lab, laptop cart and I Pad cart. Science and Math teachers are all AMSTI trained that provides different activities and lab that help meet the students different learning needs. Math teachers also use manipulatives when possible. The teachers also use small group instruction throughout the instructional process. Our resource teachers spend part of their day in the regular education classrooms assisting the teacher when possible.

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.

Before and after school tutoring services are provided to students who need extra support in the classroom. Tutoring will be provided by highly qualified teachers in both reading and math.

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.

EL

Currently there are 11 students at Ashville Middle school that qualify as EL. These students receive monitoring services from the EL teacher and receive supplemental services as needed. Most of these students are able to effectively communicate using English. The EL teachers monitor their progress during each grading period. The EL teacher serves our students three days per week. Additional services may be provided as needed by the EL teacher. Classroom teachers have copies of EL plans and make necessary accommodations. The EL teacher also offers consultative services for the faculty as needed.

The school counselor will identify limited-English proficient students. All new students are given a Home Language Survey to be completed by the parent or guardian upon enrollment. If the Home Language Survey indicates that a language other than English is spoken at home, then the students are screened using the W-APT screener to determine English proficiency. Students deemed limited-English proficient will be provided the opportunity to receive English Language Learner instruction in addition to all other programs and services without regard to residential status.

Migrant

Migrant students are identified by the completion of the Agricultural Employment Survey that is part of the new student enrollment package. Completed surveys are forwarded to the St. Clair County Board of Education Federal Programs Coordinator for determination of eligibility. Students who qualify are given instruction by regular classroom teachers and through after school academic programs provided for migrant students. The migrant program is designed to improve the educational opportunities of migratory children by helping them succeed in regular programs, attain grade level proficiency and improve in reading, language arts, and math. Migrant students have full access to the total educational and extra-curricular programs offered to all children in St. Clair County. Ashville Middle School was provided with a full time translator to assist the migrant students and parents from the start of school until the end of September.

Translators are funded through local monies and are used to communicate with parents and students when necessary as well as TransACT which translates teacher communication in writing to parents.

Homeless

The school counselor is trained to identify homeless students. The LEA will provide support through the Title X program. Homeless students will not be denied transportation or instructional services due to a lack of supplies or any other rights as a student due to their status as homeless in accordance with the McKinney-Vento Homeless Assistance Act.

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.

Not Applicable

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?

The goals of Asheville Middle School have been developed based on the needs assessment. Title I funding is coordinated and integrated to help achieve the schoolwide goals. Currently, Asheville Middle School utilizes federal dollars for teacher salaries, parental involvement (1% set aside), before and after school tutoring program, copier lease, materials/supplies and professional development.

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.

State allocated teacher units for Asheville Middle School are 16.65. In addition, there is a full time principal, 0.5 assistant principal, counselor, media specialist that are state earned units. The state funded units are placed based on the earned units at Asheville Middle School. Title I funding is used to hire an additional 2.23 teachers, material/supplies, and other areas identified.

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.

Asheville Middle School integrates violence prevention programs into the school in a variety of ways. Asheville Middle School 5th grade students participate in the D.A.R.E. Program and receive education related to resisting drugs and violence. Asheville Middle School students in grades 6, 7 and 8, receive monthly visits from Thirteenth Place, Inc. and receive lessons on the Child P.E.A.C.E. program which includes techniques for resisting drugs and violence. Asheville Middle School 8th grade students also participate in a 6-week program called Healthy Relationships, which is offered by the Birmingham YWCA and focuses on preventing relationship violence. Each grade level also receives a yearly lesson from The Children's Place, Inc. related to the prevention of violence and child abuse. These programs are coordinated through the Asheville Middle School Guidance and Counseling Program and are provided in addition to individual and classroom guidance and counseling services provided by the local school counselor.

Information related to nutrition is available through the school lunch program. A website is available to parents and students that provides nutrition information regarding school lunch and breakfast menus, in addition to information on healthy nutrition at school and away from school. Monthly menus are distributed to students to take home. These menus include healthy nutrition tips. Nutrition information is also discussed through the physical education program at Asheville Middle School.

Information on Housing Programs, Headstart and Adult Education is available to all families at Asheville Middle School through our Community Education Coordinator, Alice Brown. Each family receives a monthly newsletter that includes information on the availability of these resources.

Vocational education, technical education and job training is available to students in Asheville Schools beginning in high school. Asheville Middle School students have access to the Kuder Navigator Program that allows them to begin researching careers and the types of

education and training that is needed for various careers. Before completing 8th grade at Ashville Middle School, each student is provided the opportunity to complete Interest Inventories and skills inventories through the Kuder Navigator Program.

Component 10: Evaluation

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

The school will evaluate the implementation of the schoolwide program through various methods. The principal and assistant principal will conduct walkthroughs and evaluations periodically through the year. Central office staff will conduct walkthroughs each semester. The school will host the yearly Title I meeting in the fall. The CIP is a working document that will be reviewed throughout the school year.

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?

Asheville Middle School will continue to use the ACT Aspire, ACCESS and AAA to evaluate the results of the schoolwide plan. The new ASPIRE test will be a portion of accountability to determine Learning Gains and GAPS in the Alabama Plan 2020. The goals that Asheville Middle School identifies each year are based upon the state assessments given that year.

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?

Asheville Middle School analyzes data from the ACT Aspire, Global Scholars, and INow grades to help identify students that are struggling. We monitor these students through PST, IEPs and 504 plan. Asheville Middle School is dedicated to help all the students transition from elementary to high school and prepare them to be college and career ready.

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?

Revisions may be made at anytime if a concern arises because the CIP is a working document. If a concern or need arises, the CIP will meet and the necessary changes will be made.

