ACIP

Moody Middle School

St. Clair County Board of Education

Ms. Debra Allred, Principal
696 High School Dr
Moody, AL 35004-2307

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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?

Moody is one of the fastest growing cities in St. Clair County, Alabama. One of the city's strengths is its location. The city is located in the north-central part of the state approximately 20 miles east from Birmingham and approximately 120 miles west from Atlanta, Georgia. The city remains primarily rural with rapidly, emerging industrial growth. A large percentage of the city residents work in services or retail trade. Moody provides many recreational opportunities for its citizens, including the Miracle League program, which provides individuals with disabilities and exceptionalities with an opportunity to play baseball. Moody Youth Association offers students opportunities to participate in a variety of athletic activities, including, but not limited to, football, baseball, softball, basketball, soccer, and cheerleading. Students are also given the opportunity to participate in service organizations, such as Girl/Boy Scouts, City Ambassadors, and Key Club. Our city opened a new Civic Center October 2016 to serve members of the community, and also offers Moody Splash Pad, a recreational aquatic program that opened in the summer of 2015.

Moody Middle School employs approximately 45 teachers, administrators and support personnel. Over 90% of teachers and administrators have a Master's Degree or higher and 100% of the teachers are highly qualified. Two of the thirty-three certified teachers have received National Board Certification. Several teachers serve on county and state-level educational committees.

Moody Middle School serves students from Moody and its surrounding communities, including Odenville, Leeds, Trussville, Margaret, and Argo. Presently, 592 students of varied ethnicity are served throughout the school. In addition, two of our teachers serve homebound students throughout St. Clair County. The largest ethnic group is Caucasian at 76%, with African-American being the second largest at 13%. Additionally, the Hispanic ethnic group makes up 5% and Asian, 2%. Enrollment has steadily increased yearly by approximately 11% over the past five years. The Hispanic population in our school is consistently growing; their parents often do not speak English, which presents a challenge with maintaining communication between school and home.

One unique feature of Moody is the socio-economic diversity. Within Moody Middle School's student population, 47% of students qualify for free or reduced lunch. This socioeconomic diversity presents unique challenges within our school. Access to technology outside the classroom is limited in many of our homes. Many students come to us from single-parent families, and many students' parents work full-time jobs. This sometimes presents a challenge in ensuring that students complete homework assignments and receive academic assistance at home. One of the biggest challenges we face is low attendance rates; data from the past four school years indicates an average of 4.17% of students not in attendance over each 40-day period. We strive to emphasize the importance of attendance through various incentive programs. Parents and students are made aware that we value regular attendance through social media, weekly agendas, classroom rewards, and individual student recognition.

Despite our unique challenges, Moody Middle School strives to meet the needs of our students and community, and "to educate and prepare each student to succeed in an ever-changing world."

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.

Moody Middle School has adopted St. Clair County School's motto, "Preparing Tomorrow's Leaders Today." Our vision is to provide opportunities and challenges that will prepare each student for college, career, and/or adulthood in the 21st Century. Our mission is to educate and prepare each student to succeed in an ever-changing world. We aim to fulfill these objectives by involving students in programs that promote college education and career readiness. These programs include, but are not limited to, Career Day, Farm Day, and Classroom Adopt-a-College. In the Classroom Adopt-a-College program, each teacher selects a college or university for his or her class to represent; these institutions range from in-state to Ivy League. Students research their respective college or university, and share information about the school with the student body during the daily announcements. We have implemented a Mentor/Mentee program to establish meaningful relationships between staff and students. The Mentor meetings provide opportunities for students to meet with a staff member and set academic, behavioral, and/or personal goals utilizing data notebooks to track individual academic progress. We provide many opportunities for students to develop real-world life skills. Students are given the chance to serve as technology/office assistants, school ambassadors, and peer tutors. Several teachers assign classroom jobs that teach leadership skills and personal responsibility. Furthermore, we incorporate programs that teach money management and basic economic principles within the curriculum. These programs provide practical and engaging instruction that prepare students for a successful future.

We believe that effective teachers and leaders are the key to student achievement, and that teaching to the standards, coupled with high quality professional learning will result in a clear direction and expected outcomes. Teachers regularly attend professional development that provides instruction and practice in implementing the College and Career Ready Standards (CCRS). We implement regular progress monitoring through formative and benchmark assessments that are aligned with state standards, and participate in weekly meetings that are focused on analyzing student achievement data. This data is used to provide differentiated instruction, which serves students' individual needs and is conducive to student growth. We align our human, programmatic, and fiscal resources, in an effort to support the implementation of the approved curriculum and increase student achievement. A teacher-elected budget committee, which consists of classroom teachers, administrators, and support staff, works cooperatively to propose a budget to be approved by the school faculty. The Academic Booster Club, a parent-comprised committee with a faculty liaison, coordinates multiple fundraising events that benefit students through funds that are allocated to instructional resources.

