



ACIP

Crossville Middle School

DeKalb County Board of Education

Mr. Dewey R DeBoard, Principal
63 Justice St
Crossville, AL 35962-3485

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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?

Crossville Middle School is a 4-8 school that sits in the heart of the small town of Crossville, Alabama. The town of Crossville has a population of approximately 1500 residents. However, the school district encompasses surrounding communities, making Crossville Elementary, Crossville Middle and Crossville High School the largest system of schools serving one community in Dekalb County, with an enrollment of over 1800 students combined.

Crossville Middle School currently serves 755 students between fourth and eighth grade with the majority of the students being Hispanic (66%). The remaining students are White (30 %), American Indian (3%) or Black/Multi-racial (Less than 1%) .This also includes a Pre-K class of 19 students.

For the 2014-15 School year , CMS qualified for the CEP program which provides free lunch for all students. This designation qualifies Crossville Middle School as a school-wide Title 1 school.

Crossville Middle School's staff consists of our Principal, Assistant Principal, one fulltime and one half day counselor, 41 and 1/2 unit teachers, a librarian, 2 aides, a translator, and one secretary and one bookkeeper. With the exception of one major business in town, Crossville Middle School is the largest employer in Crossville, Alabama. Due to the lack of "big business" in town, Crossville Middle School depends on donations from the small businesses in town, individuals within the community, state representatives/senators, the county commission, and school fundraisers to obtain funds for needs not covered by the federal government, the state, and or the district.

There is no other middle school quite like us, we have unique opportunities and challenges. Family is very important in the culture of our population which provides us with close connections, the language barrier of students and parents is a challenging area. We embrace the opportunities and challenges on a daily basis here at Crossville Middle School.

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.

District/School/School of Education Purpose

Values and Beliefs

Crossville Middle School believes that our school operates effectively and efficiently when:

The greater Crossville community:

- 1.Values the importance of a quality education
2. Supports educational initiatives at home
- 3.Volunteers in schools
- 4.Forms partnerships with schools to support system initiatives

All school staff:

- 1.Welcome their school community
- 2.Establish positive home and school relationships
- 3.Provide a safe and orderly learning environment for students and staff
- 4.Work to ensure that every child succeeds
- 5.Display cultural proficiency
- 6.Prepare students with a global education
- 7.Place priority on the educational needs of students
- 8.Motivate students to learn
- 9.Recognize the unique learning styles of each student
- 10.Facilitate learning by encouraging, prompting, and interacting with students
- 11.Establish and maintain positive and appropriate relationships with students
- 12.Ensure learning by providing instruction that meets each student's individual needs
- 13.Support student success
- 14.Encourage students to make choices that provide challenges
- 15.Assess student progress through both formal and informal methods and then provide appropriate and targeted data-driven instruction
- 16.Engage students in rigorous and relevant instruction

All students will:

1. Obtain the skills to thrive as 21st century learners
2. Become, knowledgeable, responsible and caring American citizens
3. Demonstrate respect for the learning environment and other individuals
4. Reach their potential
5. Develop effective communication, leadership and interpersonal skills
6. Participate in varied co-curricular and extracurricular activities

The Vision of Crossville Middle School will be a learning organization committed to continuous improvement. Within a framework where work is aligned to broader system-wide goals, values and beliefs, employees will be supported to explore evidence and research-based practices designed to improve the organization and enhance student learning. Work will be continuously evaluated to determine if progress is being made and adjustments will be made if necessary. Communication and resources will be maximized and streamlined to achieve the greatest
SY 2015-2016

efficiencies possible across the organization. Collaboration with both internal and external stakeholders will be practiced and encouraged to strengthen the community vision of CCRS and meet our goals through partnership.

The mission of Crossville Middle School is to provide students with a quality education. We will encourage our students to grow intellectually, socially, emotionally and morally in a secure and orderly environment. We will seek the help of our parents and community (stakeholders) in leading our students to become caring, contributing citizens who can succeed and lead productive lives in an ever-changing and progressively diverse society. Crossville Middle School is committed to focusing on high expectations and individual academic success and to create a community of respect and responsibility.

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.

One of the reasons for the creation of Crossville Middle School was to afford students in grades 4-8, the optimum learning environment. One such area is our band program. Studies have shown that music education increases scoring on standardized tests. Students involved in the band program have received some of the highest scores in our county on Global Scholars testing.

We will also use Global Scholars testing to help improve our RTI program through the analysis of test data to identify students needing additional instructional support in a particular class or course. The implementation of RTI periods within the school day is a multi-tier approach that begins with high quality instruction . RTI efficiently differentiates instruction for all students focusing on the learning rate and level of achievement both individually and in comparison with the peer group. The research-based interventions are matched to students needs using Global Scholar data.

The Jr. Beta Club was established during the previous year with officers attending the state convention for the very first time. This year the CMS Jr. Beta Club will be competing in numerous competition and looks forward to expanding opportunities for all students. During the 2015-16 school year we are implementing a Technology Team to spark interest in among students regarding Math, Science and Technology. One of our teachers , Suzanne Hunt, received the prestigious honor of being selected Dekalb County Teacher of the Year .

Additional Information

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

*

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.

Our school selected a team to collect input from a variety of roles within our school. The team includes our principal-Dewey DeBoard, assistant principal-Scott Timmons, counselors-Dr. Leslie Brown and Melissa Coker, technology coordinator and math content specialist-Suzanne Hunt, ELA content specialist-Megan Stone, Parent- Tera Fortenberry,Parent-Gabino Romero and Instructional Coach -Gina Jones. In planning meetings, the roles of the members were discussed and assigned. During the school day,our meetings were scheduled to meet the needs of the members by using resource teachers to cover classes. During the summer , members were given a flex day.

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

The technology contact is responsible for submitting the information regarding the plan. The plan was developed by members of the committee. Individual group members participated by contributing information in their area of expertise. For examples - ELA content specialists proofed the plan,parents reviewed the student compact and counselors provided student data,

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

The improvement plan will be published on the state website as well as the CMS Website for easy access.Students developed a video explaining Title 1, it was showed during Parent Night in the fall and it also included on the school website. A one-page document detailing Title 1 information was given to parents at orientation. A brochure was developed to summarize the improvement plan and it was sent home to all parents.

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	We created our own offline document	CMS ASPIRE DATA-WHOLE GROUP

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

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

Areas of Notable Achievement

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

In the 8th Grade algebra class. 88% of students met their annual target in mathematics. Sixth Grade students met annual targets at a rate of 47%.

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

The 8th grade algebra class as well as the 8th grade as a whole shows a positive trend in meeting expectations in Global Scholars for the 2014-15 School year.

Which area(s) indicate the overall highest performance?

Algebra students and the 8th grade as a whole experienced the highest overall performance on Global Scholars with 25 students performing the the Far Above category.

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

The 4th grade ELL subgroup shows positive trends in both reading in math from the 2013-14 to the 2014-15 school year. In math, the students who were classified as ready on Aspire testing rose from 32% to 37%. In reading they rose from 6% to 11%.

Between which subgroups is the achievement gap closing?

In reading, the achievement gap is closing between the students in the All students category and the ELL subgroup as indicated by the Aspire Data in the close category on the grade analysis.

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

Referring to Global Scholars Data , students scoring in the above category on the reading in 6th & 8th grade seem to be consistent.

Areas in Need of Improvement

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

On Aspire Reading , 64% of 5th grade students are in need of support.
On Aspire Math, 47% of 8th grade Students are in need of support.

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

In Aspire Math, a negative trend appears from 6th to 7th grade .

Which area(s) indicate the overall lowest performance?

Globals Scholars performance is lowest in 5th grade reading with 30% of students scoring in the far below category.

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

There is a higher percentage of 5th grade reading students in need of support on Aspire than the previous year.

Between which subgroups is the achievement gap becoming greater?

