ACIP

Charles Henderson Middle School

Troy City 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?

Charles Henderson Middle School is a public rural middle school, which was built in 2014 and opened with an enrollment of 547 students in grades 6-8 in 1970. Today the enrollment is 273 with only grades 7-8. It is the only middle school in the Troy City Schools System, which is a system of approximately 1948 students. The student population of Charles Henderson Middle school is 67% African American, 27% Caucasian, and 6% other ethnic groups. Demographic data for the faculty and staff at CHMS is as follows: 21 highly qualified teachers, 1 counselor, 1 media specialist, 2 administrators, 1 nurse, 1 school resource officer, and 8 support staff.

The school is located in Troy, Alabama, which is the county seat and the largest city in Pike County. The city of Troy has a population of 18,033, while Pike County's population is 32,899. Population dispersion shows that Troy is 53% Caucasian, 39% African American, and 6% other ethnic groups. The annual median income is $32,015, with 32% of the population living below poverty level. Located approximately 50 miles south of Montgomery and 50 miles north of Dothan, Troy is easily accessible to all areas of the southeast. Although our city is progressing industrially, it still represents the "Old South" with charm and hospitality.

One of our unique features is the location of Troy University, which is within one mile of the school. Being a residential campus, troy University plays a vital role in providing support for our students in such areas such as tutoring, translating for our English Language Learners, mentoring for our at-risk students and providing assistance in the fine arts programs within our system. Troy University also offers additional educational experiences through university internships.

CHMS provides optimal educational opportunities for all students including students with disabilities. We have a well-trained staff of 3 special education teachers and one teacher/student aide to assist our students. The average number of students with disabilities being served under IDEA (Individuals with Disabilities Act) has varied little over the past several years. The total number of students being served under terms associated with IDEA included 27 students for the 2015-2016 school term, 25 students for the 2016-2017 school term, and 39 students for the 2017-2018 school term.

Charles Henderson Middle School has well over one-half of its students coming from lower socio-economic households. The percentage of students who eat free, reduced, and regular priced meals has undergone little change over the past three years. Currently, CHMS has 71% of its students qualifying for free or reduced lunch.

Two special challenges for the school community are lack of employment for the single female parent population (67% system wide) and parental involvement. Although the city of Troy has progressed industrially, a lack of jobs for the single female population remains prevalent. Due to this lack of jobs, these women are being forced to relocate in or to provide for their families. Since the 2003 school year, the system's enrollment has decreased; however, enrollment has increased under current leadership. The second challenge is the lack of parental involvement which is due to the majority of the parents working in environments that do not offer flexible time for them to attend school events. Although parent surveys indicate that the school provides opportunities for stakeholders to be involved, the faculty and staff are committed to finding flexible alternatives to increase parental involvement on all levels.

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.

Charles Henderson Middle School's beliefs and mission statement are aligned with the Troy City School's overall vision. This vision statement, "Trojans Committed to Success" incorporates the goal of the school which is to accept the responsibility to teach all students and to help them develop into responsible citizens by providing an environment enriched with real world endeavors, hands-on activities, and life-long learning experiences.

Student success is the expectation of administrators, faculty, staff, and students at Charles Henderson Middle School. The school's mission and beliefs promote continuous improvement of student learning that will enable students to become confident, self-directed, life-long learners. It is this shared vision that guides our Continuous Improvement Plan.

Our school's mission statement is as follows:

The daily pursuit of Charles Henderson Middle School is to provide a safe and motivating environment that will facilitate the maximum learning potential of all students to become responsible citizens in our global and ever changing society.

Charles Henderson Middle School believes:

* Student learning is the chief priority for the school.

* All students should have the opportunity to learn.

* Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.

* Students learn best when they are actively engaged in the learning process.

* Each student is a valued individual with unique physical, social, emotional, and intellectual needs.

* A safe and physically comfortable environment promotes student learning.

* Cultural diversity can increase student understanding of different people and cultures.

* Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.

* The commitment to continuous improvement is imperative if our school is going to enable students to become responsible citizens in our global and ever changing society.

The task of defining Charles Henderson Middle School's beliefs and mission was done through a consensus-building process that involved all stakeholders. The school's characteristics were examined in an effort to key in on issues pertinent to the needs of our school community. This task was accomplished by a group of stakeholders which included faculty, staff, parents, students, and community representatives. In addition to internal analysis, this committee considered current trends in middle school level education, as well as changing expectations of schools and societal values. All these issues and concerns were reviewed and discussed by the planning team, and in doing such, a mission statement and the school's proposed beliefs were drafted.

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.

Although advances have been made in our overall proficiency levels in reading, math, and science, our average ACT Aspire score fell below the national average in math. Our number one goal is to bring this math score up to or surpass the national average. Our goal for overall reading and math is to increase the percentage of students meeting benchmark standards on the Performance Series assessment by at least 2% at each grade level in both areas. The goal for science is to increase the percentage of students meeting benchmark standards on the Performance Series assessment, by at least 2%.
A brief summary of student performance at Charles Henderson Middle School is as follows:

ACCESS for English Language Learners (ELLs) 2014-2015
* 3 students took ACCESS in grades 7-8
* 1 students scored in the expanding level (Level 5) and 2 students scored above level (Levels 6) in all sections

ACCESS for English Language Learners (ELLs) 2015-2016
* 5 students took ACCESS in grades 7-8
* 1 student scored in the entering level (level 1), 1 student scored in the emerging level (level 2), 1 student scored in the expanding level (level 4), and 2 students scored reaching level (Levels 6) in all sections

ACCESS for English Language Learners (ELLs) 2016-2017
* 0 students took ACCESS in grades 7-8

Alabama Alternate Assessment (AAA) 2014-2015
* Grade 7 Reading- Level 2- 20%, Level 3 80%
* Grade 7 Math- Level 3- 100%
* Grade 7 Science- Level 3- 100%
* Grade 8 Reading- Level 3- 100%
*Grade 8 Math- Level 3- 100%

Alabama Alternate Assessment (AAA) 2015-2016
* Grade 7 Reading- Level 2- 20%, Level 3 80%
* Grade 7 Math- Level 3- 100%
* Grade 7 Science- Level 3- 100%
* Grade 8 Reading- Level 3- 100%
*Grade 8 Math- Level 3- 100%

Alabama Alternate Assessment (AAA) 2016-2017
* Grade 7 Reading- Level 3- 100%
* Grade 7 Math- Level 3- 80%, Level 4- 20%
* Grade 7 Science- Level 3- 20%, Level 4- 80%

* Grade 8 Reading- Level 1- 100%

*Grade 8 Math- Level 1- 100%

ACT ASPIRE Reading 2014-2015
*7th Grade- 418 CHMS average score
*7th Grade- 63% of CHMS students scored in the Ready/Close Proficiency Level.
*8th Grade- 422 CHMS average score
*8th Grade- 73% of CHMS students scored in the Ready/Close Proficiency level.

ACT ASPIRE Math 2014-2015
*7th Grade- 416 CHMS average score
*7th Grade- 59% of CHMS students scored in the Ready/Close Proficiency level.
*8th Grade- 420 CHMS average score
*8th Grade- 54% of CHMS students scored in the Ready/Close Proficiency level.

ACT ASPIRE Science 2014-2015
*7th Grade- 419 CHMS average score
7th Grade- 38% of CHMS students scored in the Ready/Close Proficiency level.

ACT ASPIRE Reading 2015-2016
*7th Grade- 418 CHMS average score
*7th Grade- 60% of CHMS students scored in the Ready/Close Proficiency Level.
*8th Grade- 422 CHMS average score
*8th Grade- 76% of CHMS students scored in the Ready/Close Proficiency level.

ACT ASPIRE Math 2015-2016
*7th Grade- 417 CHMS average score
*7th Grade- 63% of CHMS students scored in the Ready/Close Proficiency level.
*8th Grade- 419 CHMS average score
*8th Grade- 45% of CHMS students scored in the Ready/Close Proficiency level.

ACT ASPIRE Science 2015-2016
*7th Grade- 420 CHMS average score
7th Grade- 53% of CHMS students scored in the Ready/Close Proficiency level.

ACT ASPIRE Reading 2016-2017
*7th Grade- 419 CHMS average score
*7th Grade- 65% of CHMS students scored in the Ready/Close Proficiency Level.
*8th Grade- 422 CHMS average score
*8th Grade- 67% of CHMS students scored in the Ready/Close Proficiency level.

ACT ASPIRE Math 2016-2017

*7th Grade- 419 CHMS average score

*7th Grade- 71% of CHMS students scored in the Ready/Close Proficiency level.

*8th Grade- 420 CHMS average score

*8th Grade- 54% of CHMS students scored in the Ready/Close Proficiency level.

ACT ASPIRE Science 2016-2017

*7th Grade- 420 CHMS average score

7th Grade- 54% of CHMS students scored in the Ready/Close Proficiency level.

Performance Series Testing Reading 2014-2015

*7th Grade- Gain of 88 points in scaled scores.

*8th Grade- Gain of 58 points in scaled scores.

*IEP Students- Gain of 71 points in scaled scores.

*Free and Reduced Lunch Students- Gain of 85 points in scaled scores.

*African American Students- Gain of 84 points in scaled scores.

*Caucasian Students- Gain of 56 points in scaled scores.

Performance Series Testing Math 2014-2015

*7th Grade- Gain of 50 points in scaled scores.

*8th Grade- Gain of 37 points in scaled scores.

*IEP Students- Gain of 66 points in scaled scores.

*Free and Reduced Lunch Students- Gain of 51 points in scaled scores.

*African American Students- Gain of 40 points in scaled scores.

*Caucasian Students- Gain of 49 points in scaled scores.

Performance Series Testing Reading 2015-2016

*7th Grade- Gain of 85 points in scaled scores.

*8th Grade- Gain of 86 points in scaled scores.

*IEP Students- Gain of 78 points in scaled scores.

*Free and Reduced Lunch Students- Gain of 87 points in scaled scores.

*African American Students- Gain of 96 points in scaled scores.

*Caucasian Students- Gain of 56 points in scaled scores.

Performance Series Testing Math 2015-2016

*7th Grade- Gain of 84 points in scaled scores.

*8th Grade- Gain of 42 points in scaled scores.

*IEP Students- Gain of 70 points in scaled scores.

*Free and Reduced Lunch Students- Gain of 61 points in scaled scores.

*African American Students- Gain of 48 points in scaled scores.

*Caucasian Students- Gain of 85 points in scaled scores.

ACT Aspire Interim Testing Reading 2016-2017

*7th Grade- gain of 9% in the number of students meeting benchmark standards

*8th Grade- gain of 8% in the number of students meeting benchmark standards

ACT Aspire Interim Testing Math 2016-2017

*7th Grade- 86% of students either met or were within 3 points of the benchmark standards

*8th Grade- 79% of students either met or were within 3 points of the benchmark standards

ACT Aspire Interim Testing Science 2016-2017

*7th Grade- gain of 18% in the number of students meeting benchmark standards

Leadership consistently evaluates school effectiveness and performance each year, and plans are formulated to address overall strengths and weaknesses. One way we do this is by analyzing results from the ASPIRE, and Scantron data and then transferring the results onto profile sheets which are distributed to the entire staff. Other assessment instruments that are used to assist in the analysis of school performance include the following: yearly assessment data, teacher administered formal and informal assessments, STAR Reading and Math, Accelerated Reader, Accelerated Math, and report card data.

CHMS is a data-driven school. Using the testing data, teachers utilize planning times and faculty meetings to collaborate on lesson plans, to discuss instructional strategies, to make decisions about instruction, assessment, and intervention, and to determine the effectiveness of their teaching practices. In doing so, teachers can improve the delivery of instruction by spending more time engaging in strategic teaching. Data collection allows teachers to revise strategies and lessons in an effort to meet the needs of all students. Teachers are encouraged to analyze scores and to share successful strategies for daily lessons as a method of improving overall student achievement. CHMS creates the Continuous Improvement Plan (CIP) to target areas that need improvement and specific actions needed to reach our improvement goals. Information provided from the results of our assessment data is used to determine student needs, build on current teaching strategies, and differentiate instruction.

CHMS has a comprehensive program of guidance and other services that support the development and well-being of all students. Every student is assigned a full-time guidance counselor and an individual mentor. CHMS employs a full time nurse and dietitian. The importance of school safety is addressed in the school safety plan.