Our teachers strive to accommodate a variety of learning styles and engage all learners at all times. We provide multiple programs that offer differentiated instruction, such as Gifted Education, Response to Intervention, Read 180/System 44, and Specialized Program Individualized Reading Excellence (SPIRE). We are a certified Alabama, Math, Science, and Technology Initiative (AMSTI) school, and utilize resources from this program regularly. We incorporate technology in our classrooms, so that students will gain 21st century skills and make a connection with the world around them. Our students use MacBook Air laptops on a daily basis; each classroom has access to a cart containing 32 laptops. We currently have a ratio of 1 MacBook Air to every 1.225 students. Teachers developed and follow a technology pacing guide to effectively utilize these resources in teaching the curriculum. We expect that the implementation of these programs will benefit students academically, behaviorally, and socially, and enable them to become lifelong learners.

We engage parents, in hopes that knowledge of their child's academic and behavioral performance will reinforce strengths and help address weaknesses. Teachers maintain regular communication with parents through weekly agendas, progress monitoring, and parent-teacher conferences. Parents also have access to their child's grades at all times via iNow Parent Portal. We offer opportunities, such as Open House, Curriculum Night, and AMSTI Night, that enable parents to be actively involved in what their child is learning. We support community engagement through volunteer and partnership opportunities. We sponsor many service initiatives throughout the year, including the Backpack Buddies program, a holiday toy drive, and multiple canned food drives; these programs directly benefit many of our students. We

believe that when students are provided with a learning environment that is socially, emotionally, and physically supportive, the students' confidence, engagement and achievement will benefit. We believe that, ultimately, success will be realized when 100% of the school's students graduate with or before their respective cohort.

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.

Moody Middle School has demonstrated improvement in numerous facets throughout the last three years. We take great pride in the accomplishments of our teachers and students, and continually strive to provide quality instruction and valuable experiences that will both challenge and encourage our students to become lifelong learners.

Some of our achievements include, but are not limited to:
-C5 Laptop project, adding 476 MacBook laptop computers
-Completed a wireless Internet infrastructure in our school
-Participation in the Safe Schools and Healthy Students Federal Grant
-Participation in the National Math and Science Initiative's Laying the Foundation program
-Two National Board Certified Teachers
-One St. Clair County Board of Education Elementary Teacher of the Year
-One teacher received an award for "Excellence in Teaching" from the University of Alabama
-Added a Fine Arts program that includes Art and Music curriculum
-Restructuring of the 6th grade Math program, which led to a 7% proficiency increase in 2015 ACT Aspire Math scores, exceeding national standards
-Both 5th grade Science and 6th grade Reading 2015 ACT Aspire scores met the national average
-Piloting "The 11 Principals of Good Character" character education program
-Multiple teachers are members of professional organizations, including, but not limited to: Delta Kappa Gamma, National Council of Teachers of Mathematics, and National Council for the Social Studies
-Teachers have been awarded multiple grants to fund instruction
-Installed surround sound voice amplification systems in all classrooms
-The Scholar's Bowl team earned 1st place in the 2013 and 2014 league championships
-6th grade Math Team earned 2nd place in the 2015 St. Clair County Math Tournament

For the past two years our parents feel that our highest area of strength: "The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff." 78% of our parents feel that our school is a safe and clean environment.

Moody Middle School continually dedicates time and effort to improving our students' educational experience. We aim to demonstrate to our students that we are consistently committed to bettering ourselves, our school, and our community.

The areas in which we seek to improve in the next three years include:
-Increased Reading instruction and proficiency in all subgroups, with a focus on Special Education
-4th and 5th grade Math proficiency
-Improving technology tools and infrastructure, particularly the wireless network
-Putting a Mac server in place, so that certain Language and Math computer programs will work correctly on the Macbook Air laptop computers
-Adding Windows 7 or 8 computers to classrooms for programs that will not currently work on MacBooks

According to the 2015 Advanced Ed Parent Survey, 2016 Parent survey and our 2016 Student Survey our highest areas of need are:

STANDARD 3- INDICATOR 3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their child's learning progress.

STANDARD 3- INDICATOR 3.9: The school has a formal structure whereby each student is well known by at least one advocate in the school who supports that student's educational experience.

Additional Information

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

In addition to promoting excellence in academics, Moody Middle School provides numerous opportunities for students to participate in activities that foster independence, leadership skills, and collaboration with peers. Teachers facilitate clubs that appeal to a variety of student interests, and students were surveyed in order to be placed in a club that suits their individual needs and personality. These clubs meet once per month, and include, but are not limited to: Art, Music, Fitness, Robotics, First Responders, Geocaching, Jr. Beta, and Foreign Language. We have implemented the 4-H program for our 4th grade students this school year. Students are also given the opportunity to participate in competitions outside the classroom that promote individuality and problem solving skills, such as History Fair and Peace Poster Project.
 We have also have Art and Music classes to enhance our academic instruction. Due to our large class sizes, the homeroom class will be divided so that half the class attends either Art or Music, while the other half receives small group Math intervention or enrichment. The classes rotate to ensure that every student attends Art and Music and receives small group Math instruction every other week.
 Moody Middle School places great emphasis on character education. We have designed a program called "Winning Wednesdays," which provides an opportunity for students to receive an hour of character education each week. Students have also participated in games such as charades, multiplication relays, and student-led songs and demonstrations that integrate character education, leadership, academics, and positive peer relations. We have created the "Share a Smile" initiative, which encourages students to demonstrate kindness to fellow students and teachers throughout the school year.
 We welcome a variety of enrichment programs into our school. Students are given the opportunity to attend multiple assemblies, including performances by the University of Alabama at Birmingham theater company, and entertainment provided by a bluegrass musician and the Moody High School Blue Devils Band. These programs help students develop an appreciation for the arts, and expose them to a variety of professional opportunities.
 Our academic instruction is supplemented by educational field trips, including a visit to the Key Largo Marine Lab in Key Largo, Florida, the Civil Rights Museum in Birmingham, Alabama, and American Village in Montevallo, Alabama. Students have also visited The Space & Rocket Center in Huntsville, Alabama, the Botanical Gardens in Birmingham, Alabama, and the Georgia Aquarium in Atlanta, Georgia. The 5th grade also hosts a Colonial Christmas program that correlates with the Social Studies curriculum.
 Despite the fact that our student to teacher ratio is extremely high, with approximately 30 students per academic classroom, we strive to effectively prepare our students to positively contribute to society in their collegiate and/or career-related endeavors.

