



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 361 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.

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, Asheville 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.

Strengths

2016-17

Met Projected AMO in Math on the ACT Aspire.

55% of the students in 5th grade scored ACT readiness in Math. This is an 11% increase in 5th grade from 2015-16 school year.

54% of the students in 6th grade scored ACT readiness in Math. These students increased 10% from 2015-16 school year.

47% of the students in 7th grade scored ACT readiness in Math.

39% of the students in 8th grade scored ACT readiness in Math. This is a 13% increase in 8th grade from 2015-16 school year.

Only 4% of the students in 5th and 9% of the students in 6th grade scored in need of support in Math.

57% of the students in 8th grade scored ACT readiness in Reading. These students increased 6% from 2015-16 and 8th grade increased 11% from the previous year.

37% of the students in 6th grade scored ACT readiness in Reading. These students increased 10% from the previous year.

45 % of the students in 5th grade scored readiness in Science. This is an 8% increase from the previous year in 5th grade.

33% of the special education subgroup students in 7th grade Math scored ready. This is a 22% increase in 7th grade math from the previous year.

25% of the special education subgroup students in 6th grade Reading scored ready. These students scored 0% ready the previous year in 5th grade.

5th, 7th, 8th grade math and 8th grade Reading showed improvement from the previous year.

5 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.

2015-16

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.

2014-15

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

65% of the students in 6th grade scored ACT readiness in Math.

51% of the students in 5th grade scored ACT readiness in Math.

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.

48% of the students in 8th grade scored ACT readiness in Reading.

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

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

Discipline

2016-2017

The information below represents data on the most common disciplinary dispositions at Ashville Middle School for the 2016-2017 school year.

The total number of discipline referrals was 158 down from 247 the previous school year.

5% of all discipline referrals (8, down from 25) result in a disposition requiring out of school suspension.

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

0 incident resulted in a disposition requiring expulsion.

0% of all discipline referrals required a disposition of corporal punishment.

92% of all discipline referrals were Class II or below.

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

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 Ashville 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. 75% of Ashville 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 Ashville Middle School is the same.

How will we achieve this goal? Currently, Ashville Middle School is offering advanced math classes in both 7th and 8th grade. We teach prealgebra 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, Ashville 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 Ashville 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, Ashville 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 Ashville 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.

Ashville 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 Ashville Middle School students in the areas of responsibility, team work, and leadership. Ashville 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 ACIP 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 ACIP.

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--Samantha Stafford
Teachers-- Allie Davis, Jenny Carden, and Cheryl Boissel
Teachers Paid Through Title I--Allie Davis and Cheryl Boissel
Parents and Community Members--Stacy Vann, Jennifer Stevens 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 ACIP 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 2016-2017 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, 7th grade math, 8th grade Math and 8th grade reading.

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 math, 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.

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

All student population met the projected AMO 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 three school years in Math.

8th grade math is an area that has shown a positive trend the last four years. We have increased each year we have taken the ACT Aspire. The following shows our scores the last 4 years.

2016-17- 39% scored Ready

2015-16- 26% scored Ready

2014-15- 25% scored Ready

2013-14- 24% scored Ready

Which area(s) indicate the overall highest performance?

Math is the area with the overall highest performance.

55% of the students in 5th grade scored ACT readiness in Math. This is an 11% increase in 5th grade from 2015-16 school year.

54% of the students in 6th grade scored ACT readiness in Math. These students increased 10% from 2015-16 school year.

47% of the students in 7th grade scored ACT readiness in Math.

39% of the students in 8th grade scored ACT readiness in Math. This is a 13% increase in 8th grade from 2015-16 school year.

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

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.

Between which subgroups is the achievement gap closing?

The overall gap in Reading between All students and the special education subgroup has closed.. This year the overall gap between the special education subgroup and whole group is 24%. This is a decrease of 6% from the previous year.

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 2016-17 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 2016-2017 school year, Ashville Middle School students performed below the national average in the following grades and subjects: 5th, 6th and 7th grade Reading, 7th grade science, and 6th grade math..

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

23% percent of 5th grade students on the 2016-17 ACT Aspire Reading test scored "Ready" compared to 27% in 2015-16.

54% of the students in 6th grade scored ACT readiness in Math in 2016-17 compared to 67% in 2015-16, but when you compare these students scores to their 5th grade scores the students increased 10% from 2015-16 school year.

34% of the students in 7th grade scored Ready in Reading and Science, but only 18% in Reading and 16% in science scored in need of support.

Which area(s) indicate the overall lowest performance?

23% of the students in 5th grade scored ACT "ready" in Reading.

34% of the students in 7th grade scored ACT "ready " in Science.

39% of the students in 8th grade scored ACT "ready" in math.

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

Special education students scoring "Ready" or "Close" on the ACT Aspire in 8th grade math (33% compared to 75%) and 5th grade Reading(28% compared to 68%) are significantly lower compared to the whole group.

Between which subgroups is the achievement gap becoming greater?

The overall Math gap between All students and special education subgroup increased from 24% to 33% in students scoring ACT Ready.