Our school strives to foster effective communication and relations with our community and parents.   An open door policy is proclaimed throughout the school. Parents can volunteer with teachers and in school activities. Parent-teacher conferences, open house meetings, student progress reports and report cards, the school's website, INOW Home (a home version of the school's grade book program), and various other activities are effective communication strategies used to ensure that there is valuable collaboration between the school and its stakeholder groups. CHMS teachers are frequently making contact with parents to discuss students' progress. Each teacher is required to make a positive contact with a parent/guardian of every student they teach within the first nine weeks. Data from these contacts are kept by each individual teacher and a copy is given to administration.   Progress reports are given to students at the mid-point of each nine weeks to serve as an intervention tool before official grades are posted. Although teachers hold parent conferences throughout the year, a Parent-Teacher Conference Day is scheduled twice a year. Our community assists students with school supplies, specific individual needs, and provides additional support on an as needed basis. Charles Henderson Middle School has a boutique called Closet to Closet which is supported by our community and stakeholders. Closet to Closet is an on campus store filled with clothing and accessories where students can shop. Instead of money, this store uses a point system that each student earns for positive behavior, deeds, and accomplishments. Another positive behavior system we have put in place this year is a period called CHARGE. CHARGE is an activity/mentoring class. During this time students will participate in character development, mentoring, life skills, and clubs.

The school's website provides multiple opportunities to enhance communication to stakeholders. The school uses media outlets such as the local newspaper, local radio and television stations, automated school phone messages, and letters/ memos to communicate with stakeholders.

Additional Information

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

Charles Henderson Middle School has many things that set us apart from other rural schools and make us proud. One of these is the school's extra-curricular activities, which are based on the school's Beliefs and Mission statement. They meet the students' needs and interests. They are as follows:

* National Honor Society
* Yearbook
* Fellowship of Christian Athletes
* Student Council
* 4-H Club
* Volleyball
* Basketball
* Football
* Archery
* United Nations
* Band
* Art
* Track and Field
* Softball
* Baseball
* Cheerleading
* Cross Country
* Male and Female Mentoring Programs
* Bully Proof 2014
* Peer Mentoring
* Middle Matters School-Wide Mentoring
* Closet to Closet- positive behavior clothing store
* CHARGE
* School wide house system
* Art Club
* Strong Girls Book Club
* Theatre
* BETA Club
* Confucius2101

In conclusion, we are proud that our school family is dedicated to providing the best curriculum possible for our students while continuing to focus on their future. Through team effort and dedication, we are measuring up to our vision statement, Trojans Committed to Success.

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 Charles Henderson Middle School CIP Team (consisting of faculty on the Leadership Team and parents) examined data from the past several years to develop the 2017-2018 Continuous Improvement Plan. The data reviewed was obtained from the ACT ASPIRE, Scantron scores, and Alabama Alternate Assessment scores. During meetings in August and September 2017, the results of the ACT ASPIRE were formally presented. The faculty discussed goals for reading, math, and science based on 2016-2017 assessments. Meetings were held by departments and grade levels to finalize the goals for our academic needs. As the CIP team worked on the plan, input was solicited from all stakeholders. Once the team received feedback from stakeholders and all of the data had been assessed, the team completed a CIP draft. This draft was shared with many stakeholders for review. After modifications were made, the final CIP was sent to the school board for approval.

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

The Leadership Team consists of: Aaron Brown III- Principal, Lise Fayson- Vice Principal, Tiana McWhite- Counselor, Amanda Challancin- 8th grade science teacher, Kelli Knick- 7th grade math teacher, Debra Tarbox- 8th grade language arts teacher, Amanda Nolin- 7th/8th grade history teacher, and Shay Hicks- parent. This group reviewed the data and made the recommendations for goals. The plan will be presented to the Superintendent for approval.

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

During faculty meetings, the faculty discussed goals for reading, math, science, and school wide behavior based on the 2016-2017 assessments and data. Meetings were held by departments and grade levels to finalize the goals to address our academic needs. As the CIP team worked on the plan, input was solicited from all stakeholders. Once the team received feedback from stakeholders and all of the data had been assessed, the team completed a CIP draft. The draft was shared with stakeholders for review. After modifications were made, the final CIP was sent to the school board for approval. The CIP will be reviewed in the spring and all stakeholders will again be asked for input and comments.

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		Student Performance Data Document 2017-2018

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	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 well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

The seventh grade students at Charles Henderson Middle School showed a higher than expected level of performance in the area of math on the ACT ASPIRE for spring 2017.

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

There is a positive trend in the average proficiency level for both seventh and eighth grades in the area of reading.

Which area(s) indicate the overall highest performance?

ACT ASPIRE math (grade 7) had the highest performance with 71% of students scoring in the Ready/Close Proficiency level.

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

According to our ACT ASPIRE data our African American students showed a trend toward increasing performance in 7th grade reading, math, and science, with an increase of 6% (reading), 13% (science), and 13% (math), of students scoring in the exceeding/ready/close proficiency levels.

Between which subgroups is the achievement gap closing?

Charles Henderson Middle School shows a closing in the achievement gap for the subgroup economically disadvantaged students on the ACT ASPIRE. In 7th grade this subgroup had 66% (reading), 55% (science), and 72% (math) of the students scoring in the exceeding/ready/close proficiency levels. In 8th grade 67% (reading), and 54% (math) of the students scored in the exceeding/ready/close proficiency levels.

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

There are no additional findings that are consistent with findings from other data sources.

Areas in Need of Improvement

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

Charles Henderson Middle School is showing lower than expected levels of performance on the ACT ASPIRE in the area of math.

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

According to the 2016-2017 ACT ASPIRE data Charles Henderson Middle School had a slight negative trend (3 points) in the area of math (7th grade).

Which area(s) indicate the overall lowest performance?

The overall lowest performance was on the ACT ASPIRE (8th grade) math with 54% of students scoring in the Ready/Close proficiency level.

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

The subgroup that shows a trend toward low performance is Black/African American in the area of math.

Between which subgroups is the achievement gap becoming greater?

We do not have a subgroup in which the achievement gap is becoming greater.

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

There are no additional findings from other data sources.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics

4
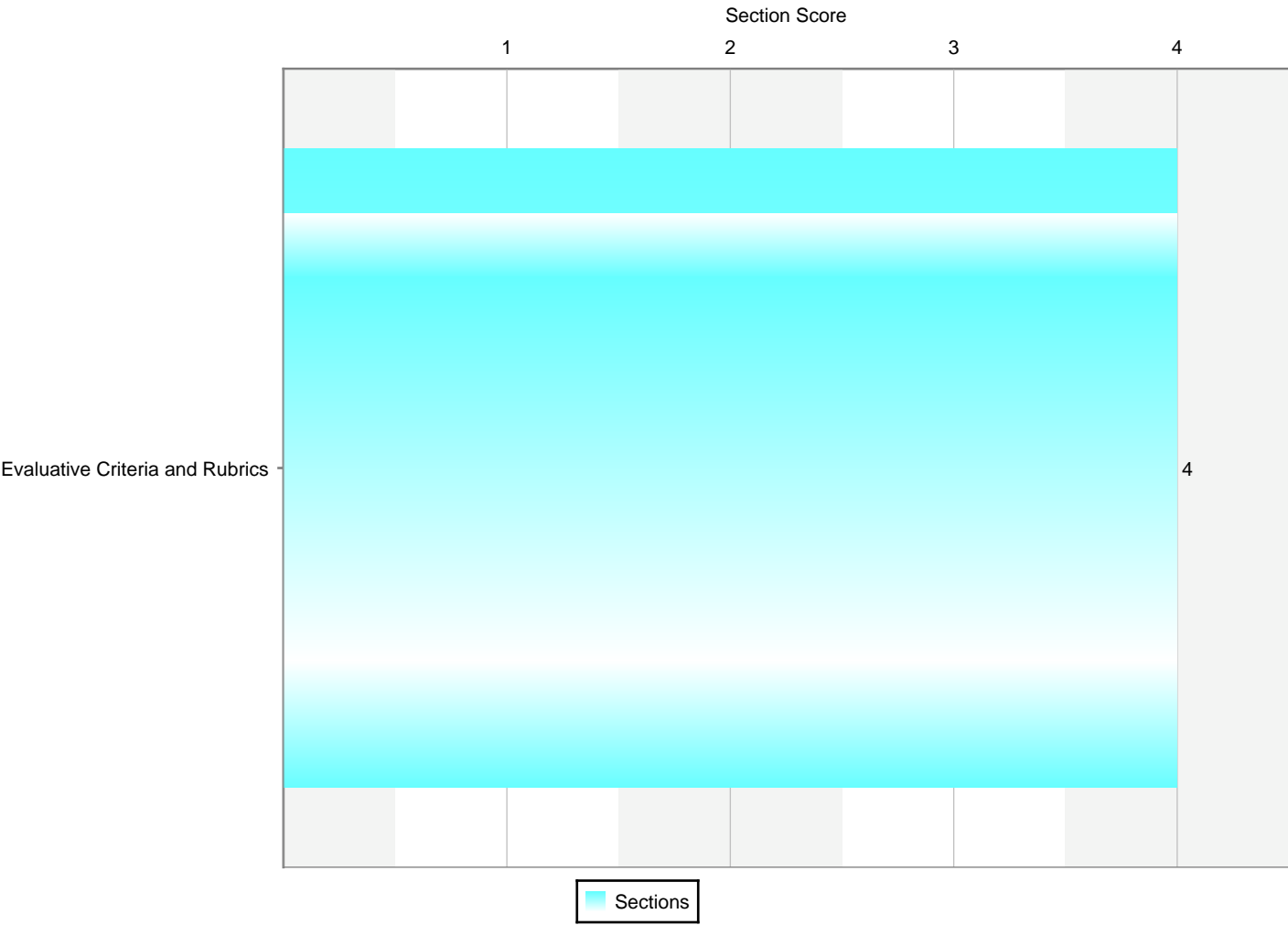
Sections

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		CHMS ACIP Review and Approval 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		Discrimination Disclosure Signature Sheet

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		Designated Employee to Coordinate Non-Discrimination Efforts

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		Parent Involvement Plan 2017-2018

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 Compact

Plan for ACIP 2017-2018

Overview

Plan Name

Plan for ACIP 2017-2018

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	CHMS will achieve adequate growth in schoolwide proficiency levels in reading on the Scantron Performance Series assessment	Objectives: 1 Strategies: 3 Activities: 3	Organizational	$5219
2	CHMS will achieve adequate growth in schoolwide proficiency levels in mathematics on the Scantron Performance Series assessment	Objectives: 1 Strategies: 3 Activities: 3	Organizational	$3783
3	CHMS will decrease the number of discipline referrals by 2% by using the Closet to Closet and CHARGE positive behavior systems.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0
4	Charles Henderson Middle School will find ways to engage parents who cannot attend traditional school functions.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0
5	CHMS will support and assist students in transitioning from elementary to 7th grade and from 8th grade to high school.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0
6	CHMS will use a variety of resources to ensure the academic and social success of our ELL student population.	Objectives: 1 Strategies: 2 Activities: 2	Academic	$928

Goal 1: CHMS will achieve adequate growth in schoolwide proficiency levels in reading on the Scantron Performance Series assessment

Measurable Objective 1:

increase student growth on the Scantron Performance Series by 05/23/2018 as measured by a 2% increase in proficiency on the Scantron Performance Series test in reading.

Strategy 1:

Performance Series Testing - Teachers will use the data from the Performance Series tests to identify any academic deficits each student has and then differentiate instruction.

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

Research Cited: Stecker, Pamela M., Lembke, Erica S., Foegen Anne. "Using Progress-Monitoring Data To Improve Instructional Decision Making." Preventing School Failure 52.2 (2008): 48-58. Academic Search Premier. Web. 8 Oct. 2013.

Activity - Performance Series Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty will monitor Performance Series results to measure the effectiveness of individualized classroom instruction and differentiated instruction.	Academic Support Program	08/09/2017	05/23/2018	$0	No Funding Required	All staff

Strategy 2:

Accelerated Reader - Faculty will monitor students as they use the Accelerated Reader program to improve their reading comprehension skills. Each student will have an individual goal set for each nine week period and will read on their grade level.

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

Research Cited: Jones, R. E., Yssle, N., & Grant, C. (2012). Reading instruction in Tier 1: Bridging the gaps by nesting evidence-based interventions within differentiated instruction. Psychology in the Schools, 49(3), 210-218.