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 school improvement team leader and administrators selected and personally requested stakeholders to give input for the improvement plan. Each stakeholder selected have the following qualifications: Passion for Moody Middle School; Vision for growth; and Expert knowledge in their field of specialty. Meetings were held during the summer, pre-scheduled professional development times, after school and during school. Meeting notes were taken and emailed to absent stakeholders.

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

The Moody Middle stakeholder group included parents, community leaders, teachers, media specialist/technology contact, counselor, and administrators.This groups analyzed data to develop the local school, county and state goals. Once the goals were established the group then developed objectives and strategies to implement said goals.

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

Final plan was communicated through email, school website and meetings. The stakeholders were updated and received information as the plan was developed.

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		Three Year Aspire Comparison 6th Current Progress 4th Current Progress 6th Subject Proficiency by Demographic 5th Subject Proficiency by Demographic

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

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

Areas of Notable Achievement

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

Moody Middle School saw improvements in scores on the 2016 ACT Aspire in the areas of 4th and 5th grade Mathematics. According to the 2016 ACT Aspire Summative Assessment Results, 4th grade Mathematics scores increased by 19 percentage points from 36% Ready in 2015 to 55% Ready in 2016. 5th grade Mathematics scores increased by 7 percentage points from 32% Ready in 2015 to 39% Ready in 2016.

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

MMS 6th and 4th grade students scored at or above the National Average in Math. Our 5th grade students increased the Science score from 38% Ready to 41% Ready which is also above the National Average on the 2016 ACT Science Assessment.

Which area(s) indicate the overall highest performance?

Moody Middle School's 4th grade Mathematics scores indicate the overall highest performance. These scores increased 19 percentage points. 36% Ready in 2015 to 55% Ready in 2016. 71% of this 4th grade class scored Ready or Exceeding on the 2016 ACT English test.

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

Comparing three year of data, our Black / African American population has shown an increase in ACT Readiness Reading levels from the 2014 to 2016 ACT Aspire tests. Our current 6th grade students Black / African American have demonstrated an increase of 25% in Math (2014: 0% Ready of 3rd grade students, 2015: 17% Ready of 4th grade student, 2016: 25% Ready of 5th grade students). Our current 5th grade Black / African American students increased their Readiness levels by 7% from 23% of 3rd grade Ready to 30% of 4th grade Ready.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between the Black / African American subgroup and the White subgroup. In 5th grade Reading, Black / African American population scored 25% ACT Ready in Reading on the 2016 ACT Aspire, just 5% lower than our White students at 30%.

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

The above reported findings that the achievement gap is closing between Black / African American students and White students can also be seen in the 2015 End of Year Performance Series results; both subgroups scored Average Low in Math and Reading.

Areas in Need of Improvement

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

Our Reading Readiness levels are below expected performance. On the 2016 ACT Aspire, Our 6th grade 2016 scores dropped from 42% to 32%, 5th and 4th are stagnate at 29% (5th) and 32% (4th) for the past two testing years.

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

Our current 6th grade students are showing a negative trend in performance in Math. Their 3rd grade ACT Aspire score of 45% Ready has decreased to 39% Ready on the 2016 test. That is a drop of 6 percentage points.

Which area(s) indicate the overall lowest performance?

On the 2016 ACT Aspire, 5th grade Reading is our lowest area of performance, with 29% of students performing at ACT Readiness standards.

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

When analyzing 3 years of ACT data, we see a decline in performance in our White subgroups in Math. Both subgroups' Readiness scores dropped by at least 10%. Our current 6th grade White subgroup dropped 8% (2014 3rd grade Math score of 49%, 2015 4th grade Math score of 38%, and 2016 5th grade of 41% Ready.)

Between which subgroups is the achievement gap becoming greater?

The 2015-2016 5th grade Hispanic population at MMS has scored about 10% lower than our White population in both Math and Reading on the 2016 ACT Aspire. 30% of this subgroup scored Ready in Math compared to 41% of the White population and 20% of this subgroup scored Ready in Reading compared to 30% of the White population. The current 4th grade population scored 18 % lower with a 40% Readiness score compared to 58% of the White population.

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

The above findings are consistent with our 2015 End of Year Performance Series data. 6th and 5th grade Hispanic students scored Below Average in Reading while all other subgroups scored Average Low.