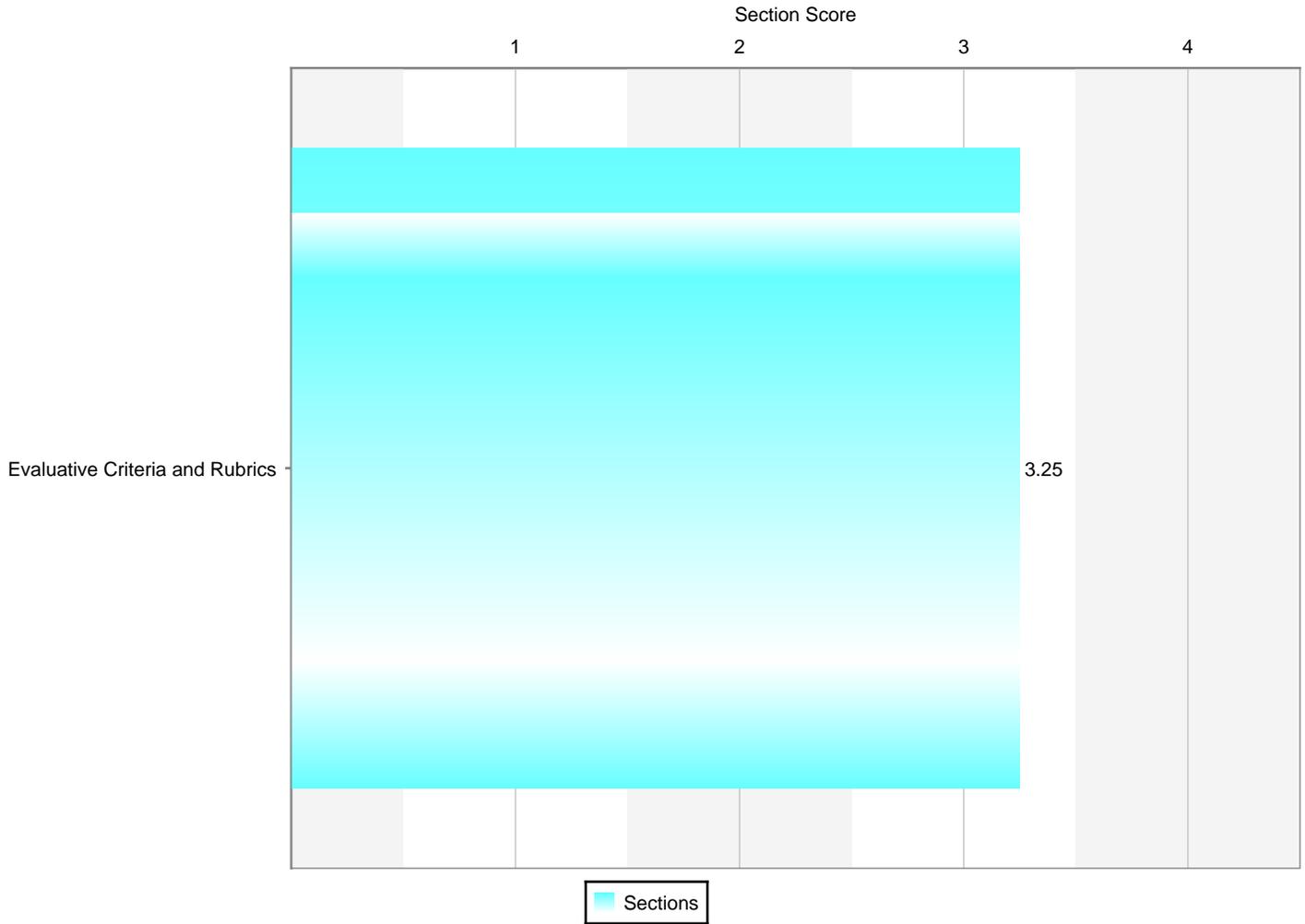
On Aspire, there is slightly greater difference in 8th grade reading as a whole group vs. ELL subgroup.

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

Overall Reading and Math data is consistent among data sources.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		CIP Team with 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	This information is maintained in our rules and policies handbook. This is available to all stakeholders.	Student Handbook

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	Dr. Leslie Brown, Counselor, 68 Justice Street, Crossville, AL 35962. Phone: 256 528-7879	Discrimination policy

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

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

2015-16 Plan for ACIP

Overview

Plan Name

2015-16 Plan for ACIP

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	Engage and Empower the Learner Through Technology.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$22415
2	To narrow the gap between CMS special education subgroup achievement and school-wide achievement.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0
3	All students at Crossville Middle School will become proficient readers	Objectives: 1 Strategies: 1 Activities: 9	Academic	\$86220
4	All students at Crossville Middle School will become proficient mathematicians	Objectives: 1 Strategies: 1 Activities: 8	Academic	\$83788
5	Adequate Progress in Language Acquisition	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$54204

Goal 1: Engage and Empower the Learner Through Technology.

Measurable Objective 1:

demonstrate a proficiency Students effectively and responsibly use standards-based digital tools (e.g., online textbooks, interactives, games, digital cameras, enhanced podcasts, informational materials, apps, social educational networking, and Guide by 05/22/2020 as measured by the evaluation of the technology available to the students..

Strategy 1:

New Way of looking at Technology - We are striving to increase the Technology available for student use. This is being accomplished by increasing the number of Ipads available for classroom use and through Distance Learning classes. We are also trying to include technology through the purchase of on-line components that accompany textbooks.

Category:

Research Cited: Observing students being able to use technological devices in the classroom

Activity - BYOD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ability for students to incorporate their own devices,i.e.; cell phone ,iPad,tablet,etc into the classroom learning environment. The CCLI program is being launched this year with a target date of October 1st, 2015 for Crossville Middle School.	Technology	08/07/2015	05/20/2016	\$0	No Funding Required	Principal and Classroom Teacher

Activity - Increased Technology Access	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Crossville Middle School will add an additional computer lab in the 2015-16 fiscal year providing all students with increased access to technology.	Technology	08/06/2015	05/20/2016	\$22415	Title I Schoolwide	Principal & Technology Coordinator

Status	Progress Notes	Created On	Created By
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In Progress	In January of the 2015-16 school year,our new 7th-8th grade computer lab was completed. This has increased our capacity to the extent, that every teacher has access to either iPad or computer lab bimonthly. That means students are receiving technology based lesson in all core subjects on a weekly basis.	March 24, 2016	Suzanne Hunt
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Goal 2: To narrow the gap between CMS special education subgroup achievement and school-wide achievement.

Measurable Objective 1:

A 5% increase of Students with Disabilities students will demonstrate a behavior closing the gap between their subgroup and the general school wide group in Mathematics by 05/22/2015 as measured by Global Scholar.

Strategy 1:

Strategy 1 - Focused Intervention-The first assessment of Math and Reading was administered in September, 2015 through the use of Global Scholar.

A 30/60/90 Day Plan of Focused Intervention is now in place to ensure ongoing service and continuous academic progress.

Category:

Research Cited: local data

Activity - 30 Day Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The special ed teachers will meet with content area teachers providing two strategies per content area based on students need.	Academic Support Program	08/07/2015	09/07/2015	\$0	No Funding Required	Special Ed Teachers

Activity - 60 Day Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>1. Specific invention priority is given to students within subgroups who traditionally perform below grade level. 2. School employees will employ the "Choose 5 Grow 5" method of focused attention on those students who are targeted for narrowing the achievement gap. Close monitoring 3. Additional academic interventions were provided to students receiving Special Education services. *These provisions will be verified by ongoing assessment and performance data, lesson plans, and intervention schedules and rosters.</p>	Academic Support Program	09/15/2015	12/02/2015	\$0	No Funding Required	Instructional Coach
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Status	Progress Notes	Created On	Created By
In Progress	As a part of the Choose 5 -Grow 5 program , five students per grade level in 4th, 5th, 6th, 7th were chosen to receive additional support from either the Instructional Coach or Intervention Teacher. Student will receive additional services twice a week in an effort to close the gap.	September 26, 2015	Suzanne Hunt
Completed	Special Education Teachers provided general education teachers with additional strategies and working with them as push in support.	September 26, 2015	Suzanne Hunt

Activity - 90 Day Plan:	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>1. All previously referenced interventions and evaluations will continue. 2. Following the school-wide efforts to reduce achievement disparities through RTI, re-evaluation of student progress will be universally administered via Global Scholar.</p>	Academic Support Program	09/15/2015	02/06/2016	\$0	No Funding Required	All stakeholders

Status	Progress Notes	Created On	Created By
In Progress	Out of 20 students participating in the "Choose 5, Grow 5" program, 55% showed growth, an average growth of 3.4% was attained. With the recent addition of reliable technology and a more defined schedule, we hope to see even more growth at the Spring Benchmark. Keeping in mind the student population we are serving, while the increases are modest they show positive growth.	March 24, 2016	Suzanne Hunt

Strategy 2:

Administrative Support - Principals will meet with general education and special education teachers to ensure that all stakeholders are aware of required accommodations.

Category:

Research Cited: IEP's

Activity - Special Education Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Implementation of IEP process</p> <ol style="list-style-type: none"> 1. Special education teachers will meet with general Education teachers to ensure that general education teachers are aware of required accommodations outlined in each student IEP on their caseload as well as additional requirements for IEP implementation. The Persons Responsible for IEP Implementation will serve as the documentation of this meeting and assurance of IEP Implementation responsibilities. 2. The principal and special Education teacher will have a meeting to discuss the students that are served, the types of activities that are taking place, and the amount of time spent and how this relates to actual IEP requirements. 3. A link to the Alabama Course of Study Curriculum Guides will be placed on the District's website for easy access and navigation by general Education teachers. An email will be sent to all school personnel to inform them of this link and how to access these guides. 4. The principals at each school will periodically review the folder of each special education teacher that contains the INow Schedule and Persons Responsible for IEP Implementation for each student assigned to the Special Education teachers caseload. 5. Principals will review special education student's attendance and discipline to determine areas of concern. 6. Principal, special education, and general education teachers will meet to determine strategies that will address these attendance and discipline concerns. 7. Principals will conduct periodic IEP accommodations checks within the general Education classroom. 8. Principals will conduct periodic Specially Designed Instruction checks within the resource room or inclusive classroom. 	Academic Support Program	08/04/2015	05/20/2016	\$0	No Funding Required	Administration , General Education Teachers and Special Education Teachers.

