



ACIP

Central Baldwin Middle School

Baldwin County Board of Education

Mr. Phillip Fountain
24545 State Highway 59
Loxley, AL 36551

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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?

Central Baldwin Middle School is a public middle school located at 24545 Highway 59, Loxley, Alabama. The school serves 673 seventh and eighth grade students. The demographic breakdown for current student enrollment at Central Baldwin includes the following: 2% other (American Indian, Asian, Pacific Islander, multi race), 10% Black, 11% Hispanic, and 77% White. Central Baldwin has 65% of the student population receiving free/reduced lunch and 32.5% are self-paid.

The seventh graders attending Central Baldwin Middle School transition from five area elementary schools: Silverhill, Elsanor, Loxley, Rosinton, and Robertsdale Elementary Schools. The eighth graders at Central Baldwin Middle School all transition to Robertsdale High School. The instructional time is in accordance with the Alabama State Department of Education. The school day begins at 7:50 A.M. and ends at 3:05 P.M.

Central Baldwin Middle School faculty includes 41 teachers, 2 administrators, 1 ½ counselors, and 1 media specialist. Nineteen staff members hold Bachelor's degrees, while 25 have Master's, 1 has an Educational Specialist degree and 1 holds a Doctorate.

Many students come from rural farm areas and some live within the small cities of Robertsdale, Silverhill, and Loxley. Rosinton and Elsanor include vast farm lands and small student populations. Many students come from communities nearly an hour from the school campus, with some students living closer to Florida schools than they do to Central Baldwin Middle School. The overall distance that many students live from the campus creates a difficulty with student involvement in extra-curricular activities, as many students and parents rely on morning and afternoon bus transportation.

Loxley, Alabama, is positioned on the intersections of both Interstate 10 / US Hwy 90 and the AL Hwy 59 / Interstate 65. Loxley is the largest town in Central Baldwin County planning area, and it is the second largest town in Central Baldwin by population. Loxley's population is 1,632 with a median income of \$48,235. Robertsdale, Alabama, boasts a population of 5,276 with a median income of \$47,207. Robertsdale is called the Hub of Baldwin County due to its central location that provides quick and easy access to Gulf Shores, Alabama, and Mobile, Alabama, as well as Pensacola, Florida. While still the smallest town in Central Baldwin County by both population and square miles, Silverhill, with a population of 706, enjoys the highest per family income in the Central Baldwin area.

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.

Mission Statement:

In partnership with the community, the Baldwin County Public School's mission is to prepare ALL STUDENTS to graduate College and Career Ready through a culture of equity and opportunity.

Vision Statement:

Our vision is to foster a nurturing environment with high expectation for students to achieve their potential and graduate with countless opportunities.

Motto:

Embrace Opportunities...Discover Potential...Inspire Excellence

Feeder Pattern Motto:

BEARS Believe Education Assures Reaching Success

Values and Beliefs:

*A safe, orderly, and physically comfortable environment is essential for learning.

*Every child is entitled to the best education possible, yet no child has the right to interfere with another student's learning

*Students should be given challenging curriculum and instructional practices to enable them to become confident, productive citizens and lifelong learners.

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

*Curriculum instruction should meet each student's needs and provide opportunities for all students to achieve.

*Student learning is enhanced when class sizes are low and a content area common planning are held to collaborate and share ideas for teaching and learning.

Many school programs promote the growth and development of all levels of students. The programs work to enhance student learning to ensure that all students feel a sense of belonging to Central Baldwin and make academic and social strides to create self-awareness and grow to become responsible citizens.

School programs include the following:

*The academic schedule is structured to provide courses to meet the needs of all students. The expectations are communicated to students daily through academic programs and school wide initiatives. Students are offered advanced courses via the pre-AP program in Science, History, Mathematics, and English/Language Arts. Students with IEPs are provided inclusion courses for Mathematics and English/Language Arts. Intervention programs in Mathematics and Reading are provided for students struggling to make gains in reading and math. A gifted education course in English Language Arts is offered. Our English as a Second Language learners with ILPs are provided assistance by a certified ESL instructor for a portion of the day. Students with health plans and/or 504s are monitored and accommodations are provided.

All eighth graders are offered Career Prep A which is a high school 1/2 credit based course. The course focuses on three integrated areas of instruction including academic planning and career development, financial literacy, and technology. Additional enrichment courses include Band, Study Skills, Computers, Family and Consumer Science and Technology.

Central Baldwin Middle School has high participation in the various extracurricular activities. The Scholar's Bowl Team is comprised of students in seventh and eighth grades. The annual Spelling Bee is a yearly event open to all grade levels. The Baldwin County Women's Health Center presents "You Are Unique" and "Socially Unacceptable" to our 7th and 8th grade students. The Veteran's Day Program involves students, parents, faculty, and community members.

Athletic programs include 7th and 8th grade: basketball, volleyball, football, track and cross-country, cheerleading, soccer, and archery.

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.

Central Baldwin Middle has continued to make improvements in the areas of behavior and academics. Central Baldwin's school wide positive behavior incentives and programs have impacted discipline referrals. Total discipline referrals have steadily fallen over the last 3 years, with last year showing a 5% decrease in referrals.

Central Baldwin Middle Schools enrollment in the Pre-AP curriculum in English, History, Science and Mathematics continues to increase. With a school wide focus on providing a rigorous curriculum to all students, CBMS will continue to show student gains in Mathematics, Reading, and Science (7th).

In a review of the Scantron Performance Series Test data a notable achievement was 47% of 7th graders met the annual growth target for reading and 49% met the growth target for Math while 52% of 8th graders met math target goal and 55% met reading growth goal. All are noted improvements from previous year.

For the 2018-2019 academic year, the Scantron Performance Series Test will be the test for state accountability. An improvement in the growth for all students in the areas of math and reading will be a primary focus. A continued focus on improving school wide community involvement will also be an area of concentration.

Additional Information

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

Central Baldwin Middle School has a long history of achievements in both academics and athletics. It is our desire to provide our students and staff a safe, but yet a rigorous academic curriculum. We offer several sports and club activities during the course of the school year. We hold very high expectations of our students and staff as we feel we have the very best school in our county and one of the best in our state.

FCCLA, SGA, First Priority, FCA, FBLA, Student Government, Fishing Team, Peer Helpers, Archery, TSA, Band, Green Club, Scholar's Bowl, Yearbook, and NJHS. Many of our clubs have received local and state awards and many of our students have participated at the national level with their respective clubs.

The CBMS band performs at local and state level competitions, earning superior ratings more often than not. Several clubs partner together to for canned food drives and toy drives to help families in need in our communities. We have won several county championships in football and cross-country.

Central Baldwin Middle School provides many opportunities for stakeholder involvement including Open House and volunteer opportunities. Central Baldwin Education Foundation serves our community schools and holds meetings to discuss school needs and gives back to the schools through donations and teacher grants. The Honeybee Festival takes place the first Saturday in October and serves as a fundraiser for Central Baldwin Education Foundation. Teachers, students and parents participate in the Honeybee Festival to help support the efforts of CBEF.

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.

Stakeholders are selected to represent all areas within the school environment. Central Baldwin Middle School welcomes involvement from parents and the community in the planning. School announcements and emails are sent to invite participation. School-level members are appointed positions by the principal. Parents and students are encouraged to participate in any and all levels. The school administration, teachers, counselors, parents, and students work together to develop the plan. Meetings are scheduled after school/work or late in the day to accommodate all involved.

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

Phillip Fountain, Principal

Tony Rogers, Assistant Principal

Melanie Smith, Curriculum Leader

Karen Davis, Teacher

Jamie Temple, Teacher

Anne Jones, Teacher

Eliot Stanton, Teacher

Beth Driver, Library Media Specialist

Lana Mallet, Counselor

Eliot Stanton, Teacher

Ashley Kucera, Parent

Sam Driver, Parent

Lain Cheney, Parent

Janet Cheney, Parent

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

We will publish the plan on the school website and place copies in the office making it available to parents. Progress meetings are held during the developmental process. Mass email to all stakeholders will alert them to the plan's location and update them on the progress.

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		AdvancED student inventory Advanced Student Survey

Evaluative Criteria and Rubrics

Overall Rating: 3.75

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

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

Gains are indicated in both 7th and 8th grade reading and math. 46% on 7th graders and 52% of 8th graders met Math Targets. 47% of 7th and 56% of 8th graders met Reading targets.

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

Positive trends were identified in Math and Reading school wide. Positive trends were found in 7th and 8th grade math and 8th grade reading.

Which area(s) indicate the overall highest performance?

56% of 7th graders met the target at the above or far above level in Math while 62% of 8th graders were above or far above target levels in Math.

7th Graders highest level of performance was in 7th grade math and math was also the highest performance level for 8th grade.

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

The subgroups demonstrating a trend toward increasing performance per Scantron were White, Asian, & gifted in reading, and White, Asian, Multi-race, & gifted in math.

Between which subgroups is the achievement gap closing?

Although Black, Hispanic/Latinos, Special Education, Economically Disadvantaged and Latinos still show a negative gap score, the subgroups are closing the achievement gap.

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

Scantron Achievement & Performance results, attendance, formative and summative classroom assessments, and prior years data all support the findings.

Areas in Need of Improvement

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

54% of 7th graders and 47% of 8th graders did not meet math targets. 54% of 7th graders and 44% of 8th graders did not meet reading targets.

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

The 8th grade math mean ss fell from 2737 to 2673 and 8th grade reading mean ss decreased from 2926 to 2745.

Which area(s) indicate the overall lowest performance?

Schoolwide reading had the highest percentage of students not meeting the target.

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

Black decreased slightly (169 to 170), and economically disadvantaged and multi race declines.

Between which subgroups is the achievement gap becoming greater?

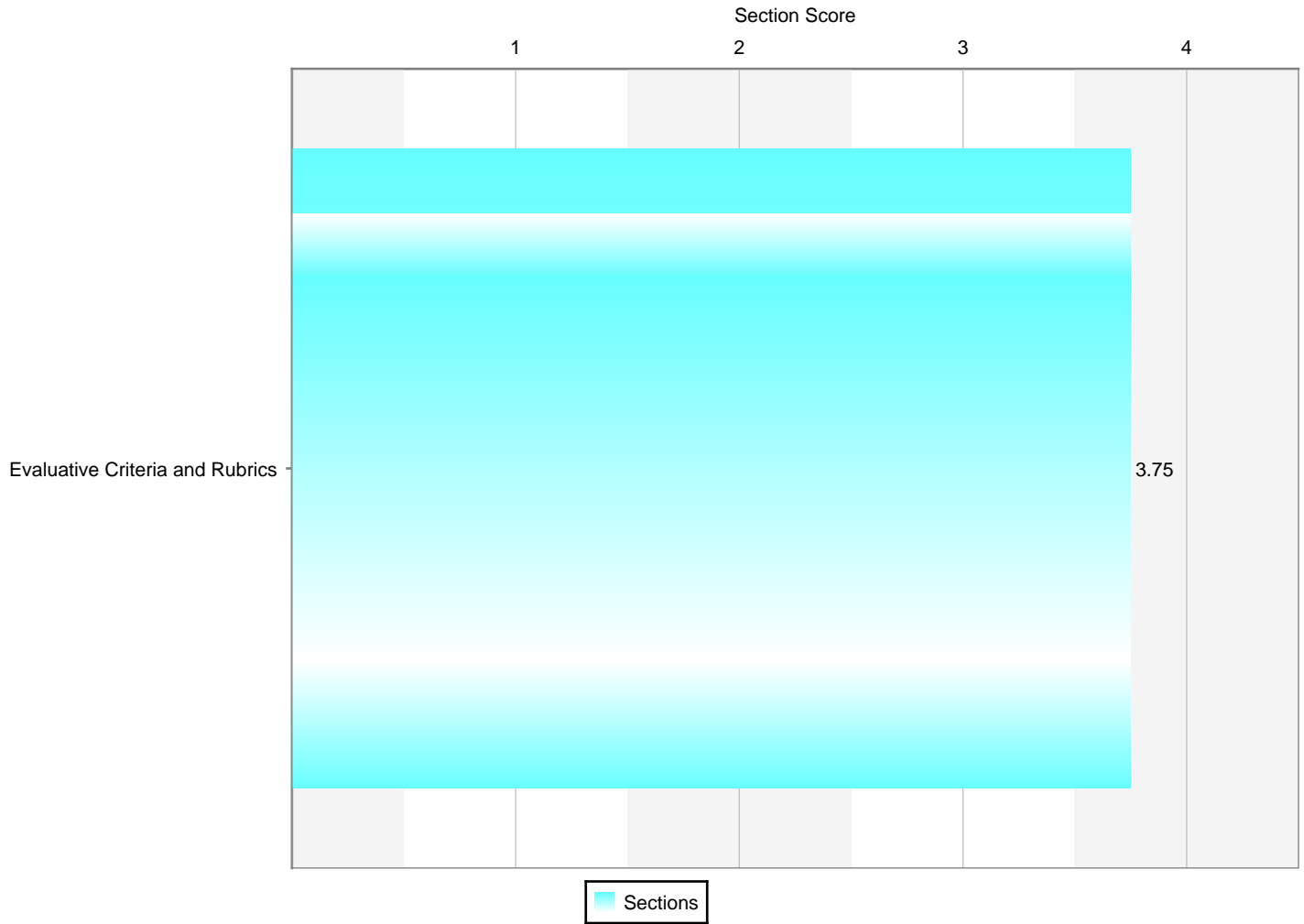
Economically disadvantages and Multi race continue to decline and black subgroup did decline but from 169 to 170 and is not considered a major decrease in performance.

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

Special Education students continue to struggle and for the 18-19 school year smaller classes taught by highly qualified staff have been implement. Findings are consistent with state and content classroom formative and summative assessments, class grades, attendance, and discipline.

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, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Signature Sheet Attached	Assurance 1

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		Assurance 2

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		Assurance 3

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

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes		School Parent Compact

2018-2019 ACIP

Overview

Plan Name

2018-2019 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	All students at Central Baldwin Middle will improve in the area of reading.	Objectives: 1 Strategies: 6 Activities: 16	Academic	\$59900
2	Central Baldwin Middle School students will improve in the area of mathematics.	Objectives: 1 Strategies: 5 Activities: 15	Academic	\$20400
3	Cultivate a school culture of belonging and success in order to increase student and stakeholder engagement.	Objectives: 4 Strategies: 5 Activities: 5	Organizational	\$25000

Goal 1: All students at Central Baldwin Middle will improve in the area of reading.

Status	Progress Notes	Created On	Created By
N/A	October ACIP meetings included an overview of the strategies and the evidence upload process.	October 19, 2017	Chezley Neth

Measurable Objective 1:

3% of All Students will increase student growth by meeting growth gains in Reading by 05/10/2019 as measured by Scantron Performance Series.