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

Several goals from last year are being kept for this school year. The goals have been evaluated and additional strategies and activities have been added in order to reach these goals. The goals that are being kept have been areas that have been successful in the past. The goals that are being kept are some main areas of focus for Asheville Middle School. Additional goals have been added for the 2016-17 school year.

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

The goals we changed from last year are the goals that addressed the whole student population. We added additional strategies and activities.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	16.65	16.65	804,524.00
Administrator Units	1.50	2.0	104,622.00
Assistant Principal	0.50	1.0	29,266.00
Counselor	1.00	1.0	56,206.00
Librarian	1.00	1.0	53,792.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	3,412.00
Professional Development	0.00	0	1,285.00
State ELL Funds	0.14	.14	8,108.24
Instructional Supplies	0.00	0	8,170.00
Library Enhancement	0.00	0	428.00
Totals			1,069,813.24

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	144425.27

Provide a brief explanation and breakdown of expenses.

\$144,425.27 - Allocation
\$137,129 .00 - Personnel (2.23 teachers)
\$5,332.83 - Materials/Supplies
\$1,963.44 - Parental Involvement

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

Provide a brief explanation and a breakdown of expenses.

NA

Title II

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

Provide a brief explanation and a breakdown of expenses.

NA

Title III

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

Provide a brief explanation and a breakdown of expenses.

NA

Title IV

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

Provide a brief explanation and a breakdown of expenses.

NA

Title VI

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

Provide a brief explanation and a breakdown of expenses.

NA

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

Other

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

Provide a brief explanation and a breakdown of expenses.

NA

Local Funds

Label	Question	Value
1.	Provide the total	100401.0

Provide a brief explanation and breakdown of expenses

School: Public-\$ 90,244 Non-Public \$10,157

The funds are used to provide instructional materials, professional development, technology, copier maintenance, janitorial supplies, ect..

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.

Annual Title I Meeting

An annual Title I meeting will be conducted at the beginning of each academic year. Parents and teachers will be given information regarding the requirements of being a Title I school and participation in the program.

1% of the system's allocation will be designated to parental involvement. We have decided as a system to designate these funds for a parental involvement coordinator.

Additionally, all parents are entitled to a "right to know" which gives them the opportunity to learn of their child's teacher's certifications.

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.

Asheville Middle School will have two Title I meetings in order to be more flexible with parent schedules and with the intent to increase parental involvement. We will have meeting before school at 7:15 am and one in the afternoon after school at 5:30 pm. We will advertise these meetings the following ways: Email, parent callout using School Messenger, post on the sign in front of the school, school website and the school newsletter. During these meetings, parents will be allowed to assist in the planning of the CIP as well as give input on how the Title I funds will be used. The district will also host a Title I set aside meeting inviting parent to give input on the distribution of the district Title I funds.

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.

Translators are funded through local monies and are used to communicate with parents and students when necessary as well as TransACT which translates teacher communication in writing to parents. The school also provides all forms in Spanish as well as the School-Parent Compact. The school works closely with the EL teacher in providing parents with information that is needed.

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 committee was develop to review and revise the School-Parent Compact before school started.. The committee consisted of teachers, parents and administrator. The School-Parent Compact is distributed at the beginning of each school year. Mariola Roberts(school translator) SY 2016-2017

translated the School Parent compact into Spanish for our non-English speaking parents. The system requires to have the document signed by a parent, student and teacher, and returned to the school. It serves as a periodic reminder of all stakeholders responsibilities. The School-Parent compact is discussed during the annual Title I meeting. The parents are encouraged to provide feedback.

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

Should a parent wish to comment or express concerns or recommendations regarding the Continuous Improvement plan he/she should feel free to contact the principal or any committee member and arrange a time to discuss the concerns. If the parent is not satisfied with the results from the meeting he/she may notify the principal in writing within 5 days of the meeting. A meeting between the parent and the remainder of the available committee members may be convened to address the concerns. If the parent is still not satisfied he/she may submit their concerns to the Federal Programs Coordinator. The FP Coordinator will forward concerns to the Federal Programs Section at the SDE.

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)

Again, much of this information is discussed in the yearly Title I parent meeting. Additionally, workshops are provided through our parental involvement program directed by Alice Brown. Our counselor meets with each student through whole class planning activities to discuss student academic achievement standards. Parents can also monitor their child's progress through I Now home portal.

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

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

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

The parental involvement program provides workshops to address concerns such as literacy and technology training. The parent liaison provides supplies and materials for children in need and who struggling. Additionally, AMS maintains a mathematics resource center for those who need additional manipulatives.

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)

Training will be conducted yearly at the first SEAL meeting and during professional development days.

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)

Funds are designated to our parent involvement liaison who maintains and coordinates parental involvement series supplementary to those provided at our school. Ashville Middle School hosts both Doughnuts for Dad and Muffins for Mom. These are opportunities for parents to come to school with their child and see the teachers. AMS will also host an Open House during the month of October. The parents will have the opportunity to run their student's schedule and visit each teachers classroom. Parents will have the opportunity to schedule teacher/parent conferences during this time.

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)

Information on all school meetings, parent notices, etc. is sent to parents in the most appropriate language. Additionally, the ELL teacher assists in communication with parents as 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)

Requests for parental involvement activities may be directed to the school principal. Periodic surveys may be administered throughout the school year.

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.

Upon request and/or notification of need, Ashville Middle School will go to the extent and exercise what is practical to ensure that information is provided to all parents in a format for which they are most familiar and most easily understood. Students with disabilities have serviced with an IEP or 504 plan. Meeting are held yearly to address these plans and make any changes that are needed. These teams can meet at any time if requested by the parent. Students with an IEP also receives progress reports every nine weeks from their case manager. Karen Freeman, EL teacher, helps with providing information to both EL students and Migrant students.