Goal 3: All students at Crossville Middle School will become proficient readers

Measurable Objective 1:

60% of All Students will demonstrate a behavior of meeting expected gains in reading in English Language Arts by 05/22/2015 as measured by by Global Scholars.

Strategy 1:

Improve Reading Skills for the common core objectives - Improve Reading Instruction in all reading classes to improve comprehension and thinking skills.

Category:

Research Cited: Staff will implement strategies to improve reading instruction in all classes.

Activity - Monitor the implementation of Common Core Standards through novels, leveled readers, and/or the new reading series.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of Common Core Standards through novels, leveled readers, and/or the new reading series through walk throughs and program checks.	Behavioral Support Program	09/22/2014	05/22/2015	\$0	No Funding Required	Principal, Reading Teachers, Instructional Coach, Central Office Staff

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of instructional activities. These will include: monitor the reading by using-before, during and after questioning strategies in reading lessons and the use of I do, we do, and you do strategy, when appropriate	Direct Instruction	09/01/2014	05/22/2015	\$0	No Funding Required	All reading and language teachers are responsible for implementation of ELA as addressed by common core

Activity - Pace, Monitor and Assess Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create lesson plans on a weekly basis to ensure all objectives are covered throughout the year. Teacher will use lesson plans to determine strategies to be used and resources needed. The objective for each day will be posted in the classroom. Teachers will have access to workbooks that are aligned to CCRS standards.	Behavioral Support Program	08/06/2015	05/20/2016	\$11000	Title I Schoolwide	All reading and language teachers

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Activity - Class Size reduction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Add a teacher unit to decrease class size	Class Size Reduction	08/06/2015	05/20/2016	\$54204	Title I Schoolwide	Principal

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An intervention teacher will use Global Scholars suggested objectives in reading to move students up one quartile on Global Scholars,	Academic Support Program	08/06/2015	05/20/2016	\$17345	Title I Schoolwide	Intervention Teacher

Status	Progress Notes	Created On	Created By
In Progress	The system would not allow the exact amount of \$11,797.44 to be entered.	October 23, 2015	Suzanne Hunt

Activity - Labs and Small Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To establish labs and small group areas.	Academic Support Program	08/06/2015	05/20/2016	\$1000	Title I Schoolwide	Principal

Activity - Audio/ Visual	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To fund the use of audio visual equipment for instruction.	Technology	08/06/2015	05/20/2016	\$1496	Title I Schoolwide	Principal

Activity - Parental Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To fund postage and printing for newsletters and other information sent to parents.	Parent Involvement	08/06/2015	05/20/2016	\$425	Title I Schoolwide	Principal

Activity - Staff Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To fund professional development and substitutes for professional learning communities and vertical team training.	Professional Learning	08/06/2015	05/20/2016	\$750	Title I Schoolwide	Principal

Goal 4: All students at Crossville Middle School will become proficient mathematicians

Measurable Objective 1:

60% of All Students will demonstrate a behavior of meeting expected gains in Mathematics by 05/22/2015 as measured by Global Scholars.

Strategy 1:

Strategic Teaching - Improve math skills for common core objectives- Improve math instruction in all classes to increase student understanding of mathematical concepts and mathematical reasoning and thinking skills.

Category:

Research Cited: AMSTI

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of instructional strategies including: I do, we do, you do and questioning strategies.	Direct Instruction	09/01/2014	05/22/2015	\$0	No Funding Required	All Math Teachers

Status	Progress Notes	Created On	Created By
In Progress	Teachers are being monitored to ensure that strategic based lessons are part of the every day classroom. Faculty and LEA monitoring have been a part of the review process.	March 24, 2016	Suzanne Hunt

Activity - Identify Weakest Math Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use IXL Math Software to remediate weaknesses as identified by Global Scholars Student Reports .	Technology	09/01/2014	05/20/2016	\$8568	Title I Schoolwide	Math Teachers

Activity - Classroom Reduction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To decrease classroom size by adding a teacher unit	Class Size Reduction	08/06/2015	05/20/2016	\$54204	Title I Schoolwide	Principal

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An intervention teacher will use Global Scholars suggested objectives in math to move students up one quartile on Global Scholars,	Academic Support Program	08/06/2015	05/20/2016	\$17345	Title I Schoolwide	Intervention Teacher

Status	Progress Notes	Created On	Created By
In Progress	The system did not allow the exact amount of \$11797.44	October 23, 2015	Suzanne Hunt
In Progress	IXL Software was \$8567.53. The system did not allow the exact amount to be entered.	October 23, 2015	Suzanne Hunt

Activity - Labs and Small Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To establish labs and small group areas.	Academic Support Program	08/06/2015	05/20/2016	\$1000	Title I Schoolwide	Principal

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Activity - Audio/Visual Equipment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To fund the use of audio visual equipment for instruction.	Technology	08/06/2015	05/20/2016	\$1496	Title I Schoolwide	Principal

Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To fund printing and postage used to send newsletters and information to parents.	Parent Involvement	08/06/2015	05/20/2016	\$425	Title I Schoolwide	Principal

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To fund professional development and substitutes for professional learning communities and vertical team training.	Professional Learning	08/06/2015	05/20/2016	\$750	Title I Schoolwide	Principal

Goal 5: Adequate Progress in Language Acquisition

Measurable Objective 1:

53% of English Learners students will demonstrate a proficiency in achieving Adequate Progress in Language Acquisition (APLA) to meet AMAO-A. The number of ELL students attaining English proficiency will be 19%(AMAO-B) in English Language Arts by 05/22/2015 as measured by Access Test for ELL's..

Strategy 1:

Data Analysis - Examine school wide ELL data for student goals. EL teacher will engage in student goal setting for ELL's that did not meet AMAO-A or AMAO-B during the 2013-14 school year.

Category:

Research Cited: Access for ELL score reports

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Activity - Watch List	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of school, the EL teacher will review and analyze comprehensive data for identified Limited English Proficient (LEP) who have not achieved AMAO-A and/or AMAO-B and create a watch list.	Academic Support Program	09/01/2014	05/22/2015	\$0	No Funding Required	EL teachers and Classroom Teachers with ELL students.

Activity - Teacher Collaboration for Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Following the analysis of ELL comprehensive data for identified LEP students, the classroom teachers and EL teacher will then collaborate throughout the year to determine areas of weakness, set instructional goals, to address student needs, and to implement instructional strategies to meet student needs.	Academic Support Program	09/01/2014	05/22/2015	\$0	No Funding Required	EL Classroom Teacher and EL Staff

Activity - Class size reduction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To decrease class, an ELL teacher will be added.	Class Size Reduction	08/06/2015	05/20/2016	\$54204	Title I Schoolwide	Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention	An intervention teacher will use Global Scholars suggested objectives in math to move students up one quartile on Global Scholars,	Academic Support Program	08/06/2015	05/20/2016	\$17345	Intervention Teacher
Identify Weakest Math Standards	Teachers will use IXL Math Software to remediate weaknesses as identified by Global Scholars Student Reports .	Technology	09/01/2014	05/20/2016	\$8568	Math Teachers
Parental Communication	To fund postage and printing for newsletters and other information sent to parents.	Parent Involvement	08/06/2015	05/20/2016	\$425	Principal
Class size reduction	To decrease class, an ELL teacher will be added.	Class Size Reduction	08/06/2015	05/20/2016	\$54204	Principal
Labs and Small Groups	To establish labs and small group areas.	Academic Support Program	08/06/2015	05/20/2016	\$1000	Principal
Pace, Monitor and Assess Instruction	Teachers will create lesson plans on a weekly basis to ensure all objectives are covered throughout the year. Teacher will use lesson plans to determine strategies to be used and resources needed. The objective for each day will be posted in the classroom. Teachers will have access to workbooks that are aligned to CCRS standards .	Behavioral Support Program	08/06/2015	05/20/2016	\$11000	All reading and language teachers
Audio/Visual Equipment	To fund the use of audio visual equipment for instruction.	Technology	08/06/2015	05/20/2016	\$1496	Principal
Parent Communication	To fund printing and postage used to send newsletters and information to parents.	Parent Involvement	08/06/2015	05/20/2016	\$425	Principal
Class Size reduction	Add a teacher unit to decrease class size	Class Size Reduction	08/06/2015	05/20/2016	\$54204	Principal
Staff Development	To fund professional development and substitutes for professional learning communities and vertical team training.	Professional Learning	08/06/2015	05/20/2016	\$750	Principal
Labs and Small Groups	To establish labs and small group areas.	Academic Support Program	08/06/2015	05/20/2016	\$1000	Principal
Audio/ Visual	To fund the use of audio visual equipment for instruction.	Technology	08/06/2015	05/20/2016	\$1496	Principal
Professional Development	To fund professional development and substitutes for professional learning communities and vertical team training.	Professional Learning	08/06/2015	05/20/2016	\$750	Principal