Strategy 1:

Differentiation - Students will receive differentiated instruction by means of teacher led activities, technology, Title 1 tutors, and guided reading teacher.

Category: Develop/Implement Learning Supports

Research Cited: Angela Baker. An Exploratory Critical Study of Questioning Strategies. East Tennessee State University. August 2014.

Status	Progress Notes	Created On	Created By
N/A	Social Science, Science, and Reading teachers submitted ACIP evidence to support goal for November 2017	November 29, 2017	Chezley Neth

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors will work individually with students that are classified as Tier 3. Students will be pulled from elective courses in order to receive direct tutor led instruction in area of need. Every 4 weeks RTI meetings will be held to discuss student performance and change strategies/activities as needed.	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$50000	Title I School Improvement (ISI)	Intervention Tutors, ELA faculty, RTI team, Guided Reading Teacher, Counselor, Special Education, & Administration

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ELA teachers will provide in classroom activities and supports including a technology based component that meets the students at their current reading level and work to build skills of Tier 2 and Tier 3 students.	Academic Support Program, Direct Instruction	10/01/2018	05/10/2019	\$0	No Funding Required	RTI team, Administration, ELA teachers, & Counselor
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Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use ixl and Language-Live to provide for differentiated needs	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$0	No Funding Required	Faculty, Administration

Activity - Learning Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use data to provide activities based on the differentiation needs of students.	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$0	No Funding Required	Faculty, Administration, Curriculum Leader

Activity - Cross curriculum differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content teachers in History and Science will use school reading data to meet differentiated needs of students.	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$0	No Funding Required	Faculty, Administration, Curriculum Leader

Strategy 2:

Formative Assessment - Students will learn to read critically and .examine reading material to answer questions and drive comprehension.

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

Research Cited: Mokhtari, K. (2012). "Assessing Students' Metacognitive Awareness of Reading Strategies

Status	Progress Notes	Created On	Created By
N/A	Departmental meetings focus on formative assessments and review of data	April 30, 2018	Chezley Neth
N/A	Social Science, Science, and Reading teachers submitted ACIP evidence to support goal for November 2017	November 29, 2017	Chezley Neth

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various formative assessments will be used regularly and purposefully in order to drive future classroom instruction.	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$0	District Funding	All Staff

Status	Progress Notes	Created On	Created By
In Progress	Departmental meetings are held in which teachers share and trade ideas and continue to develop and redefine DOK content questions.	March 02, 2017	Chezley Neth
Completed	Departmental meetings have been held to develop DOK questions based on course of study.	March 02, 2017	Chezley Neth

Activity - Reading Across Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn to think strategically and extend learning as they read, discuss, and complete tasks to demonstrate knowledge on various reading materials across the curriculum.	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$0	No Funding Required	All staff

Status	Progress Notes	Created On	Created By
In Progress	Cross-Curriculum DOK questions are given to students through both in class activities and on exams.	March 02, 2017	Chezley Neth

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Activity - Data to Drive Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 7 and 8 will complete Reading Formative Assessments via Scantron Achievement Series. Data will be reviewed by teachers and administration at team meetings.	Other - Assessment	08/20/2018	05/10/2019	\$0	No Funding Required	Teachers, Administration, & Tutors

Strategy 3:

Technology - ELA department with feedback from county will research and procure a technology based program to provide additional reading support to all students. A program that provides an adaptive learning environment and packed with various strategies and lessons to meet the needs of learners are various levels will be purchased..

Category: Develop/Implement Learning Supports

Research Cited: Examining Response to Intervention Models in Secondary Education (pp.223-249). Pennsylvania: IGI Global

Activity - Technology Based Instruction for Individualized Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IXL technology will be used to enhance content and provide additional practice and remediation to improve skills. Language-Live will also be used for additional practice and for remediation.	Technology	08/20/2018	05/10/2019	\$3500	Title I Part A	ELA educators

Status	Progress Notes	Created On	Created By
In Progress	IXL reading program was tested with all levels of students. Teachers who tried it liked the program but it would not fit well with the current course requirements (pacing guide) and time restraints of class	November 29, 2017	Chezley Neth

Strategy 4:

Depth of Knowledge - Webb's Depth of Knowledge Levels II, III, IV will be represented in lessons and lesson plans across the curriculum.

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

Research Cited: Norman Webb

Status	Progress Notes	Created On	Created By
N/A	Teachers have met with Curriculum Leader to create and modify DOK	April 30, 2018	Chezley Neth

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N/A	Social Science, Science, and Reading teachers submitted ACIP evidence to support goal for November 2017	November 29, 2017	Chezley Neth
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Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Depth of knowledge questioning will be utilized to increase question complexity to build higher order questions and support students' critical thinking skills.	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$0	No Funding Required	Faculty, Administrator s, Curriculum Leaders

Activity - Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Departments will meet and develop Depth of Knowledge questions Levels II, III, & IV that support content standards.	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$0	No Funding Required	Faculty, Administration , Curriculum Leader

Activity - Monitor and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom lesson plans will be monitored for Depth of Knowledge principles. Teachers will design assessments that incorporate Depth of Knowledge questions.	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$0	No Funding Required	Faculty, Administration , Curriculum Leader

Strategy 5:

Learning Targets - All teachers will work to implement learning targets regularly.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Learning Targets/School Data

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Status	Progress Notes	Created On	Created By
N/A	Social Science, Science, and Reading teachers submitted ACIP evidence to support goal for November 2017	November 29, 2017	Chezley Neth
N/A	Social Science, Science, and Reading teachers submitted ACIP evidence to support goal for November 2017	November 29, 2017	Chezley Neth

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Departmental meetings will be held to discuss, create, and determine utilization strategies for content area Learning Targets.	Professional Learning	08/20/2018	05/10/2019	\$0	No Funding Required	Faculty, Administration, and Curriculum Leader

Activity - Visible Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning targets will be visible in all classrooms so that students are aware of what is expected of them.	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$0	No Funding Required	Faculty, Administration, & Curriculum Leader

Activity - Classroom Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will connect Learning Targets to classroom activity.	Direct Instruction	08/20/2018	05/10/2019	\$0	No Funding Required	Faculty, Administration, & Curriculum Leader

Status	Progress Notes	Created On	Created By
In Progress	Teachers submit lesson plans with learning targets detailed	April 30, 2018	Chezley Neth

Strategy 6:

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Curriculum Development - Departments will meet monthly to review student data and develop content to meet student needs

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

Research Cited: SREB

Activity - Departmental Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Departments will attend monthly on campus team meetings to review data, meet with leaders, and develop content strategies to promote student learning	Academic Support Program, Professional Learning	08/20/2018	05/10/2019	\$6400	Title I Part A	Administrator and department chairs

Goal 2: Central Baldwin Middle School students will improve in the area of mathematics.

Status	Progress Notes	Created On	Created By
N/A	October ACIP meetings included an overview of the strategies and the evidence upload process.	October 19, 2017	Chezley Neth

Measurable Objective 1:

3% of All Students will increase student growth on Scantron Performance Series assessment in Mathematics by 05/11/2018 as measured by Scantron Performance Series.

Strategy 1:

Differentiation - Various differentiation strategies will be utilized in the classroom to address the needs of students who do and do not understand course content.

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

Research Cited: School Data/Differentiation

Tobaugh, R., Chandler, W. G., & White, C. (2015). High School Turnaround: A Case Study. In P. Epler (Ed.), Examining Response to Intervention (RTI) Models in Secondary Education (pp. 223-249). Pennsylvania: IGI Global

Status	Progress Notes	Created On	Created By
N/A	Department meetings and RTI activities continue to support differentiation	April 30, 2018	Chezley Neth

ACIP

Central Baldwin Middle School

N/A	Mathematics teachers submitted ACIP evidence November 2017.	November 29, 2017	Chezley Neth
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Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology based software (iXL) will be used to provide for differentiated needs.	Technology	08/20/2018	05/10/2019	\$5000	Title I Part A	Administration , math faculty

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom mathematics intervention activities will be provided to students. Every 4 weeks RTI meetings will be held to discuss student performance and change strategies/activities as needed.	Academic Support Program, Direct Instruction	08/27/2018	05/10/2019	\$0	No Funding Required	Faculty, Administration , Counselor, Special Education, & Curriculum Leader

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors will work with students identified by RTI as Tier 3. Students will be pulled from elective courses in order to receive direct tutored instruction in area of need. Every 4 weeks TI meetings will be held to discuss student performance and change strategies/activities as needed.	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$10000	Title I Part A	Faculty, Administration , RTI Team, and Curriculum Leader

Activity - Assessment Methods	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative assessment activities in order to establish areas for differentiation	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$0	No Funding Required	Faculty, administration , & curriculum leader

Activity - Trans-Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trans-Math will be used to provide student centered math remediation to students not meeting targeted goals.	Academic Support Program, Technology, Direct Instruction	09/17/2018	05/10/2019	\$2000	Other	Administration , Math department, Curriculum leader

Strategy 2:

Learning Targets - -All teachers will work to implement learning targets regularly and with intention.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data/Learning Targets

Status	Progress Notes	Created On	Created By
N/A	Lesson plans submitted weekly include learning targets	April 30, 2018	Chezley Neth
N/A	Mathematics teachers submitted ACIP evidence November 2017.	November 29, 2017	Chezley Neth

Activity - Visible Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning targets will be visible in all classrooms so that students are aware of what is learning expectations.	Direct Instruction	08/20/2018	05/20/2019	\$0	No Funding Required	Faculty, Administration , & Curriculum Leader

Activity - Classroom Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will connect Learning Targets to classroom activities.	Academic Support Program	08/20/2018	05/10/2019	\$0	No Funding Required	Faculty, Administration , & Curriculum Leader

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Departmental meetings will be held to discuss, create, and determine utilization strategies for Math Learning Targets.	Academic Support Program, Professional Learning	08/20/2018	05/10/2019	\$0	No Funding Required	Faculty, Administration, & Curriculum Leader

Strategy 3:

Depth of Knowledge - Webb's Depth of Knowledge Levels II, III, & IV will be represented in lessons and lessons plans.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Webb; school data

Status	Progress Notes	Created On	Created By
N/A	Curriculum leaders assist department with DOK trainings	April 30, 2018	Chezley Neth
N/A	Mathematics teachers submitted ACIP evidence November 2017.	November 29, 2017	Chezley Neth

Activity - Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Departments with support of curriculum leader will meet, develop, and hone Depth of Knowledge questions Levels II, III, & IV to support content standards.	Academic Support Program, Professional Learning, Direct Instruction	08/20/2018	05/10/2019	\$1000	Title I Part A	Faculty, Administration, Curriculum Leader

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Central Baldwin Middle School

Learning targets will reflect the various levels of DOK.	Direct Instruction	08/20/2018	05/10/2019	\$0	No Funding Required	Faculty, Administration, & Curriculum Leaders
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Activity - Monitor and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom lesson plans will be monitored for Dept of Knowledge principles. Teachers will design assessments that incorporate Depth of Knowledge questions.	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$0	No Funding Required	Faculty, Administration, Curriculum Leader

Strategy 4:

Formative Assessment - Various types of formative assessments will be used regularly and purposely in order to drive future classroom instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Status	Progress Notes	Created On	Created By
N/A	Mathematics teachers submitted ACIP evidence November 2017.	November 29, 2017	Chezley Neth

Activity - Math Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various formative assessments will be used regularly and purposefully in order to drive future classroom instruction.	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$0	No Funding Required	Faculty, Administration, Curriculum Leader

Activity - Data to Drive Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students in grades 7 & 8 will complete Mathematics Formative Assessments via Scantron Achievement Series. Data will be reviewed by teachers and administration at team meetings to make instructional decisions.	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$0	No Funding Required	Faculty, Administration, Counselor, & Curriculum Leader
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Activity - Assessment Methods	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use various formative assessment methods to determine students acquisition of needed skills and guide remediation efforts.	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$0	No Funding Required	Faculty, Administration, & Curriculum Leader

Strategy 5:

Curriculum Development - Math department will meet monthly to review student data and develop content to meet student needs.

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

Research Cited: SREB

Status	Progress Notes	Created On	Created By
N/A	Curriculum meeting continue to foster a collaborate effort of mathematics teachers to improve academic success	April 30, 2018	Chezley Neth

Activity - Departmental Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math department will hold monthly meetings to review student data, address student needs, meet with curriculum leaders, and develop content to meet areas of need	Academic Support Program	08/20/2018	05/10/2019	\$2400	Title I Part A	administration and math chair

Goal 3: Cultivate a school culture of belonging and success in order to increase student and stakeholder engagement.

Status	Progress Notes	Created On	Created By
N/A	Beef & Sweet potato cookoff was promoted school wide and student submissions were judged by local community members	October 19, 2017	Chezley Neth
N/A	School wide Red Ribbon Week Door decorating contest was held. Individuals from community visited classrooms and served as door judges	October 19, 2017	Chezley Neth

Measurable Objective 1:

collaborate to develop effective professional learning communities as administration and teachers network to increase knowledge and strategies to implement successful PLCs by 05/10/2019 as measured by increase in student summative assessments and a decrease in student discipline.

Strategy 1:

Professional Development - Administration and teachers will attend professional development to learn strategies and tools to implement effective professional learning communities in the school. Through continued collaboration, administration and teachers will take action steps to increase a sustained and substantive school improvement.

Category: Develop/Implement Student and School Culture Program

Research Cited: Local

Activity - Professional Learning Communities at Work Institute	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and teachers will attend a conference to gain tools, resources, and strategies to effectively implement professional learning communities.	Academic Support Program, Behavioral Support Program, Professional Learning	08/01/2018	05/01/2019	\$10000	Title I Schoolwide	Administration and select teachers

Status	Progress Notes	Created On	Created By
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ACIP

Central Baldwin Middle School

In Progress	Building Leadership Team in March 2017 registered PLC conference	March 02, 2017	Chezley Neth
Completed	Fall 2017 school-wide community building professional development was provided by Mr. Rhodus	March 02, 2017	Chezley Neth

Measurable Objective 2:

increase student growth Collaborate and attend summer conference to improve overall school climate and culture through academics and pedagogy. by 07/31/2019 as measured by Improved student performance.

Strategy 1:

Climate and Culture - Departmental heads and administration will attend conference to learn new researched based methods for improving school climate both culturally and academically

Category: Develop/Implement College and Career Ready Standards

Research Cited: MMGW

Activity - Summer Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Departmental heads/curriculum personnel and administration will attend a summer conference	Academic Support Program	06/01/2019	07/01/2019	\$12000	Title I School Improvement (ISI)	Administrator will oversee

Measurable Objective 3:

increase student growth by providing leadership opportunities for students. by 05/10/2019 as measured by Interest inventories and increased student club involvement.