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics — 3.25
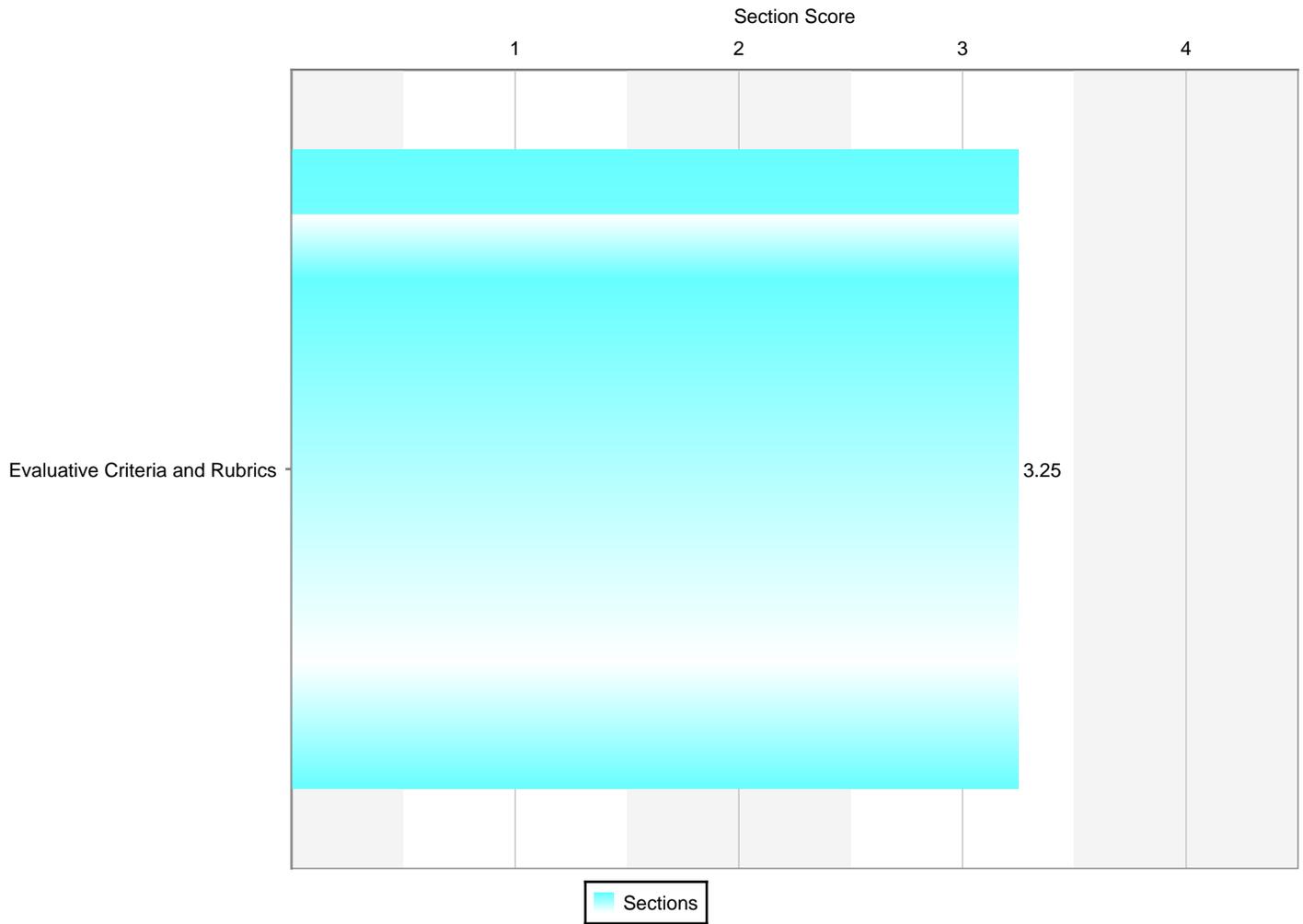
Sections

ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		MMS Committe Signatures

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

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes		Equal Education Opportunity Statement

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		Parental Involvement Plan

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	No	MMS is not a Title I school.	

2016-2017 MMS School Improvement Plan

Overview

Plan Name

2016-2017 MMS School Improvement Plan

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 English Language Learners will make adequate progress on language acquisition (APLA).	Objectives: 1 Strategies: 2 Activities: 2	Academic	$0
2	Implementation of a comprehensive mentor/mentee program aimed to increase student connectedness and feeling of belonging at Moody Middle School measured by pre and post surveys.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$3500
3	MMS will show a 5% increase in Readiness levels on the 2017 ACT Aspire Math assessment. 47% of MMS Students scored Ready or Exceeding on the Math portion of the 2016 ACT Aspire. 46% scored Close and 8% scored in Need of Support.	Objectives: 1 Strategies: 4 Activities: 5	Academic	$30000
4	MMS will show a 5% increase in Readiness levels on the 2017 ACT Aspire. 31% of MMS students were considered Ready or Exceeding on the 2016 ACT Aspire. 39% were close and 30% were In Need of Support.	Objectives: 1 Strategies: 3 Activities: 5	Academic	$0

Goal 1: All English Language Learners will make adequate progress on language acquisition (APLA).