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Classroom Reduction	To decrease classroom size by adding a teacher unit	Class Size Reduction	08/06/2015	05/20/2016	\$54204	Principal
Intervention	An intervention teacher will use Global Scholars suggested objectives in reading to move students up one quartile on Global Scholars,	Academic Support Program	08/06/2015	05/20/2016	\$17345	Intervention Teacher
Increased Technology Access	Crossville Middle School will add an additional computer lab in the 2015-16 fiscal year providing all students with increased access to technology.	Technology	08/06/2015	05/20/2016	\$22415	Principal & Technology Coordinator
Total					\$246627	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Strategic Teaching	Teachers will use a variety of instructional strategies including: I do, we do, you do and questioning strategies.	Direct Instruction	09/01/2014	05/22/2015	\$0	All Math Teachers
Teacher Collaboration for Goal Setting	Following the analysis of ELL comprehensive data for identified LEP students, the classroom teachers and EL teacher will then collaborate throughout the year to determine areas of weakness, set instructional goals, to address student needs, and to implement instructional strategies to meet student needs.	Academic Support Program	09/01/2014	05/22/2015	\$0	EL Classroom Teacher and EL Staff
30 Day Plan	The special ed teachers will meet with content area teachers providing two strategies per content area based on students need.	Academic Support Program	08/07/2015	09/07/2015	\$0	Special Ed Teachers
Watch List	At the beginning of school, the EL teacher will review and analyze comprehensive data for identified Limited English Proficient (LEP) who have not achieved AMAO-A and/or AMAO-B and create a watch list.	Academic Support Program	09/01/2014	05/22/2015	\$0	EL teachers and Classroom Teachers with ELL students.
90 Day Plan:	1. All previously referenced interventions and evaluations will continue. 2. Following the school-wide efforts to reduce achievement disparities through RTI, re-evaluation of student progress will be universally administered via Global Scholar.	Academic Support Program	09/15/2015	02/06/2016	\$0	All stakeholders

Special Education Plan	<p>Implementation of IEP process</p> <ol style="list-style-type: none"> 1. Special education teachers will meet with general Education teachers to ensure that general education teachers are aware of required accommodations outlined in each student IEP on their caseload as well as additional requirements for IEP implementation. The Persons Responsible for IEP Implementation will serve as the documentation of this meeting and assurance of IEP Implementation responsibilities. 2. The principal and special Education teacher will have a meeting to discuss the students that are served, the types of activities that are taking place, and the amount of time spent and how this relates to actual IEP requirements. 3. A link to the Alabama Course of Study Curriculum Guides will be placed on the District's website for easy access and navigation by general Education teachers. An email will be sent to all school personnel to inform them of this link and how to access these guides. 4. The principals at each school will periodically review the folder of each special education teacher that contains the INow Schedule and Persons Responsible for IEP Implementation for each student assigned to the Special Education teachers caseload. 5. Principals will review special education student's attendance and discipline to determine areas of concern. 6. Principal, special education, and general education teachers will meet to determine strategies that will address these attendance and discipline concerns. 7. Principals will conduct periodic IEP accommodations checks within the general Education classroom. 8. Principals will conduct periodic Specially Designed Instruction checks within the resource room or inclusive classroom. 	Academic Support Program	08/04/2015	05/20/2016	\$0	Administration, General Education Teachers and Special Education Teachers.
Strategic Teaching	Teachers will use a variety of instructional activities. These will include: monitor the reading by using-before, during and after questioning strategies in reading lessons and the use of I do, we do, and you do strategy, when appropriate	Direct Instruction	09/01/2014	05/22/2015	\$0	All reading and language teachers are responsible for implementation of ELA as addressed by common core.
Monitor the implementation of Common Core Standards through novels, leveled readers, and/or the new reading series.	Monitor the implementation of Common Core Standards through novels, leveled readers, and/or the new reading series through walk throughs and program checks.	Behavioral Support Program	09/22/2014	05/22/2015	\$0	Principal, Reading Teachers, Instructional Coach, Central Office Staff

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BYOD	The ability for students to incorporate their own devices,i.e.; cell phone ,iPad,tablet,etc into the classroom learning environment. The CCLI program is being launched this year with a target date of October 1st, 2015 for Crossville Middle School.	Technology	08/07/2015	05/20/2016	\$0	Principal and Classroom Teacher
60 Day Plan	1. Specific invention priority is given to students within subgroups who traditionally perform below grade level. 2. School employees will employ the "Choose 5 Grow 5" method of focused attention on those students who are targeted for narrowing the achievement gap. Close monirotnng 3. Additional academic interventions were provided to students receiving Special Education services. *These provisions will be verified by ongoing assessment and performance data, lesson plans, and intervention schedules and rosters.	Academic Support Program	09/15/2015	12/02/2015	\$0	Instructional Coach
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

Areas of Notable Achievement

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

This is a sample response that is very reflective of our school. "I think that everyone does a wonderful job with what they are given to work with. The teachers are there because they want to help kids and if the kids are willing to learn- they will learn alot!!!"

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

An increase of use of technology is seen as a positive, We are increasing student's access to technology through BYOD. Our LEA has branded this initiative as CCLI (Connecting Champions Learning Initiative)
All stakeholders see this is a positive trend. Students are excited to have more technology use in the classroom as well as teachers and parents. We are added an additional computer lab as well as participating in CCLI. CMS has made great strides in this area, but still has much to be accomplished. Parent communication was also seen as a positive trend with the addition of our school website.

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

It is evident that we have challenges as a school but the majority of teachers really care about their students and will go above and beyond to overcome challenges. We see that all stakeholders recognize this .

Areas in Need of Improvement

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

While we have seen improvement in overall discipline, it is still an area that many stakeholders see that we have opportunities for growth

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

In the creation of a middle school, we need to retain what was positive out of being a high school or an elementary. Creating our identity as CMS won't be built in a day, but it is unclear to some stakeholders what that identity will be. Discipline is a key topic that shows a negative trend.

What are the implications for these stakeholder perceptions?

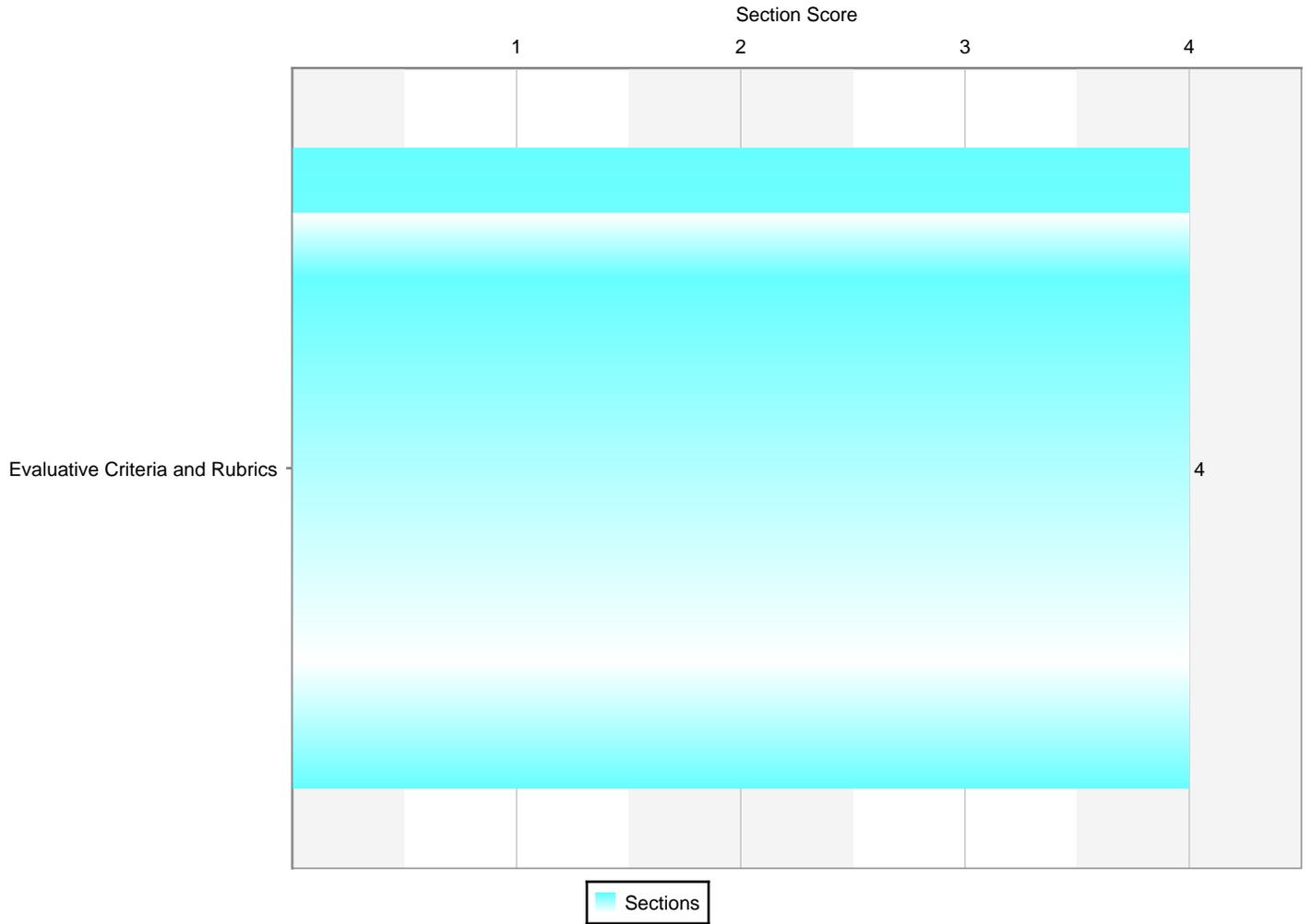
We need to address the discipline model with all stakeholders.