Strategy 1:

Increase Clubs & Student Organizations - Student feedback and teacher innovation will provide suggestions for new clubs/student organizations or methods to improve current membership in established clubs and student organizations.

Category: Develop/Implement Student and School Culture Program

Research Cited: MMGW

ACIP

Central Baldwin Middle School

Activity - New Clubs and Organizations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New student clubs are organized in early fall, and student assemblies disseminate information.	Extra Curricular	08/20/2018	05/10/2019	\$500	Other	Administration , Faculty, Curriculum Leader

Measurable Objective 4:

collaborate to improve student discipline and create a school culture that cultivates student leadership, involvement, and engagement. by 05/10/2019 as measured by through interest/involvement inventories, membership numbers, feedback from students and sponsors, and discipline referrals.

Strategy 1:

Bear Pride - Positive behavior incentives are awarded to students.

Category: Develop/Implement Student and School Culture Program

Research Cited: MMGW

Activity - Bear Pride	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Bear Pride program will provide rewards to those recognized by peers/teachers as exhibiting positive behaviors	Academic Support Program, Other, Community Engagement, Extra Curricular, Field Trip	08/20/2018	05/10/2019	\$1000	General Fund	Administration , Faculty, Curriculum Leader, Counselor

Strategy 2:

Incentive Field Trips - Student receiving no discipline referrals will have the opportunity to attend a quarterly field trip.

Category: Develop/Implement Student and School Culture Program

Research Cited: MMGW

ACIP

Central Baldwin Middle School

Activity - Incentive Field Trip	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each quarter students who have received no discipline referrals will have the opportunity to attend a bowling field trip for 1/2 school day.	Academic Support Program, Behavioral Support Program, Community Engagement, Extra Curricular, Field Trip	10/01/2018	05/17/2019	\$1500	General Fund	Administration , Faculty

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Bear Pride	The Bear Pride program will provide rewards to those recognized by peers/teachers as exhibiting positive behaviors	Academic Support Program, Other, Community Engagement, Extra Curricular, Field Trip	08/20/2018	05/10/2019	\$1000	Administration, Faculty, Curriculum Leader, Counselor
Incentive Field Trip	Each quarter students who have received no discipline referrals will have the opportunity to attend a bowling field trip for 1/2 school day.	Academic Support Program, Behavioral Support Program, Community Engagement, Extra Curricular, Field Trip	10/01/2018	05/17/2019	\$1500	Administration, Faculty
Total					\$2500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Strategies	Various formative assessments will be used regularly and purposefully in order to drive future classroom instruction.	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$0	All Staff
Total					\$0	

Title I Schoolwide

ACIP

Central Baldwin Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities at Work Institute	Administration and teachers will attend a conference to gain tools, resources, and strategies to effectively implement professional learning communities.	Academic Support Program, Behavioral Support Program, Professional Learning	08/01/2018	05/01/2019	\$10000	Administration and select teachers
Total					\$10000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Team Meetings	Departments will meet and develop Depth of Knowledge questions Levels II, III, & IV that support content standards.	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$0	Faculty, Administration, Curriculum Leader
Classroom Activity	Teachers will connect Learning Targets to classroom activity.	Direct Instruction	08/20/2018	05/10/2019	\$0	Faculty, Administration, & Curriculum Leader
Learning Targets	Learning targets will reflect the various levels of DOK.	Direct Instruction	08/20/2018	05/10/2019	\$0	Faculty, Administration, & Curriculum Leaders
Technology	Teachers will use ixl and Language-Live to provide for differentiated needs	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$0	Faculty, Administration
Learning Goals	Teachers will use data to provide activities based on the differentiation needs of students.	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$0	Faculty, Administration, Curriculum Leader
Direct Insruction	Classroom mathematics intervention activities will be provided to students. Every 4 weeks RTI meetings will be held to discuss student performance and change strategies/activities as needed.	Academic Support Program, Direct Instruction	08/27/2018	05/10/2019	\$0	Faculty, Administration, Counselor, Special Education, & Curriculum Leader

ACIP

Central Baldwin Middle School

Professional Development	Departmental meetings will be held to discuss, create, and determine utilization strategies for Math Learning Targets.	Academic Support Program, Professional Learning	08/20/2018	05/10/2019	\$0	Faculty, Administration, & Curriculum Leader
Professional Development	Departmental meetings will be held to discuss, create, and determine utilization strategies for content area Learning Targets.	Professional Learning	08/20/2018	05/10/2019	\$0	Faulty, Administration, and Curriculum Leader
Visable Learning Targets	Learning targets will be visible in all classrooms so that students are aware of what is learning expectations.	Direct Instruction	08/20/2018	05/20/2019	\$0	Faculty, Administration, & Curriculum Leader
Assessment Methods	Teachers will use formative assessment activities in order to establish areas for differentiation	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$0	Faculty, administration, & curriculum leader
Assessment Methods	Teachers will use various formative assessment methods to determine students acquisition of needed skills and guide remediation efforts.	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$0	Faculty, Administration, & Curriculum Leader
Instructional Strategies	Depth of knowledge questioning will be utilized to increase question complexity to build higher order questions and support students' critical thinking skills.	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$0	Faculty, Administrator s, Curriculum Leaders
Monitor and Support	Classroom lesson plans will be monitored for Depth of Knowledge principles. Teachers will design assessments that incorporate Depth of Knowledge questions.	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$0	Faculty, Administration, Curriculum Leader
Monitor and Support	Classroom lesson plans will be monitored for Dept of Knowledge principles. Teachers will design assessments that incorporate Depth of Knowledge questions.	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$0	Faculty, Administration, Curriculum Leader
Classroom Activity	Teachers will connect Learning Targets to classroom activities.	Academic Support Program	08/20/2018	05/10/2019	\$0	Faculty, Administration, & Curriculum Leader
Cross curriculum differentiation	Content teachers in History and Science will use school reading data to meet differentiated needs of students.	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$0	Faculty, Administration, Curriculum Leader

ACIP

Central Baldwin Middle School

Visible Learning Targets	Learning targets will be visible in all classrooms so that students are aware of what is expected of them.	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$0	Faculty, Administration, & Curriculum Leader
Reading Intervention	ELA teachers will provide in classroom activities and supports including a technology based component that meets the students at their current reading level and work to build skills of Tier 2 and Tier 3 students.	Academic Support Program, Direct Instruction	10/01/2018	05/10/2019	\$0	RTI team, Administration, ELA teachers, & Counselor
Reading Across Curriculum	Students will learn to think strategically and extend learning as they read, discuss, and complete tasks to demonstrate knowledge on various reading materials across the curriculum.	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$0	All staff
Data to Drive Instruction	Students in grades 7 & 8 will complete Mathematics Formative Assessments via Scantron Achievement Series. Data will be reviewed by teachers and administration at team meetings to make instructional decisions.	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$0	Faculty, Administration, Counselor, & Curriculum Leader
Data to Drive Instruction	Students in grades 7 and 8 will complete Reading Formative Assessments via Scantron Achievement Series. Data will be reviewed by teachers and administration at team meetings.	Other - Assessment	08/20/2018	05/10/2019	\$0	Teachers, Administration, & Tutors
Math Strategies	Various formative assessments will be used regularly and purposefully in order to drive future classroom instruction.	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$0	Faculty, Administration, Curriculum Leader
Total					\$0	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer Conference	Departmental heads/curriculum personnel and administration will attend a summer conference	Academic Support Program	06/01/2019	07/01/2019	\$12000	Administrator will oversee
Direct Instruction	Tutors will work individually with students that are classified as Tier 3. Students will be pulled from elective courses in order to receive direct tutor led instruction in area of need. Every 4 weeks RTI meetings will be held to discuss student performance and change strategies/activities as needed.	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$50000	Intervention Tutors, ELA faculty, RTI team, Guided Reading Teacher, Counselor, Special Education, & Administration

Total

\$62000

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Team Meetings	Departments with support of curriculum leader will meet, develop, and hone Depth of Knowledge questions Levels II, III, & IV to support content standards.	Academic Support Program, Professional Learning, Direct Instruction	08/20/2018	05/10/2019	\$1000	Faculty, Administration, Curriculum Leader
Departmental Meetings	Math department will hold monthly meetings to review student data, address student needs, meet with curriculum leaders, and develop content to meet areas of need	Academic Support Program	08/20/2018	05/10/2019	\$2400	administration and math chair
Departmental Meetings	Departments will attend monthly on campus team meetings to review data, meet with leaders, and develop content strategies to promote student learning	Academic Support Program, Professional Learning	08/20/2018	05/10/2019	\$6400	Administrator and department chairs
Direct Instruction	Tutors will work with students identified by RTI as Tier 3. Students will be pulled from elective courses in order to receive direct tutored instruction in area of need. Every 4 weeks TI meetings will be held to discuss student performance and change strategies/activities as needed.	Academic Support Program, Direct Instruction	08/20/2018	05/10/2019	\$10000	Faculty, Administration, RTI Team, and Curriculum Leader
Technology	Technology based software (iXL) will be used to provide for differentiated needs.	Technology	08/20/2018	05/10/2019	\$5000	Administration, math faculty
Technology Based Instruction for Individualized Learning	IXL technology will be used to enhance content and provide additional practice and remediation to improve skills. Language-Live will also be used for additional practice and for remediation.	Technology	08/20/2018	05/10/2019	\$3500	ELA educators
Total					\$28300	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
New Clubs and Organizations	New student clubs are organized in early fall, and student assemblies disseminate information.	Extra Curricular	08/20/2018	05/10/2019	\$500	Administration, Faculty, Curriculum Leader

ACIP

Central Baldwin Middle School

Trans-Math	Trans-Math will be used to provide student centered math remediation to students not meeting targeted goals.	Academic Support Program, Technology, Direct Instruction	09/17/2018	05/10/2019	\$2000	Administration , Math department, Curriculum leader
					Total	\$2500

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 Survey

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	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	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

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

Data from the 3 stakeholder surveys indicated varied areas of highest satisfaction. Parent and Staff surveys indicate Teaching and Assessing for Learning as the highest level of satisfaction, while Student survey results place highest level of satisfaction in Governance and Leadership.

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

The area of teaching and assessing for learning demonstrates a trend toward increasing stakeholder satisfaction.

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

The results appear to be consistent with other feedback sources available to CBMS administration for the purposes of evaluation.

Areas in Need of Improvement

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

Student and Staff survey results indicated lowest level of satisfaction in the area of Governance and Leadership. The area with the lowest level of satisfaction on Parent Surveys was Using Results for Continuous Improvement.

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

Governance and Leadership shows a trend toward decreasing stakeholder satisfaction.

What are the implications for these stakeholder perceptions?

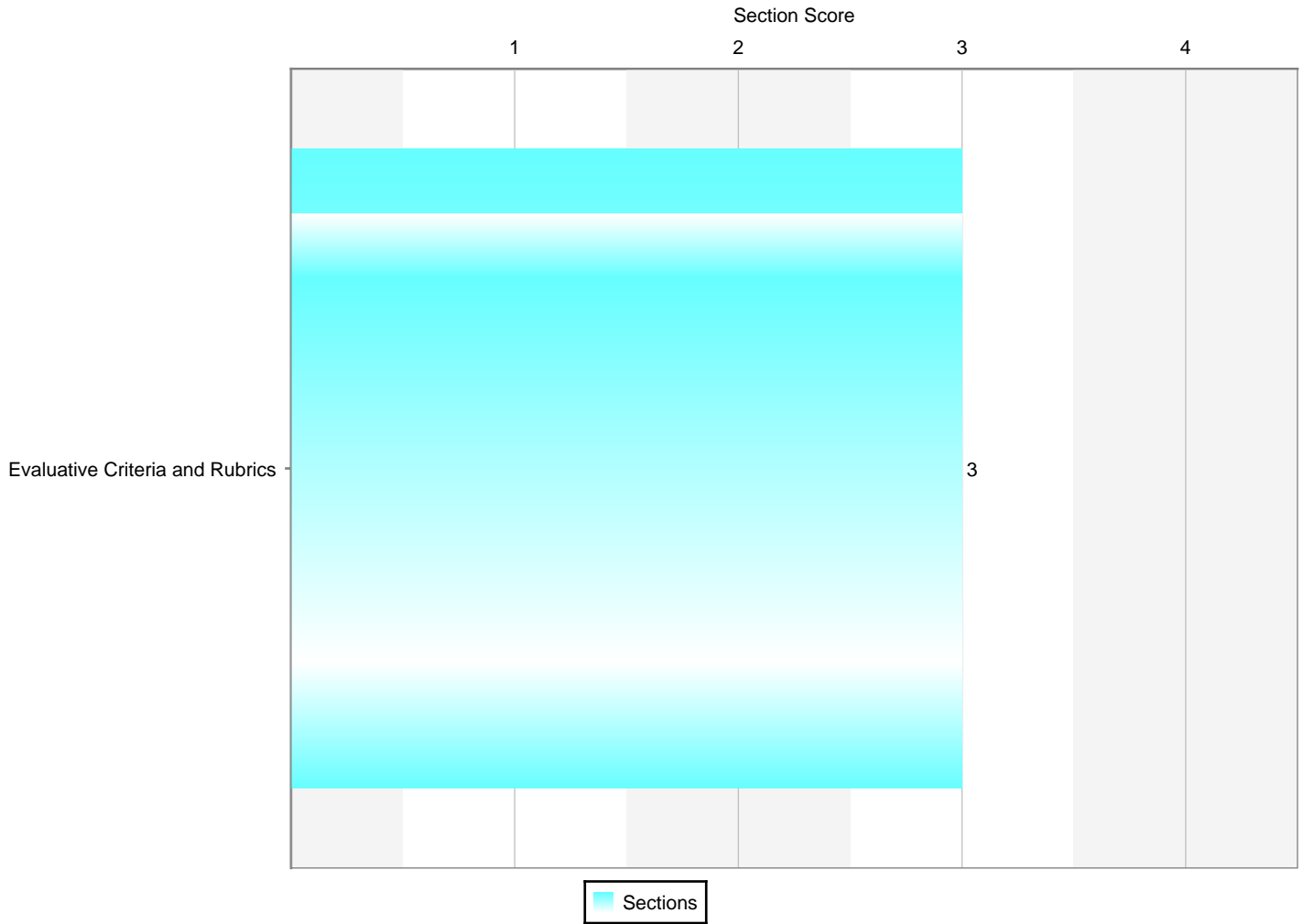
Students and Staff both demonstrating a high disapproval rating in the area of Governance and Leadership is concerning. The implications include a further decrease in respect for the teachers and staff as students indicated that "In my school, students treat adults with respect" (average score 2.92). Further teachers could feel a lack of leadership support as indication with an average score of 3.8 "Our school's leaders engage effectively with all stakeholders about the school's purpose and direction."