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the Accelerated Reader program to improve their reading comprehension deficiencies. Each student will read on their individual grade level.	Academic Support Program	08/09/2017	05/23/2018	$5219	Title I Part A	All staff

Strategy 3:

Extra Time and Assistance (ETA) - Each department will have one day of the week designated for their ETA (Monday – Social Studies, Tuesday – Math, Wednesday – Language Arts, Thursday – Science). During these days teachers will be available from 3:00 p.m. to 3:30 p.m. for tutoring or any make up work.

Category: Develop/Implement Learning Supports

Research Cited: Allen, B. (2015). After-School tutoring increases academic performance. Journal of Teaching, Learning, and Scholarship, 2(3), 1-46.

Activity - Extra Time and Assistance (ETA)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each department will have one day of the week designated for their ETA (Monday – Social Studies, Tuesday – Math, Wednesday – Language Arts, Thursday – Science). During these days teachers will be available from 3:00 p.m. to 3:30 p.m. for tutoring or any make up work.	Academic Support Program	08/09/2017	05/23/2018	$0	No Funding Required	All staff

Goal 2: CHMS will achieve adequate growth in schoolwide proficiency levels in mathematics on the Scantron Performance Series assessment

Measurable Objective 1:

demonstrate a proficiency on the Scantron Performance Series by 05/23/2018 as measured by Scantron Performance Series test scores.

Strategy 1:

Performance Series Testing - Teachers will use the data from the Scantron Performance Series tests to identify any academic deficits each student has and then differentiate instruction.

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

Research Cited: Stecker, Pamela M., Lembke, Erica S., Foegen Anne. "Using Progress-Monitoring Data To Improve Instructional Decision Making." Preventing School Failure 52.2 (2008): 48-58. Academic Search Premier. Web. 8 Oct. 2013.

Activity - Performance Series Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor Performance Series results to measure the effectiveness of individualized classroom interventions and differentiated instruction.	Academic Support Program	08/09/2017	05/23/2018	$0	No Funding Required	All staff

Strategy 2:

Extra Time and Assistance (ETA) - Each department will have one day of the week designated for their ETA (Monday – Social Studies, Tuesday – Math, Wednesday – Language Arts, Thursday – Science). During these days teachers will be available from 3:00 p.m. to 3:30 p.m. for tutoring or any make up work.

Category: Develop/Implement Learning Supports

Research Cited: Allen, B. (2015). After-School tutoring increases academic performance. Journal of Teaching, Learning, and Scholarship, 2(3), 1-46.

Activity - Extra Time and Assistance (ETA)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Each department will have one day of the week designated for their ETA (Monday – Social Studies, Tuesday – Math, Wednesday – Language Arts, Thursday – Science). During these days teachers will be available from 3:00 p.m. to 3:30 p.m. for tutoring or any make up work.	Academic Support Program	08/09/2017	05/09/2018	$0	No Funding Required	All staff

Strategy 3:

Edmentum - Teachers will use the Edmentum programs to help students identify and master mathematical objectives that they are struggling with.

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

Research Cited: Jones, R. E., Yssle, N., & Grant, C. (2012). Reading instruction in Tier 1: Bridging the gaps by nesting evidence-based interventions within

differentiated instruction. Psychology in the Schools, 49(3), 210-218.

Activity - Edmentum Exact Path	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will use the Edmentum Exact Path Program to identify any standards that students need intervention with to obtain mastery.	Academic Support Program	08/09/2017	05/23/2018	$3783	Title I School Improvement (ISI)	Mathematics teachers, special education teachers, intervention teachers, media specialist, administration

Goal 3: CHMS will decrease the number of discipline referrals by 2% by using the Closet to Closet and CHARGE positive behavior systems.

Measurable Objective 1:

collaborate to provide a positive behavior system for our students to decrease the number of referrals from 472 to less than 463 by 05/23/2018 as measured by tracking the number of discipline referrals and comparing them before and after the implementation of the positive behavior system .

Strategy 1:

Closet to Closet - CHMS has set up a store filled with clothing and accessories where students can shop. Instead of money, this store uses a point system that each

student earns for positive behavior, deeds, and accomplishments.

Category: Develop/Implement Student and School Culture Program

Research Cited: Calderella, Paul, Gray, Kristy M., Shatzer, Ryan H., Young, Ellie L., Young, K. Richard, "The Effects of School-Wide Positive Behavior Support on

Middle School Climate and Student Outcomes". (2011): 1-14. RMLE Online. Volume 35. Number 4.

Activity - Closet to Closet	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Closet to Closet behavior system will be shared with the faculty and staff.	Behavioral Support Program	08/09/2017	05/23/2018	$0	No Funding Required	All faculty, staff, and administration.

Strategy 2:

CHARGE - Every student at Charles Henderson Middle School will have a 5th period class called CHARGE. This is an activity/mentoring class. During this time, students will participate in character development, mentoring, life skills, and clubs.

Category: Develop/Implement Student and School Culture Program

Research Cited: Calderella, Paul, Gray, Kristy M., Shatzer, Ryan H., Young, Ellie L., Young, K. Richard, "The Effects of School-Wide Positive Behavior Support on Middle School Climate and Student Outcomes". (2011): 1-14. RMLE Online. Volume 35. Number 4.

Activity - CHARGE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CHARGE will be offered to all students to explore different activities on campus and to receive tutoring. All faculty, staff, and administration will participate in CHARGE.	Behavioral Support Program, Technology, Extra Curricular, Tutoring, Academic Support Program	08/09/2017	05/23/2018	$0	No Funding Required	All faculty, staff, and administration.

Goal 4: Charles Henderson Middle School will find ways to engage parents who cannot attend traditional school functions.

Measurable Objective 1:

collaborate to find ways to serve parents who cannot attend school functions by 05/23/2018 as measured by documenting parent conference attendance, phone conferences, and positive contact logs.

Strategy 1:

Publicity through social media - Charles Henderson Middle School will utilize social media to engage parents who cannot attend traditional school functions.

Category: Other - Parent Engagement

Research Cited: Cotton, K., & Wikelund, K. R. (1989). Parent involvement in education. School Improvement Research Series, 6(3)

Smith, J. (2006). Parent involvement in education among low-income families: A case study. , 16(1)

Activity - Social Media	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Charles Henderson Middle School will utilize Facebook, Twitter, and Chalkable to engage parents who cannot attend school functions.	Parent Involvement	08/09/2017	05/23/2018	$0	No Funding Required	Charles Henderson Middle School faculty and staff

Strategy 2:

Phone Communication - Charles Henderson Middle School will utilize positive contact logs, parents phone logs, REMIND 101, and School Cast to document communication with parents who cannot attend traditional school functions.

Category: Other - Program Review

Research Cited: Graham-Clay, S. (2005). Communicating with parents: Strategies for teachers. School Community Journal, 15(1), 117.

Activity - Phone Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Charles Henderson Middle School will conduct conferences via phone for parents who cannot attend traditional school functions.	Parent Involvement	08/09/2017	05/23/2018	$0	No Funding Required	Charles Henderson Middle School faculty and staff

Goal 5: CHMS will support and assist students in transitioning from elementary to 7th grade and from 8th grade to high school.

Measurable Objective 1:

collaborate to provide an easy transition for students from elementary to middle school and from middle school to high school by 05/23/2018 as measured by student surveys.

Strategy 1:

6th Grade Visit - 6th grade students from Troy Elementary School will visit CHMS for a school tour in the spring of 2018. During this tour the students will be exposed to all of the classes and activities that our school has to offer.

Category: Develop/Implement Student and School Culture Program

Research Cited: https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/750/Transitioning-Young-Adolescents-from-Elementary-to-Middle-School.aspx

Activity - 6th Grade Visit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

6th grade students from Troy Elementary School will visit CHMS for a school tour in the spring of 2018. During this tour the students will be exposed to all of the classes and activities that our school has to offer.	Behavioral Support Program, Field Trip, Academic Support Program	05/01/2018	05/23/2018	$0	No Funding Required	TES 6th grade teachers and all staff at CHMS

Strategy 2:

8th grade visit to CHHS - 8th grade students from CHMS will visit CHHS for a school tour in the spring of 2018. During this tour the students will be exposed to all of the classes and activities that CHHS has to offer.

Category: Develop/Implement Student and School Culture Program

Research Cited: Mizelle, N. B.,& Irvin, J. L.,. (2000). Transition from middle school into high school. Middle School Journal, 31(5), 1-8.

Activity - 8th grade visit to CHHS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
8th grade students from CHMS will visit CHHS for a school tour in the spring of 2018. During this tour the students will be exposed to all of the classes and activities that CHHS has to offer.	Behavioral Support Program, Field Trip, Career Preparation/Orientation, Academic Support Program	05/01/2018	05/23/2018	$0	No Funding Required	CHMS 8th grade teachers and all CHHS staff

Goal 6: CHMS will use a variety of resources to ensure the academic and social success of our ELL student population.

Measurable Objective 1:

100% of English Learners students will increase student growth in all academic areas in Reading by 05/23/2018 as measured by ACCESS scores and classroom assessments.

Strategy 1:

Rosetta Stone Program - The Rosetta Stone program will be used to aid our ELL students in learning the english language. This program will be implemented through the student's ELA classes, ETA program (Extra Time and Assistance), and extra Tier 3 pull out if needed.

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

Research Cited: Griffin, R. A., Martinez, J., & Martin, E. P. (2014). Rosetta stone and language proficiency of international secondary English language learners. ECV Engaging Cultures and Voices, 6, 36-71.

Activity - Rosetta Stone Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Rosetta Stone program will be used to aid our ELL students in learning the english language. This program will be implemented through the student's ELA classes, ETA program (Extra Time and Assistance), and extra Tier 3 pull out if needed.	Direct Instruction, Academic Support Program	08/09/2017	05/23/2018	$928	Title I School Improvement (ISI)	All staff

Strategy 2:

Classroom Accommodations - Teachers will use accommodations for ELL students in the classroom. Some of these accommodations may include: accepting work in

student's home language, peer tutoring, reduced choices on assessments, reduced amount of work, translator/interpretor as needed.

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

Research Cited: Gibbons, P., (2002). Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom. Heinemann

publishing.

Activity - Classroom Accommodations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use accommodations for ELL students in the classroom. Some of these accommodations may include: accepting work in student's home language, peer tutoring, reduced choices on assessments, reduced amount of work, translator/interpretor as needed.	Academic Support Program	08/09/2017	05/23/2018	$0	No Funding Required	All staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Rosetta Stone Program	The Rosetta Stone program will be used to aid our ELL students in learning the english language. This program will be implemented through the student's ELA classes, ETA program (Extra Time and Assistance), and extra Tier 3 pull out if needed.	Direct Instruction, Academic Support Program	08/09/2017	05/23/2018	$928	All staff
Edmentum Exact Path	Teacher will use the Edmentum Exact Path Program to identify any standards that students need intervention with to obtain mastery.	Academic Support Program	08/09/2017	05/23/2018	$3783	Mathematics teachers, special education teachers, intervention teachers, media specialist, administration
				Total	$4711	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Phone Conferences	Charles Henderson Middle School will conduct conferences via phone for parents who cannot attend traditional school functions.	Parent Involvement	08/09/2017	05/23/2018	$0	Charles Henderson Middle School faculty and staff
Performance Series Testing	Teachers will monitor Performance Series results to measure the effectiveness of individualized classroom interventions and differentiated instruction.	Academic Support Program	08/09/2017	05/23/2018	$0	All staff
Extra Time and Assistance (ETA)	Each department will have one day of the week designated for their ETA (Monday – Social Studies, Tuesday – Math, Wednesday – Language Arts, Thursday – Science). During these days teachers will be available from 3:00 p.m. to 3:30 p.m. for tutoring or any make up work.	Academic Support Program	08/09/2017	05/09/2018	$0	All staff