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

The discipline model is an area that is consistent among stakeholders.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The faculty met prior to the 2015-16 to evaluate Global Scholars Data. Teachers meet by grade level to determine areas of strength and weaknesses. Based on the data, teaching strategy adjustments were made. As new Global Scholars data and classroom grades are evaluated, teaching strategies will be modified as needed. Teachers and administrators will also evaluate ASPIRE test results, truancy and discipline issues. Teachers and administrators also reviewed student, parent and faculty surveys in a PLC meeting.

This data will be used for referring students to tutoring (after school program), remediation classes, counseling ,gifted and RTI services.

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

The teacher survey score was very high. The survey's open ended items indicated a need for more consistent discipline.

3. What conclusions were drawn from the results?

The school needs to respond to survey results with:

1. Documentation on Grade Level rewards and consequences for more consistency.

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

Positive trends are seen within subgroups, while improvement still needs to be seen in RTI.

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

Our goal is to provide a quality education for all students. The faculty continuously uses and modifies strategic teaching strategies in response to needs assessments such as classroom grades, Global Scholars testing and ASPIRE testing. In many cases the education of a child is influenced by events taking place outside of the classroom. In those situations our goal become modified to include appropriate counseling services, nutrition through breakfast and lunch programs, truancy follow-up and health screening as indicated by a school nurse.

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

Our goals are tied to researched based intervention using State, LEA and local school assessments.

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

Strategies that address the needs of disadvantaged students are beneficial to the whole school population.

Component 2: Schoolwide Reform Strategies

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

Goal 1:

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

Measurable Objective 1:

A 45% increase of All Students will demonstrate a behavior faculty members engage in professional learning experiences that support technology use, integration, and productivity related to their respective educational roles and responsibilities. in Practical Living by 05/22/2020 as measured by the ability of the teachers to have a better understanding and be more proficient with technology.

Strategy1:

Professional Development - All teachers and administrators benefit from high quality ,research-based professional development and supports necessary to achieve local,state and national standards and courses of study.

Category:

Research Cited: Observation of teachers being better equipped for their classroom duties

Activity - Provision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, administrators and school staff are provided high quality, research -based, job-embedded, technology professional development that is aligned with local, state, and national standards and course of study content standards. All highly monitored.	Technology	08/19/2013	05/29/2020	\$15000 - Title I Part A	Technology Manager

Goal 2:

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

Measurable Objective 1:

collaborate to provide appropriate resources to support teaching environment by 05/23/2014 as measured by the ease of use of the technology that is available to teachers.

Strategy1:

Provision of Technological Services - The district will provide 100% equitable access to our school as it relates to equipment, infrastructure, and technology resources in a safe and secure environment. The networks will work seamlessly and be available to all. Equipment available includes digital cameras, scanners, printers, digital projectors or TV displays, up-to-date computers, clickers, Interactive whiteboards and tablets, and student response systems.

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The district will provide to our school adequate technology staffing to all students, teachers and administrators.

Websites are created and maintained at all local schools, as well as, the district level to communicate with parents, community, students and colleagues.

Parents will be included in having access to student and class information through INOW Home. Parents will also be informed of upcoming events and testing through School Messenger. The school website will also give parents valuable information about happenings in DeKalb County School System

Category:

Research Cited: Having the appropriate equipment for teachers and students to function at their best

Activity - Sufficient Technology Available	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will have a sufficient ratio of technology tools available to support the learning, communication, and administrative goals of the district, pushing them into the 21st century. An additional desktop computer lab will be added to increase student access to technology tools.	Technology	08/07/2015	05/20/2016	\$24000 - Title I Part A	Technology Manager and Principal

Goal 3:

Engage and Empower the Learner Through Technology.

Measurable Objective 1:

demonstrate a proficiency Students effectively and responsibly use standards-based digital tools (e.g., online textbooks, interactives, games, digital cameras, enhanced podcasts, informational materials, apps, social educational networking, and Guide by 05/22/2020 as measured by the evaluation of the technology available to the students..

Strategy1:

New Way of looking at Technology - We are striving to increase the Technology available for student use. This is being accomplished by increasing the number of Ipads available for classroom use and through Distance Learning classes. We are also trying to include technology through the purchase of on-line components that accompany textbooks.

Category:

Research Cited: Observing students being able to use technological devices in the classroom

Activity - BYOD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ability for students to incorporate their own devices, i.e.; cell phone ,iPad,tablet,etc into the classroom learning environment. The CCLI program is being launched this year with a target date of October 1st, 2015 for Crossville Middle School.	Technology	08/07/2015	05/20/2016	\$0 - No Funding Required	Principal and Classroom Teacher

Goal 4:

To narrow the gap between CMS special education subgroup achievement and school-wide achievement.

Measurable Objective 1:

A 5% increase of Students with Disabilities students will demonstrate a behavior closing the gap between their subgroup and the general school wide group in Mathematics by 05/22/2015 as measured by Global Scholar.

Strategy1:

Strategy 1 - Focused Intervention-The first assessment of Math and Reading was administered in September, 2015 through the use of Global Scholar.

A 30/60/90 Day Plan of Focused Intervention is now in place to ensure ongoing service and continuous academic progress.

Category:

Research Cited: local data

Activity - 30 Day Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The special ed teachers will meet with content area teachers providing two strategies per content area based on students need	Academic Support Program	08/07/2015	09/07/2015	\$0 - No Funding Required	Special Ed Teachers

Activity - 90 Day Plan:	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. All previously referenced interventions and evaluations will continue. 2. Following the school-wide efforts to reduce achievement disparities through RTI, re-evaluation of student progress will be universally administered via Global Scholar.	Academic Support Program	09/15/2015	02/06/2016	\$0 - No Funding Required	All stakeholders

Activity - 60 Day Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Specific invention priority is given to students within subgroups who traditionally perform below grade level. 2. School employees will employ the "Choose 5 Grow 5" method of focused attention on those students who are targeted for narrowing the achievement gap. Close monitoring 3. Additional academic interventions were provided to students receiving Special Education services. *These provisions will be verified by ongoing assessment and performance data, lesson plans, and intervention schedules and rosters.	Academic Support Program	09/15/2015	12/02/2015	\$0 - No Funding Required	Instructional Coach

Strategy2:

Administrative Support - Principals will meet with general education and special education teachers to ensure that all stakeholders are aware of required accommodations.

Category:

Research Cited: IEP's

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Activity - Special Education Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Implementation of IEP process</p> <p>1. Special education teachers will meet with general Education teachers to ensure that general education teachers are aware of required accommodations outlined in each student IEP on their caseload as well as additional requirements for IEP implementation. The Persons Responsible for IEP Implementation will serve as the documentation of this meeting and assurance of IEP Implementation responsibilities.</p> <p>2. The principal and special Education teacher will have a meeting to discuss the students that are served, the types of activities that are taking place, and the amount of time spent and how this relates to actual IEP requirements.</p> <p>3. A link to the Alabama Course of Study Curriculum Guides will be placed on the District's website for easy access and navigation by general Education teachers. An email will be sent to all school personnel to inform them of this link and how to access these guides.</p> <p>4. The principals at each school will periodically review the folder of each special education teacher that contains the INow Schedule and Persons Responsible for IEP Implementation for each student assigned to the Special Education teachers caseload.</p> <p>5. Principals will review special education student's attendance and discipline to determine areas of concern.</p> <p>6. Principal, special education, and general education teachers will meet to determine strategies that will address these attendance and discipline concerns.</p> <p>7. Principals will conduct periodic IEP accommodations checks within the general Education classroom.</p> <p>8. Principals will conduct periodic Specially Designed Instruction checks within the resource room or inclusive classroom.</p>	Academic Support Program	08/04/2015	05/20/2016	\$0 - No Funding Required	Administration, General Education Teachers and Special Education Teachers.