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

A recent review of the guidance and counseling department indicated a need for more leadership awareness. Further, the Pride survey contained results consistent with "students not respecting school adults."

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

Data meetings were held and the faculty reviewed the Scantron results. Strengths and weaknesses were identified, and research strategies were chosen to improve academic performance. Scantron Performance Series Assessments were administered to students in the Fall, Winter and Spring. Winter and Spring assessments identified student gains and areas still in need of support. RTI meetings were also held to discuss growth of students identified as Tier 2 or 3. Scantron Achievement series data also supplemented CBMS data.

What were the results of the comprehensive needs assessment?

Scantron Performance Series data indicated 54% of 7th graders did not meet targeted gains, and 47% of 8th graders in math. In Reading 53% of 7th and 44% of 8th did not meet target growth.

What conclusions were drawn from the results?

From the results it was concluded that several students need remediation in basic math and reading skills. Teachers will use the Scantron results to build appropriate intervention strategies for students struggling in math and reading. Using RTI and Title 1 tutors students will be provided with more intense remediation of lacking skills. Further, Trans-Math, Language Live, and Guided reading will be used as a remediation tool. A school wide focus on building the stakeholder relationship will improve the Governance and Leadership area. Also, providing links to recorded videos will improve the parent involvement.

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

As a result of analyzing perception, student achievement, school programs/process, and demographic data we have determined that our focus should continue to be on improving math and reading skills for all students. Further, with a large number of students struggling in reading and math, science and history or impacted. Currently, for students with IEPs we have inclusion settings with special education instructors in Math and reading but not in science and history. Our Science and History classes in previous years had on average 30-35 students some special education and some identified as RTI in need of support. Title 1 monies will be used to reduce class size in science and history. Science and History teachers will have better opportunity to offer in class remediation with smaller class size. We will also use Title 1 monies to fund school day tutors for non-special education students struggling in math and reading. Special Education classes for Science and ELA will be provided by 2 highly qualified Special Educators. Trans-Math, Language Live, and Guided Reading will also supplement instruction. Videoing our meetings to increase awareness and involvement and using social media and SchoolMessenger will improve our stakeholder involvement.

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

The school goals are the driving force behind our efforts for the year to address our areas of need. The data derived from the Scantron assessments led to the selection of our goals will be utilized as a baseline aligning with the results from continuous progress monitoring. Goals to improve school climate, and stakeholder involvement stem from the AdvancED surveys.

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

By choosing the reading and math goals detailed in our plan, there are many types of data that can lead to an understanding of whether we are achieving our goals or not. Our goals can be achieved through various types of instruction and activities, whether it be social studies, science, technology, or project-based learning. Teacher observation, rubrics, student work samples, test, tutorials, and even games can be data used for our selected goals. Improving school culture increases student ownership, engagement, and leadership.

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

The goals we have selected are of the utmost importance to all students in a school population. The goals will focus on skills that our disadvantaged students need to make strides in in an effort to close the achievement gap between them and our students who are not considered to be disadvantaged. Our focus is to raise the ability of all students to integrate knowledge and ideas in all aspects of school and life. We also want to strengthen our students' foundation in math so they can solve real-world problems and find new math concepts more relevant to life. We will focus on strategies to help all of our students gain a better ability to comprehend written material. Further, consistent communication, incentive programs, will positively impact school culture and student achievement.

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

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

Goal 1:

All students at Central Baldwin Middle will improve in the area of reading.

Measurable Objective 1:

3% of All Students will increase student growth by meeting growth gains in Reading by 05/10/2019 as measured by Scantron Performance Series.

Strategy1:

Depth of Knowledge - Webb's Depth of Knowledge Levels II, III, IV will be represented in lessons and lesson plans across the curriculum.

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

Research Cited: Norman Webb

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Depth of knowledge questioning will be utilized to increase question complexity to build higher order questions and support students' critical thinking skills.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administrators, Curriculum Leaders

Activity - Monitor and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom lesson plans will be monitored for Depth of Knowledge principles. Teachers will design assessments that incorporate Depth of Knowledge questions.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Curriculum Leader

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departments will meet and develop Depth of Knowledge questions Levels II, III, & IV that support content standards.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Curriculum Leader

Strategy2:

Technology - ELA department with feedback from county will research and procure a technology based program to provide additional reading SY 2018-2019

support to all students. A program that provides an adaptive learning environment and packed with various strategies and lessons to meet the needs of learners are various levels will be purchased..

Category: Develop/Implement Learning Supports

Research Cited: Examining Response to Intervention Models in Secondary Education (pp.223-249). Pennsylvania: IGI Global

Activity - Technology Based Instruction for Individualized Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL technology will be used to enhance content and provide additional practice and remediation to improve skills. Language-Live will also be used for additional practice and for remediation.	Technology	08/20/2018	05/10/2019	\$3500 - Title I Part A	ELA educators

Strategy3:

Formative Assessment - Students will learn to read critically and .examine reading material to answer questions and drive comprehension.

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

Research Cited: Mokhtari, K. (2012). "Assessing Students' Metacognitive Awareness of Reading Strategies

Activity - Reading Across Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will learn to think strategically and extend learning as they read, discuss, and complete tasks to demonstrate knowledge on various reading materials across the curriculum.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	All staff

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various formative assessments will be used regularly and purposefully in order to drive future classroom instruction.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - District Funding	All Staff

Activity - Data to Drive Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 7 and 8 will complete Reading Formative Assessments via Scantron Achievement Series. Data will be reviewed by teachers and administration at team meetings.	Other - Assessment	08/20/2018	05/10/2019	\$0 - No Funding Required	Teachers, Administration, & Tutors

Strategy4:

Learning Targets - All teachers will work to implement learning targets regularly.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Learning Targets/School Data

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Activity - Classroom Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will connect Learning Targets to classroom activity.	Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leader

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departmental meetings will be held to discuss, create, and determine utilization strategies for content area Learning Targets.	Professional Learning	08/20/2018	05/10/2019	\$0 - No Funding Required	Faulty, Administration, and Curriculum Leader

Activity - Visible Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets will be visible in all classrooms so that students are aware of what is expected of them.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leader

Strategy5:

Differentiation - Students will receive differentiated instruction by means of teacher led activities, technology, Title 1 tutors, and guided reading teacher.

Category: Develop/Implement Learning Supports

Research Cited: Angela Baker. An Exploratory Critical Study of Questioning Strategies. East Tennessee State University. August 2014.

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will provide in classroom activities and supports including a technology based component that meets the students at their current reading level and work to build skills of Tier 2 and Tier 3 students.	Academic Support Program Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	RTI team, Administration, ELA teachers, & Counselor

Activity - Cross curriculum differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content teachers in History and Science will use school reading data to meet differentiated needs of students.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Curriculum Leader

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutors will work individually with students that are classified as Tier 3. Students will be pulled from elective courses in order to receive direct tutor led instruction in area of need. Every 4 weeks RTI meetings will be held to discuss student performance and change strategies/activities as needed.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$50000 - Title I School Improvement (ISI)	Intervention Tutors, ELA faculty, RTI team, Guided Reading Teacher, Counselor, Special Education, & Administration

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Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use ixl and Language-Live to provide for differentiated needs	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration

Activity - Learning Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use data to provide activities based on the differentiation needs of students.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Curriculum Leader

Strategy6:

Curriculum Development - Departments will meet monthly to review student data and develop content to meet student needs

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

Research Cited: SREB

Activity - Departmental Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departments will attend monthly on campus team meetings to review data, meet with leaders, and develop content strategies to promote student learning	Professional Learning Academic Support Program	08/20/2018	05/10/2019	\$6400 - Title I Part A	Administrator and department chairs

Goal 2:

Central Baldwin Middle School students will improve in the area of mathematics.

Measurable Objective 1:

3% of All Students will increase student growth on Scantron Performance Series assessment in Mathematics by 05/11/2018 as measured by Scantron Performance Series.

Strategy1:

Formative Assessment - Various types of formative assessments will be used regularly and purposely in order to drive future classroom instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

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Activity - Data to Drive Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 7 & 8 will complete Mathematics Formative Assessments via Scantron Achievement Series. Data will be reviewed by teachers and administration at team meetings to make instructional decisions.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Counselor, & Curriculum Leader

Activity - Math Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various formative assessments will be used regularly and purposefully in order to drive future classroom instruction.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Curriculum Leader

Activity - Assessment Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use various formative assessment methods to determine students acquisition of needed skills and guide remediation efforts.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leader

Strategy2:

Curriculum Development - Math department will meet monthly to review student data and develop content to meet student needs.

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

Research Cited: SREB

Activity - Departmental Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math department will hold monthly meetings to review student data, address student needs, meet with curriculum leaders, and develop content to meet areas of need	Academic Support Program	08/20/2018	05/10/2019	\$2400 - Title I Part A	administration and math chair

Strategy3:

Depth of Knowledge - Webb's Depth of Knowledge Levels II, III, & IV will be represented in lessons and lessons plans.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Webb; school data

Activity - Monitor and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom lesson plans will be monitored for Dept of Knowledge principles. Teachers will design assessments that incorporate Depth of Knowledge questions.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Curriculum Leader

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Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departments with support of curriculum leader will meet, develop, and hone Depth of Knowledge questions Levels II, III, & IV to support content standards.	Direct Instruction Academic Support Program Professional Learning	08/20/2018	05/10/2019	\$1000 - Title I Part A	Faculty, Administration, Curriculum Leader

Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets will reflect the various levels of DOK.	Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leaders

Strategy4:

Learning Targets - -All teachers will work to implement learning targets regularly and with intention.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data/Learning Targets

Activity - Classroom Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will connect Learning Targets to classroom activities.	Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leader

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departmental meetings will be held to discuss, create, and determine utilization strategies for Math Learning Targets.	Professional Learning Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leader

Activity - Visible Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets will be visible in all classrooms so that students are aware of what is learning expectations.	Direct Instruction	08/20/2018	05/20/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leader

Strategy5:

Differentiation - Various differentiation strategies will be utilized in the classroom to address the needs of students who do and do not understand course content.

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

Research Cited: School Data/Differentiation

Tobaugh, R., Chandler, W. G., & White, C. (2015). High School Turnaround: A Case Study. In P. Epler (Ed.),

Examining Response to Intervention (RTI) Models in Secondary Education (pp. 223-249). Pennsylvania: IGI Global

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Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutors will work with students identified by RTI as Tier 3. Students will be pulled from elective courses in order to receive direct tutored instruction in area of need. Every 4 weeks TI meetings will be held to discuss student performance and change strategies/activities as needed.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$10000 - Title I Part A	Faculty, Administration, RTI Team, and Curriculum Leader

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology based software (iXL) will be used to provide for differentiated needs.	Technology	08/20/2018	05/10/2019	\$5000 - Title I Part A	Administration, math faculty

Activity - Assessment Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use formative assessment activities in order to establish areas for differentiation	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, administration, & curriculum leader

Activity - Trans-Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trans-Math will be used to provide student centered math remediation to students not meeting targeted goals.	Direct Instruction Academic Support Program Technology	09/17/2018	05/10/2019	\$2000 - Other	Administration, Math department, Curriculum leader

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom mathematics intervention activities will be provided to students. Every 4 weeks RTI meetings will be held to discuss student performance and change strategies/activities as needed.	Direct Instruction Academic Support Program	08/27/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Counselor, Special Education, & Curriculum Leader

Goal 3:

Cultivate a school culture of belonging and success in order to increase student and stakeholder engagement.

Measurable Objective 1:

collaborate to develop effective professional learning communities as administration and teachers network to increase knowledge and strategies to implement successful PLCs by 05/10/2019 as measured by increase in student summative assessments and a decrease in student discipline.

Strategy1:

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Professional Development - Administration and teachers will attend professional development to learn strategies and tools to implement effective professional learning communities in the school. Through continued collaboration, administration and teachers will take action steps to increase a sustained and substantive school improvement.

Category: Develop/Implement Student and School Culture Program

Research Cited: Local

Activity - Professional Learning Communities at Work Institute	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teachers will attend a conference to gain tools, resources, and strategies to effectively implement professional learning communities.	Behavioral Support Program Academic Support Program Professional Learning	08/01/2018	05/01/2019	\$10000 - Title I Schoolwide	Administration and select teachers

Measurable Objective 2:

increase student growth by providing leadership opportunities for students. by 05/10/2019 as measured by Interest inventories and increased student club involvement.

Strategy1:

Increase Clubs & Student Organizations - Student feedback and teacher innovation will provide suggestions for new clubs/student organizations or methods to improve current membership in established clubs and student organizations.

Category: Develop/Implement Student and School Culture Program

Research Cited: MMGW

Activity - New Clubs and Organizations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New student clubs are organized in early fall, and student assemblies disseminate information.	Extra Curricular	08/20/2018	05/10/2019	\$500 - Other	Administration, Faculty, Curriculum Leader

Measurable Objective 3:

increase student growth Collaborate and attend summer conference to improve overall school climate and culture through academics and pedagogy. by 07/31/2019 as measured by Improved student performance.

Strategy1:

Climate and Culture - Departmental heads and administration will attend conference to learn new researched based methods for improving school climate both culturally and academically

Category: Develop/Implement College and Career Ready Standards

Research Cited: MMGW

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Activity - Summer Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departmental heads/curriculum personnel and administration will attend a summer conference	Academic Support Program	06/01/2019	07/01/2019	\$12000 - Title I School Improvement (ISI)	Administrator will oversee

Measurable Objective 4:

collaborate to improve student discipline and create a school culture that cultivates student leadership, involvement, and engagement. by 05/10/2019 as measured by through interest/involvement inventories, membership numbers, feedback from students and sponsors, and discipline referrals.

Strategy1:

Bear Pride - Positive behavior incentives are awarded to students.

Category: Develop/Implement Student and School Culture Program

Research Cited: MMGW

Activity - Bear Pride	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Bear Pride program will provide rewards to those recognized by peers/teachers as exhibiting positive behaviors	Other Community Engagement Academic Support Program Extra Curricular Field Trip	08/20/2018	05/10/2019	\$1000 - General Fund	Administration, Faculty, Curriculum Leader, Counselor

Strategy2:

Incentive Field Trips - Student receiving no discipline referrals will have the opportunity to attend a quarterly field trip.

Category: Develop/Implement Student and School Culture Program

Research Cited: MMGW

Activity - Incentive Field Trip	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each quarter students who have received no discipline referrals will have the opportunity to attend a bowling field trip for 1/2 school day.	Field Trip Academic Support Program Extra Curricular Community Engagement Behavioral Support Program	10/01/2018	05/17/2019	\$1500 - General Fund	Administration, Faculty

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and

courses necessary to provide a well-rounded education.**Goal 1:**

All students at Central Baldwin Middle will improve in the area of reading.