Measurable Objective 1:

80% of English Learners students will demonstrate a proficiency increase of .05% in Reading by 05/25/2016 as measured by Adequate Progress in Language Acquisition (APLA).

Strategy 1:

EL support for whole group instruction - The English Language Learner teacher will offer support to the EL student during whole group instruction.

Category:

Research Cited: Exploring an English Language Learner's Literacy Learning Opportunities: A Collaborative Case Study Analysis

Urban Education September 1, 2007 42: 470-501

Activity - Direct and Tiered support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The EL teacher will offer direct instructional support and tier support to the English Language learner during whole group instruction.	Direct Instruction	08/05/2015	05/25/2016	$0	No Funding Required	EL Teacher

Strategy 2:

Professional Development - EL teacher will provide professional development for using instructional scaffolds such as sentence frames to use with English Learners during instruction.

Category:

Research Cited: Walqui, Aída

Activity - Sentence Frame Professional Developlement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Learner teacher will provide professional development for using instructional scaffolds to use with English Learners	Professional Learning	09/22/2015	12/31/2015	$0	No Funding Required	EL Teacher

Goal 2: Implementation of a comprehensive mentor/mentee program aimed to increase student connectedness and feeling of belonging at Moody Middle School measured by pre and post surveys.

Measurable Objective 1:

increase student growth in connectedness to faculty and staff other than their teacher who believes that the student is an important part of Moody Middle School by 3% by 05/26/2017 as measured by the August Mentor/Mentee baseline survey (56.2%).

Strategy 1:

Mentor/Mentee Meetings - Students will be assigned a mentor and will attend monthly Mentor/Mentee meetings. The following objectives will be met during the

meetings. 1. Student and staff member will build a rapport. 2. Student and mentor will review student data binder. 3. Student will develop goals for their own learning.

Category: Develop/Implement Learning Supports

Research Cited: Berger, Ron, Leah Rugen, and Libby Woodfin. Leaders of Their Own Learning: Transforming Schools through Student-engaged Assessment. San

Fransico: Jossey Bass, 2014. Print.

Activity - Data Binders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Binders will be created for each student. The data will include: Spring 2016 ACT Aspire test results, Performance Series Assessments and classroom writing assessments. The data will be updated on a regular basis.	Academic Support Program	09/01/2016	05/26/2017	$3500	General Fund	Debra Allred and homeroom teacher.

Activity - Monthly Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will meet monthly with a faculty or staff member. The following objectives will be met during the meetings. 1. Student and staff member will build a rapport. 2. Student and mentor will review student data binder. 3. Student will develop goals for their own learning. 4. Mentor will keep a sign-in sheet of meetings.	Academic Support Program	09/07/2016	05/31/2017	$0	No Funding Required	Faculty and staff assigned as mentors

Goal 3: MMS will show a 5% increase in Readiness levels on the 2017 ACT Aspire Math assessment. 47% of MMS Students scored Ready or Exceeding on the Math portion of the 2016 ACT Aspire. 46% scored Close and 8% scored in Need of Support.

Measurable Objective 1:

A total of 298 All Students will achieve college and career readiness standards in Mathematics by 05/26/2017 as measured by 2017 ACT Aspire Assessment.

Strategy 1:

Imbedded AMSTI Training - Members of the JSU Inservice Center will complete Alabama Math and Science Technology Initiative training for all Math and Science

teachers through out the school year. These trainers will meet with teachers and model best teaching practices in classrooms.

Category: Develop/Implement Professional Learning and Support

Research Cited: Miron, Doriana, and Mary Maxwell. "Summary of Longitudinal Evaluation of the AMSTI Program: 2006-2010 Standardized Test Results of the AMSTI Adopters versus Controls." AMSTI. Office of Community Affairs at the University of Alabama, 2010. Web. 6 Oct. 2016.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AMSTI trainers will teach new Math and Science strategies to all Math and Science teachers.	Professional Learning	08/23/2016	05/26/2017	$0	No Funding Required	All Math and Science teachers and JSU In-Service trainers

Activity - Model Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JSU In-service trainers will model best practice teaching for Math teachers during Math class with students.	Direct Instruction	09/01/2016	05/26/2017	$0	No Funding Required	JSU In-service trainers and Math teachers

Strategy 2:

Additional Math teacher - Moody Middle School currently has 596 students enrolled. By hiring an additional Math teacher, we have lowered the amount of student to teacher ratio in all Math classes.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Lubienski, Lubienski, and Crane, "Achievement Differences and School Type: The Role of School Climate, Teacher Certification, and Instruction." American Journal of Education 115 (2008): 97-138. Print.