6th Grade Visit	6th grade students from Troy Elementary School will visit CHMS for a school tour in the spring of 2018. During this tour the students will be exposed to all of the classes and activities that our school has to offer.	Behavioral Support Program, Field Trip, Academic Support Program	05/01/2018	05/23/2018	$0	TES 6th grade teachers and all staff at CHMS
Performance Series Testing	Faculty will monitor Performance Series results to measure the effectiveness of individualized classroom instruction and differentiated instruction.	Academic Support Program	08/09/2017	05/23/2018	$0	All staff
Closet to Closet	Closet to Closet behavior system will be shared with the faculty and staff.	Behavioral Support Program	08/09/2017	05/23/2018	$0	All faculty, staff, and administration.
CHARGE	CHARGE will be offered to all students to explore different activities on campus and to receive tutoring. All faculty, staff, and administration will participate in CHARGE.	Behavioral Support Program, Technology, Extra Curricular, Tutoring, Academic Support Program	08/09/2017	05/23/2018	$0	All faculty, staff, and administration.
Classroom Accommodations	Teachers will use accommodations for ELL students in the classroom. Some of these accommodations may include: accepting work in student's home language, peer tutoring, reduced choices on assessments, reduced amount of work, translator/interpretor as needed.	Academic Support Program	08/09/2017	05/23/2018	$0	All staff
8th grade visit to CHHS	8th grade students from CHMS will visit CHHS for a school tour in the spring of 2018. During this tour the students will be exposed to all of the classes and activities that CHHS has to offer.	Behavioral Support Program, Field Trip, Career Preparation/Orientation, Academic Support Program	05/01/2018	05/23/2018	$0	CHMS 8th grade teachers and all CHHS staff
Social Media	Charles Henderson Middle School will utilize Facebook, Twitter, and Chalkable to engage parents who cannot attend school functions.	Parent Involvement	08/09/2017	05/23/2018	$0	Charles Henderson Middle School faculty and staff
Extra Time and Assistance (ETA)	Each department will have one day of the week designated for their ETA (Monday – Social Studies, Tuesday – Math, Wednesday – Language Arts, Thursday – Science). During these days teachers will be available from 3:00 p.m. to 3:30 p.m. for tutoring or any make up work.	Academic Support Program	08/09/2017	05/23/2018	$0	All staff

	Total	$0

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Accelerated Reader	Students will use the Accelerated Reader program to improve their reading comprehension deficiencies. Each student will read on their individual grade level.	Academic Support Program	08/09/2017	05/23/2018	$5219	All staff
				Total	$5219	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Feedback Data 2017-2018

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?

The survey of parents resulted in the highest level of satisfaction or approval being given to Standard 1- Purpose and Direction which reads as follows: The school maintains and communicates a purpose and direction that commit to high expectations to learning as well as shared values and beliefs about teaching and learning. This standard received an average score of 4.17. In the survey of students, the highest level of satisfaction is evident in Standard 1- Purpose and Direction which reads as follows: The school maintains and communicates a purpose and direction that commit to high expectations to learning as well as shared values and beliefs about teaching and learning. This standard received an average score of 3.79. Among teachers, Standard 1- Purpose and Direction had the highest rating with 4.18. This standard reads: The school maintains and communicates a purpose and direction that commit to high expectations to learning as well as shared values and beliefs about teaching and learning.

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

According to our 2015-16 and 2016-17 parent surveys, there is a trend toward increasing stakeholder satisfaction in Standard 1- Purpose and Direction which reads as follows: The school maintains and communicates a purpose and direction that commit to high expectations to learning as well as shared values and beliefs about teaching and learning. This standard scored the lowest among parents on the 2015-2016 survey and was the highest among the parents in 2016-2017.

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

Additional stakeholder feedback shows a consistent trend towards satisfaction for all five standards. Using parent feedback and staff end of the year meeting data, there is a positive trend toward for the majority of our stakeholders.

Areas in Need of Improvement

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

The survey of parents resulted in the lowest level of satisfaction of approval being given to Standard 3 Teaching and Assessing for Learning had the lowest rating with 3.69. This standard states: The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning. In the survey of students, the lowest level of satisfaction is evident in Standard 4- Resources and Support System, with an average score of 3.49. This standard states: The school has resources and provides services that support its purpose and direction to ensure success for all students. Among teachers, Standard 5- Using Results for Continuous Improvement had the lowest rating with 3.91. This standard states: The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

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

According to our 2015-16 and 2016-17 parent, staff and student surveys there was no trend toward decreasing stakeholder satisfaction or approval. All standards in both parent, staff, and student surveys showed a positive trend. One area that we did see a slight decrease in satisfaction was in one of the subcategories under Standard 4- Resources and Support System- This standard states: The school has resources and provides services that support its purpose and direction to ensure success for all students. The sub category was "in my school students help each other even if they are not friends."

What are the implications for these stakeholder perceptions?

When considering the average level of satisfaction or approval on the five standards from all three stakeholder groups (parent, teacher, and student) surveyed in the 2016-17 survey, Standard 3- Teaching and Assessing for Learning ranked the lowest. The score for this standard was 3.79, which is still high when comparing it to several scores from previous years. This standard continues to improve as our administrative team remains consistent after a few years of constant change.

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

There are no other findings from other stakeholder feedback sources that are consistent with the low level of satisfaction or approval found in the 2016-2017 survey concerning Standard 3- Teaching and Assessing for Learning.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5
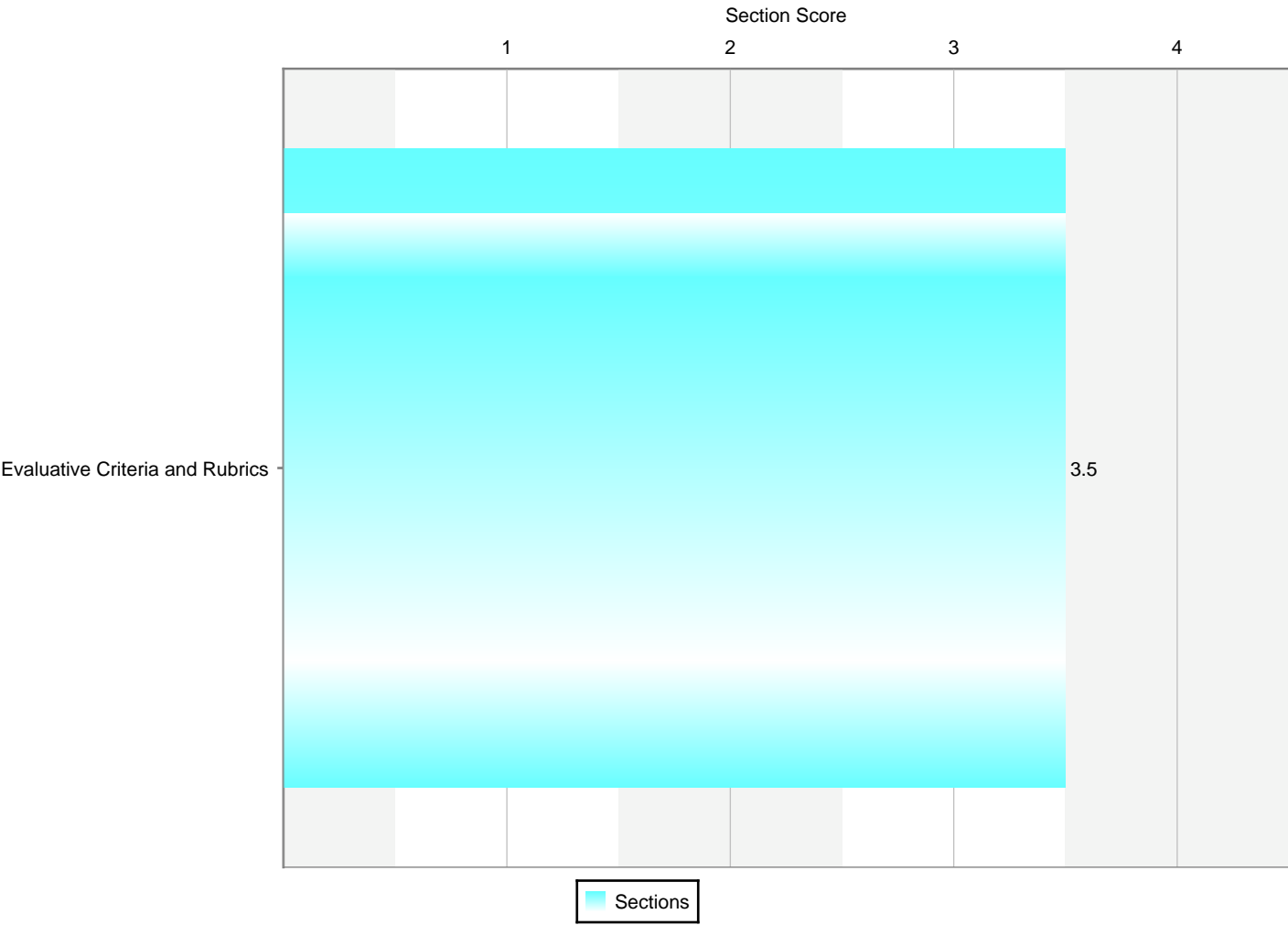
Sections

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 Charles Henderson Middle School CIP Team examined data from the past several years to develop the Comprehensive Needs Assessment. The data reviewed was obtained from the ACT Aspire, Alabama Science Assessment Scores, Global Scholars, data from Educate Alabama, and the CHMS Parent Survey was also used in creating the needs assessment. In September 2017, the results of the ACT Aspire were formally presented. The faculty discussed goals for reading and math based on the 2016-2017 assessments. Meetings were held by departments and grade levels to finalize the goals to address our academic needs. As the CIP team worked on the plan, input was solicited from all stakeholders. Once the team received feedback from stakeholders and all of the data had been assessed, the team completed the draft. The draft was shared with many stakeholders for review. After modifications were made, the final needs assessment was sent to the school board for approval.

What were the results of the comprehensive needs assessment?

Through extensive in-service and faculty meetings, the faculty received data sources and identified current strengths and weaknesses. Continuous improvement goals were identified and strategies developed to address the current needs.

What conclusions were drawn from the results?

Both strengths and weaknesses were drawn from the results.
Strengths: (1) On the ACT ASPIRE Reading, our 7th grade average score was 419 and our 8th grade average score was 422. (2) AAA Reading- 100% of our 7th graders scored level 3, AAA Math- 80% of our 7th graders scored level 3 and 20% scored level 4, AAA Science- 20% of our 7th graders scored a level 3 and 80% scored level 4. (3) AAA Math- Both 7th and 8th grade had 100% score level 3. AAA Science- 7th grade- 100% scored level 3. (4) Our teacher turnover rate is minimal. (5) Student attendance rate met requirements during state testing. (6) The Parent Survey 2015-16 showed that 96% of parents believe that our school ensures that the facilities support student learning. (7) All departments have aligned their curriculum based on the CCRS. (8) Research based math and reading programs are in place for the students who score in the 'need of support' proficiency level on the ACT ASPIRE. (9) There was an average of only 4.2 absences (sick/personal) per teacher during the 2016-2017 school year. (10) There was an average of only 3.9 absences per student during the 2016-2017 school year. (11) With the implementation of our positive behavior system the amount of discipline referrals has declined each year.
Weaknesses: (1) On the ACT ASPIRE Math, our average score for 7th grade was 419 and our average score for the 8th grade was 420. (2) A parent survey, while useful, cannot possibly address all parent concerns.

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

The CIP/Leadership team concluded that Charles Henderson Middle School must strive to maintain our current levels of student proficiency while addressing the need of the students who are having difficulty mastering the state's academic standards.

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

The school goals of Charles Henderson Middle School are directly connected to the priority needs identified through the needs assessment. Each objective/goal is directly related to the faculty's desire to maintain current levels of student proficiency while providing individualized, differentiated instruction to help all of our students achieve proficiency in the state's standards. Each goal was developed with the purpose of maintaining our areas of strength while improving upon our identified areas of weakness.

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

The goals of Charles Henderson Middle School rely on detailed analysis of data from multiple research-based programs. The progress toward the achievement of the school's goals will be documented through ongoing data from Performance Series, STAR Reading, ACC Math, and Edmentum programs.

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

The entire student population at Charles Henderson Middle School was tested using the Performance Series research-based program. Students will be progress monitored throughout the year to track progress and to identify areas of both strength and weakness. These identified areas will be used by all teachers to inform instruction in both the regular and intervention classes.

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:

CHMS will decrease the number of discipline referrals by 2% by using the Closet to Closet and CHARGE positive behavior systems.

Measurable Objective 1:

collaborate to provide a positive behavior system for our students to decrease the number of referrals from 472 to less than 463 by 05/23/2018 as measured by tracking the number of discipline referrals and comparing them before and after the implementation of the positive behavior system .