Measurable Objective 1:

3% of All Students will increase student growth by meeting growth gains in Reading by 05/10/2019 as measured by Scantron Performance Series.

Strategy1:

Depth of Knowledge - Webb's Depth of Knowledge Levels II, III, IV will be represented in lessons and lesson plans across the curriculum.

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

Research Cited: Norman Webb

Activity - Monitor and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom lesson plans will be monitored for Depth of Knowledge principles. Teachers will design assessments that incorporate Depth of Knowledge questions.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Curriculum Leader

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Depth of knowledge questioning will be utilized to increase question complexity to build higher order questions and support students' critical thinking skills.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administrators, Curriculum Leaders

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departments will meet and develop Depth of Knowledge questions Levels II, III, & IV that support content standards.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Curriculum Leader

Strategy2:

Learning Targets - All teachers will work to implement learning targets regularly.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Learning Targets/School Data

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Activity - Visible Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets will be visible in all classrooms so that students are aware of what is expected of them.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leader

Activity - Classroom Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will connect Learning Targets to classroom activity.	Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leader

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departmental meetings will be held to discuss, create, and determine utilization strategies for content area Learning Targets.	Professional Learning	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, and Curriculum Leader

Strategy3:

Formative Assessment - Students will learn to read critically and .examine reading material to answer questions and drive comprehension.

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

Research Cited: Mokhtari, K. (2012). "Assessing Students' Metacognitive Awareness of Reading Strategies

Activity - Reading Across Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will learn to think strategically and extend learning as they read, discuss, and complete tasks to demonstrate knowledge on various reading materials across the curriculum.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	All staff

Activity - Data to Drive Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 7 and 8 will complete Reading Formative Assessments via Scantron Achievement Series. Data will be reviewed by teachers and administration at team meetings.	Other - Assessment	08/20/2018	05/10/2019	\$0 - No Funding Required	Teachers, Administration, & Tutors

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various formative assessments will be used regularly and purposefully in order to drive future classroom instruction.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - District Funding	All Staff

Strategy4:

Curriculum Development - Departments will meet monthly to review student data and develop content to meet student needs

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

Research Cited: SREB

Activity - Departmental Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departments will attend monthly on campus team meetings to review data, meet with leaders, and develop content strategies to promote student learning	Academic Support Program Professional Learning	08/20/2018	05/10/2019	\$6400 - Title I Part A	Administrator and department chairs

Strategy5:

Technology - ELA department with feedback from county will research and procure a technology based program to provide additional reading support to all students. A program that provides an adaptive learning environment and packed with various strategies and lessons to meet the needs of learners are various levels will be purchased..

Category: Develop/Implement Learning Supports

Research Cited: Examining Response to Intervention Models in Secondary Education (pp.223-249). Pennsylvania: IGI Global

Activity - Technology Based Instruction for Individualized Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL technology will be used to enhance content and provide additional practice and remediation to improve skills. Language-Live will also be used for additional practice and for remediation.	Technology	08/20/2018	05/10/2019	\$3500 - Title I Part A	ELA educators

Strategy6:

Differentiation - Students will receive differentiated instruction by means of teacher led activities, technology, Title 1 tutors, and guided reading teacher.

Category: Develop/Implement Learning Supports

Research Cited: Angela Baker. An Exploratory Critical Study of Questioning Strategies. East Tennessee State University. August 2014.

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use ixl and Language-Live to provide for differentiated needs	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutors will work individually with students that are classified as Tier 3. Students will be pulled from elective courses in order to receive direct tutor led instruction in area of need. Every 4 weeks RTI meetings will be held to discuss student performance and change strategies/activities as needed.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$50000 - Title I School Improvement (ISI)	Intervention Tutors, ELA faculty, RTI team, Guided Reading Teacher, Counselor, Special Education, & Administration

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Activity - Learning Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use data to provide activities based on the differentiation needs of students.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Curriculum Leader

Activity - Cross curriculum differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content teachers in History and Science will use school reading data to meet differentiated needs of students.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Curriculum Leader

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will provide in classroom activities and supports including a technology based component that meets the students at their current reading level and work to build skills of Tier 2 and Tier 3 students.	Direct Instruction Academic Support Program	10/01/2018	05/10/2019	\$0 - No Funding Required	RTI team, Administration, ELA teachers, & Counselor

Goal 2:

Central Baldwin Middle School students will improve in the area of mathematics.

Measurable Objective 1:

3% of All Students will increase student growth on Scantron Performance Series assessment in Mathematics by 05/11/2018 as measured by Scantron Performance Series.

Strategy1:

Formative Assessment - Various types of formative assessments will be used regularly and purposely in order to drive future classroom instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Assessment Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use various formative assessment methods to determine students acquisition of needed skills and guide remediation efforts.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leader

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Activity - Data to Drive Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 7 & 8 will complete Mathematics Formative Assessments via Scantron Achievement Series. Data will be reviewed by teachers and administration at team meetings to make instructional decisions.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Counselor, & Curriculum Leader

Activity - Math Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various formative assessments will be used regularly and purposefully in order to drive future classroom instruction.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Curriculum Leader

Strategy2:

Curriculum Development - Math department will meet monthly to review student data and develop content to meet student needs.

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

Research Cited: SREB

Activity - Departmental Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math department will hold monthly meetings to review student data, address student needs, meet with curriculum leaders, and develop content to meet areas of need	Academic Support Program	08/20/2018	05/10/2019	\$2400 - Title I Part A	administration and math chair

Strategy3:

Learning Targets - -All teachers will work to implement learning targets regularly and with intention.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data/Learning Targets

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departmental meetings will be held to discuss, create, and determine utilization strategies for Math Learning Targets.	Professional Learning Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leader

Activity - Visible Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets will be visible in all classrooms so that students are aware of what is learning expectations.	Direct Instruction	08/20/2018	05/20/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leader

Activity - Classroom Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will connect Learning Targets to classroom activities.	Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leader

Strategy4:

Differentiation - Various differentiation strategies will be utilized in the classroom to address the needs of students who do and do not understand course content.

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

Research Cited: School Data/Differentiation

Tobaugh, R., Chandler, W. G., & White, C. (2015). High School Turnaround: A Case Study. In P. Epler (Ed.),

Examining Response to Intervention (RTI) Models in Secondary Education (pp. 223-249). Pennsylvania: IGI Global

Activity - Assessment Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use formative assessment activities in order to establish areas for differentiation	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, administration, & curriculum leader

Activity - Trans-Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trans-Math will be used to provide student centered math remediation to students not meeting targeted goals.	Direct Instruction Technology Academic Support Program	09/17/2018	05/10/2019	\$2000 - Other	Administration, Math department, Curriculum leader

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology based software (iXL) will be used to provide for differentiated needs.	Technology	08/20/2018	05/10/2019	\$5000 - Title I Part A	Administration, math faculty

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutors will work with students identified by RTI as Tier 3. Students will be pulled from elective courses in order to receive direct tutored instruction in area of need. Every 4 weeks TI meetings will be held to discuss student performance and change strategies/activities as needed.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$10000 - Title I Part A	Faculty, Administration, RTI Team, and Curriculum Leader

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Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom mathematics intervention activities will be provided to students. Every 4 weeks RTI meetings will be held to discuss student performance and change strategies/activities as needed.	Direct Instruction Academic Support Program	08/27/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Counselor, Special Education, & Curriculum Leader

Strategy5:

Depth of Knowledge - Webb's Depth of Knowledge Levels II, III, & IV will be represented in lessons and lessons plans.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Webb; school data

Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets will reflect the various levels of DOK.	Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leaders

Activity - Monitor and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom lesson plans will be monitored for Dept of Knowledge principles. Teachers will design assessments that incorporate Depth of Knowledge questions.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Curriculum Leader

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departments with support of curriculum leader will meet, develop, and hone Depth of Knowledge questions Levels II, III, & IV to support content standards.	Academic Support Program Professional Learning Direct Instruction	08/20/2018	05/10/2019	\$1000 - Title I Part A	Faculty, Administration, Curriculum Leader

Goal 3:

Cultivate a school culture of belonging and success in order to increase student and stakeholder engagement.

Measurable Objective 1:

collaborate to develop effective professional learning communities as administration and teachers network to increase knowledge and strategies to implement successful PLCs by 05/10/2019 as measured by increase in student summative assessments and a decrease in student discipline.

Strategy1:

Professional Development - Administration and teachers will attend professional development to learn strategies and tools to implement effective professional learning communities in the school. Through continued collaboration, administration and teachers will take action steps to increase a sustained and substantive school improvement.

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Category: Develop/Implement Student and School Culture Program

Research Cited: Local

Activity - Professional Learning Communities at Work Institute	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teachers will attend a conference to gain tools, resources, and strategies to effectively implement professional learning communities.	Behavioral Support Program Professional Learning Academic Support Program	08/01/2018	05/01/2019	\$10000 - Title I Schoolwide	Administration and select teachers

Measurable Objective 2:

increase student growth by providing leadership opportunities for students. by 05/10/2019 as measured by Interest inventories and increased student club involvement.

Strategy1:

Increase Clubs & Student Organizations - Student feedback and teacher innovation will provide suggestions for new clubs/student organizations or methods to improve current membership in established clubs and student organizations.

Category: Develop/Implement Student and School Culture Program

Research Cited: MMGW

Activity - New Clubs and Organizations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New student clubs are organized in early fall, and student assemblies disseminate information.	Extra Curricular	08/20/2018	05/10/2019	\$500 - Other	Administration, Faculty, Curriculum Leader

Measurable Objective 3:

increase student growth Collaborate and attend summer conference to improve overall school climate and culture through academics and pedagogy. by 07/31/2019 as measured by Improved student performance.

Strategy1:

Climate and Culture - Departmental heads and administration will attend conference to learn new researched based methods for improving school climate both culturally and academically

Category: Develop/Implement College and Career Ready Standards

Research Cited: MMGW

Activity - Summer Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departmental heads/curriculum personnel and administration will attend a summer conference	Academic Support Program	06/01/2019	07/01/2019	\$12000 - Title I School Improvement (ISI)	Administrator will oversee

Measurable Objective 4:

collaborate to improve student discipline and create a school culture that cultivates student leadership, involvement, and engagement. by 05/10/2019 as measured by through interest/involvement inventories, membership numbers, feedback from students and sponsors, and discipline referrals.

Strategy1:

Incentive Field Trips - Student receiving no discipline referrals will have the opportunity to attend a quarterly field trip.

Category: Develop/Implement Student and School Culture Program

Research Cited: MMGW

Activity - Incentive Field Trip	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each quarter students who have received no discipline referrals will have the opportunity to attend a bowling field trip for 1/2 school day.	Academic Support Program Community Engagement Field Trip Behavioral Support Program Extra Curricular	10/01/2018	05/17/2019	\$1500 - General Fund	Administration, Faculty

Strategy2:

Bear Pride - Positive behavior incentives are awarded to students.

Category: Develop/Implement Student and School Culture Program

Research Cited: MMGW

Activity - Bear Pride	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Bear Pride program will provide rewards to those recognized by peers/teachers as exhibiting positive behaviors	Academic Support Program Other Community Engagement Field Trip Extra Curricular	08/20/2018	05/10/2019	\$1000 - General Fund	Administration, Faculty, Curriculum Leader, Counselor

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

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

All students at Central Baldwin Middle will improve in the area of reading.

Measurable Objective 1:

3% of All Students will increase student growth by meeting growth gains in Reading by 05/10/2019 as measured by Scantron Performance Series.

Strategy1:

Curriculum Development - Departments will meet monthly to review student data and develop content to meet student needs

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

Research Cited: SREB

Activity - Departmental Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departments will attend monthly on campus team meetings to review data, meet with leaders, and develop content strategies to promote student learning	Academic Support Program Professional Learning	08/20/2018	05/10/2019	\$6400 - Title I Part A	Administrator and department chairs

Strategy2:

Technology - ELA department with feedback from county will research and procure a technology based program to provide additional reading support to all students. A program that provides an adaptive learning environment and packed with various strategies and lessons to meet the needs of learners are various levels will be purchased..

Category: Develop/Implement Learning Supports

Research Cited: Examining Response to Intervention Models in Secondary Education (pp.223-249). Pennsylvania: IGI Global

Activity - Technology Based Instruction for Individualized Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL technology will be used to enhance content and provide additional practice and remediation to improve skills. Language-Live will also be used for additional practice and for remediation.	Technology	08/20/2018	05/10/2019	\$3500 - Title I Part A	ELA educators

Strategy3:

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Differentiation - Students will receive differentiated instruction by means of teacher led activities, technology, Title 1 tutors, and guided reading teacher.

Category: Develop/Implement Learning Supports

Research Cited: Angela Baker. An Exploratory Critical Study of Questioning Strategies. East Tennessee State University. August 2014.

Activity - Cross curriculum differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content teachers in History and Science will use school reading data to meet differentiated needs of students.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Curriculum Leader

Activity - Learning Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use data to provide activities based on the differentiation needs of students.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Curriculum Leader

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use ixl and Language-Live to provide for differentiated needs	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutors will work individually with students that are classified as Tier 3. Students will be pulled from elective courses in order to receive direct tutor led instruction in area of need. Every 4 weeks RTI meetings will be held to discuss student performance and change strategies/activities as needed.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$50000 - Title I School Improvement (ISI)	Intervention Tutors, ELA faculty, RTI team, Guided Reading Teacher, Counselor, Special Education, & Administration

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will provide in classroom activities and supports including a technology based component that meets the students at their current reading level and work to build skills of Tier 2 and Tier 3 students.	Direct Instruction Academic Support Program	10/01/2018	05/10/2019	\$0 - No Funding Required	RTI team, Administration, ELA teachers, & Counselor

Strategy4:

Learning Targets - All teachers will work to implement learning targets regularly.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Learning Targets/School Data

Activity - Visible Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets will be visible in all classrooms so that students are aware of what is expected of them.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leader

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departmental meetings will be held to discuss, create, and determine utilization strategies for content area Learning Targets.	Professional Learning	08/20/2018	05/10/2019	\$0 - No Funding Required	Faulty, Administration, and Curriculum Leader

Activity - Classroom Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will connect Learning Targets to classroom activity.	Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leader

Strategy5:

Depth of Knowledge - Webb's Depth of Knowledge Levels II, III, IV will be represented in lessons and lesson plans across the curriculum.

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

Research Cited: Norman Webb

Activity - Monitor and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom lesson plans will be monitored for Depth of Knowledge principles. Teachers will design assessments that incorporate Depth of Knowledge questions.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Curriculum Leader

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departments will meet and develop Depth of Knowledge questions Levels II, III, & IV that support content standards.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Curriculum Leader

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Depth of knowledge questioning will be utilized to increase question complexity to build higher order questions and support students' critical thinking skills.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administrators, Curriculum Leaders

Strategy6:

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Formative Assessment - Students will learn to read critically and .examine reading material to answer questions and drive comprehension.