Goal 5:

All students at Crossville Middle School will become proficient readers

Measurable Objective 1:

60% of All Students will demonstrate a behavior of meeting expected gains in reading in English Language Arts by 05/22/2015 as measured by Global Scholars.

Strategy1:

Improve Reading Skills for the common core objectives - Improve Reading Instruction in all reading classes to improve comprehension and thinking skills.

Category:

Research Cited: Staff will implement strategies to improve reading instruction in all classes.

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Activity - Pace, Monitor and Assess Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create lesson plans on a weekly basis to ensure all objectives are covered throughout the year. Teacher will use lesson plans to determine strategies to be used and resources needed. The objective for each day will be posted in the classroom.	Behavioral Support Program	09/01/2014	05/22/2015	\$0 - No Funding Required	All reading and language teachers

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety of instructional activities. These will include: monitor the reading by using-before, during and after questioning strategies in reading lessons and the use of I do, we do, and you do strategy, when appropriate	Direct Instruction	09/01/2014	05/22/2015	\$0 - No Funding Required	All reading and language teachers are responsible for implementation of ELA as addressed by common core .

Activity - Monitor the implementation of Common Core Standards through novels, leveled readers, and/or the new reading series.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Common Core Standards through novels, leveled readers, and/or the new reading series through walk throughs and program checks.	Behavioral Support Program	09/22/2014	05/22/2015	\$0 - No Funding Required	Principal, Reading Teachers, Instructional Coach, Central Office Staff

Goal 6:

All students at Crossville Middle School will become proficient mathematicians

Measurable Objective 1:

60% of All Students will demonstrate a behavior of meeting expected gains in Mathematics by 05/22/2015 as measured by Global Scholars.

Strategy1:

Strategic Teaching - Improve math skills for common core objectives- Improve math instruction in all classes to increase student understanding of mathematical concepts and mathematical reasoning and thinking skills.

Category:

Research Cited: AMSTI

Activity - Identify Weakest Math Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use IXL Math Software to remediate weaknesses as identified by Global Scholars Student Reports .	Technology	09/01/2014	05/22/2015	\$4500 - Title I Part A	Math Teachers

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Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety of instructional strategies including: I do, we do, you do and questioning strategies.	Direct Instruction	09/01/2014	05/22/2015	\$0 - No Funding Required	All Math Teachers

Goal 7:

Adequate Progress in Language Acquisition

Measurable Objective 1:

53% of English Learners students will demonstrate a proficiency in achieving Adequate Progress in Language Acquisition (APLA) to meet AMAO-A. The number of ELL students attaining English proficiency will be 19%(AMAO-B) in English Language Arts by 05/22/2015 as measured by Access Test for ELL's..

Strategy1:

Data Analysis - Examine school wide ELL data for student goals. EL teacher will engage in student goal setting for ELL's that did not meet AMAO-A or AMAO-B during the 2013-14 school year.

Category:

Research Cited: Access for ELL score reports

Activity - Teacher Collaboration for Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following the analysis of ELL comprehensive data for identified LEP students, the classroom teachers and EL teacher will then collaborate throughout the year to determine areas of weakness, set instructional goals, to address student needs, and to implement instructional strategies to meet student needs.	Academic Support Program	09/01/2014	05/22/2015	\$0 - No Funding Required	EL Classroom Teacher and EL Staff

Activity - Watch List	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of school, the EL teacher will review and analyze comprehensive data for identified Limited English Proficient (LEP) who have not achieved AMAO-A and/or AMAO-B and create a watch list.	Academic Support Program	09/01/2014	05/22/2015	\$0 - No Funding Required	EL teachers and Classroom Teachers with ELL students.

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

All students at Crossville Middle School will become proficient readers

Measurable Objective 1:

60% of All Students will demonstrate a behavior of meeting expected gains in reading in English Language Arts by 05/22/2015 as measured by Global Scholars.

Strategy1:

Improve Reading Skills for the common core objectives - Improve Reading Instruction in all reading classes to improve comprehension and thinking skills.

Category:

Research Cited: Staff will implement strategies to improve reading instruction in all classes.

Activity - Pace, Monitor and Assess Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create lesson plans on a weekly basis to ensure all objectives are covered throughout the year. Teacher will use lesson plans to determine strategies to be used and resources needed. The objective for each day will be posted in the classroom.	Behavioral Support Program	09/01/2014	05/22/2015	\$0 - No Funding Required	All reading and language teachers

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety of instructional activities. These will include: monitor the reading by using-before, during and after questioning strategies in reading lessons and the use of I do, we do, and you do strategy, when appropriate	Direct Instruction	09/01/2014	05/22/2015	\$0 - No Funding Required	All reading and language teachers are responsible for implementation of ELA as addressed by common core .

Activity - Monitor the implementation of Common Core Standards through novels, leveled readers, and/or the new reading series.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Common Core Standards through novels, leveled readers, and/or the new reading series through walk throughs and program checks.	Behavioral Support Program	09/22/2014	05/22/2015	\$0 - No Funding Required	Principal, Reading Teachers, Instructional Coach, Central Office Staff

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

Goal 1:

All students at Crossville Middle School will become proficient mathematicians

Measurable Objective 1:

60% of All Students will demonstrate a behavior of meeting expected gains in Mathematics by 05/22/2015 as measured by Global Scholars.

Strategy1:

Strategic Teaching - Improve math skills for common core objectives- Improve math instruction in all classes to increase student understanding of mathematical concepts and mathematical reasoning and thinking skills.

Category:

Research Cited: AMSTI

Activity - Identify Weakest Math Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use IXL Math Software to remediate weaknesses as identified by Global Scholars Student Reports .	Technology	09/01/2014	05/22/2015	\$4500 - Title I Part A	Math Teachers

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety of instructional strategies including: I do, we do, you do and questioning strategies.	Direct Instruction	09/01/2014	05/22/2015	\$0 - No Funding Required	All Math Teachers

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

Goal 1:

All students at Crossville Middle School will become proficient mathematicians

Measurable Objective 1:

60% of All Students will demonstrate a behavior of meeting expected gains in Mathematics by 05/22/2015 as measured by Global Scholars.

Strategy1:

Strategic Teaching - Improve math skills for common core objectives- Improve math instruction in all classes to increase student understanding of mathematical concepts and mathematical reasoning and thinking skills.

Category:

Research Cited: AMSTI

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety of instructional strategies including: I do, we do, you do and questioning strategies.	Direct Instruction	09/01/2014	05/22/2015	\$0 - No Funding Required	All Math Teachers

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Activity - Identify Weakest Math Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use IXL Math Software to remediate weaknesses as identified by Global Scholars Student Reports .	Technology	09/01/2014	05/22/2015	\$4500 - Title I Part A	Math Teachers

Narrative:

All Crossville Middle School Students have access to IXL, a research based math program. IXL is used for both remediation and enrichment.

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

Goal 1:

To narrow the gap between CMS special education subgroup achievement and school-wide achievement.

Measurable Objective 1:

A 5% increase of Students with Disabilities students will demonstrate a behavior closing the gap between their subgroup and the general school wide group in Mathematics by 05/22/2015 as measured by Global Scholar.

Strategy1:

Administrative Support - Principals will meet with general education and special education teachers to ensure that all stakeholders are aware of required accommodations.

Category:

Research Cited: IEP's

Activity - Special Education Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Implementation of IEP process</p> <p>1. Special education teachers will meet with general Education teachers to ensure that general education teachers are aware of required accommodations outlined in each student IEP on their caseload as well as additional requirements for IEP implementation. The Persons Responsible for IEP Implementation will serve as the documentation of this meeting and assurance of IEP Implementation responsibilities.</p> <p>2. The principal and special Education teacher will have a meeting to discuss the students that are served, the types of activities that are taking place, and the amount of time spent and how this relates to actual IEP requirements.</p> <p>3. A link to the Alabama Course of Study Curriculum Guides will be placed on the District's website for easy access and navigation by general Education teachers. An email will be sent to all school personnel to inform them of this link and how to access these guides.</p> <p>4. The principals at each school will periodically review the folder of each special education teacher that contains the INow Schedule and Persons Responsible for IEP Implementation for each student assigned to the Special Education teachers caseload.</p> <p>5. Principals will review special education student's attendance and discipline to determine areas of concern.</p> <p>6. Principal, special education, and general education teachers will meet to determine strategies that will address these attendance and discipline concerns.</p> <p>7. Principals will conduct periodic IEP accommodations checks within the general Education classroom.</p> <p>8. Principals will conduct periodic Specially Designed Instruction checks within the resource room or inclusive classroom.</p>	Academic Support Program	08/04/2015	05/20/2016	\$0 - No Funding Required	Administration, General Education Teachers and Special Education Teachers.