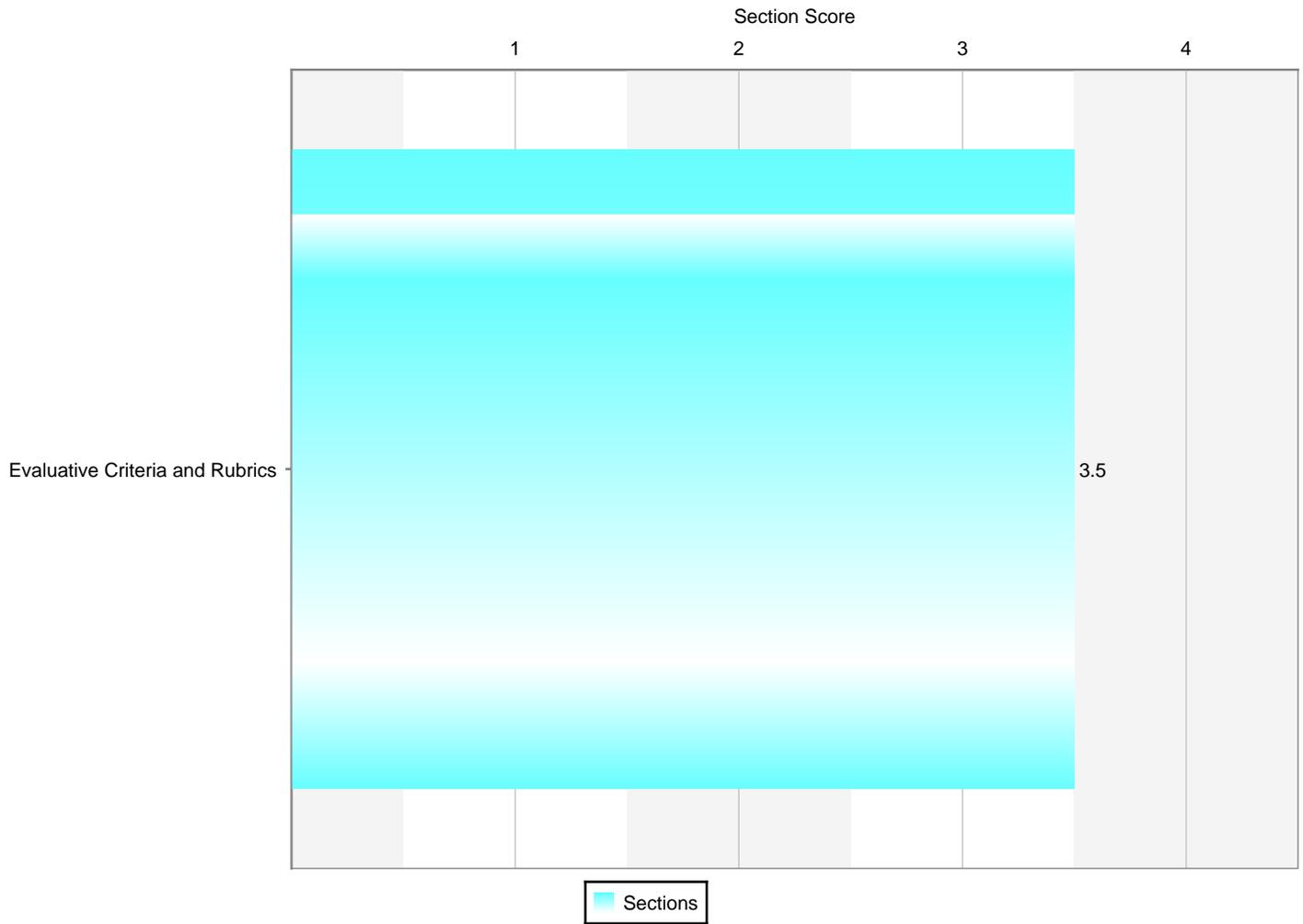
Which of the above reported findings are consistent with findings from other data sources?

Comparing the Scantron Reading and Math assessments to the ACT ASPIRE state standardized test for the 2016-17 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 2017-18 school year to help prepare us for the ACT ASPIRE.

Report Summary

Scores By Section



2017-2018 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, EL, 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

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 Opportunity

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 Opportunity

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		Consolidated Plan

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 (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes		School Parent Compacts

Plan for ACIP 2017-18

Overview

Plan Name

Plan for ACIP 2017-18

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Asheville Middle School will participate in a Bulldog Pride advisory group.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
2	All students at Asheville Middle School will have an opportunity for an enriched and accelerated curriculum.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0
3	Students at Asheville Middle School will integrate technology into their learning to research and solve problems, create products, communicate and collaborate.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	EL Students will improve their overall English language proficiency.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	All students at Asheville Middle School will increase grade level proficiency in math.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$148752
6	All students at Asheville Middle School will increase grade level proficiency in reading.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$148752
7	Assist the students in a smooth transition from Elementary School to High School	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$0

Goal 1: All students at Ashville Middle School will participate in a Bulldog Pride advisory group.

Status	Progress Notes	Created On	Created By
N/A	Mid-Year Review- All students have been assigned a Bulldog Pride advisory group. All teachers were trained and given information for this school year. Bulldog Pride Advisory groups have been meeting regularly every Friday as determined by the schedule.	February 11, 2016	Rusty St John

Measurable Objective 1:

100% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a behavior of competence and achievement in Practical Living by 05/25/2018 as measured by increase in achievement and positive behavior.

Strategy 1:

Advisory/Mentor Program - All students will be assigned a teacher mentor through our Bulldog Pride mentoring program. Bulldog Pride will meet periodically on Fridays. During such time the teachers will work with students in developing the connection between effort and success as outlined by Marizano.

Category:

Research Cited: National Middle School Association

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided training on the effective implementation of an advisory program to meet the 7 Developmental Needs of Young Adolescents.	Professional Learning	09/20/2017	09/20/2017	\$0	No Funding Required	Principal, Assistant Principal, Counselor, Teachers

Activity - Bulldog Pride	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will meet with an advisory group of 15 to 18 students on Friday mornings for 20 minutes. The groups will be composed of students in grades 5-8 and an adult faculty advisor. Students will continue with the same advisor from 5th-8th grade. Examples of advisory activities will include character education, team building, goal setting, and activities that will increase school pride..	Behavioral Support Program	09/22/2017	05/25/2018	\$0	No Funding Required	All Teacher and Staff
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Goal 2: 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 05/25/2018 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	08/09/2017	05/25/2018	\$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
Students that are identified as gifted are given the opportunity to attend the gifted program at ECTC weekly.	Academic Support Program	08/09/2017	05/25/2018	\$0	No Funding Required	Gifted Teacher

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	08/09/2017	05/25/2018	\$0	No Funding Required	Principal and Teachers

Goal 3: Students at Asheville Middle School will integrate technology into their learning to research and solve problems, create products, communicate and collaborate.