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

Research Cited: Mokhtari, K. (2012). "Assessing Students' Metacognitive Awareness of Reading Strategies

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various formative assessments will be used regularly and purposefully in order to drive future classroom instruction.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - District Funding	All Staff

Activity - Reading Across Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will learn to think strategically and extend learning as they read, discuss, and complete tasks to demonstrate knowledge on various reading materials across the curriculum.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	All staff

Activity - Data to Drive Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 7 and 8 will complete Reading Formative Assessments via Scantron Achievement Series. Data will be reviewed by teachers and administration at team meetings.	Other - Assessment	08/20/2018	05/10/2019	\$0 - No Funding Required	Teachers, Administration, & Tutors

Goal 2:

Central Baldwin Middle School students will improve in the area of mathematics.

Measurable Objective 1:

3% of All Students will increase student growth on Scantron Performance Series assessment in Mathematics by 05/11/2018 as measured by Scantron Performance Series.

Strategy1:

Differentiation - Various differentiation strategies will be utilized in the classroom to address the needs of students who do and do not understand course content.

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

Research Cited: School Data/Differentiation

Tobaugh, R., Chandler, W. G., & White, C. (2015). High School Turnaround: A Case Study. In P. Epler (Ed.),

Examining Response to Intervention (RTI) Models in Secondary Education (pp. 223-249). Pennsylvania: IGI Global

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Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutors will work with students identified by RTI as Tier 3. Students will be pulled from elective courses in order to receive direct tutored instruction in area of need. Every 4 weeks TI meetings will be held to discuss student performance and change strategies/activities as needed.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$10000 - Title I Part A	Faculty, Administration, RTI Team, and Curriculum Leader

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom mathematics intervention activities will be provided to students. Every 4 weeks RTI meetings will be held to discuss student performance and change strategies/activities as needed.	Academic Support Program Direct Instruction	08/27/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Counselor, Special Education, & Curriculum Leader

Activity - Assessment Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use formative assessment activities in order to establish areas for differentiation	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, administration, & curriculum leader

Activity - Trans-Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trans-Math will be used to provide student centered math remediation to students not meeting targeted goals.	Technology Direct Instruction Academic Support Program	09/17/2018	05/10/2019	\$2000 - Other	Administration, Math department, Curriculum leader

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology based software (iXL) will be used to provide for differentiated needs.	Technology	08/20/2018	05/10/2019	\$5000 - Title I Part A	Administration, math faculty

Strategy2:

Formative Assessment - Various types of formative assessments will be used regularly and purposely in order to drive future classroom instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

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Activity - Data to Drive Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 7 & 8 will complete Mathematics Formative Assessments via Scantron Achievement Series. Data will be reviewed by teachers and administration at team meetings to make instructional decisions.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Counselor, & Curriculum Leader

Activity - Assessment Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use various formative assessment methods to determine students acquisition of needed skills and guide remediation efforts.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leader

Activity - Math Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various formative assessments will be used regularly and purposefully in order to drive future classroom instruction.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Curriculum Leader

Strategy3:

Learning Targets - -All teachers will work to implement learning targets regularly and with intention.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data/Learning Targets

Activity - Classroom Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will connect Learning Targets to classroom activities.	Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leader

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departmental meetings will be held to discuss, create, and determine utilization strategies for Math Learning Targets.	Academic Support Program Professional Learning	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leader

Activity - Visible Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets will be visible in all classrooms so that students are aware of what is learning expectations.	Direct Instruction	08/20/2018	05/20/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leader

Strategy4:

Curriculum Development - Math department will meet monthly to review student data and develop content to meet student needs.

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

Research Cited: SREB

Activity - Departmental Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math department will hold monthly meetings to review student data, address student needs, meet with curriculum leaders, and develop content to meet areas of need	Academic Support Program	08/20/2018	05/10/2019	\$2400 - Title I Part A	administration and math chair

Strategy5:

Depth of Knowledge - Webb's Depth of Knowledge Levels II, III, & IV will be represented in lessons and lessons plans.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Webb; school data

Activity - Monitor and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom lesson plans will be monitored for Dept of Knowledge principles. Teachers will design assessments that incorporate Depth of Knowledge questions.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Curriculum Leader

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departments with support of curriculum leader will meet, develop, and hone Depth of Knowledge questions Levels II, III, & IV to support content standards.	Academic Support Program Direct Instruction Professional Learning	08/20/2018	05/10/2019	\$1000 - Title I Part A	Faculty, Administration, Curriculum Leader

Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets will reflect the various levels of DOK.	Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leaders

Goal 3:

Cultivate a school culture of belonging and success in order to increase student and stakeholder engagement.

Measurable Objective 1:

collaborate to develop effective professional learning communities as administration and teachers network to increase knowledge and strategies to implement successful PLCs by 05/10/2019 as measured by increase in student summative assessments and a decrease in student discipline.

Strategy1:

Professional Development - Administration and teachers will attend professional development to learn strategies and tools to implement effective professional learning communities in the school. Through continued collaboration, administration and teachers will take action steps to increase a sustained and substantive school improvement.

Category: Develop/Implement Student and School Culture Program

Research Cited: Local

Activity - Professional Learning Communities at Work Institute	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teachers will attend a conference to gain tools, resources, and strategies to effectively implement professional learning communities.	Professional Learning Behavioral Support Program Academic Support Program	08/01/2018	05/01/2019	\$10000 - Title I Schoolwide	Administration and select teachers

Measurable Objective 2:

increase student growth by providing leadership opportunities for students. by 05/10/2019 as measured by Interest inventories and increased student club involvement.

Strategy1:

Increase Clubs & Student Organizations - Student feedback and teacher innovation will provide suggestions for new clubs/student organizations or methods to improve current membership in established clubs and student organizations.

Category: Develop/Implement Student and School Culture Program

Research Cited: MMGW

Activity - New Clubs and Organizations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New student clubs are organized in early fall, and student assemblies disseminate information.	Extra Curricular	08/20/2018	05/10/2019	\$500 - Other	Administration, Faculty, Curriculum Leader

Measurable Objective 3:

increase student growth Collaborate and attend summer conference to improve overall school climate and culture through academics and pedagogy. by 07/31/2019 as measured by Improved student performance.

Strategy1:

Climate and Culture - Departmental heads and administration will attend conference to learn new researched based methods for improving school climate both culturally and academically

Category: Develop/Implement College and Career Ready Standards

Research Cited: MMGW

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Activity - Summer Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departmental heads/curriculum personnel and administration will attend a summer conference	Academic Support Program	06/01/2019	07/01/2019	\$12000 - Title I School Improvement (ISI)	Administrator will oversee

Measurable Objective 4:

collaborate to improve student discipline and create a school culture that cultivates student leadership, involvement, and engagement. by 05/10/2019 as measured by through interest/involvement inventories, membership numbers, feedback from students and sponsors, and discipline referrals.

Strategy1:

Incentive Field Trips - Student receiving no discipline referrals will have the opportunity to attend a quarterly field trip.

Category: Develop/Implement Student and School Culture Program

Research Cited: MMGW

Activity - Incentive Field Trip	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each quarter students who have received no discipline referrals will have the opportunity to attend a bowling field trip for 1/2 school day.	Academic Support Program Behavioral Support Program Extra Curricular Community Engagement Field Trip	10/01/2018	05/17/2019	\$1500 - General Fund	Administration, Faculty

Strategy2:

Bear Pride - Positive behavior incentives are awarded to students.

Category: Develop/Implement Student and School Culture Program

Research Cited: MMGW

Activity - Bear Pride	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Bear Pride program will provide rewards to those recognized by peers/teachers as exhibiting positive behaviors	Extra Curricular Community Engagement Academic Support Program Other Field Trip	08/20/2018	05/10/2019	\$1000 - General Fund	Administration, Faculty, Curriculum Leader, Counselor

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

Goal 1:

All students at Central Baldwin Middle will improve in the area of reading.

Measurable Objective 1:

3% of All Students will increase student growth by meeting growth gains in Reading by 05/10/2019 as measured by Scantron Performance Series.

Strategy1:

Curriculum Development - Departments will meet monthly to review student data and develop content to meet student needs

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

Research Cited: SREB

Activity - Departmental Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departments will attend monthly on campus team meetings to review data, meet with leaders, and develop content strategies to promote student learning	Academic Support Program Professional Learning	08/20/2018	05/10/2019	\$6400 - Title I Part A	Administrator and department chairs

Strategy2:

Differentiation - Students will receive differentiated instruction by means of teacher led activities, technology, Title 1 tutors, and guided reading teacher.

Category: Develop/Implement Learning Supports

Research Cited: Angela Baker. An Exploratory Critical Study of Questioning Strategies. East Tennessee State University. August 2014.

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom reading intervention activities will be presented to ELA students on a weekly basis. Every 4 weeks RTI meetings will be held to discuss student performance and change strategies/activities as needed.	Academic Support Program	08/21/2017	05/18/2018	\$0 - No Funding Required	All staff specifically Intervention teacher, ELA teachers, tutors, and counselor

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will provide in classroom activities and supports including a technology based component that meets the students at their current reading level and work to build skills of Tier 2 and Tier 3 students.	Academic Support Program Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	RTI team, Administration, ELA teachers, & Counselor

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Activity - Learning Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use data to provide activities based on the differentiation needs of students.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Curriculum Leader

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use ixl and Language-Live to provide for differentiated needs	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration

Activity - Cross curriculum differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content teachers in History and Science will use school reading data to meet differentiated needs of students.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Curriculum Leader

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutors will work individually with students that are classified as Tier 3. Students will be pulled from elective courses in order to receive direct tutor led instruction in area of need. Every 4 weeks RTI meetings will be held to discuss student performance and change strategies/activities as needed.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$50000 - Title I School Improvement (ISI)	Intervention Tutors, ELA faculty, RTI team, Guided Reading Teacher, Counselor, Special Education, & Administration

Strategy3:

Technology - ELA department with feedback from county will research and procure a technology based program to provide additional reading support to all students. A program that provides an adaptive learning environment and packed with various strategies and lessons to meet the needs of learners are various levels will be purchased..

Category: Develop/Implement Learning Supports

Research Cited: Examining Response to Intervention Models in Secondary Education (pp.223-249). Pennsylvania: IGI Global

Activity - Technology Based Instruction for Individualized Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL technology will be used to enhance content and provide additional practice and remediation to improve skills. Language-Live will also be used for additional practice and for remediation.	Technology	08/20/2018	05/10/2019	\$3500 - Title I Part A	ELA educators

Strategy4:

Formative Assessment - Students will learn to read critically and .examine reading material to answer questions and drive comprehension.

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

Research Cited: Mokhtari, K. (2012). "Assessing Students' Metacognitive Awareness of Reading Strategies

Activity - Reading Across Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will learn to think strategically and extend learning as they read, discuss, and complete tasks to demonstrate knowledge on various reading materials across the curriculum.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	All staff

Activity - Data to Drive Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 7 and 8 will complete Reading Formative Assessments via Scantron Achievement Series. Data will be reviewed by teachers and administration at team meetings.	Other - Assessment	08/20/2018	05/10/2019	\$0 - No Funding Required	Teachers, Administration, & Tutors

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various formative assessments will be used regularly and purposefully in order to drive future classroom instruction.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - District Funding	All Staff

Strategy5:

Depth of Knowledge - Webb's Depth of Knowledge Levels II, III, IV will be represented in lessons and lesson plans across the curriculum.

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

Research Cited: Norman Webb

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departments will meet and develop Depth of Knowledge questions Levels II, III, & IV that support content standards.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Curriculum Leader

Activity - Monitor and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom lesson plans will be monitored for Depth of Knowledge principles. Teachers will design assessments that incorporate Depth of Knowledge questions.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Curriculum Leader

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Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Depth of knowledge questioning will be utilized to increase question complexity to build higher order questions and support students' critical thinking skills.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administrators, Curriculum Leaders

Strategy6:

Learning Targets - All teachers will work to implement learning targets regularly.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Learning Targets/School Data

Activity - Classroom Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will connect Learning Targets to classroom activity.	Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leader

Activity - Visible Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets will be visible in all classrooms so that students are aware of what is expected of them.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leader

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departmental meetings will be held to discuss, create, and determine utilization strategies for content area Learning Targets.	Professional Learning	08/20/2018	05/10/2019	\$0 - No Funding Required	Faulty, Administration, and Curriculum Leader

Goal 2:

Central Baldwin Middle School students will improve in the area of mathematics.

Measurable Objective 1:

3% of All Students will increase student growth on Scantron Performance Series assessment in Mathematics by 05/11/2018 as measured by Scantron Performance Series.

Strategy1:

Depth of Knowledge - Webb's Depth of Knowledge Levels II, III, & IV will be represented in lessons and lessons plans.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Webb; school data

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Activity - Monitor and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom lesson plans will be monitored for Dept of Knowledge principles. Teachers will design assessments that incorporate Depth of Knowledge questions.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Curriculum Leader

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departments with support of curriculum leader will meet, develop, and hone Depth of Knowledge questions Levels II, III, & IV to support content standards.	Direct Instruction Academic Support Program Professional Learning	08/20/2018	05/10/2019	\$1000 - Title I Part A	Faculty, Administration, Curriculum Leader

Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets will reflect the various levels of DOK.	Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leaders

Strategy2:

Differentiation - Various differentiation strategies will be utilized in the classroom to address the needs of students who do and do not understand course content.

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

Research Cited: School Data/Differentiation

Tobaugh, R., Chandler, W. G., & White, C. (2015). High School Turnaround: A Case Study. In P. Epler (Ed.),

Examining Response to Intervention (RTI) Models in Secondary Education (pp. 223-249). Pennsylvania: IGI Global

Activity - Direct Insruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom mathematics intervention activities will be provided to students. Every 4 weeks RTI meetings will be held to discuss student performance and change strategies/activities as needed.	Direct Instruction Academic Support Program	08/27/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Counselor, Special Education, & Curriculum Leader

Activity - Assessment Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use formative assessment activities in order to establish areas for differentiation	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, administration, & curriculum leader

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Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutors will work with students identified by RTI as Tier 3. Students will be pulled from elective courses in order to receive direct tutored instruction in area of need. Every 4 weeks TI meetings will be held to discuss student performance and change strategies/activities as needed.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$10000 - Title I Part A	Faculty, Administration, RTI Team, and Curriculum Leader

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology based software (iXL) will be used to provide for differentiated needs.	Technology	08/20/2018	05/10/2019	\$5000 - Title I Part A	Administration, math faculty

Activity - Trans-Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trans-Math will be used to provide student centered math remediation to students not meeting targeted goals.	Direct Instruction Academic Support Program Technology	09/17/2018	05/10/2019	\$2000 - Other	Administration, Math department, Curriculum leader

Strategy3:

Curriculum Development - Math department will meet monthly to review student data and develop content to meet student needs.