Activity - Math Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MMS has hired an additional Math teacher.	Class Size Reduction	08/01/2016	05/31/2017	$30000	State Funds	Principal

Strategy 3:

Enrichment and Intervention - All students be involved in a daily 50 minute enrichment or intervention class to address weakness or enhance knowledge base in Reading. Class enrollment will be determined by reviewing Performance Series data and or weekly classroom assessments.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Sally M. Reis, Rebecca D. Eckert, D. Betsy McCoach, Joan K. Jacobs, and Michael Coyne, Using Enrichment Reading Practices to Increase Reading Fluency, Comprehension, and Attitudes, The Journal of Educational Research Vol. 101 , Iss. 5,2008

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| All homeroom teachers will participate in data meetings 3 times a month on Wednesday mornings from 7:30 to 8:15. During these meeting teachers will review student ACT Aspire, Performance Series and weekly classroom assessments. | Policy and Process | 08/17/2016 | 05/31/2017 | $0 | No Funding Required | All homeroom teachers |

Strategy 4:

Art/Music Split - Smaller class size by utilizing Art and Music - Smaller class size is significantly correlated with higher achievement.

Category: Develop/Implement Learning Supports

Research Cited: Lubienski, Lubienski, and Crane, "Achievement Differences and School Type: The Role of School Climate, Teacher certification, and Instruction.

"American Journal of Education 115 (2008): 97-138. Print.

Activity - Art/Music Split	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Due to our large class sizes, the homeroom class will be divided in half depending on Performance Series and chapter test results. Those students who need extra help on Math and will attend an intervention lesson while the other half of the class attends either Art or Music for 30 minutes. The class will switch so that everyone can be enriched by Art, Music and Math intervention on a by-weekly basis.	Class Size Reduction	08/10/2016	05/31/2017	$0	No Funding Required	Art, Music and Math teachers

Goal 4: MMS will show a 5% increase in Readiness levels on the 2017 ACT Aspire. 31% of MMS students were considered Ready or Exceeding on the 2016 ACT Aspire. 39% were close and 30% were In Need of Support.

Measurable Objective 1:

A total of 205 All Students will achieve college and career readiness standards in Reading by 05/26/2017 as measured by 2017 ACT Aspire.

Strategy 1:

Read 180 and System 44 - All 4th, 5th and 6th grade students participating in the Read 180 and System 44 program will follow the Read 180 Model for Blended Learning: whole group introduction with three daily rotations of the following: teacher facilitated small group, instruction technology, and independent reading. Students will spend at least 15 minutes or more in each rotation.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Papalewis, R.(2004). Struggling middle school readers: Successful, Accelerating intervention, Reading improvement, 41(1). 24-37

Activity - Small Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Read 180 and System 44 students will participate in a daily small group instruction guided by a highly qualified Read 180 reading teacher. During the small group session students will utilize rbooks for writing, reading and skill practice. | Academic Support Program | 08/15/2016 | 05/26/2017 | $0 | No Funding Required | Read180 teacher |

Activity - Independent Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Read 180 and System 44 students will have daily independent reading time using leveled readers.	Academic Support Program	08/15/2016	05/26/2017	$0	No Funding Required	Read 180 Teacher

Activity - Software Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Read 180 and System 44 students will have a minimum of 15 minutes of intense practice using Scholastic Read 180 online program.	Academic Support Program	08/15/2016	05/26/2017	$0	No Funding Required	Read 180 teacher

Strategy 2:

SPIRE - SPIRE will build reading success through an intensive, structured, and spiraling curriculum that incorporates phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension in a systematic 10-Step lesson plan.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Torlakovic, Edina Torlakovic, Ph.D., and Geoffrey Barnum. Effectiveness with ELL and Special Education Students. N.p.: EPS Literacy and Intervention, 2013. Print.

Activity - Explicit Teacher Led Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher led instruction with clearly written lesson plans developed by the SPIRE program. The 10 step lessons are systematic, sequentially structured to ensure mastery of concepts and allow for easy implementation. Instruction is data-driven to ensure measureable and permanent gains within the program.	Direct Instruction, Academic Support Program	08/15/2016	05/26/2017	$0	No Funding Required	SPIRE teacher

Strategy 3:

Enrichment and Intervention - All students be involved in a daily 50 minute enrichment or intervention class to address weakness or enhance knowledge base in Reading. Class enrollment will be determined by reviewing Performance Series data and or weekly classroom assessments.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Sally M. Reis, Rebecca D. Eckert, D. Betsy McCoach, Joan K. Jacobs, and Michael Coyne, Using Enrichment Reading Practices to Increase Reading Fluency, Comprehension, and Attitudes, The Journal of Educational Research Vol. 101 , Iss. 5,2008

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All homeroom teachers will participate in data meetings 3 times a month on Wednesday mornings from 7:30 to 8:15. During these meeting teachers will review student ACT Aspire, Performance Series and weekly classroom assessments.	Policy and Process	08/10/2016	05/31/2017	$0	No Funding Required	All homeroom teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Teacher	MMS has hired an additional Math teacher.	Class Size Reduction	08/01/2016	05/31/2017	$30000	Principal
				Total	$30000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Binders	Data Binders will be created for each student. The data will include: Spring 2016 ACT Aspire test results, Performance Series Assessments and classroom writing assessments. The data will be updated on a regular basis.	Academic Support Program	09/01/2016	05/26/2017	$3500	Debra Allred and homeroom teacher.
				Total	$3500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Independent Reading	Read 180 and System 44 students will have daily independent reading time using leveled readers.	Academic Support Program	08/15/2016	05/26/2017	$0	Read 180 Teacher
Data Meetings	All homeroom teachers will participate in data meetings 3 times a month on Wednesday mornings from 7:30 to 8:15. During these meeting teachers will review student ACT Aspire, Performance Series and weekly classroom assessments.	Policy and Process	08/17/2016	05/31/2017	$0	All homeroom teachers
Small Group	Read 180 and System 44 students will participate in a daily small group instruction guided by a highly qualified Read 180 reading teacher. During the small group session students will utilize rbooks for writing, reading and skill practice.	Academic Support Program	08/15/2016	05/26/2017	$0	Read180 teacher