Strategy1:

Closet to Closet - CHMS has set up a store filled with clothing and accessories where students can shop. Instead of money, this store uses a point system that each student earns for positive behavior, deeds, and accomplishments.

Category: Develop/Implement Student and School Culture Program

Research Cited: Calderella, Paul, Gray, Kristy M., Shatzer, Ryan H., Young, Ellie L., Young, K. Richard, "The Effects of School-Wide Positive Behavior Support on Middle School Climate and Student Outcomes". (2011): 1-14. RMLE Online. Volume 35. Number 4.

Activity - Closet to Closet	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Closet to Closet behavior system will be shared with the faculty and staff.	Behavioral Support Program	08/09/2017	05/23/2018	$0 - No Funding Required	All faculty, staff, and administration.

Strategy2:

CHARGE - Every student at Charles Henderson Middle School will have a 5th period class called CHARGE. This is an activity/mentoring class. During this time, students will participate in character development, mentoring, life skills, and clubs.

Category: Develop/Implement Student and School Culture Program

Research Cited: Calderella, Paul, Gray, Kristy M., Shatzer, Ryan H., Young, Ellie L., Young, K. Richard, "The Effects of School-Wide Positive Behavior Support on Middle School Climate and Student Outcomes". (2011): 1-14. RMLE Online. Volume 35. Number 4.

Activity - CHARGE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CHARGE will be offered to all students to explore different activities on campus and to receive tutoring. All faculty, staff, and administration will participate in CHARGE.	Extra Curricular Academic Support Program Tutoring Behavioral Support Program Technology	08/09/2017	05/23/2018	$0 - No Funding Required	All faculty, staff, and administration.

Goal 2:

Charles Henderson Middle School will find ways to engage parents who cannot attend traditional school functions.

Measurable Objective 1:

collaborate to find ways to serve parents who cannot attend school functions by 05/23/2018 as measured by documenting parent conference attendance, phone conferences, and positive contact logs.

Strategy1:

Publicity through social media - Charles Henderson Middle School will utilize social media to engage parents who cannot attend traditional school functions.

Category: Other - Parent Engagement

Research Cited: Cotton, K., & Wikelund, K. R. (1989). Parent involvement in education. School Improvement Research Series, 6(3)

Smith, J. (2006). Parent involvement in education among low-income families: A case study. , 16(1)

Activity - Social Media	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Charles Henderson Middle School will utilize Facebook, Twitter, and Chalkable to engage parents who cannot attend school functions.	Parent Involvement	08/09/2017	05/23/2018	$0 - No Funding Required	Charles Henderson Middle School faculty and staff

Strategy2:

Phone Communication - Charles Henderson Middle School will utilize positive contact logs, parents phone logs, REMIND 101, and School Cast to document communication with parents who cannot attend traditional school functions.

Category: Other - Program Review

Research Cited: Graham-Clay, S. (2005). Communicating with parents: Strategies for teachers. School Community Journal, 15(1), 117.

Activity - Phone Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Charles Henderson Middle School will conduct conferences via phone for parents who cannot attend traditional school functions.	Parent Involvement	08/09/2017	05/23/2018	$0 - No Funding Required	Charles Henderson Middle School faculty and staff

Goal 3:

CHMS will achieve adequate growth in schoolwide proficiency levels in reading on the Scantron Performance Series assessment

Measurable Objective 1:

increase student growth on the Scantron Performance Series by 05/23/2018 as measured by a 2% increase in proficiency on the Scantron Performance Series test in reading.

Strategy1:

Accelerated Reader - Faculty will monitor students as they use the Accelerated Reader program to improve their reading comprehension skills. Each student will have an individual goal set for each nine week period and will read on their grade level.

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

Research Cited: Jones, R. E., Yssle, N., & Grant, C. (2012). Reading instruction in Tier 1: Bridging the gaps by nesting evidence-based interventions within differentiated instruction. Psychology in the Schools, 49(3), 210-218.

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the Accelerated Reader program to improve their reading comprehension deficiencies. Each student will read on their individual grade level.	Academic Support Program	08/09/2017	05/23/2018	$5219 - Title I Part A	All staff

Strategy2:

Performance Series Testing - Teachers will use the data from the Performance Series tests to identify any academic deficits each student has and then differentiate instruction.

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

Research Cited: Stecker, Pamela M., Lembke, Erica S., Foegen Anne. "Using Progress-Monitoring Data To Improve Instructional Decision Making." Preventing School Failure 52.2 (2008): 48-58. Academic Search Premier. Web. 8 Oct. 2013.

Activity - Performance Series Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will monitor Performance Series results to measure the effectiveness of individualized classroom instruction and differentiated instruction.	Academic Support Program	08/09/2017	05/23/2018	$0 - No Funding Required	All staff

Strategy3:

Extra Time and Assistance (ETA) - Each department will have one day of the week designated for their ETA (Monday – Social Studies, Tuesday – Math, Wednesday – Language Arts, Thursday – Science). During these days teachers will be available from 3:00 p.m. to 3:30 p.m. for tutoring or any make up work.

Category: Develop/Implement Learning Supports

Research Cited: Allen, B. (2015). After-School tutoring increases academic performance. Journal of Teaching, Learning, and Scholarship, 2(3), 1-46.

Activity - Extra Time and Assistance (ETA)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each department will have one day of the week designated for their ETA (Monday – Social Studies, Tuesday – Math, Wednesday – Language Arts, Thursday – Science). During these days teachers will be available from 3:00 p.m. to 3:30 p.m. for tutoring or any make up work.	Academic Support Program	08/09/2017	05/23/2018	$0 - No Funding Required	All staff

Goal 4:

CHMS will use a variety of resources to ensure the academic and social success of our ELL student population.

Measurable Objective 1:

100% of English Learners students will increase student growth in all academic areas in Reading by 05/23/2018 as measured by ACCESS scores and classroom assessments.

Strategy1:

Rosetta Stone Program - The Rosetta Stone program will be used to aid our ELL students in learning the english language. This program will be implemented through the student's ELA classes, ETA program (Extra Time and Assistance), and extra Tier 3 pull out if needed.

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

Research Cited: Griffin, R. A., Martinez, J., & Martin, E. P. (2014). Rosetta stone and language proficiency of international secondary English language learners. ECV Engaging Cultures and Voices, 6, 36-71.

Activity - Rosetta Stone Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Rosetta Stone program will be used to aid our ELL students in learning the english language. This program will be implemented through the student's ELA classes, ETA program (Extra Time and Assistance), and extra Tier 3 pull out if needed.	Academic Support Program Direct Instruction	08/09/2017	05/23/2018	$928 - Title I School Improvement (ISI)	All staff

Strategy2:

Classroom Accommodations - Teachers will use accommodations for ELL students in the classroom. Some of these accommodations may include: accepting work in student's home language, peer tutoring, reduced choices on assessments, reduced amount of work, translator/interpretor as needed.

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

Research Cited: Gibbons, P., (2002). Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom. Heinemann publishing.

Activity - Classroom Accommodations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use accommodations for ELL students in the classroom. Some of these accommodations may include: accepting work in student's home language, peer tutoring, reduced choices on assessments, reduced amount of work, translator/interpretor as needed.	Academic Support Program	08/09/2017	05/23/2018	$0 - No Funding Required	All staff

Goal 5:

CHMS will achieve adequate growth in schoolwide proficiency levels in mathematics on the Scantron Performance Series assessment

Measurable Objective 1:

demonstrate a proficiency on the Scantron Performance Series by 05/23/2018 as measured by Scantron Performance Series test scores.

Strategy1:

Extra Time and Assistance (ETA) - Each department will have one day of the week designated for their ETA (Monday – Social Studies,

Tuesday – Math, Wednesday – Language Arts, Thursday – Science). During these days teachers will be available from 3:00 p.m. to 3:30

p.m. for tutoring or any make up work.

Category: Develop/Implement Learning Supports

Research Cited: Allen, B. (2015). After-School tutoring increases academic performance. Journal of Teaching, Learning, and Scholarship,

2(3), 1-46.

Activity - Extra Time and Assistance (ETA)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each department will have one day of the week designated for their ETA (Monday – Social Studies, Tuesday – Math, Wednesday – Language Arts, Thursday – Science). During these days teachers will be available from 3:00 p.m. to 3:30 p.m. for tutoring or any make up work.	Academic Support Program	08/09/2017	05/09/2018	$0 - No Funding Required	All staff

Strategy2:

Performance Series Testing - Teachers will use the data from the Scantron Performance Series tests to identify any academic deficits each

student has and then differentiate instruction.

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

Research Cited: Stecker, Pamela M., Lembke, Erica S., Foegen Anne. "Using Progress-Monitoring Data To Improve Instructional Decision

Making." Preventing School Failure 52.2 (2008): 48-58. Academic Search Premier. Web. 8 Oct. 2013.

Activity - Performance Series Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor Performance Series results to measure the effectiveness of individualized classroom interventions and differentiated instruction.	Academic Support Program	08/09/2017	05/23/2018	$0 - No Funding Required	All staff

Strategy3:

Edmentum - Teachers will use the Edmentum programs to help students identify and master mathematical objectives that they are struggling with.

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

Research Cited: Jones, R. E., Yssle, N., & Grant, C. (2012). Reading instruction in Tier 1: Bridging the gaps by nesting evidence-based interventions within differentiated instruction. Psychology in the Schools, 49(3), 210-218.

Activity - Edmentum Exact Path	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use the Edmentum Exact Path Program to identify any standards that students need intervention with to obtain mastery.	Academic Support Program	08/09/2017	05/23/2018	$3783 - Title I School Improvement (ISI)	Mathematics teachers, special education teachers, intervention teachers, media specialist, administration

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:

CHMS will decrease the number of discipline referrals by 2% by using the Closet to Closet and CHARGE positive behavior systems.

Measurable Objective 1:

collaborate to provide a positive behavior system for our students to decrease the number of referrals from 472 to less than 463 by 05/23/2018 as measured by tracking the number of discipline referrals and comparing them before and after the implementation of the positive behavior system .

Strategy1:

CHARGE - Every student at Charles Henderson Middle School will have a 5th period class called CHARGE. This is an activity/mentoring class. During this time, students will participate in character development, mentoring, life skills, and clubs.

Category: Develop/Implement Student and School Culture Program

Research Cited: Calderella, Paul, Gray, Kristy M., Shatzer, Ryan H., Young, Ellie L., Young, K. Richard, "The Effects of School-Wide Positive Behavior Support on Middle School Climate and Student Outcomes". (2011): 1-14. RMLE Online. Volume 35. Number 4.

Activity - CHARGE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CHARGE will be offered to all students to explore different activities on campus and to receive tutoring. All faculty, staff, and administration will participate in CHARGE.	Extra Curricular Academic Support Program Technology Tutoring Behavioral Support Program	08/09/2017	05/23/2018	$0 - No Funding Required	All faculty, staff, and administration.

Strategy2:

Closet to Closet - CHMS has set up a store filled with clothing and accessories where students can shop. Instead of money, this store uses a point system that each student earns for positive behavior, deeds, and accomplishments.

Category: Develop/Implement Student and School Culture Program

Research Cited: Calderella, Paul, Gray, Kristy M., Shatzer, Ryan H., Young, Ellie L., Young, K. Richard, "The Effects of School-Wide Positive Behavior Support on Middle School Climate and Student Outcomes". (2011): 1-14. RMLE Online. Volume 35. Number 4.

Activity - Closet to Closet	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Closet to Closet behavior system will be shared with the faculty and staff.	Behavioral Support Program	08/09/2017	05/23/2018	$0 - No Funding Required	All faculty, staff, and administration.

Goal 2:

CHMS will achieve adequate growth in schoolwide proficiency levels in reading on the Scantron Performance Series assessment

Measurable Objective 1:

increase student growth on the Scantron Performance Series by 05/23/2018 as measured by a 2% increase in proficiency on the Scantron Performance Series test in reading.

Strategy1:

Accelerated Reader - Faculty will monitor students as they use the Accelerated Reader program to improve their reading comprehension skills. Each student will have an individual goal set for each nine week period and will read on their grade level.

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

Research Cited: Jones, R. E., Yssle, N., & Grant, C. (2012). Reading instruction in Tier 1: Bridging the gaps by nesting evidence-based interventions within differentiated instruction. Psychology in the Schools, 49(3), 210-218.