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

Research Cited: SREB

Activity - Departmental Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math department will hold monthly meetings to review student data, address student needs, meet with curriculum leaders, and develop content to meet areas of need	Academic Support Program	08/20/2018	05/10/2019	\$2400 - Title I Part A	administration and math chair

Strategy4:

Learning Targets - -All teachers will work to implement learning targets regularly and with intention.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data/Learning Targets

Activity - Classroom Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will connect Learning Targets to classroom activities.	Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leader

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departmental meetings will be held to discuss, create, and determine utilization strategies for Math Learning Targets.	Professional Learning Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leader

Activity - Visible Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets will be visible in all classrooms so that students are aware of what is learning expectations.	Direct Instruction	08/20/2018	05/20/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leader

Strategy5:

Formative Assessment - Various types of formative assessments will be used regularly and purposely in order to drive future classroom instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Math Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various formative assessments will be used regularly and purposefully in order to drive future classroom instruction.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Curriculum Leader

Activity - Assessment Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use various formative assessment methods to determine students acquisition of needed skills and guide remediation efforts.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leader

Activity - Data to Drive Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 7 & 8 will complete Mathematics Formative Assessments via Scantron Achievement Series. Data will be reviewed by teachers and administration at team meetings to make instructional decisions.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Counselor, & Curriculum Leader

Goal 3:

Cultivate a school culture of belonging and success in order to increase student and stakeholder engagement.

Measurable Objective 1:

increase student growth Collaborate and attend summer conference to improve overall school climate and culture through academics and pedagogy. by 07/31/2019 as measured by Improved student performance.

Strategy1:

Climate and Culture - Departmental heads and administration will attend conference to learn new researched based methods for improving school climate both culturally and academically

Category: Develop/Implement College and Career Ready Standards

Research Cited: MMGW

Activity - Summer Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departmental heads/curriculum personnel and administration will attend a summer conference	Academic Support Program	06/01/2019	07/01/2019	\$12000 - Title I School Improvement (ISI)	Administrator will oversee

Measurable Objective 2:

collaborate to develop effective professional learning communities as administration and teachers network to increase knowledge and strategies to implement successful PLCs by 05/10/2019 as measured by increase in student summative assessments and a decrease in student discipline.

Strategy1:

Professional Development - Administration and teachers will attend professional development to learn strategies and tools to implement effective professional learning communities in the school. Through continued collaboration, administration and teachers will take action steps to increase a sustained and substantive school improvement.

Category: Develop/Implement Student and School Culture Program

Research Cited: Local

Activity - Professional Learning Communities at Work Institute	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teachers will attend a conference to gain tools, resources, and strategies to effectively implement professional learning communities.	Behavioral Support Program Academic Support Program Professional Learning	08/01/2018	05/01/2019	\$10000 - Title I Schoolwide	Administration and select teachers

Measurable Objective 3:

collaborate to improve student discipline and create a school culture that cultivates student leadership, involvement, and engagement. by 05/10/2019 as measured by through interest/involvement inventories, membership numbers, feedback from students and sponsors, and discipline referrals.

Strategy1:

Incentive Field Trips - Student receiving no discipline referrals will have the opportunity to attend a quarterly field trip.

Category: Develop/Implement Student and School Culture Program

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Research Cited: MMGW

Activity - Incentive Field Trip	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each quarter students who have received no discipline referrals will have the opportunity to attend a bowling field trip for 1/2 school day.	Extra Curricular Behavioral Support Program Academic Support Program Field Trip Community Engagement	10/01/2018	05/17/2019	\$1500 - General Fund	Administration, Faculty

Strategy2:

Bear Pride - Positive behavior incentives are awarded to students.

Category: Develop/Implement Student and School Culture Program

Research Cited: MMGW

Activity - Bear Pride	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Bear Pride program will provide rewards to those recognized by peers/teachers as exhibiting positive behaviors	Other Community Engagement Extra Curricular Field Trip Academic Support Program	08/20/2018	05/10/2019	\$1000 - General Fund	Administration, Faculty, Curriculum Leader, Counselor

Measurable Objective 4:

increase student growth by providing leadership opportunities for students. by 05/10/2019 as measured by Interest inventories and increased student club involvement.

Strategy1:

Increase Clubs & Student Organizations - Student feedback and teacher innovation will provide suggestions for new clubs/student organizations or methods to improve current membership in established clubs and student organizations.

Category: Develop/Implement Student and School Culture Program

Research Cited: MMGW

Activity - New Clubs and Organizations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New student clubs are organized in early fall, and student assemblies disseminate information.	Extra Curricular	08/20/2018	05/10/2019	\$500 - Other	Administration, Faculty, Curriculum Leader

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

Interpretation of test results are provided in Spanish and the ESL teacher who speaks Spanish contacts the ESL Spanish speaking families.

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

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

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

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

Central Baldwin Middle School seeks to hire only highly qualified teachers. Recruitment and employment procedures are designed to identify applicants that meet the Alabama State Department of Education, as well as, AdvancED standards. Teachers are hired based on certification and highly qualified status for any position that is open at CBMS. Mentor teachers are in place for novice/first year teachers in order to provide them with information on effective instructional practices, classroom management strategies, and school-wide routines and expectations. Tutoring and intervention is conducted by highly qualified, certified teacher(s). Professional development is provided to all certified staff to enhance their knowledge of programs and effective use of programs within the school setting.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

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

Title monies were used to fund a science and math position in the previous year and those teachers were replaced for the 18-19 academic year. 1 teacher was non-renewed and one transferred to Robertsdale High School.

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

All teachers are highly qualified. Of the staff at CBMS 25 hold Master's degrees, 1 holds a Doctorate, 1 holds an Educational Specialist, and 19 hold Bachelor's degrees.

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

The mentor program is helping our new teachers as they will have experienced teachers to assist and guide them into the CBMS culture.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

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

Trainings on using Scantron Analytics will continue so that teachers can have more efficient use of the many data types available and this will be used to guide instruction. DOK trainings will be provided to ensure all levels of questioning are being utilized. Data from various sources including classroom data and Scantron data indicate a need for improved DOK skills and teacher feedback and testing data suggest further analytics training would be beneficial.

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

Scantron, Scantron Analytics, DOK, RTI, eLearning and additional county led professional development opportunities will be offered.

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 teachers are assigned a mentor teacher who is a veteran teacher in the same content area. The mentor teacher provides guidance and oversight and on-going support.

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

Professional development is sustained and ongoing due to need and through various offerings provided by the county and state. Curriculum leaders assess student data and welcome teacher/administrator feedback to design and provide sustained and ongoing training.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

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

Goal 1:

All students at Central Baldwin Middle will improve in the area of reading.

Measurable Objective 1:

3% of All Students will increase student growth by meeting growth gains in Reading by 05/10/2019 as measured by Scantron Performance Series.

Strategy1:

Depth of Knowledge - Webb's Depth of Knowledge Levels II, III, IV will be represented in lessons and lesson plans across the curriculum.

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

Research Cited: Norman Webb

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departments will meet and develop Depth of Knowledge questions Levels II, III, & IV that support content standards.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Curriculum Leader

Activity - Monitor and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom lesson plans will be monitored for Depth of Knowledge principles. Teachers will design assessments that incorporate Depth of Knowledge questions.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Curriculum Leader

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Depth of knowledge questioning will be utilized to increase question complexity to build higher order questions and support students' critical thinking skills.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administrators, Curriculum Leaders

Strategy2:

Learning Targets - All teachers will work to implement learning targets regularly.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Learning Targets/School Data

Activity - Visible Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets will be visible in all classrooms so that students are aware of what is expected of them.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leader

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departmental meetings will be held to discuss, create, and determine utilization strategies for content area Learning Targets.	Professional Learning	08/20/2018	05/10/2019	\$0 - No Funding Required	Faulty, Administration, and Curriculum Leader

Activity - Classroom Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will connect Learning Targets to classroom activity.	Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leader

Strategy3:

Curriculum Development - Departments will meet monthly to review student data and develop content to meet student needs

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

Research Cited: SREB

Activity - Departmental Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departments will attend monthly on campus team meetings to review data, meet with leaders, and develop content strategies to promote student learning	Professional Learning Academic Support Program	08/20/2018	05/10/2019	\$6400 - Title I Part A	Administrator and department chairs

Strategy4:

Technology - ELA department with feedback from county will research and procure a technology based program to provide additional reading support to all students. A program that provides an adaptive learning environment and packed with various strategies and lessons to meet the needs of learners are various levels will be purchased..

Category: Develop/Implement Learning Supports

Research Cited: Examining Response to Intervention Models in Secondary Education (pp.223-249). Pennsylvania: IGI Global

Activity - Technology Based Instruction for Individualized Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL technology will be used to enhance content and provide additional practice and remediation to improve skills. Language-Live will also be used for additional practice and for remediation.	Technology	08/20/2018	05/10/2019	\$3500 - Title I Part A	ELA educators

Strategy5:

Formative Assessment - Students will learn to read critically and .examine reading material to answer questions and drive comprehension.

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

Research Cited: Mokhtari, K. (2012). "Assessing Students' Metacognitive Awareness of Reading Strategies

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various formative assessments will be used regularly and purposefully in order to drive future classroom instruction.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$0 - District Funding	All Staff

Activity - Data to Drive Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 7 and 8 will complete Reading Formative Assessments via Scantron Achievement Series. Data will be reviewed by teachers and administration at team meetings.	Other - Assessment	08/20/2018	05/10/2019	\$0 - No Funding Required	Teachers, Administration, & Tutors

Activity - Reading Across Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will learn to think strategically and extend learning as they read, discuss, and complete tasks to demonstrate knowledge on various reading materials across the curriculum.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	All staff

Strategy6:

Differentiation - Students will receive differentiated instruction by means of teacher led activities, technology, Title 1 tutors, and guided reading teacher.

Category: Develop/Implement Learning Supports

Research Cited: Angela Baker. An Exploratory Critical Study of Questioning Strategies. East Tennessee State University. August 2014.

Activity - Cross curriculum differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content teachers in History and Science will use school reading data to meet differentiated needs of students.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Curriculum Leader

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom reading intervention activities will be presented to ELA students on a weekly basis. Every 4 weeks RTI meetings will be held to discuss student performance and change strategies/activities as needed.	Academic Support Program	08/21/2017	05/18/2018	\$0 - No Funding Required	All staff specifically Intervention teacher, ELA teachers, tutors, and counselor

Activity - Learning Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use data to provide activities based on the differentiation needs of students.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Curriculum Leader

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutors will work individually with students that are classified as Tier 3. Students will be pulled from elective courses in order to receive direct tutor led instruction in area of need. Every 4 weeks RTI meetings will be held to discuss student performance and change strategies/activities as needed.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$50000 - Title I School Improvement (ISI)	Intervention Tutors, ELA faculty, RTI team, Guided Reading Teacher, Counselor, Special Education, & Administration

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will provide in classroom activities and supports including a technology based component that meets the students at their current reading level and work to build skills of Tier 2 and Tier 3 students.	Academic Support Program Direct Instruction	10/01/2018	05/10/2019	\$0 - No Funding Required	RTI team, Administration, ELA teachers, & Counselor

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use ixl and Language-Live to provide for differentiated needs	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration

Goal 2:

Central Baldwin Middle School students will improve in the area of mathematics.

Measurable Objective 1:

3% of All Students will increase student growth on Scantron Performance Series assessment in Mathematics by 05/11/2018 as measured by Scantron Performance Series.

Strategy1:

Depth of Knowledge - Webb's Depth of Knowledge Levels II, III, & IV will be represented in lessons and lessons plans.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Webb; school data

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Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets will reflect the various levels of DOK.	Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leaders

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departments with support of curriculum leader will meet, develop, and hone Depth of Knowledge questions Levels II, III, & IV to support content standards.	Direct Instruction Professional Learning Academic Support Program	08/20/2018	05/10/2019	\$1000 - Title I Part A	Faculty, Administration, Curriculum Leader

Activity - Monitor and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom lesson plans will be monitored for Dept of Knowledge principles. Teachers will design assessments that incorporate Depth of Knowledge questions.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Curriculum Leader

Strategy2:

Learning Targets - -All teachers will work to implement learning targets regularly and with intention.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data/Learning Targets

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departmental meetings will be held to discuss, create, and determine utilization strategies for Math Learning Targets.	Professional Learning Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leader

Activity - Visible Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets will be visible in all classrooms so that students are aware of what is learning expectations.	Direct Instruction	08/20/2018	05/20/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leader

Activity - Classroom Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will connect Learning Targets to classroom activities.	Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leader

Strategy3:

Formative Assessment - Various types of formative assessments will be used regularly and purposely in order to drive future classroom instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Data to Drive Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 7 & 8 will complete Mathematics Formative Assessments via Scantron Achievement Series. Data will be reviewed by teachers and administration at team meetings to make instructional decisions.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Counselor, & Curriculum Leader

Activity - Assessment Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use various formative assessment methods to determine students acquisition of needed skills and guide remediation efforts.	Direct Instruction Academic Support Program	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, & Curriculum Leader

Activity - Math Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various formative assessments will be used regularly and purposefully in order to drive future classroom instruction.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Curriculum Leader

Strategy4:

Differentiation - Various differentiation strategies will be utilized in the classroom to address the needs of students who do and do not understand course content.

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

Research Cited: School Data/Differentiation

Tobaugh, R., Chandler, W. G., & White, C. (2015). High School Turnaround: A Case Study. In P. Epler (Ed.),

Examining Response to Intervention (RTI) Models in Secondary Education (pp. 223-249). Pennsylvania: IGI Global

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom mathematics intervention activities will be provided to students. Every 4 weeks RTI meetings will be held to discuss student performance and change strategies/activities as needed.	Academic Support Program Direct Instruction	08/27/2018	05/10/2019	\$0 - No Funding Required	Faculty, Administration, Counselor, Special Education, & Curriculum Leader

Activity - Assessment Methods	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use formative assessment activities in order to establish areas for differentiation	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$0 - No Funding Required	Faculty, administration, & curriculum leader

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutors will work with students identified by RTI as Tier 3. Students will be pulled from elective courses in order to receive direct tutored instruction in area of need. Every 4 weeks TI meetings will be held to discuss student performance and change strategies/activities as needed.	Academic Support Program Direct Instruction	08/20/2018	05/10/2019	\$10000 - Title I Part A	Faculty, Administration, RTI Team, and Curriculum Leader

Activity - Trans-Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trans-Math will be used to provide student centered math remediation to students not meeting targeted goals.	Academic Support Program Direct Instruction Technology	09/17/2018	05/10/2019	\$2000 - Other	Administration, Math department, Curriculum leader

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology based software (iXL) will be used to provide for differentiated needs.	Technology	08/20/2018	05/10/2019	\$5000 - Title I Part A	Administration, math faculty

Goal 3:

Cultivate a school culture of belonging and success in order to increase student and stakeholder engagement.