Strategy2:

Strategy 1 - Focused Intervention-The first assessment of Math and Reading was administered in September, 2015 through the use of Global Scholar.

A 30/60/90 Day Plan of Focused Intervention is now in place to ensure ongoing service and continuous academic progress.

Category:

Research Cited: local data

Activity - 30 Day Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The special ed teachers will meet with content area teachers providing two strategies per content area based on students need	Academic Support Program	08/07/2015	09/07/2015	\$0 - No Funding Required	Special Ed Teachers

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Crossville Middle School

Activity - 90 Day Plan:	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. All previously referenced interventions and evaluations will continue. 2. Following the school-wide efforts to reduce achievement disparities through RTI, re-evaluation of student progress will be universally administered via Global Scholar.	Academic Support Program	09/15/2015	02/06/2016	\$0 - No Funding Required	All stakeholders

Activity - 60 Day Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Specific invention priority is given to students within subgroups who traditionally perform below grade level. 2. School employees will employ the "Choose 5 Grow 5" method of focused attention on those students who are targeted for narrowing the achievement gap. Close monitoring 3. Additional academic interventions were provided to students receiving Special Education services. *These provisions will be verified by ongoing assessment and performance data, lesson plans, and intervention schedules and rosters.	Academic Support Program	09/15/2015	12/02/2015	\$0 - No Funding Required	Instructional Coach

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

Goal 1:

Adequate Progress in Language Acquisition

Measurable Objective 1:

53% of English Learners students will demonstrate a proficiency in achieving Adequate Progress in Language Acquisition (APLA) to meet AMAO-A. The number of ELL students attaining English proficiency will be 19%(AMAO-B) in English Language Arts by 05/22/2015 as measured by Access Test for ELL's..

Strategy1:

Data Analysis - Examine school wide ELL data for student goals. EL teacher will engage in student goal setting for ELL's that did not meet AMAO-A or AMAO-B during the 2013-14 school year.

Category:

Research Cited: Access for ELL score reports

Activity - Teacher Collaboration for Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following the analysis of ELL comprehensive data for identified LEP students, the classroom teachers and EL teacher will then collaborate throughout the year to determine areas of weakness, set instructional goals, to address student needs, and to implement instructional strategies to meet student needs.	Academic Support Program	09/01/2014	05/22/2015	\$0 - No Funding Required	EL Classroom Teacher and EL Staff

Activity - Watch List	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of school, the EL teacher will review and analyze comprehensive data for identified Limited English Proficient (LEP) who have not achieved AMAO-A and/or AMAO-B and create a watch list.	Academic Support Program	09/01/2014	05/22/2015	\$0 - No Funding Required	EL teachers and Classroom Teachers with ELL students.

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

Goal 1:

All students at Crossville Middle School will become proficient readers

Measurable Objective 1:

60% of All Students will demonstrate a behavior of meeting expected gains in reading in English Language Arts by 05/22/2015 as measured by Global Scholars.

Strategy1:

Improve Reading Skills for the common core objectives - Improve Reading Instruction in all reading classes to improve comprehension and thinking skills.

Category:

Research Cited: Staff will implement strategies to improve reading instruction in all classes.

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety of instructional activities. These will include:monitor the reading by using-before, during and after questioning strategies in reading lessons and the use of I do, we do, and you do strategy, when appropriate	Direct Instruction	09/01/2014	05/22/2015	\$0 - No Funding Required	All reading and language teachers are responsible for implementation of ELA as addressed by common core .

Activity - Monitor the implementation of Common Core Standards through novels, leveled readers, and/or the new reading series.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Common Core Standards through novels, leveled readers, and/or the new reading series through walk throughs and program checks.	Behavioral Support Program	09/22/2014	05/22/2015	\$0 - No Funding Required	Principal, Reading Teachers,Instructional Coach, Central Office Staff

ACIP

Crossville Middle School

Activity - Pace, Monitor and Assess Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create lesson plans on a weekly basis to ensure all objectives are covered throughout the year. Teacher will use lesson plans to determine strategies to be used and resources needed. The objective for each day will be posted in the classroom.	Behavioral Support Program	09/01/2014	05/22/2015	\$0 - No Funding Required	All reading and language teachers

Goal 2:

All students at Crossville Middle School will become proficient mathematicians

Measurable Objective 1:

60% of All Students will demonstrate a behavior of meeting expected gains in Mathematics by 05/22/2015 as measured by Global Scholars.

Strategy1:

Strategic Teaching - Improve math skills for common core objectives- Improve math instruction in all classes to increase student understanding of mathematical concepts and mathematical reasoning and thinking skills.

Category:

Research Cited: AMSTI

Activity - Identify Weakest Math Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use IXL Math Software to remediate weaknesses as identified by Global Scholars Student Reports .	Technology	09/01/2014	05/22/2015	\$4500 - Title I Part A	Math Teachers

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety of instructional strategies including: I do, we do, you do and questioning strategies.	Direct Instruction	09/01/2014	05/22/2015	\$0 - No Funding Required	All Math Teachers

Component 3: Instruction by Highly Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes	2 teachers; 1 applying for HQT Status through SHQ Approach, Expected Completions 4/15/16; 1 Praxis on file with ALSDE, Applying for HQ Status , Expected Completion 4/15/16 form SHQ	Teacher HQ Plan

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

Staffing is based on highly qualified status as part of the hiring process.

Component 4: Strategies to Attract Highly Qualified Teachers

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

We had 10% turnover rate due to teachers being transferred to other schools and one teacher leaving the profession.. One new staff member replaced a teacher who was promoted to Instructional Coach, as well as another new staff member who was hired due to the death of a valued staff member.

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

We have five 1st year teachers, who are all involved in the mentoring program this year.

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

All teachers hired are highly qualified. Our staff is organized in teams to foster a sense of belonging and provide support to each other.

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

Only highly qualified teachers are hired at Crossville Middle School. Our district implemented a Teacher of the Year program two years ago. This gives teachers a sense of being valued. Dekalb County implemented a Beginning Teacher Program in 2015-16. Our district believes that a period of teacher induction is important for all new teachers, that they benefit from opportunities to collaborate with veteran colleagues, beginning teachers have different needs than those of veteran teachers, a good rapport between the first year teacher and mentor teacher is important to success and first year teacher support and assistance must be tailored to the needs of the individual beginning teacher.

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

Our turnover rate is considered to be quite low, so this does not apply to us.

Component 5: High Quality and Ongoing Professional Development

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

Our Instructional Coach is conducting a Math Talks book study. It is a research based program.

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

We are also employing a plan for teachers to observe other teachers who are conducting CCRS lessons and well as lessons that are technology based. We also provide technology training, Global Scholars training and updates and Title 1 Plan notification and discussion.

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

All new or inexperienced teachers are participating in the LEA Mentoring Program. The mentor teacher has been in their position at this school for a number of years. The mentor will review school policies and procedures to include the policy manual, grading practices and classroom management procedures.

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

The professional development committee meets each year to discuss and select activities. The proposals are then voted on by the staff.

Component 6: Transition Strategies

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

Crossville Middle School supports and assists our Pre K students in transitioning to Kindergarten at our Elementary School using several strategies. The students make several visits to the Elementary School throughout the school year. They attend assemblies such as the annual puppet show and talent show. They are allowed to participate in the yearly Pictures with Santa in December. In the spring, the students take an all day field trip to the school where they tour the school, meet the administrators and kindergarten teachers, visit all the kindergarten classrooms, participate in a read aloud with a kindergarten class, eat lunch in the lunchroom, play on the playground, meet the pe coaches, tour the library, and meet the librarian. These positive experiences aid in creating a smooth transition to the elementary school/kindergarten setting.

Crossville Middle School supports and assists our 8th grade students in transitioning to Freshmen at Crossville High School in several ways. The student tour the High School every year in the fall during Homecoming Week. During the spring semester, Career Week is held culminating with the students creating their individual Four Year Plan with the help of the 8th grade teachers. With guidance, the students choose what education path they want to take along with particular classes needed. This plan is then sent home and must be signed by the parent or guardian. The High School counselor then visits classes to answer questions and register students for the following school year. These activities relieve some of the anxiety associated with the high school setting.

Component 7: Teacher Participation in Making Assessment Decisions

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

Teachers meet to discuss assessment results as soon as academic assessment results are available. Based on these meetings, teachers evaluate and change teaching strategies to address deficiencies in instruction.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

The principal, instructional coach and counselors work together to analyze the data and determine those student who are in need of support. This can be done through after school tutoring, remediation classes,ELL referral, and special education services.

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

Intervention classes were built into our schedule. An additional teacher unit was added in 4th grade to lower numbers, so teachers could provide needed intervention.