Art/Music Split	Due to our large class sizes, the homeroom class will be divided in half depending on Performance Series and chapter test results. Those students who need extra help on Math and will attend an intervention lesson while the other half of the class attends either Art or Music for 30 minutes. The class will switch so that everyone can be enriched by Art, Music and Math intervention on a by-weekly basis.	Class Size Reduction	08/10/2016	05/31/2017	$0	Art, Music and Math teachers
Data Meetings	All homeroom teachers will participate in data meetings 3 times a month on Wednesday mornings from 7:30 to 8:15. During these meeting teachers will review student ACT Aspire, Performance Series and weekly classroom assessments.	Policy and Process	08/10/2016	05/31/2017	$0	All homeroom teachers
Monthly Meetings	Students will meet monthly with a faculty or staff member. The following objectives will be met during the meetings. 1. Student and staff member will build a rapport. 2. Student and mentor will review student data binder. 3. Student will develop goals for their own learning. 4. Mentor will keep a sign-in sheet of meetings.	Academic Support Program	09/07/2016	05/31/2017	$0	Faculty and staff assigned as mentors
Software Program	Read 180 and System 44 students will have a minimum of 15 minutes of intense practice using Scholastic Read 180 online program.	Academic Support Program	08/15/2016	05/26/2017	$0	Read 180 teacher
Explicit Teacher Led Instruction	Teacher led instruction with clearly written lesson plans developed by the SPIRE program. The 10 step lessons are systematic, sequentially structured to ensure mastery of concepts and allow for easy implementation. Instruction is data-driven to ensure measureable and permanent gains within the program.	Direct Instruction, Academic Support Program	08/15/2016	05/26/2017	$0	SPIRE teacher
Direct and Tiered support	The EL teacher will offer direct instructional support and tier support to the English Language learner during whole group instruction.	Direct Instruction	08/05/2015	05/25/2016	$0	EL Teacher
Sentence Frame Professional Developlement	English Language Learner teacher will provide professional development for using instructional scaffolds to use with English Learners	Professional Learning	09/22/2015	12/31/2015	$0	EL Teacher
Model Teaching	JSU In-service trainers will model best practice teaching for Math teachers during Math class with students.	Direct Instruction	09/01/2016	05/26/2017	$0	JSU In-service trainers and Math teachers
Professional Development	AMSTI trainers will teach new Math and Science strategies to all Math and Science teachers.	Professional Learning	08/23/2016	05/26/2017	$0	All Math and Science teachers and JSU In-Service trainers
				Total	$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Student Survey Results 2016 2016 Parent Survey

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	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?

MMS conducted a Student Survey Aug 2016. 520 students responded. Of those responses, 56% of our students feel that they have at least one adult at MMS other than their teacher who believes that they are an important part of this school. And 50% of our students feel that at least one adult at MMS other than their teacher cares about the student's grades.

We also conducted a Parent Survey. 120 parents responded. Of those responses, 78% of our parents feel that the school environment is clean and in good condition and 75% feel that their child is safe going to and from school.

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

This is the first year MMS conducted this type of student survey. We plan to resurvey the students May 2017 to see if our new Mentoring program changes the student's opinions.
Parent communication is on a positive upward trend from the 2015 Advanced Ed survey being an area of weakness to the 2016 Parent Survey 60% reported that "Communication with families occurs in an open and respectful manner."

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

The parent survey correlates with the 2015 Advanced Ed survey conducted last school year.

Areas in Need of Improvement

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

53% of our students feel that they do not have an adult at school other than their teachers who talks to them about their family, interest and activities. 63% of our students feel that they do not have an adult at school other than their teacher who holds them to a high standard and discusses their data binders with them.

34% of parents report that they "Are actively involved in my child's school." And 35% of parents feel that "Parents are involved in making important school decisions."

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

"The school has a formal structure whereby each student is well known by at least one advocate in the school" was a low standard on the 2015 Advanced Ed Survey and continues to be low on our Student survey with 53% of student feel that they do not have "...at least one adult at this school other than my teachers who talks with me personally about my interests, activities and family."

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

Implementation of a comprehensive mentor/mentee program aimed to increase student connectedness and feeling of belonging at Moody Middle School measured by pre and post surveys. Students will meet monthly with a faculty or staff member. The following objectives will be met during the meetings. 1. Student and staff member will build a rapport. 2. Student and mentor will review student data binder. 3. Student will develop goals for their own learning. 4. Mentor will keep a sign-in sheet of meetings. MMS hopes to increase student growth in connectedness to faculty and staff other than their teacher who believes that the student is an important part of Moody Middle School by 3%.