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the Accelerated Reader program to improve their reading comprehension deficiencies. Each student will read on their individual grade level.	Academic Support Program	08/09/2017	05/23/2018	$5219 - Title I Part A	All staff

Strategy2:

Extra Time and Assistance (ETA) - Each department will have one day of the week designated for their ETA (Monday – Social Studies,

Tuesday – Math, Wednesday – Language Arts, Thursday – Science). During these days teachers will be available from 3:00 p.m. to 3:30

p.m. for tutoring or any make up work.

Category: Develop/Implement Learning Supports

Research Cited: Allen, B. (2015). After-School tutoring increases academic performance. Journal of Teaching, Learning, and Scholarship,

2(3), 1-46.

Activity - Extra Time and Assistance (ETA)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each department will have one day of the week designated for their ETA (Monday – Social Studies, Tuesday – Math, Wednesday – Language Arts, Thursday – Science). During these days teachers will be available from 3:00 p.m. to 3:30 p.m. for tutoring or any make up work.	Academic Support Program	08/09/2017	05/23/2018	$0 - No Funding Required	All staff

Strategy3:

Performance Series Testing - Teachers will use the data from the Performance Series tests to identify any academic deficits each student

has and then differentiate instruction.

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

Research Cited: Stecker, Pamela M., Lembke, Erica S., Foegen Anne. "Using Progress-Monitoring Data To Improve Instructional Decision

Making." Preventing School Failure 52.2 (2008): 48-58. Academic Search Premier. Web. 8 Oct. 2013.

Activity - Performance Series Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will monitor Performance Series results to measure the effectiveness of individualized classroom instruction and differentiated instruction.	Academic Support Program	08/09/2017	05/23/2018	$0 - No Funding Required	All staff

Goal 3:

CHMS will achieve adequate growth in schoolwide proficiency levels in mathematics on the Scantron Performance Series assessment

Measurable Objective 1:

demonstrate a proficiency on the Scantron Performance Series by 05/23/2018 as measured by Scantron Performance Series test scores.

Strategy1:

Extra Time and Assistance (ETA) - Each department will have one day of the week designated for their ETA (Monday – Social Studies,

Tuesday – Math, Wednesday – Language Arts, Thursday – Science). During these days teachers will be available from 3:00 p.m. to 3:30

p.m. for tutoring or any make up work.

Category: Develop/Implement Learning Supports

Research Cited: Allen, B. (2015). After-School tutoring increases academic performance. Journal of Teaching, Learning, and Scholarship,

2(3), 1-46.

Activity - Extra Time and Assistance (ETA)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each department will have one day of the week designated for their ETA (Monday – Social Studies, Tuesday – Math, Wednesday – Language Arts, Thursday – Science). During these days teachers will be available from 3:00 p.m. to 3:30 p.m. for tutoring or any make up work.	Academic Support Program	08/09/2017	05/09/2018	$0 - No Funding Required	All staff

Strategy2:

Edmentum - Teachers will use the Edmentum programs to help students identify and master mathematical objectives that they are struggling with.

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

Research Cited: Jones, R. E., Yssle, N., & Grant, C. (2012). Reading instruction in Tier 1: Bridging the gaps by nesting evidence-based interventions within differentiated instruction. Psychology in the Schools, 49(3), 210-218.

Activity - Edmentum Exact Path	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use the Edmentum Exact Path Program to identify any standards that students need intervention with to obtain mastery.	Academic Support Program	08/09/2017	05/23/2018	$3783 - Title I School Improvement (ISI)	Mathematics teachers, special education teachers, intervention teachers, media specialist, administration

Strategy3:

 Performance Series Testing - Teachers will use the data from the Scantron Performance Series tests to identify any academic deficits each student has and then differentiate instruction.

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

Research Cited: Stecker, Pamela M., Lembke, Erica S., Foegen Anne. "Using Progress-Monitoring Data To Improve Instructional Decision Making." Preventing School Failure 52.2 (2008): 48-58. Academic Search Premier. Web. 8 Oct. 2013.

Activity - Performance Series Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor Performance Series results to measure the effectiveness of individualized classroom interventions and differentiated instruction.	Academic Support Program	08/09/2017	05/23/2018	$0 - No Funding Required	All staff

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:
CHMS will decrease the number of discipline referrals by 2% by using the Closet to Closet and CHARGE positive behavior systems.

Measurable Objective 1:
collaborate to provide a positive behavior system for our students to decrease the number of referrals from 472 to less than 463 by 05/23/2018 as measured by tracking the number of discipline referrals and comparing them before and after the implementation of the positive behavior system .

Strategy1:
CHARGE - Every student at Charles Henderson Middle School will have a 5th period class called CHARGE. This is an activity/mentoring class. During this time, students will participate in character development, mentoring, life skills, and clubs.
Category: Develop/Implement Student and School Culture Program
Research Cited: Calderella, Paul, Gray, Kristy M., Shatzer, Ryan H., Young, Ellie L., Young, K. Richard, "The Effects of School-Wide Positive Behavior Support on Middle School Climate and Student Outcomes". (2011): 1-14. RMLE Online. Volume 35. Number 4.

Activity - CHARGE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CHARGE will be offered to all students to explore different activities on campus and to receive tutoring. All faculty, staff, and administration will participate in CHARGE.	Behavioral Support Program Technology Academic Support Program Extra Curricular Tutoring	08/09/2017	05/23/2018	$0 - No Funding Required	All faculty, staff, and administration.

Strategy2:
Closet to Closet - CHMS has set up a store filled with clothing and accessories where students can shop. Instead of money, this store uses a point system that each student earns for positive behavior, deeds, and accomplishments.
Category: Develop/Implement Student and School Culture Program
Research Cited: Calderella, Paul, Gray, Kristy M., Shatzer, Ryan H., Young, Ellie L., Young, K. Richard, "The Effects of School-Wide Positive Behavior Support on Middle School Climate and Student Outcomes". (2011): 1-14. RMLE Online. Volume 35. Number 4.

Activity - Closet to Closet	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Closet to Closet behavior system will be shared with the faculty and staff.	Behavioral Support Program	08/09/2017	05/23/2018	$0 - No Funding Required	All faculty, staff, and administration.

Goal 2:

Charles Henderson Middle School will find ways to engage parents who cannot attend traditional school functions.

Measurable Objective 1:

collaborate to find ways to serve parents who cannot attend school functions by 05/23/2018 as measured by documenting parent conference attendance, phone conferences, and positive contact logs.

Strategy1:

Phone Communication - Charles Henderson Middle School will utilize positive contact logs, parents phone logs, REMIND 101, and School Cast to document communication with parents who cannot attend traditional school functions.

Category: Other - Program Review

Research Cited: Graham-Clay, S. (2005). Communicating with parents: Strategies for teachers. School Community Journal, 15(1), 117.

Activity - Phone Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Charles Henderson Middle School will conduct conferences via phone for parents who cannot attend traditional school functions.	Parent Involvement	08/09/2017	05/23/2018	$0 - No Funding Required	Charles Henderson Middle School faculty and staff

Strategy2:

Publicity through social media - Charles Henderson Middle School will utilize social media to engage parents who cannot attend traditional school functions.

Category: Other - Parent Engagement

Research Cited: Cotton, K., & Wikelund, K. R. (1989). Parent involvement in education. School Improvement Research Series, 6(3)

Smith, J. (2006). Parent involvement in education among low-income families: A case study. , 16(1)

Activity - Social Media	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Charles Henderson Middle School will utilize Facebook, Twitter, and Chalkable to engage parents who cannot attend school functions.	Parent Involvement	08/09/2017	05/23/2018	$0 - No Funding Required	Charles Henderson Middle School faculty and staff

Goal 3:

CHMS will achieve adequate growth in schoolwide proficiency levels in reading on the Scantron Performance Series assessment

Measurable Objective 1:

increase student growth on the Scantron Performance Series by 05/23/2018 as measured by a 2% increase in proficiency on the Scantron Performance Series test in reading.

Strategy1:

Performance Series Testing - Teachers will use the data from the Performance Series tests to identify any academic deficits each student has and then differentiate instruction.

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

Research Cited: Stecker, Pamela M., Lembke, Erica S., Foegen Anne. "Using Progress-Monitoring Data To Improve Instructional Decision Making." Preventing School Failure 52.2 (2008): 48-58. Academic Search Premier. Web. 8 Oct. 2013.

Activity - Performance Series Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will monitor Performance Series results to measure the effectiveness of individualized classroom instruction and differentiated instruction.	Academic Support Program	08/09/2017	05/23/2018	$0 - No Funding Required	All staff

Strategy2:

Extra Time and Assistance (ETA) - Each department will have one day of the week designated for their ETA (Monday – Social Studies, Tuesday – Math, Wednesday – Language Arts, Thursday – Science). During these days teachers will be available from 3:00 p.m. to 3:30 p.m. for tutoring or any make up work.

Category: Develop/Implement Learning Supports

Research Cited: Allen, B. (2015). After-School tutoring increases academic performance. Journal of Teaching, Learning, and Scholarship, 2(3), 1-46.

Activity - Extra Time and Assistance (ETA)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each department will have one day of the week designated for their ETA (Monday – Social Studies, Tuesday – Math, Wednesday – Language Arts, Thursday – Science). During these days teachers will be available from 3:00 p.m. to 3:30 p.m. for tutoring or any make up work.	Academic Support Program	08/09/2017	05/23/2018	$0 - No Funding Required	All staff

Strategy3:

Accelerated Reader - Faculty will monitor students as they use the Accelerated Reader program to improve their reading comprehension skills. Each student will have an individual goal set for each nine week period and will read on their grade level.

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

Research Cited: Jones, R. E., Yssle, N., & Grant, C. (2012). Reading instruction in Tier 1: Bridging the gaps by nesting evidence-based interventions within differentiated instruction. Psychology in the Schools, 49(3), 210-218.

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the Accelerated Reader program to improve their reading comprehension deficiencies. Each student will read on their individual grade level.	Academic Support Program	08/09/2017	05/23/2018	$5219 - Title I Part A	All staff

Goal 4:

CHMS will achieve adequate growth in schoolwide proficiency levels in mathematics on the Scantron Performance Series assessment

Measurable Objective 1:

demonstrate a proficiency on the Scantron Performance Series by 05/23/2018 as measured by Scantron Performance Series test scores.

Strategy1:

Edmentum - Teachers will use the Edmentum programs to help students identify and master mathematical objectives that they are

struggling with.

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

Research Cited: Jones, R. E., Yssle, N., & Grant, C. (2012). Reading instruction in Tier 1: Bridging the gaps by nesting evidence-based

interventions within differentiated instruction. Psychology in the Schools, 49(3), 210-218.

Activity - Edmentum Exact Path	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use the Edmentum Exact Path Program to identify any standards that students need intervention with to obtain mastery.	Academic Support Program	08/09/2017	05/23/2018	$3783 - Title I School Improvement (ISI)	Mathematics teachers, special education teachers, intervention teachers, media specialist, administration

Strategy2:

 Performance Series Testing - Teachers will use the data from the Scantron Performance Series tests to identify any academic deficits each

student has and then differentiate instruction.

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

Research Cited: Stecker, Pamela M., Lembke, Erica S., Foegen Anne. "Using Progress-Monitoring Data To Improve Instructional Decision

Making." Preventing School Failure 52.2 (2008): 48-58. Academic Search Premier. Web. 8 Oct. 2013.

Activity - Performance Series Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor Performance Series results to measure the effectiveness of individualized classroom interventions and differentiated instruction.	Academic Support Program	08/09/2017	05/23/2018	$0 - No Funding Required	All staff

Strategy3:

Extra Time and Assistance (ETA) - Each department will have one day of the week designated for their ETA (Monday – Social Studies,

Tuesday – Math, Wednesday – Language Arts, Thursday – Science). During these days teachers will be available from 3:00 p.m. to 3:30

p.m. for tutoring or any make up work.

Category: Develop/Implement Learning Supports

Research Cited: Allen, B. (2015). After-School tutoring increases academic performance. Journal of Teaching, Learning, and Scholarship, 2(3), 1-46.