Measurable Objective 1:

demonstrate a proficiency by increasing the Digital Learning Environment score by 20% from a baseline of 1.37 to 1.64 overall score by 05/25/2018 as measured by using the ELEOT tool during classroom observations.

Strategy 1:

Professional Development - The professional development provided to the content area teachers will focus on increasing the teacher's knowledge to integrate technology in their classrooms. Teachers will schedule more time with the mobile labs, I pad cart, and computer lab.

Category: Other - Professional Development

Research Cited: According to findings culled from five meta-analyses, blending technology with face-to-face teacher time generally produces better outcomes than face-to-face or online learning alone (Cheung and Slavin, 2011; Cheung and Slavin, 2012; Tamim, Bernard,

Borokhovski, Abrami, and Schmid, 2011; Means et al, 2009; Means et al., 2013). An analysis of effective technology use for at-risk students found that simply replacing teachers with computer-based instruction typically yields no learning benefits. Rather, blending technology with teachers to support interactive learning, exploration, and creation (instead of “drill and kill” techniques) leads to higher engagement and learning gains (Darling-Hammond, Zieleski, & Goldman, 2014).

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development for the faculty to increase the integration of the use of technology in the classroom	Professional Learning	08/09/2017	05/25/2018	\$0	No Funding Required	Teachers, Technology Contact, District Technology Team, Administrators.

Goal 4: EL Students will improve their overall English language proficiency.

Measurable Objective 1:

demonstrate a proficiency in improved English language skills by 05/25/2018 as measured by an increase in ACCESS test scores.

Strategy 1:

Online Speaking Guidance - Students will visit the EL classroom to receive online speaking guidance through documents provided by ACCESS to help prepare students for the online portion of ACCESS test.

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

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

Activity - Online Speaking Guidance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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EL teachers will implement strategies suggested from the ACCESS guidance documents to help prepare students for the online speaking portion of the assessment.	Academic Support Program	10/02/2017	05/25/2018	\$0	No Funding Required	EL Teachers, Classroom Teacher and Administrators
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Goal 5: All students at Ashville Middle School will increase grade level proficiency in math.**Measurable Objective 1:**

A 5% increase of All Students will increase student growth by meeting their Annual Target in Mathematics by 05/25/2018 as measured by Scantron benchmark assessment.

Strategy 1:

Reduce Classroom Size - Reduce classroom size by hiring 2.5 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 2.50 teachers with Title I funds to help reduce the size of classrooms in all grades.	Direct Instruction	08/09/2017	05/25/2018	\$148752	Title I Schoolwide	Administrators and Teachers

Strategy 2:

Strategic Teaching - Teachers will correlate their lesson plans with the CCRS, Scantron, Walkthrough Data and other formative assessment results. 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

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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 instructions. These statements will be documented on their lesson plans and posted in the classroom daily.	Academic Support Program	08/09/2017	05/25/2018	\$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	08/09/2017	05/25/2018	\$0	No Funding Required	Teachers

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	08/09/2017	05/25/2018	\$0	No Funding Required	Teachers

Strategy 3:

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 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
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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	08/09/2017	05/25/2018	\$0	No Funding Required	Administrators and Teachers
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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	08/09/2017	05/25/2018	\$0	No Funding Required	Administrators and Teachers

Goal 6: All students at Ashville Middle School will increase grade level proficiency in reading.

Measurable Objective 1:

A 5% increase of All Students will increase student growth by meeting their Annual Target in Reading by 05/25/2018 as measured by Scantron Benchmark assessment.

Strategy 1:

Reduce Classroom Size - Reduce classroom size by hiring 2.5 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 2.50 teachers with Title I funds to help reduce the size of classrooms in all grades.	Direct Instruction	08/09/2017	05/25/2018	\$148752	Title I Schoolwide	Administrators and Teachers

Strategy 2:

Strategic Teaching - Teachers will correlate their lesson plans with the CCRS, Scantron, Walkthrough Data and other formative assessment results. 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 Statement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use "I Can" statements to drive their daily instructions. These statements will be documented on their lesson plans and posted in the classroom daily.	Academic Support Program, Direct Instruction	08/09/2017	05/25/2018	\$0	No Funding Required	Teachers

Activity - Three Parts of Strategic Teaching	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	08/09/2017	05/25/2018	\$0	No Funding Required	Teachers

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	08/09/2017	05/25/2018	\$0	No Funding Required	Teachers

Strategy 3:

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 Read 180 and being pulled for additional help through intervention teachers.

Category: Develop/Implement Learning Supports

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 instruction will be delivered by the Read 180 teacher 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	08/09/2017	05/25/2018	\$0	No Funding Required	Teachers

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	08/09/2017	05/25/2018	\$0	No Funding Required	Teachers

Goal 7: Assist the students in a smooth transition from Elementary School to High School

Measurable Objective 1:

collaborate to help all incoming 5th grade students and outgoing 8th grade students transition smoothly by 05/25/2018 as measured by the successful transition to middle school and high school.

Strategy 1:

Transition of students from 4th grade to 5th grade - 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. Two meetings will be held by the principal to provide parents and students with information about AMS. This is also a chance for parents and students to ask any question about Asheville Middle School. 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.