Measurable Objective 1:

increase student growth Collaborate and attend summer conference to improve overall school climate and culture through academics and pedagogy. by 07/31/2019 as measured by Improved student performance.

Strategy1:

Climate and Culture - Departmental heads and administration will attend conference to learn new researched based methods for improving school climate both culturally and academically

Category: Develop/Implement College and Career Ready Standards

Research Cited: MMGW

Activity - Summer Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departmental heads/curriculum personnel and administration will attend a summer conference	Academic Support Program	06/01/2019	07/01/2019	\$12000 - Title I School Improvement (ISI)	Administrator will oversee

Measurable Objective 2:

collaborate to develop effective professional learning communities as administration and teachers network to increase knowledge and

strategies to implement successful PLCs by 05/10/2019 as measured by increase in student summative assessments and a decrease in student discipline.

Strategy1:

Professional Development - Administration and teachers will attend professional development to learn strategies and tools to implement effective professional learning communities in the school. Through continued collaboration, administration and teachers will take action steps to increase a sustained and substantive school improvement.

Category: Develop/Implement Student and School Culture Program

Research Cited: Local

Activity - Professional Learning Communities at Work Institute	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teachers will attend a conference to gain tools, resources, and strategies to effectively implement professional learning communities.	Behavioral Support Program Academic Support Program Professional Learning	08/01/2018	05/01/2019	\$10000 - Title I Schoolwide	Administration and select teachers

Measurable Objective 3:

increase student growth by providing leadership opportunities for students. by 05/10/2019 as measured by Interest inventories and increased student club involvement.

Strategy1:

Increase Clubs & Student Organizations - Student feedback and teacher innovation will provide suggestions for new clubs/student organizations or methods to improve current membership in established clubs and student organizations.

Category: Develop/Implement Student and School Culture Program

Research Cited: MMGW

Activity - New Clubs and Organizations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New student clubs are organized in early fall, and student assemblies disseminate information.	Extra Curricular	08/20/2018	05/10/2019	\$500 - Other	Administration, Faculty, Curriculum Leader

Measurable Objective 4:

collaborate to improve student discipline and create a school culture that cultivates student leadership, involvement, and engagement. by 05/10/2019 as measured by through interest/involvement inventories, membership numbers, feedback from students and sponsors, and discipline referrals.

Strategy1:

Bear Pride - Positive behavior incentives are awarded to students.

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Category: Develop/Implement Student and School Culture Program

Research Cited: MMGW

Activity - Bear Pride	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Bear Pride program will provide rewards to those recognized by peers/teachers as exhibiting positive behaviors	Field Trip Extra Curricular Other Community Engagement Academic Support Program	08/20/2018	05/10/2019	\$1000 - General Fund	Administration, Faculty, Curriculum Leader, Counselor

Strategy2:

Incentive Field Trips - Student receiving no discipline referrals will have the opportunity to attend a quarterly field trip.

Category: Develop/Implement Student and School Culture Program

Research Cited: MMGW

Activity - Incentive Field Trip	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each quarter students who have received no discipline referrals will have the opportunity to attend a bowling field trip for 1/2 school day.	Behavioral Support Program Extra Curricular Community Engagement Academic Support Program Field Trip	10/01/2018	05/17/2019	\$1500 - General Fund	Administration, Faculty

Narrative:

In the spring rising 7th graders attend an assembly in which they are introduced to teachers, clubs, and courses. After the assembly, small groups of students are given tours by current students.

Also in the spring our 8th graders who will be attending Robertsdale High School are bused to the high school for an assembly and tour.

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

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

Departmental meetings are held monthly at a minimum. During departmental meetings classroom strategies regarding instruction, progress of students, and student assessment data are discussed. The curriculum leader meets with teachers to discuss class progress and assist the teacher in strategy development to ensure gains by all students. DOK, Learning Targets, Differentiation, and Formative Assessments are key monthly meeting topics.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

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

Students in need of assistance are identified by the system developed screener, Scantron results, faculty/curriculum leader meetings, teacher input, and RTI meetings.

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?

Identified students receive intervention from the classroom teacher, iXL, group instruction, inclusion settings, and tutors. Students receive intervention in the regular classroom setting on deficient skills. Those in need of more intensive intervention receive remediation beyond the classroom and attend tutoring sessions for directed strategic intervention. Guided reading, Trans-Math, and Language Live also provide additional assistance for struggling students. A first period class was added to the master schedule to incorporate the various programs and ensure skill specific student needs were met.

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.

Chromebooks provide access to teacher classrooms online. The online classrooms provide supplemental material to support student learning beyond the regular day. Internet access is not required as material can be uploaded and opened from areas without internet access. School tutors are provided to assist academically challenged students in the afternoon. After school care is provided at CBMS and tutors are available after school to assist academically needy students.

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.

Chromebooks provide access to teacher online classrooms which include supplemental material to support student learning beyond the regular day. Further school tutors are provided after school through the after school care program.

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.

ACIP

Central Baldwin Middle School

During the online registration process the parent/guardian indicates status. Students that match the criteria for identification with a special group are referred to the appropriate staff member or department. All services are made available to all students who meet the criteria for any group(s).

The following programs are available at CBMS: free/reduced lunch, ELL classes, ESL translators, Special Education Services, mental health counseling via AltaPointe, homeless services.

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

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

Programs used at Central Baldwin Middle School include Scantron, iXL, pre-AP, Language Live, Trans-Math, Guided Reading, and RTI. iXL is used in the Math and ELA classes. iXL provides math and ELA content standards support by providing activities to complete and a quick student results feedback. Scantron performance in the fall, winter and spring (3 testings periods) provide data to drive instruction and gives a detailed report of areas of improvement or decline. All programs are coordinated and integrated to achieve academic growth for all students. The ultimate goal being improved math and reading scores on state assessments

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

Central Baldwin Middle School coordinates with outside agencies on a regular basis to ensure that support is provided to students and parents in the areas of homelessness, mental health and well being.

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

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

The school evaluates the implementation of school wide programs through formal objective assessments such as Scantron Performance and Achievement Series testing. Leadership Team meetings, faculty meetings, and weekly meetings with the Curriculum Leader all serve as evaluative measures.

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?

Schoolwide data from Scantron testing is analyzed. Teachers work together cross curriculum and curriculum teams to review areas of need. The curriculum/data leaders for each school constantly reviews and analyzes data to present to content area teachers. Students needing additional support are assisted by tutors and intervention programs such as RTI. First period classes are organized based on student need and provide an additional level of support.

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?

Student growth is continually analyzed throughout the year and data from the classroom and the Scantron assessments are used to monitor. Data/curriculum leader continually monitors and reports findings as do classroom teachers.

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?

The school will have follow-up continuous improvement committee meetings with department heads, PST team, and building leadership team to revise the plan as necessary.

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	34.16

Provide the number of classroom teachers.

34.5

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1909557.0

Total

1,909,557.00

Administrator Units

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

Provide the number of administrators.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	94747.0

Total

94,747.00

Assistant Principal

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

Provide the number of Assistant Principals.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	73786.0

Total

73,786.00

Counselor

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

Provide the number of Counselors.

1.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	101452.0

Total

101,452.00

Librarian

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

Provide the number of Librarians.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	58732.0

Total

58,732.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0.00

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0.00

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

Total

0.00

Technology

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

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

0.00

Label	Question	Value
3.	Provide the total of all funding for Technology.	11598.0

Total

11,598.00

Professional Development

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

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

0.00

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	3479.0

Total

3,479.00

EL Teachers

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

Provide the number of EL Teachers.

0.00

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

Total

0.00

Instructional Supplies

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

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

0.00

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	20724.0

Total

20,724.00

Library Enhancement

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

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

0.00

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	3717.0

Total

3,717.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	223647.19

Provide a brief explanation and breakdown of expenses.

Instructional Personnel: \$ 164619.57

Instructional Purchased Services:\$ 11200.00

Instructional Supplies: \$10407.33

Other Student Parental Involvement: \$3071.19

Professional Development: \$22571.40

Ed Media Services: \$1000.00

Equipment Services: \$7700.00

Ext. Day Transportation: \$579.39

Ext. Day: \$ 2498.31

Title II

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

Provide a brief explanation and a breakdown of expenses.

services provided-funds not allocated directly to schools

Title III

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

Provide a brief explanation and a breakdown of expenses.

services provided-funds not allocated directly to schools

Title IV

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

Provide a brief explanation and a breakdown of expenses.

n/a

Title V

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

Provide a brief explanation and a breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

n/a

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

Provide a brief explanation and breakdown of expenses.

n/a

Other

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

Provide a brief explanation and a breakdown of expenses.

n/a

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

na

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

The school website and the Baldwin County Board of Education's website provide information regarding activities and expectations for student progress. The administrative staff and faculty may be contacted at anytime via email from these websites. The handbook presented to each parent/guardian at the beginning of school by means of the student agenda, email, website, and/or hard copy includes a wealth of information.

We will conduct the required Annual Title I Meeting for parents in the fall of 2017, and the meeting will be videoed and posted on YouTube for parents unable to attend to view when it is convenient.

Parents will be notified of the meeting through (1) notices sent home, (2) SchoolMessenger (rapid notification system), (4) school website, (5) Facebook page, and (6) signage

Topics to be discussed at this meeting will be:

- What it means to be a Title I School
- The 1% Set-Aside
- The LEA Title 1 Plan
- The LEA Parental Involvement Plan
- The Continuous Improvement Plan (CIP)
- The School Parental Involvement Plan
- School-Parent Compacts
- Requesting qualifications of your child's teacher
- Notifications of teachers who are not Highly Qualified
- The Annual Evaluation of the Parental Involvement Plan
- The process for how all Title I parents may have involvement in the 1% Set-Aside, the LEA Title 1 Plan, the CIP, the revisions of compacts, the LEA and School Parental Involvement Plans, and the Annual Evaluation of the LEA Parental Involvement Plan
- Introduction of Parent Leaders/Contacts
- Timeline for the years' Parent Involvement Opportunities (including opportunities to share in decision-making

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

1. The leadership and staff believe that parental involvement leads to an improved school culture and positively impacts student learning. Measures have been put in place to offer parent meetings on a flexible schedule. The annual meeting for parents will occur at the Title I Parent Meeting in the fall. Further, meetings will be videoed and posted on YouTube for parents to view at their convenience.

2. We believe in involving parents in all aspects of our school and especially with the Title I programs through the Continuous Improvement Team Title I committee. All parents will be encouraged and invited to be a part of the CBMS Continuous Improvement Team.
3. Title 1 funds for parental involvement will be used to promote parent involvement including: flyers, signage, and student handbook/agendas

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

Parent/Educator partnerships are vital to student success. A Parent Meeting is scheduled and conducted each semester. Parent conferences, daily grades, letters, phone calls, School Messenger, Remind 101, emails, school website, and Facebook help to ensure open communication, which strengthens partnerships.

Communication of progress is sent home mid-quarter and student grade and attendance information is available 24/7 on INOW. Incentive programs are used to highlight successes such as no-discipline, student of the month, and honor roll.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

The School-Parent Compact was developed through a coordinated effort by the faculty and parent representatives. All parents will be given a copy of the new compact. The compact will be discussed with parents and they will be asked to sign the compact signifying their commitment to a working partnership with the school to ensure their child's success. The compact will be discussed with teachers at faculty meetings and each teacher will be given the responsibility of explaining the compact to their students and obtaining the students' signatures. Teachers will then sign the compact and house them in their classrooms for use during parent-teacher and/or student-teacher conferences. The compact will be evaluated and revised annually.

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

A Parent Meeting is scheduled and conducted each semester. Parents may submit comments of dissatisfaction through whatever form of communication they desire. The most common form of communication is phone calls, email and via letter.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

This will be accomplished through the required annual Title I Parent Meeting which is held at the beginning of the school year, as well as with additional Title I parent meetings being held throughout the year. Parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. At registration and/or "Open House" parents receive information regarding ACT Aspire results, Scantron testing and INOW grades online access code, enabling parents to access their child's grade. Parents also have the ability to access their child's assignments through the use of Moodle. "Meet the Teacher" allows teachers to model how to access the school and teacher websites and other pertinent resources. Information explaining what services are offered and parental involvement rights are discussed at the annual Title I Parent Meeting. Parents learn the importance of their role in helping their child be successful in school and the best ways to work in partnership with their child's teachers. Consistent communication for all students including parents of struggling communication will continue throughout the year through meetings, social media, and school emails. Parent Compact allows parents, teachers, and students to unite in a common academic goal. ESL resources are used to provide translated material to foreign language speaking parents/students. Parents receive each child's ACT Aspire Student Report and information assisting parents with understanding the reports during the first quarter.

Parent workshops are held where content and needs seminars are provided to parents by teachers/staff.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

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

The CIP Team for Title I will work diligently to ensure that all parent materials and training are closely aligned with our school's identified goals. Emails/newsletters and social media posts include teaching tips and homework help. The school website also contains information to assist parents and students. Parents can access their child's Moodle for additional instructional strategies, tools, and resources in various academic areas. Students agenda provide key dates and academic information. Meetings and continued communication with parents of struggling learners will help parents understand the goals and expectations for students as well as tips for helping students at home.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

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

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal

programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

School personnel will work with teachers through inservice and faculty meetings to understand and facilitate the importance of parental involvement and the acknowledgement of parents as partners in a child's education. The CIP Team for Title I places special emphasis on the need to ensure a closer connection with our transient population. Further a school wide focus on building community support provides the framework to facilitate the school/parent/community partnership.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

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

The school will coordinate its parent involvement program for all Title I parents. A bilingual liaison from the county can work with the school in meeting the needs of our ELL population's parents. The system can provide an interpreter when needed for hearing impaired parents. Our special education teachers will meet to review student progress and develop plans that include parental involvement to increase student achievement. In addition, our school hosts an annual meeting for parents of gifted students. Pre-AP meetings are held to prepare parents and students for the rigor of the program. Gifted education meetings are held to review the Gifted Education Plans. Finally, informational meetings and communication for parents of struggling students will provide information on how parents can more fully participate in the education of their children.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

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

School personnel send home information regarding all school meetings to parents of ELL children in other languages. In addition, a bilingual liaison and a resource consultant can assist in verbally communicating with parents as needed. Finally, signers for the hearing impaired are available upon request.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of

migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

The school provides opportunities for the participation of parents with limited English proficiency, migratory students, and parents with disabilities. Every effort is made to accommodate parents with disabilities. The school is a handicapped-accessible building. The system provides an interpreter for hearing impaired parents when needed. ESL liaison and teacher work to identify and keep limited English proficiency and parents of migratory students informed