Activity - Extra Time and Assistance (ETA)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each department will have one day of the week designated for their ETA (Monday – Social Studies, Tuesday – Math, Wednesday – Language Arts, Thursday – Science). During these days teachers will be available from 3:00 p.m. to 3:30 p.m. for tutoring or any make up work.	Academic Support Program	08/09/2017	05/09/2018	$0 - No Funding Required	All staff

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

Goal 1:

CHMS will decrease the number of discipline referrals by 2% by using the Closet to Closet and CHARGE positive behavior systems.

Measurable Objective 1:

collaborate to provide a positive behavior system for our students to decrease the number of referrals from 472 to less than 463 by 05/23/2018 as measured by tracking the number of discipline referrals and comparing them before and after the implementation of the positive behavior system .

Strategy1:

Closet to Closet - CHMS has set up a store filled with clothing and accessories where students can shop. Instead of money, this store uses a point system that each student earns for positive behavior, deeds, and accomplishments.

Category: Develop/Implement Student and School Culture Program

Research Cited: Calderella, Paul, Gray, Kristy M., Shatzer, Ryan H., Young, Ellie L., Young, K. Richard, "The Effects of School-Wide Positive Behavior Support on Middle School Climate and Student Outcomes". (2011): 1-14. RMLE Online. Volume 35. Number 4.

Activity - Closet to Closet	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Closet to Closet behavior system will be shared with the faculty and staff.	Behavioral Support Program	08/09/2017	05/23/2018	$0 - No Funding Required	All faculty, staff, and administration.

Strategy2:

CHARGE - Every student at Charles Henderson Middle School will have a 5th period class called CHARGE. This is an activity/mentoring class. During this time, students will participate in character development, mentoring, life skills, and clubs.

Category: Develop/Implement Student and School Culture Program

Research Cited: Calderella, Paul, Gray, Kristy M., Shatzer, Ryan H., Young, Ellie L., Young, K. Richard, "The Effects of School-Wide Positive Behavior Support on Middle School Climate and Student Outcomes". (2011): 1-14. RMLE Online. Volume 35. Number 4.

Activity - CHARGE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CHARGE will be offered to all students to explore different activities on campus and to receive tutoring. All faculty, staff, and administration will participate in CHARGE.	Technology Tutoring Behavioral Support Program Academic Support Program Extra Curricular	08/09/2017	05/23/2018	$0 - No Funding Required	All faculty, staff, and administration.

Goal 2:

CHMS will use a variety of resources to ensure the academic and social success of our ELL student population.

Measurable Objective 1:

25% of English Learners students will increase student growth in all academic areas in Reading by 05/23/2018 as measured by ACCESS scores and classroom assessments.

Strategy1:

Rosetta Stone Program - The Rosetta Stone program will be used to aid our ELL students in learning the english language. This program will be implemented through the student's ELA classes, ETA program (Extra Time and Assistance), and extra Tier 3 pull out if needed.

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

Research Cited: Griffin, R. A., Martinez, J., & Martin, E. P. (2014). Rosetta stone and language proficiency of international secondary English language learners. ECV Engaging Cultures and Voices, 6, 36-71.

Activity - Rosetta Stone Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Rosetta Stone program will be used to aid our ELL students in learning the english language. This program will be implemented through the student's ELA classes, ETA program (Extra Time and Assistance), and extra Tier 3 pull out if needed.	Academic Support Program Direct Instruction	08/09/2017	05/23/2018	$928 - Title I School Improvement (ISI)	All staff

Strategy2:

Classroom Accommodations - Teachers will use accommodations for ELL students in the classroom. Some of these accommodations may include: accepting work in student's home language, peer tutoring, reduced choices on assessments, reduced amount of work, translator/interpretor as needed.

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

Research Cited: Gibbons, P., (2002). Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom. Heinemann publishing.

Activity - Classroom Accommodations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use accommodations for ELL students in the classroom. Some of these accommodations may include: accepting work in student's home language, peer tutoring, reduced choices on assessments, reduced amount of work, translator/interpretor as needed.	Academic Support Program	08/09/2017	05/23/2018	$0 - No Funding Required	All staff

Goal 3:

CHMS will achieve adequate growth in schoolwide proficiency levels in reading on the Scantron Performance Series assessment.

Measurable Objective 1:

increase student growth on the Scantron Performance Series by 05/23/2018 as measured by a 2% increase in proficiency on the Scantron Performance Series test in reading.

Strategy1:

Accelerated Reader - Faculty will monitor students as they use the Accelerated Reader program to improve their reading comprehension skills. Each student will have an individual goal set for each nine week period and will read on their grade level.

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

Research Cited: Jones, R. E., Yssle, N., & Grant, C. (2012). Reading instruction in Tier 1: Bridging the gaps by nesting evidence-based interventions within differentiated instruction. Psychology in the Schools, 49(3), 210-218.

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the Accelerated Reader program to improve their reading comprehension deficiencies. Each student will read on their individual grade level.	Academic Support Program	08/09/2017	05/23/2018	$4905 - Title I Part A	All staff

Strategy2:

Performance Series Testing - Teachers will use the data from the Performance Series tests to identify any academic deficits each student has and then differentiate instruction.

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

Research Cited: Stecker, Pamela M., Lembke, Erica S., Foegen Anne. "Using Progress-Monitoring Data To Improve Instructional Decision Making." Preventing School Failure 52.2 (2008): 48-58. Academic Search Premier. Web. 8 Oct. 2013.

Activity - Performance Series Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will monitor Performance Series results to measure the effectiveness of individualized classroom instruction and differentiated instruction.	Academic Support Program	08/09/2017	05/23/2018	$0 - No Funding Required	All staff

Strategy3:

Extra Time and Assistance (ETA) - Each department will have one day of the week designated for their ETA (Monday – Social Studies,

Tuesday – Math, Wednesday – Language Arts, Thursday – Science). During these days teachers will be available from 3:00 p.m. to 3:30

p.m. for tutoring or any make up work.

Category: Develop/Implement Learning Supports

Research Cited: Allen, B. (2015). After-School tutoring increases academic performance. Journal of Teaching, Learning, and Scholarship,

2(3), 1-46.

Activity - Extra Time and Assistance (ETA)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each department will have one day of the week designated for their ETA (Monday – Social Studies, Tuesday – Math, Wednesday – Language Arts, Thursday – Science). During these days teachers will be available from 3:00 p.m. to 3:30 p.m. for tutoring or any make up work.	Academic Support Program	08/09/2017	05/23/2018	$0 - No Funding Required	All staff

Goal 4:

CHMS will achieve adequate growth in schoolwide proficiency levels in mathematics on the Scantron Performance Series assessment.

Measurable Objective 1:

demonstrate a proficiency on the Scantron Performance Series by 05/23/2018 as measured by Scantron Performance Series test scores.

Strategy1:

 Performance Series Testing - Teachers will use the data from the Scantron Performance Series tests to identify any academic deficits each

student has and then differentiate instruction.

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

Research Cited: Stecker, Pamela M., Lembke, Erica S., Foegen Anne. "Using Progress-Monitoring Data To Improve Instructional Decision

Making." Preventing School Failure 52.2 (2008): 48-58. Academic Search Premier. Web. 8 Oct. 2013.

Activity - Performance Series Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor Performance Series results to measure the effectiveness of individualized classroom interventions and differentiated instruction.	Academic Support Program	08/09/2017	05/23/2018	$0 - No Funding Required	All staff

Strategy2:

Edmentum - Teachers will use the Edmentum programs to help students identify and master mathematical objectives that they are

struggling with.

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

Research Cited: Jones, R. E., Yssle, N., & Grant, C. (2012). Reading instruction in Tier 1: Bridging the gaps by nesting evidence-based

interventions within differentiated instruction. Psychology in the Schools, 49(3), 210-218.

Activity - Edmentum Exact Path	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use the Edmentum Exact Path Program to identify any standards that students need intervention with to obtain mastery.	Academic Support Program	08/09/2017	05/23/2018	$3783 - Title I School Improvement (ISI)	Mathematics teachers, special education teachers, intervention teachers, media specialist, administration

Strategy3:

Extra Time and Assistance (ETA) - Each department will have one day of the week designated for their ETA (Monday – Social Studies,

Tuesday – Math, Wednesday – Language Arts, Thursday – Science). During these days teachers will be available from 3:00 p.m. to 3:30

p.m. for tutoring or any make up work.

Category: Develop/Implement Learning Supports

Research Cited: Allen, B. (2015). After-School tutoring increases academic performance. Journal of Teaching, Learning, and Scholarship,

2(3), 1-46.

Activity - Extra Time and Assistance (ETA)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each department will have one day of the week designated for their ETA (Monday – Social Studies, Tuesday – Math, Wednesday – Language Arts, Thursday – Science). During these days teachers will be available from 3:00 p.m. to 3:30 p.m. for tutoring or any make up work.	Academic Support Program	08/09/2017	05/09/2018	$0 - No Funding Required	All staff

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.

Charles Henderson Middle School has not yet been in a situation where a parent does not speak English well enough to understand various

documents sent home. However, should the situation arise, the resources that we have in place are: home language student interpreters

from Troy University and TransACT, a partnership with with the Alabama Department of Education that provides a collection of legally

reviewed parent notices.

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.

Troy City School district takes pride in recruiting the very best, highly qualified teachers for the system. Teacher interviews are highly structured and tailored toward screening the applicants for "the best fit" for our academic needs here in the Troy City School System. The system has implemented a mentoring initiative constructed to make the transition process for novice educators painless. Teachers are equipped with the tools from this initiative to be successful from the opening day in August until the end of the school year in May. Equipping teachers through this process will guarantee a much lower rate of teacher turnover and a higher rate of teacher success in the classroom.

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?

Charles Henderson Middle School currently has twenty-one teachers, and four of the twenty-two are newly hired teachers.

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

At Charles Henderson Middle School one-half of the key teaching and learning personnel has at least 10 or more years of experience.

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).

Charles Henderson Middle School does not have a high turnover rate.

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.

Using achievement results obtained from the ACT ASPIRE, Scantron Performance Series, STAR Math and Reading, and ACC Math to determine weaknesses and strengths to be addresses during instruction. Changes may be made to the school wide program based on these evaluations. These achievement results are not only used to drive instruction but also to identify professional development needed by faculty and staff. Once we can identify any low academic area or area of instruction then we can plan our professional development around our needs. CHMS actively seeks professional development opportunities both on and off campus.

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

LTF (Laying the Foundation), ACCESS training, AMSTI Training, CCRS Training, Diversity Training, Bully Proof Training, ACC Math Training, Google Training, TIM Training, Edmentum Training, Professional Learning Communities, Chalkable Training, Scantron Training (Performance & Achievement Series), and Dsylexia Training .

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

Charles Henderson Middle School has implemented a very successful mentoring initiative infused with several professional development opportunities throughout the school year. Teachers are involved in grade level mentoring as well as department level mentoring. CCRS professional development opportunities are offered throughout the school year from highly trained state level professionals. Teachers are attracted to a school that has very little discipline disruptions throughout the school day which make teaching and learning in the classroom as easy process.

Describe how all professional development is "sustained and ongoing."

Any time a teacher expresses a need for further training or assistance in a particular area, other members of the faculty are able to offer assistance. Sometimes this necessitates having someone from outside our school come in and conduct additional training, while other times teachers who have expertise in a given area are able to provide supplemental training to teachers who would like to receive it. Any teacher who attends a professional development training opportunity off campus is then expected to share this information with other teachers in the school. By using this "turn around training" approach, teachers at Charles Henderson Middle School are able to have sustained and ongoing professional development opportunities throughout the school year.

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:

CHMS will support and assist students in transitioning from elementary to 7th grade and from 8th grade to high school.

Measurable Objective 1:

collaborate to provide an easy transition for students from elementary to middle school and from middle school to high school by 05/23/2018 as measured by student surveys.

Strategy1:

8th grade visit to CHHS - 8th grade students from CHMS will visit CHHS for a school tour in the spring of 2018. During this tour the students will be exposed to all of the classes and activities that CHHS has to offer.

Category: Develop/Implement Student and School Culture Program

Research Cited: Mizelle, N. B.,& Irvin, J. L.,. (2000). Transition from middle school into high school. Middle School Journal, 31(5), 1-8.

Activity - 8th grade visit to CHHS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th grade students from CHMS will visit CHHS for a school tour in the spring of 2018. During this tour the students will be exposed to all of the classes and activities that CHHS has to offer.	Behavioral Support Program Career Preparation/ Orientation Field Trip Academic Support Program	05/01/2018	05/23/2018	$0 - No Funding Required	CHMS 8th grade teachers and all CHHS staff

Strategy2:

6th Grade Visit - 6th grade students from Troy Elementary School will visit CHMS for a school tour in the spring of 2018. During this tour the students will be exposed to all of the classes and activities that our school has to offer.