Category: Develop/Implement Learning Supports

Activity - 4th Grade Visitation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Other - School Visit	05/12/2017	05/26/2017	\$0	No Funding Required	Administration and teachers

Activity - Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Host a fifth grade orientation a few weeks before school starts. During orientation the AMS principal will hold two fifth grade parent information meetings. During orientation they are allowed to meet their teachers, visit classrooms, pay for lunch, purchase lockers, and practice their schedule.	Parent Involvement, Academic Support Program	08/03/2017	08/03/2017	\$0	No Funding Required	Faculty and Staff

Activity - Additional Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Policy and Process	08/09/2017	05/25/2018	\$0	No Funding Required	Faculty and Staff

Strategy 2:

8th to 9th Grade 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. Faculty and staff will meet with all 8th grade students after each report card and discuss each student's strengths, weaknesses and what the student needs to do in order to improve.

Category: Develop/Implement Learning Supports

Activity - Report Card Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and staff will meet with all 8th grade students after report cards. During this meeting faculty members will discuss with the student their strengths, weaknesses and ways to improve as a student.	Academic Support Program	10/20/2017	05/25/2018	\$0	No Funding Required	Faculty and Staff

Activity - Kuder	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 8th grade students complete a four year plan in Kuder during the second semester of 8th grade. All 8th grade students also complete a interest inventory and a skills inventory in Kuder during 8th grade.	Career Preparation/Orientation, Academic Support Program	01/03/2018	05/25/2018	\$0	No Funding Required	Counselor

Activity - High School Visitation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A day is scheduled for all 8th grade students to visit the high school. The principal and other faculty members give a brief overview of the high school. Students are given the opportunity to visit the high school for orientation during the summer and assistance is provided in the development of student schedules.	Career Preparation/Orientation	05/01/2018	05/25/2018	\$0	No Funding Required	Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/09/2017	05/25/2018	\$0	Teachers
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	08/09/2017	05/25/2018	\$0	Teachers
I Can Statements	All teachers will use "I Can" statements to drive their daily instructions. These statements will be documented on their lesson plans and posted in the classroom daily.	Academic Support Program	08/09/2017	05/25/2018	\$0	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	08/09/2017	05/25/2018	\$0	Teachers
Gifted Program	Students that are identified as gifted are given the opportunity to attend the gifted program at ECTC weekly.	Academic Support Program	08/09/2017	05/25/2018	\$0	Gifted 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	08/09/2017	05/25/2018	\$0	Principal and Teachers
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	08/09/2017	05/25/2018	\$0	Administrators 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	08/09/2017	05/25/2018	\$0	Teachers

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Three Parts of Strategic Teaching	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	08/09/2017	05/25/2018	\$0	Teachers
Bulldog Pride	Students will meet with an advisory group of 15 to 18 students on Friday mornings for 20 minutes. The groups will be composed of students in grades 5-8 and an adult faculty advisor. Students will continue with the same advisor from 5th-8th grade. Examples of advisory activities will include character education, team building, goal setting, and activities that will increase school pride..	Behavioral Support Program	09/22/2017	05/25/2018	\$0	All Teacher and Staff
Orientation	Host a fifth grade orientation a few weeks before school starts. During orientation the AMS principal will hold two fifth grade parent information meetings. During orientation they are allowed to meet their teachers, visit classrooms, pay for lunch, purchase lockers, and practice their schedule.	Parent Involvement, Academic Support Program	08/03/2017	08/03/2017	\$0	Faculty and Staff
Report Card Conferences	Faculty and staff will meet with all 8th grade students after report cards. During this meeting faculty members will discuss with the student their strengths, weaknesses and ways to improve as a student.	Academic Support Program	10/20/2017	05/25/2018	\$0	Faculty and Staff
Kuder	The 8th grade students complete a four year plan in Kuder during the second semester of 8th grade. All 8th grade students also complete a interest inventory and a skills inventory in Kuder during 8th grade.	Career Preparation/Orientation, Academic Support Program	01/03/2018	05/25/2018	\$0	Counselor
High School Visitation	A day is scheduled for all 8th grade students to visit the high school. The principal and other faculty members give a brief overview of the high school. Students are given the opportunity to visit the high school for orientation during the summer and assistance is provided in the development of student schedules.	Career Preparation/Orientation	05/01/2018	05/25/2018	\$0	Administration
I Can Statement	All teachers will use "I Can" statements to drive their daily instructions. These statements will be documented on their lesson plans and posted in the classroom daily.	Academic Support Program, Direct Instruction	08/09/2017	05/25/2018	\$0	Teachers
Tier III	Tier III instruction will occur after students have been referred to the Problem Solving Team. Tier III instruction will be delivered by the Read 180 teacher 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	08/09/2017	05/25/2018	\$0	Teachers

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Teacher Training	Teachers will be provided training on the effective implementation of an advisory program to meet the 7 Developmental Needs of Young Adolescents.	Professional Learning	09/20/2017	09/20/2017	\$0	Principal, Assistant Principal, Counselor, 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	08/09/2017	05/25/2018	\$0	Administrators and Teachers
4th Grade Visitation	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.	Other - School Visit	05/12/2017	05/26/2017	\$0	Administration and teachers
Professional Development	Provide professional development for the faculty to increase the integration of the use of technology in the classroom	Professional Learning	08/09/2017	05/25/2018	\$0	Teachers, Technology Contact, District Technology Team, Administrators.
Online Speaking Guidance	EL teachers will implement strategies suggested from the ACCESS guidance documents to help prepare students for the online speaking portion of the assessment.	Academic Support Program	10/02/2017	05/25/2018	\$0	EL Teachers, Classroom Teacher and Administrators
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	08/09/2017	05/25/2018	\$0	Teachers
Additional Time	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.	Policy and Process	08/09/2017	05/25/2018	\$0	Faculty and Staff
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reduce Classroom Size	Hire 2.50 teachers with Title I funds to help reduce the size of classrooms in all grades.	Direct Instruction	08/09/2017	05/25/2018	\$148752	Administrators and Teachers

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Reduce Classroom Size	Hire 2.50 teachers with Title I funds to help reduce the size of classrooms in all grades.	Direct Instruction	08/09/2017	05/25/2018	\$148752	Administrators and Teachers
					Total	\$297504

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 2016-17

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

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), Elementary students (4.83) and in Middle/High Students (3.64). The following areas was the overall highest indicators on all surveys administered:

Asheville Middle School scored the highest on indicators 1.1 (4.40/5.0) and 1.3 (4.39/5.0) on parent surveys.