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

Students having an IEP or 504 plan have their needs addresses per plan guidelines. Global Scholars assessment allows grouping of students based on testing results. Teachers use this data to determine instructional strategies.

4. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

Crossville Middle School students have the opportunity to attend the 21st Century program which is housed at the high school. It is an after school program as well as a summer program.

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

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

The challenges for each of these groups are addressed by referring th student to the individual that is trained to deal with he particular problem. These individuals could be the ELL teacher, the guidance counselor or the special education teacher.

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

Funding available from any source is used to either decrease the student:teacher ratio or provide research based materials and assessment programs to facilitate and monitor student learning. This can include ELL services, staff for remediation, and on-line objective based learning.

2. List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

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

The State of Alabama School Foundation Program funds the BASIC programming in terms of teacher units based on student enrollment. For the 2015-16 school year, the State is funding 33.89 teacher units, 1.0 principal, 1.0 assistant principal, 1.5 counselors, and 1.0 librarian, plus fringe benefits.

Title 1- Part A:Federal: This money is used to SUPPLEMENT regular funded programming. For the the 2015-16 school year, Title 1 monies are used to fund 3.64 class size reduction units/intervention teachers and to purchase various materials/instructional supplies meant to supplement the core programs and support at-risk students. The budget total is \$248,127.01 and is spent in addition to state/local monies. The parental involvement allocation is for School Messenger- \$2,742.93 and \$197,302.47 is spent for salaries, benefits and materials. the local allocation is \$49,324.53. \$1,500 is allocated for staff development, \$500 for postage, \$350 for printing,\$7,000 for classroom supplies,\$8,567.53 for computer software, \$4,000 for other instructional supplies.Supplemental labs in small group areas- \$2,000, Audio Visual Equipment -\$2992.44 , and \$22414.56 for computer hardware (non-capital).

3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

There are several monetary sources that are integrated and coordinated into the financial management and instructional planning of Crossville Middle School. The State of Alabama School Foundation Program funds the BASIC programming in terms of teacher units based on student enrollment. Title 1-Part A: Federal: this money is used to supplement regular funded programming . For the 2015-16 school year, Title 1 monies are being used to fund 3.64 reduction units/intervention teachers and to purchase various materials/instructional supplies meant to supplement the core programs and support at-risk students. Pre-K classes are provided to Crossville Students on our campus. No violence prevention funding is available for the 2015-16 school year. Vocational and technical education, and job training expenditures are not applicable to Crossville Middle School.

Component 10: Evaluation

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

The evaluation is done through stakeholder surveys and the response of stakeholders to the programs. The feedback could be subjective or it could be based on standardized assessment data.

2. How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

Faculty teams meet discuss assessment data (both ASPIRE and STAR), classroom grades and RTI data.

3. How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

The special education students are monitored by setting baseline levels and looking for growth. Although the growth levels in these students cannot be expected to increase at the same rate as the regular education student, growth is expected. The special education teacher can set realistic goal levels for each student in the Global Scholars program based on the students capabilities. Accomplishment of the goals is monitored by the special education teacher, the district special education supervisor, the TRI team, and the school administrator.

4. What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

As part of the RTI program, the strategies are reviewed by the teacher on a quarterly basis. If the student is experiencing growth with a particular strategy, the strategy will be kept in place. If the strategy is not working, the strategy will be changed or modified.

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

We kept all our goals from the previous year. Goal 1 :Engage and empowered the learner through technology. We have made significant progress toward that goal with the addition of a new computer lab. Students are getting much more access to technology with this addition. Goal 2: To narrow the gap between CMS special education subgroup achievement and school-wide achievement. Our "Choose 5- Grow 5 " program has proven to be effective with the introduction of new technology and additional small group time spent with intervention teachers and our school instructional coach. Goals 3 & 4 : Proficient readers and mathematicians progress can be shown on Aspire results. Our strategy with goal was to include research based strategies in our classroom and supplement with software through IXL and Moby Max. Goal 5 : Meeting Adequate Progress in Language Acquisition - we were very close to meeting our goal and have introduced new technology into this program as well.

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

We did not change the goals.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	33.89	41.5	1,529,988.95
Administrator Units	1.00	1.0	66,764.28
Assistant Principal	1.00	1	64,052.00
Counselor	1.50	1.5	83,824.93
Librarian	1.00	1.0	48,827.84
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	2,449.00
Professional Development	0.00	0	2,449.00
State ELL Funds	0.43	.43	26,638.23
Instructional Supplies	0.00	0	14,350.00
Library Enhancement	0.00	0	816.00
Totals			1,840,160.23

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	246627.0

Provide a brief explanation and breakdown of expenses.

Crossville Middle School receives a total Title 1 allocation of \$246,627.00. Of that allocation, 3.64 teacher FTE's are funded at the amount of \$197,302.47. The amount after salaries is \$49,324.53 and is budgeted as follows: 1) Engage and Empower the Learner through Technology- \$20,000 2) To narrow the gap between CMS special education subgroup achievement and school-wide achievement, 3) All students at Crossville Middle School will become proficient readers- \$7,000 4) All students at Crossville Middle School will become proficient mathematicians- \$8,568 5) Adequate Progress in Language Acquisition. Title 1 supplements the regular funded programs.

The parental involvement allocation is \$2,742.93 and \$1,943.08 of that allocation is used to renew the school's phone messenger system to communicate with parents in both English and Spanish. The remainder of the parental involvement allocation after funding school messenger is \$799.85 and has been budgeted for the following parental involvement activities:

The allocation also reflects an additional \$1,407.00 of Title 1 carryover funds that are used to purchase additional computer hardware.

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

Provide a brief explanation and a breakdown of expenses.

n/a

Title II

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

Provide a brief explanation and a breakdown of expenses.

n/a

Title III

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

Provide a brief explanation and a breakdown of expenses.

Title III funds at the school level. Title III funds are used to fund a district initiative for ELL students and provides ESL tutoring, professional development for teachers, and a summer language acquisition program for limited English proficient students.

Title IV

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

Provide a brief explanation and a breakdown of expenses.

n/a

Title VI

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	9525.93

Provide a brief explanation and a breakdown of expenses.

In order to supplement the needs of rural and low income schools, Title VI will provide class size reduction units, materials and supplies to supplement the core program. 0.17 FTEs.

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	24448.76

Provide a brief explanation and breakdown of expenses

Local funds are used to fund 0.57 FTE for an ELL teacher for Crossville Middle School.

Strategies to Increase Parental Involvement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Strategies to Increase Parental Involvement

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved.

Our Parent night is an annual event where the Title 1 meeting is held. It is normally coordinated with our book fair, parent survey opportunities and open house to increase involvement.

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

A morning and evening Title 1 meeting will be offered to provide flexibility for parents. Parents will be involved in decision making regarding our Title 1 budget through budget meetings. Parental involvement funds will be used to distribute paper copies of surveys and prizes to encourage participation on Parent night.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.

Interpreters are present during all Title 1 meetings and handouts explaining curriculum, data , etc., are provided in English and Spanish.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).

The School-Parent Compact places responsibility with all stakeholders. All those stakeholders sign the document showing their responsibility in the effort for improved student academic achievement. It is used in parent meetings to review our responsibilities and is evaluated each year .

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

Copies of the CIP are placed in the library for parents to review and they can submit their comments at that time.

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

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

Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

Though Title 1 meetings in the fall and spring. more information is available. Parents are informed of options of checking on students progress such as INOW to check on grades and reports sent home regarding Global Scholars. Individual parent conference are also set up upon request for more detailed individual information.

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

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

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

Information is sent home regarding the use of technology(Stride Academy and IXL) . Adult Literacy classes are offered as ongoing effort to build parent relationships.

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

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

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

Title 1 parent meetings , volunteer appreciation and family nights are some of the many different ways we reach out to parents in an effort to build community.

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

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve

student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

Adult Literacy

Adult Literacy classes are offered as an ongoing effort to build parent relationships. Crossville has a high percentage of non-english speaking parents. This community outreach provides benefit with the parent and the student .

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

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

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

Media

CMS has a 4th grade newsletter that goes home to parents and a school newspaper that is developed by students. CMS also has a facebook page in order to reach out to parents. A Web page is in the process of being developed.

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

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

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

Parent Organization

Lions Pride is our parent teacher organization. The Pride organization is very active in all aspects of campus life at Crossville Middle School (CMS). Everyone is invited to join this group and attend their meetings. Lions Pride works with the school to host parental involvement nights. The parents and students can win door prizes, talk to CMS staff to promote student improvement, gain information about state standards, and participate in surveys to note their perspectives on their family and their student's needs. The parents can also attend sessions on how to help their students with test and homework. Lions Pride is also involved in fundraising and campus beautification.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

All reports will be translated in English and Spanish. A transliterator is on staff to respond to parent questions and concerns.