Category: Develop/Implement Student and School Culture Program

Research Cited: https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/750/Transitioning-Young-Adolescents-from-Elementary-to-Middle-School.aspx

Activity - 6th Grade Visit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade students from Troy Elementary School will visit CHMS for a school tour in the spring of 2018. During this tour the students will be exposed to all of the classes and activities that our school has to offer.	Behavioral Support Program Field Trip Academic Support Program	05/01/2018	05/23/2018	$0 - No Funding Required	TES 6th grade teachers and all staff at CHMS

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?

Departmental and grade level meetings are held on a regular basis. Faculty meetings are scheduled for every Tuesday. Teachers utilize faculty meeting time to plan, discuss instructional strategies, analyze student data, and make decisions about instruction, assessment, and intervention. Data meetings are held prior to the start of the new school year and are ongoing throughout the school year as new data becomes available. Results of progress monitoring through STAR reading and math, Performance Series, and ACC Math are used by teachers to drive instructional decisions to improve the academic achievement of all students.

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?

Teachers analyze the data received from the ACT ASPIRE, Performance Series, STAR Reading , progress reports, and ACC Math to identify students who are experiencing difficulty mastering the state's academic achievement assessment standards at an advanced or proficient level. These students are placed in intervention math and/or intervention reading classes and receive additional support through collaborative teaching classrooms. CHMS has also implemented an after school tutoring program called ETA (Extra Time and Assistance). Each department will have one day of the week designated for their ETA (Monday - Social Studies, Tuesday - Math, Wednesday - Language Arts, Thursday - Science). On this designated day, the teachers will be in their rooms until 3:30 for students to come and complete missing assignments or take tests they missed when absent. Along with ETA we have created a class period called CHARGE. Every student at Charles Henderson Middle School will have a 5th period class called CHARGE. This is an activity/mentoring class. During this time students will participate in character development, mentoring, life skills, and clubs. This will also be our lunch period.

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?

Once identified, students who are having difficulty mastering the standards are immediately placed in an intervention math and/or reading intervention classes. In addition, their class schedules are organized in such a way that they receive additional support and differentiated instruction through collaborative teaching environments within the regular education classrooms.

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.

Charles Henderson Middle School not only supports students during our regular academic day but also in a variety of ways that go beyond the school day. Charles Henderson Middle School has implemented a program called 'ETA', which stands for 'extra time and assistance'. This program runs daily from Monday through Thursday from 3:00 p.m. to 3:30 p.m. Each day has an individual subject aligned to it for tutoring and those teachers are available on their designated day to assist any student that needs extra attention. Teachers also set up individual and group tutoring for students that need it before or after school on an individual basis. Charles Henderson Middle School also works in conjunction with Troy Public Library's tutoring program and refers students to the library for individual help as needed. Students also have access to online resources at home for support, such as Renaissance Place, and our online math and history textbooks.

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.

Charles Henderson Middle school will provide all academic opportunities for all students, including those with Limited English Proficiency or

with disabilities. All information will be provided in a language and format that students can understand. This will include but is not limited to textbooks, class work, notes, handbooks, report cards, newsletters, school communications, standardized testing reports, etc. Home visits and telephone calls will be made with the assistance of a translator, as needed.

At such time that ELL students are in attendance at Charles Henderson Middle School, the middle school ensures that parents receive all information in a format and language that the parents can understand.

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.

Charles Henderson Middle School addresses the needs for all populations of students and parents. Every accommodation needed is made for students with disabilities through their IEP. Students from economically disadvantaged homes are given the resources needed to be successful such as: school supplies, food, clothing etc. The administration and staff of Charles Henderson Middle School also will make home visits as needed to ensure the safety and success of our students. For the ELL students, all information will be provided in a language and format that students can understand. This will include but is not limited to textbooks, class work, notes, handbooks, report cards, newsletters, school communications, standardized testing reports, etc. Home visits and telephone calls will be made with the assistance of a translator, as needed.

At such time that ELL students are in attendance at Charles Henderson Middle School, the middle school ensures that parents receive all information in a format and language that the parents can understand

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.

The programs are coordinated and integrated toward the achievement of school wide goals in several ways. The programs are aligned with the curriculum that comes from the Alabama Course of Study Content Standards and/or the College and Career Readiness Standards. Programs are integrated in a way which provides extended learning opportunities through tutorial and computer based remediation programs. To ensure student achievement through school wide goals, developmental reading and math programs are in place for the students who score in the 'need of support' proficiency level on the ACT ASPIRE/Scantron Performance Series.

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)?

There are several monetary sources that are integrated and coordinated into the financial management and instructional planning of Charles Henderson Middle School. The following is a comprehensive source of funds.
The State of Alabama School Foundation Program: Teacher units are based on student enrollment. For the 2017-2018 school year, the state funded 13.19 teacher assigned units, plus 1.5 administrators, 1 librarian, 1 counselor, and benefits.
Title 1 Part A, Federal Funds: This money is used to supplement regular funded programs. These are also used to purchase instructional supplies, to cover the cost of substitutes, to provide resources for the school such as parental involvement, professional development etc.
Title II Part A, Federal Funds: This money is used for teacher salaries and benefits, professional development, training, substitutes, and stipends.
Local Funds: This is used to fund additional teacher and administrators.

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

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

The CIP Leadership Team presents the information in the school wide program to the faculty at the beginning of each school year. Current data is analyzed and an evaluation is made regarding changes to the program. The school wide program is examined again in the spring to determine any changes that need to be made to the school wide program for the remainder of the 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?

Using achievement results obtained from the ACT ASPIRE, Scantron Performance Series, STAR Reading, and Edmentum to determine weaknesses and strengths to be addressed during instruction. Changes may be made to the school wide program based on these evaluations.

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?

Charles Henderson Middle School examines the data recorded from the ACT ASPIRE, Scantron Performance Series , STAR Reading , and Edmentum to determine whether the school wide program has been effective in increasing the achievement of students who are the furthest from achieving the standards.

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?

Results from the ACT ASPIRE, Scantron Performance Series, STAR Reading, and Edmentum are presented and analyzed by the faculty at faculty meetings, leadership meetings, and curriculum meetings. Based on these results, faculty suggest revisions to the plan. These suggested revisions are presented to the CIP Leadership Team for consideration and necessary changes are then made to the school wide plan.

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.	13.19

Provide the number of classroom teachers.

13.19

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	625668.0

Total   625,668.00

Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	91494.0

Total   91,494.00

Assistant Principal

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

Provide the number of Assistant Principals.

0.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	36141.0

Total   36,141.00

Counselor

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

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	44091.0

Total 44,091.00

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	48499.0

Total   48,499.00

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 Adminstrators.

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.	0.0

Total 0.00

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.	0.0

Total   0.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total   0.00

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.	0.0

Total   0.00

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.	0.0

| | Total | 0.00 |

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	148236.0

Provide a brief explanation and breakdown of expenses.

Supplies, software, computer hardware, parent involvement, 0.5 assistant principal, 1.2 teachers, substitutes for 1.2 teachers, 0.16 nurse

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	5173.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	1565.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	7520.0

Provide a brief explanation and a breakdown of expenses.

N/A

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.

N/A

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.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

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.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	374074.0

Provide a brief explanation and breakdown of expenses.

Local funds will be used to fund the day to day school expenses such as: teacher salary/benefits, purchased services, etc.

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))

The school district holds an annual meeting of Title I information for parents in the fall. Parents are notified by letters sent home, through the website, and I Now. A power point presentation from the Alabama State Department website will cover the following:

What does it mean to be a Title I school?

What is a 1% set-aside for parental involvement?

What is a LEP plan?

What is a Parent Involvement Plan?

What is a CIP, Continuous Improvement Plan?

What is a school parent compact?

What is a Right to Know?

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))

Charles Henderson Middle School believes that parent involvement is a fundamental aspect of any educational program. A number of parent meetings are held throughout the school year in a variety of formats. This allows all parents an opportunity to give their input into their child's education. Parent Night offers parents the opportunity to meet the teachers and get vital information for their child's upcoming school year. Open House familiarizes the parents with their child's schedule and what each teacher requires. Parent teacher conferences are held twice a year and other parent teacher conferences can be held before/after school or during the teachers' planning periods, if needed. Parents are encouraged to join the Parent Teacher Organization. Charles Henderson Middle School believes in involving parents in all aspects of its intervention program. We have parent representatives on our CIP team who are very active in our school. Each year, the Continuous Improvement Plan, including the parental involvement plan, is reviewed and evaluated. Funds allocated for parental involvement provide workshops, materials, and other training opportunities using a variety of delivery systems to support parents in helping their children learn reading and math.

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))

Charles Henderson Middle School holds an Open House during the first several weeks of every school year. At this meeting, information is presented to parents about its programs, the curriculum, state course of study standards/ College and Career Readiness Standards, and home reports summarizing testing results. In regards to curriculum and course of study standards/ College and Career Readiness Standards, parents learn about these subjects: reading, math, language, science, social sciences, physical education, art, band, and Spanish. As a part of Open House, parents are encouraged to rotate through their child's schedule and meet their teachers. The teachers share the previously mentioned items with the parents. A copy of the Charles Henderson Middle School Handbook is available online and sent home to any parent requesting a hard copy at the beginning of every school year. This provides parents with valuable information about their child's school. Additionally, a separate Title I meeting is conducted once each year to provide parents information specific to Title I.

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))

The parents, faculty and students share responsibility for improving student academic achievement at Charles Henderson Middle School. The CHMS School-Parent compact outlines specific obligations of the school, staff, parents, and students in order to maximize student achievement. The teachers explain the compact contents to students as part of familiarizing them with the CHMS Handbook. The compact is sent home to parents to read, sign, and return. These documents are kept on file for reference, as needed. The compact is reviewed yearly and revised to reflect parent/teacher input. Shared responsibility is also maintained through sending progress reports home in the middle of each nine week grading period, report cards, teacher, school and district web pages, "Notify Me", notes from principals and teachers, and parents monitoring their child's progress through STI/INOW Home Portal, Remind 101, Facebook, and Twitter.

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

Charles Henderson Middle School recognizes parents as partners in the planning process for continuous improvement. Our CIP team reviews, evaluates, and revises the Continuous Improvement Plan annually. There are parents on the team who represent all the parents of the school. At the Annual Meeting for Title I, parents learn that a copy of the CIP plan and the Parental Involvement Plan are available in the school office. Parents are informed that they have the right to give input regarding the revision of the plan.

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)

We will provide information to all parents at the annual Open House concerning the State's academic standards and student achievement standards and also offer this information during the annual school Title I meeting. We will provide parent training at any time a parent request information about achievement standards. Parents will monitor their child's progress through parent teacher conferences, progress reports, report cards, and using STI/INOW Home Portal to monitor grades.

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)

During Open House, parent conferences, and parent meetings throughout the year, teachers provide parents with information on ways that they can work with their children at home to improve their child's academic achievement. Various materials and resources are distributed to the parents to use at home, to assist in this progress.

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)

Charles Henderson Middle School will continue to work with its teachers through in-service, faculty meetings, and grade-level meetings in understanding the importance of parental involvement. Our district's Parental Plan provides opportunities for parents to be involved in all aspects of their child's education.

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)

Charles Henderson Middle school will provide opportunities for the participation of all parents, including those with Limited English Proficiency or with disabilities. All information will be provided in a language and format that parents can understand using the TransAct program. This will include but is not limited to handbooks, report cards, newsletters, school communications, standardized testing parent reports, etc. Home visits and telephone calls will be made with the assistance of a translator, as needed.

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)

Charles Henderson Middle School makes every effort to work with parents in meeting their requests as related to their involvement in their child's education. Teachers may provide additional resources to parents to meet the needs of individual students as determined through parent conferences or other communications between the parent and teacher.

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))

Any time that ELL students are in attendance at Charles Henderson Middle School, the middle school ensures that parents receive all information in a format and language that the parents can understand. Parent notices are sent home in the family's home language using the TransAct program. CHMS also provides the opportunity for all parent to participate on committees such as: CIP, Title 1, ELL, PTO, etc.)