Asheville Middle School scored the highest on indicators 4.1 (4.68/5.0), 3.9 (4.63/5.0) and 3.2(4.4.63/5.0) on staff survey.

Asheville Middle School scored the highest on indicators 4.4 (3.88/5.0) and 5.4 (3.99/5.0) on Middle School student surveys.

Asheville Middle School scored the highest on indicators 5.4 (4.93/5.0) on Elementary student surveys.

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

We showed a slight decrease in most stakeholder satisfaction surveys and approval in most survey areas. Even though the scores were slightly lower, over all the surveys were still positive in most areas. Middle School student survey were by far the lowest.

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 2015-2016 school year. The surveys were slightly lower for 2016-2017 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 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 (4.09) and Staff (4.41). The following areas were the overall lowest indicators on all surveys administered:

Asheville Middle School scored the lowest on indicators 3.7 (4.16/5.0) and 3.8(4.32/5.0) on staff surveys.

Asheville Middle School scored the lowest on indicators 3.10(3.93/5.0) and 3.8(3.95/5.0) on staff surveys.

Asheville Middle School scored the lowest on indicators 5.1 (3.95/5.00) on elementary student survey.

Asheville Middle School scored the lowest on indicators 3.3 (3.17/5.0) and 3.9 (3.14/5.0) on middle school student survey.

Indicator 3.8 was an area of overall lowest satisfaction both parent and staff surveys. It appeared as an overall lowest level of satisfaction in the parent and staff surveys. AMS will work to improve in this area by making it an area of focus.

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

We showed a slight decrease in most stakeholder satisfaction surveys and approval in most survey areas. Even though the scores were slightly lower, over all the surveys were still positive in most areas. Middle School student survey were by far the lowest.

What are the implications for these stakeholder perceptions?

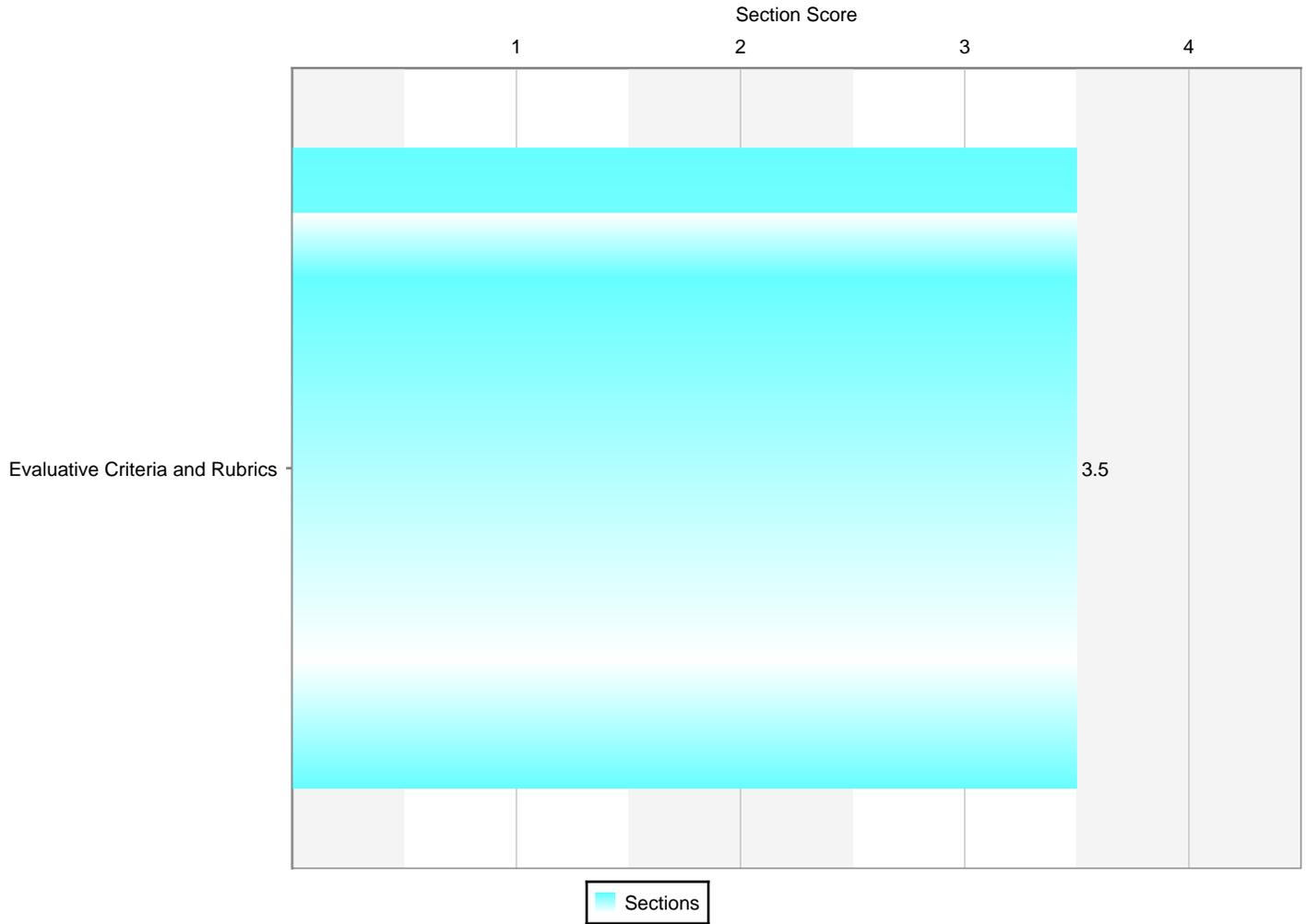
In general, stakeholders express a very positive perception of Asheville Middle School as measured by the standards and indicators. The implication of the stakeholders is that there is a lack of communication between all stakeholders about the children's learning progress. AMS will make this an area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