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

These findings are consistent with the 2015 Advanced Ed survey conducted October 2015.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3

Sections
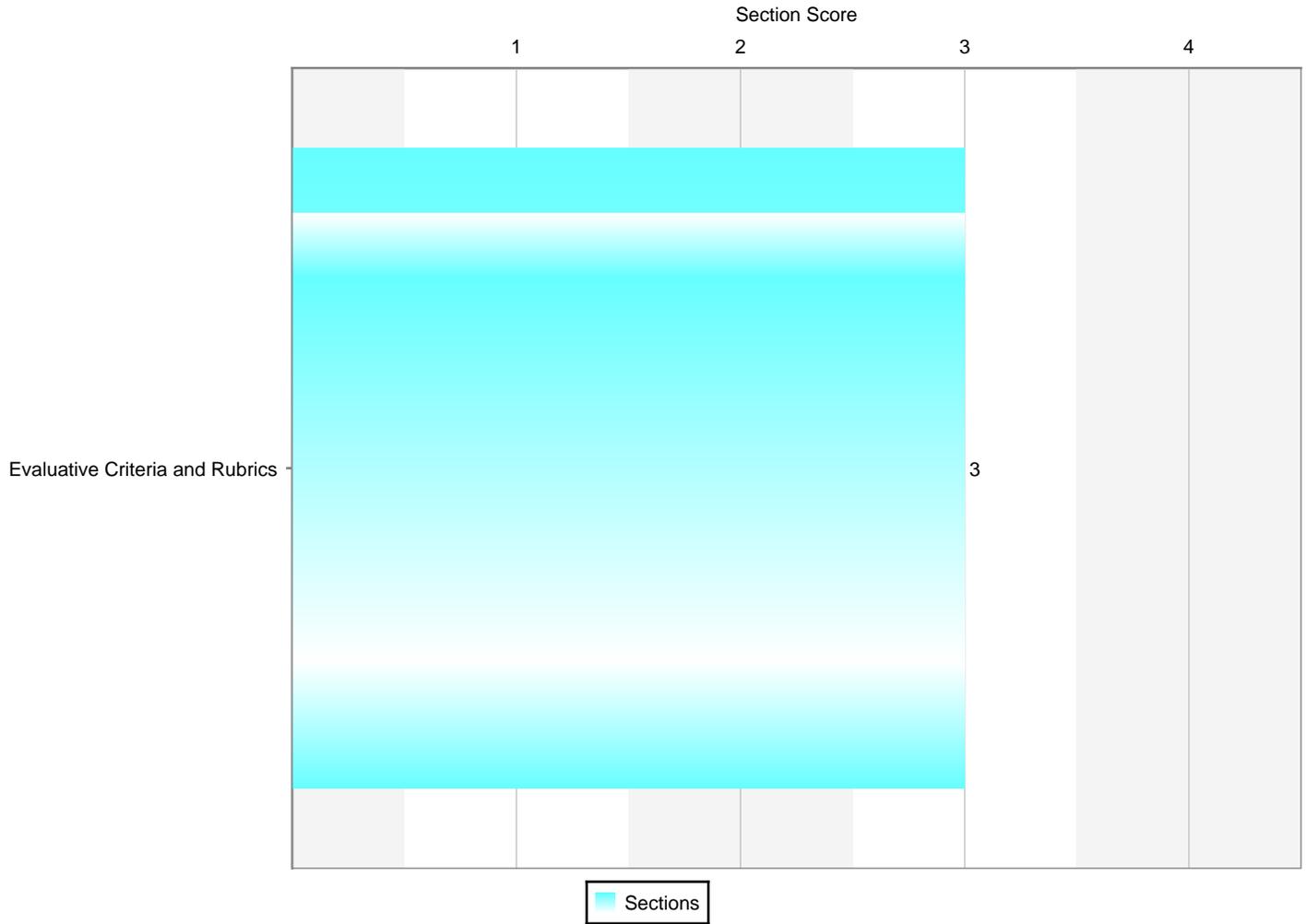
Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	26.82	31.32	1,572,076.00
Administrator Units	1.00	1	0.00
Assistant Principal	1.00	1	0.00
Counselor	1.50	1	0.00
Librarian	1.00	1	0.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	5,304.00
Professional Development	0.00	0	1,998.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	12,699.00
Library Enhancement	0.00	0	666.00
Totals			1,592,743.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

NA

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

Provide a brief explanation and a breakdown of expenses.

NA

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	55381.0

Provide a brief explanation and a breakdown of expenses.

Title II funds will be disbursed system-wide through the Title II Professional Learning Plan ans will benefit our school in that way. We have a CSR unit for a 4th grade teacher that was used to decrease class size.

Title III

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

Provide a brief explanation and a breakdown of expenses.

Title III funds will be disbursed system-wide through the implementation of the Title III EL Plan. Our school benefits from an EL teacher, quality professional development and extended learning opportunities for EL students.

Title IV

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

Provide a brief explanation and a breakdown of expenses.

NA

Title VI

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

Provide a brief explanation and a breakdown of expenses.

NA

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

Other

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

Provide a brief explanation and a breakdown of expenses.

NA

Local Funds

Label	Question	Value
1.	Provide the total	175537.0

Provide a brief explanation and breakdown of expenses

School: Public $150,286 Non-Public $25,251 Total: $175,537

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