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 and staff.

Report Summary

Scores By Section



2017-2018 Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). 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 (Sec.1114(b)(6))

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 ACIP 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 ACIP.

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.

What conclusions were drawn from the results?

According to the 2016-17 ACT Aspire data, the highest scores in math were in 5th and 6th grade, the highest scores in reading were in the 6th and 8th grade, and the highest score in science was in 5th grade. The total number of discipline referrals decreased in 2016-17 from 247 to 158. The number of discipline referrals requiring out of school suspension dropped to 8(down from 25) in 2015-16.

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

It was concluded that fifth grade math scores are an 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.

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.

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.

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 (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

All students at Ashville Middle School will increase grade level proficiency in math.

Measurable Objective 1:

A 5% increase of All Students will increase student growth by meeting their Annual Target in Mathematics by 05/25/2018 as measured by Scantron benchmark assessment.

Strategy1:

Strategic Teaching - Teachers will correlate their lesson plans with the CCRS, Scantron, Walkthrough Data and other formative assessment results. 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 - 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	08/09/2017	05/25/2018	\$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 instructions. These statements will be documented on their lesson plans and posted in the classroom daily.	Academic Support Program	08/09/2017	05/25/2018	\$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	08/09/2017	05/25/2018	\$0 - No Funding Required	Teachers

Strategy2:

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Reduce Classroom Size - Reduce classroom size by hiring 2.5 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 2.50 teachers with Title I funds to help reduce the size of classrooms in all grades.	Direct Instruction	08/09/2017	05/25/2018	\$148752 - Title I Schoolwide	Administrators and 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 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.	Direct Instruction Academic Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	Administrators and Teachers

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	08/09/2017	05/25/2018	\$0 - No Funding Required	Administrators and Teachers

Goal 2:

All students at Ashville Middle School will increase grade level proficiency in reading.

Measurable Objective 1:

A 5% increase of All Students will increase student growth by meeting their Annual Target in Reading by 05/25/2018 as measured by Scantron Benchmark assessment.

Strategy1:

Reduce Classroom Size - Reduce classroom size by hiring 2.5 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 2.50 teachers with Title I funds to help reduce the size of classrooms in all grades.	Direct Instruction	08/09/2017	05/25/2018	\$148752 - Title I Schoolwide	Administrators and Teachers

Strategy2:

Strategic Teaching - Teachers will correlate their lesson plans with the CCRS, Scantron, Walkthrough Data and other formative assessment results. 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 Statement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use "I Can" statements to drive their daily instructions. These statements will be documented on their lesson plans and posted in the classroom daily.	Academic Support Program Direct Instruction	08/09/2017	05/25/2018	\$0 - No Funding Required	Teachers

Activity - Three Parts of Strategic Teaching	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	08/09/2017	05/25/2018	\$0 - No Funding Required	Teachers

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	08/09/2017	05/25/2018	\$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 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	08/09/2017	05/25/2018	\$0 - No Funding Required	Teachers

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 instruction will be delivered by the Read 180 teacher 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	08/09/2017	05/25/2018	\$0 - No Funding Required	Teachers

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

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 05/25/2018 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	08/09/2017	05/25/2018	\$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	08/09/2017	05/25/2018	\$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	08/09/2017	05/25/2018	\$0 - No Funding Required	Principal and Teachers

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

All students at Ashville Middle School will participate in a Bulldog Pride advisory group.

Measurable Objective 1:

100% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and

Native Hawaiian or Other Pacific Islander students will demonstrate a behavior of competence and achievement in Practical Living by 05/25/2018 as measured by increase in achievement and positive behavior.

Strategy1:

Advisory/Mentor Program - All students will be assigned a teacher mentor through our Bulldog Pride mentoring program. Bulldog Pride will meet periodically on Fridays. During such time the teachers will work with students in developing the connection between effort and success as outlined by Marizano.

Category:

Research Cited: National Middle School Association

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided training on the effective implementation of an advisory program to meet the 7 Developmental Needs of Young Adolescents.	Professional Learning	09/20/2017	09/20/2017	\$0 - No Funding Required	Principal, Assistant Principal, Counselor, Teachers

Activity - Bulldog Pride	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will meet with an advisory group of 15 to 18 students on Friday mornings for 20 minutes. The groups will be composed of students in grades 5-8 and an adult faculty advisor. Students will continue with the same advisor from 5th-8th grade. Examples of advisory activities will include character education, team building, goal setting, and activities that will increase school pride..	Behavioral Support Program	09/22/2017	05/25/2018	\$0 - No Funding Required	All Teacher and Staff

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

Goal 1:

EL Students will improve their overall English language proficiency.

Measurable Objective 1:

demonstrate a proficiency in improved English language skills by 05/25/2018 as measured by an increase in ACCESS test scores.

Strategy1:

Online Speaking Guidance - Students will visit the EL classroom to receive online speaking guidance through documents provided by ACCESS to help prepare students for the online portion of ACCESS test.

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

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

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Activity - Online Speaking Guidance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teachers will implement strategies suggested from the ACCESS guidance documents to help prepare students for the online speaking portion of the assessment.	Academic Support Program	10/02/2017	05/25/2018	\$0 - No Funding Required	EL Teachers, Classroom Teacher and Administrators

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

The EL teacher works closely with the general education teacher on the progress of the English Learners. The EL teacher provides feedback to the parents and work with our translators to provide information to parents in a language they can understand.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

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 and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

Describe how staffing decision ensure that highly 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 (Sec. 1114(7)(A)(iii)(IV))**What is the school's teacher turnover rate for this school year?**

The teacher turnover rate is low for Ashville Middle School. We had a total of three vacancies this year. One teacher retired, one teacher was non-renewed and one teacher left to pursue a coaching opportunity. The turnover rate was less than 15% for this school year.

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.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

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 (Sec. 1114(7)(A)(iii)(IV))

Describe how data is used from academic assessments to determine professional development.

The use of technology was an area of weakness on the ELEOT walkthroughs during the 2016-17 school year. A professional development workshop was held at AMS for the entire faculty during the summer. Office 365 and the use of OneNote was the main focus of the workshop. The workshop was presented by the St. Clair County Technology team. This is an area of focus this school year. Our local indicator for 2017-18 is to increase the use of technology by students in the classroom. Several teachers attended the Laying the Foundation workshops for Math and Language Arts the past couple of summers. This will help prepare students for future AP classes at Ashville High School. Science teachers have attended the Alabama Math Science Technology Institute training during previous summers. Several teachers attended local workshops provided by St. Clair County Board of Education that followed the LEA professional development plan.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

The use of technology was an area of weakness on the ELEOT walkthroughs during the 2016-17 school year. A professional development workshop was held at AMS for the entire faculty during the summer. Office 365 and the use of OneNote was the main focus of the workshop. The workshop was presented by the St. Clair County Technology team. This is an area of focus this school year. Our local indicator for 2017-18 is to increase the use of technology by students in the classroom. Several teachers attended the Laying the Foundation workshops for Math and Language Arts the past couple of summers. This will help prepare students for future AP classes at Ashville High School. Science teachers have attended the Alabama Math Science Technology Institute training during previous summers. Several teachers attended local workshops provided by St. Clair County Board of Education that followed the LEA professional development plan.

Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

The school district has a mentor/mentee program for all novice teachers. The novice teacher is paired with a mentor during their first year of teaching. The mentor/mentee meet throughout the school year and collaborate using OneNote.

Each new teacher to our school 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.

Describe how all 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 (Sec.1114(7)(A)(iii)(V))

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 and/or high school to college/work force.

Goal 1:

Assist the students in a smooth transition from Elementary School to High School

Measurable Objective 1:

collaborate to help all incoming 5th grade students and outgoing 8th grade students transition smoothly by 05/25/2018 as measured by the successful transition to middle school and high school.

Strategy1:

8th to 9th Grade 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. Faculty and staff will meet with all 8th grade students after each report card and discuss each student's strengths, weaknesses and what the student needs to do in order to improve.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Report Card Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff will meet with all 8th grade students after report cards. During this meeting faculty members will discuss with the student their strengths, weaknesses and ways to improve as a student.	Academic Support Program	10/20/2017	05/25/2018	\$0 - No Funding Required	Faculty and Staff

Activity - High School Visitation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A day is scheduled for all 8th grade students to visit the high school. The principal and other faculty members give a brief overview of the high school. Students are given the opportunity to visit the high school for orientation during the summer and assistance is provided in the development of student schedules.	Career Preparation/ Orientation	05/01/2018	05/25/2018	\$0 - No Funding Required	Administration

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Activity - Kuder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 8th grade students complete a four year plan in Kuder during the second semester of 8th grade. All 8th grade students also complete a interest inventory and a skills inventory in Kuder during 8th grade.	Academic Support Program Career Preparation/ Orientation	01/03/2018	05/25/2018	\$0 - No Funding Required	Counselor

Strategy2:

Transition of students from 4th grade to 5th grade - 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. Two meetings will be held by the principal to provide parents and students with information about AMS. This is also a chance for parents and students to ask any question about Ashville Middle School. 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.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - 4th Grade Visitation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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.	Other - School Visit	05/12/2017	05/26/2017	\$0 - No Funding Required	Administration and teachers

Activity - Additional Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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.	Policy and Process	08/09/2017	05/25/2018	\$0 - No Funding Required	Faculty and Staff

Activity - Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Host a fifth grade orientation a few weeks before school starts. During orientation the AMS principal will hold two fifth grade parent information meetings. During orientation they are allowed to meet their teachers, visit classrooms, pay for lunch, purchase lockers, and practice their schedule.	Parent Involvement Academic Support Program	08/03/2017	08/03/2017	\$0 - No Funding Required	Faculty and Staff

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

Ashville Middle School host several Data meetings throughout the year. We meet after the each administration of the Scantron benchmark assessment. Teachers also meet monthly for S.E.A.L. (Strategic Evaluation and Assessment of Learning) meetings. We 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 (Sec.1114 (7)(A))

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.

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.

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 when funds are available. This tutoring will be provided by highly qualified teachers in both reading and math.

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 Asheville 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. Ashtville 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.

Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

N/A

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))

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 16.56. 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 2.50 teachers, material/supplies, and other areas identified.

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, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

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 6th grade participate in a multi-session, evidence based program about cyber-bullying presented by Crisis Center Incorporated. Seventh grade students participate in multisession "Too Good for Drugs" curriculum presented by Alethia House. 8th grade will participate in a multisession, evidence based Healthy Relationship curriculum presented by Crisis Center Incorporated. 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 Asheville Middle School, each student is provided the opportunity to complete Interest Inventories and skills inventories through the Kuder Navigator Program.

Component 10: Evaluation (Sec.1114(b)(3)):

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 ACIP is a working document that will be reviewed throughout the school year.

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 used the ACT Aspire, Scantron, ACCESS and AAA to evaluate the results of the schoolwide plan. The ACT ASPIRE test will no longer be a portion of accountability to determine Learning Gains and GAPS in the Alabama. We will use Scantron to evaluate school wide academic achievement. The goals that Asheville Middle School identifies each year are based upon the state assessments given that year.

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(Scantron), 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.

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.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	16.56

Provide the number of classroom teachers.

16.56

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	789348.46

Total

789,348.46

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.5

Provide the number of administrators.

2.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	108299.5

Total

108,299.50

Assistant Principal

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

Provide the number of Assistant Principals.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	30306.5

Total

30,306.50

Counselor

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

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	58454.0

Total

58,454.00

Librarian

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

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	55944.0

Total

55,944.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total 0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	4243.0

Total

4,243.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	1556.0

Total

1,556.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.14

Provide the number of EL Teachers.

0.14

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	8108.24

Total

8,108.24

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	8456.0

Total

8,456.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	611.0

Total

611.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	150581.05

Provide a brief explanation and breakdown of expenses.

Title I allocation: \$148,752.93

2.5 Teachers - \$148,752.93

Family Engagement - \$1,828.12

Total Title I - \$150,581.05

Title II

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

Provide a brief explanation and a breakdown of expenses.

NA

Title III

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

Provide a brief explanation and a breakdown of expenses.

NA

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

NA

Title V

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

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	104470.0

Provide a brief explanation and breakdown of expenses.

School: Public-\$ 95,082 Non-Public \$9,388.00

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

2017-2018 Parent and Family Engagement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement 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.

Parent and Family Engagement

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. (Sec. 1116(c)(1))

Ashville 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 3:30 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 ACIP 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.

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.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 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. (Sec. 1116(c)(2)(3))

St. Clair County School System will take the following actions to involve parents in the process of school review and improvement:

- conduct parent conferences,
- conduct the Annual Title I Parental Involvement Meeting,
- conduct Statewide Parenting Day,
- survey parents of their needs and offer training to address those needs,
- conduct faculty meetings to discuss ways to consistently communicate with parents through newsletters, syllabi, grade level/department meetings, and
- contact parents through email, telephone calls, newsletters, social media, and the website to remind them of scheduled meetings.
- provide monthly newsletters to parents with academic and social help aids

Noting the necessity of family and parent engagement in improving student achievement, strategies to increase parental involvement are implemented. St. Clair County School System schedules parent meetings, conferences, and workshops to promote an understanding of student achievement requirements and family literacy development. An annual parent meeting is conducted to review each school's status, school assessment data, and federal requirements. Parent input is a vital component of the annual meeting. In the first Parent-Teacher
SY 2017-2018

Conference of the school year, parents and students are provided state and national test results from the previous year and review the School-Parent Compact. Every parent will be invited to meet with teachers. Teachers and administrators will make every effort to contact parents for conferences.

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. (Sec. 1116(c)(4)(A)(B)(C))

Translators are funded through local monies and are used to communicate with parents and students when necessary as well as provide written forms of communication in student and parents home language. 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.

Each school in the St. Clair County School System will provide assistance to parents and family members in understanding topics such as the following:

- College and Career Ready Standards (CCRS),
- state and local academic assessments including alternate assessments,
- grading procedures, and
- strategies for monitoring their child's progress.

All schools will conduct individual meetings with parents to review the CCRS and grading procedures for each content area. Teachers will provide information regarding tools to monitor student progress (i.e., Powerschool Student Portal, progress reports, and report cards).

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). (Sec.1116(d))

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. A school translator 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 Tittle I meeting. The parents are encouraged to provide feedback.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

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.

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 ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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)

At the start of each school year, each teacher invites his / her parents to an orientation for the new school year. Important information concerning academic standards, formative and summative assessments, and communication tools to assist parents in monitoring their child's achievement is given to parents through verbal information and handouts. In addition, opportunities for parental involvement are discussed and encouraged during orientation. The county-wide parent liaison and translators are also available during orientation. iNow Parent Portal and School Cast information is shared with parents through our monthly newsletter.. Teachers also provide parent meetings to offer explanation of state content standards, assessments and how to support their children in mastering the grade level expectations.

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.

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 ESSA Sec. 1116, 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)

Teachers, specialized instructional support personnel, principals, and other school staff will become more proficient in communicating with parents through developing and presenting evidence-based strategies during Parenting Month and parent meetings focusing on specific topics.

Communication between home and school will strengthen through these face-to-face meetings. Additionally, school personnel will continue

to communicate with parents via phone calls, remind apps, emails, social media, and the website.

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 ESSA Sec 1116, 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)

The system-wide parent involvement coordinator supports the effective involvement of parents and helps to establish a partnership among the school, parents, and the community to improve student academic achievement. The school administration and parent involvement coordinator work collaboratively to 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 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 ESSA Sec. 1116, 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)

Funds are designated to our parent involvement liaison who maintains and coordinates parental involvement series supplementary to those provided at our school. Asheville 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.

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 ESSA Sec. 1116, 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)

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.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

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 are 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.

Parents will be reminded of scheduled meetings through phone calls, text messages, emails, newsletters, social media, and the website. TransACT will be used to communicate with non-English speaking parents. In some cases, parents may be afforded an interpreter during meetings to be funded by local funds.