

ACIP

Centre Middle School

Cherokee County Board of Education

Mrs. Jennifer Smith Mackey, Principal
1920 E Main St
Centre, AL 35960-2340

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information	6

Improvement Plan Stakeholder Involvement

Introduction.....	8
Improvement Planning Process.....	9

Student Performance Diagnostic

Introduction.....	11
Student Performance Data.....	12
Evaluative Criteria and Rubrics.....	13
Areas of Notable Achievement.....	14
Areas in Need of Improvement.....	16
Report Summary.....	17

ACIP Assurances

Introduction 19

ACIP Assurances 20

Centre Middle School ACIP 2015-16

Overview 22

Goals Summary 23

 Goal 1: EL Goal 2015-2016 24

 Goal 2: Teachers and Administrators will participate in opportunities for professional growth in the following areas:
 Academic subjects, instruction of subgroups (i.e. EL, SPED, Gifted, etc.), use of technology for instruction, classroom
 management, etc. 24

 Goal 3: Centre Middle School will provide support for the academic, social and emotional growth of each student. . . . 25

 Goal 4: All Students at Centre Middle School will show an increase in academic achievement according to performance
 targets on the ACT Aspire for Reading, Math and Science, as well as STAR Reading and Math Benchmark
 assessments. 28

Activity Summary by Funding Source 31

Stakeholder Feedback Diagnostic

Introduction 36

Stakeholder Feedback Data 37

Evaluative Criteria and Rubrics 38

Areas of Notable Achievement 39

Areas in Need of Improvement 41

Report Summary 42

Title I Schoolwide Diagnostic

Introduction 44

Component 1: Comprehensive Needs Assessment 45

Component 2: Schoolwide Reform Strategies..... 47

Component 3: Instruction by Highly Qualified Staff..... 83

Component 4: Strategies to Attract Highly Qualified Teachers..... 84

Component 5: High Quality and Ongoing Professional Development..... 85

Component 6: Transition Strategies..... 87

Component 7: Teacher Participation in Making Assessment Decisions..... 88

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards..... 89

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources. 91

Component 10: Evaluation..... 92

Title I Targeted Assistance Diagnostic

Introduction..... 95

Component 1: Comprehensive Needs Assessment..... 96

Component 2: Services to Eligible Students..... 97

Component 3: Incorporated Into Existing School Program Planning..... 98

Component 4: Instructional Strategies..... 99

Component 5: Title I and Regular Education Coordination..... 100

Component 6: Instruction by Highly Qualified Staff..... 101

Component 7: High Quality and Ongoing Professional Development..... 102

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards..... 103

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

Component 10: Evaluation 105

Coordination of Resources - Comprehensive Budget

Introduction 107

I. State Foundation Funds: 108

Title I 109

Title II 110

Title III 111

Title IV 112

Title VI 113

Career and Technical Education-Perkins IV 114

Other 115

Local Funds 116

Strategies to Increase Parental Involvement

Introduction 118

Strategies to Increase Parental Involvement 119

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?

Centre Middle School is a grade five - eight school serving 496 students, 25 teachers, 2 administrators, 1 counselor, 1 media specialist, 1 Title I teacher/intervention reading teacher, ½ math intervention teacher, 1 nurse, and 1 band director. The nationalities that form the Centre Middle School student body includes 373 Caucasian, 64 American Indian/Alaskan Native, 45 Black/African American, 6 Multi Race, 6 Hispanic, and 2 Asian. Sixty-six percent of our students receive free or reduced lunches.

We are located in a rural area of northeast Alabama, surrounded by farm lands, rolling hills, and beautiful Weiss Lake.

Agriculture is the county's largest industry, involving not only row crops but also new agri-businesses such as seed production and ornamental plants. Weiss Lake makes tourism a vital part of the local economy and is the reason we are known as the "Crappie Capital of the World." Little River Canyon National Preserve, historical sites, points-of-interest and town festivals complement the county's appeal as an attractive place to visit.

The demographics of CMS have remained consistent over time with relatively little to no changes in our population or industry.

Centre Middle School is unique in that it is the only middle school within the county. The campus is composed of 1 permanent building which is comprised of modern technology, and safety features that include being fully enclosed with limited outside access, and an entry system within the vestibule which prohibits unauthorized entry to areas outside the office. The 21st century program also has built a customized greenhouse to contribute to the sustainability of the program and extension of classroom activities. Centre Middle School is fortunate to be able to offer Chromebooks to almost all of our student population. As of the beginning of the 2015-16 school year, all fifth and sixth graders were assigned a Chromebook to be used at school. By January 2016, all CMS students, grades 5-8, are expected to have their own device. Challenges specific to Centre Middle School include:

- Lack of a structured parent organization
- A large number of weekend residents who do not have a vested interest in our school/community
- An inability to generalize technology use from school to home due to limited Internet access in student homes
- The poverty level of our students and their families impact the mindset regarding the importance of education.
- Many parents possessing cell phones are limited to text only
- Although having a new facility is an asset, limited outdoor facilities for athletics can be a setback that also impacts academics and enrollment.

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.

Centre Middle School Mission Statement

The mission of Centre Middle School encompasses educating our students in a safe environment with emphasis on knowledge, skills, self-discipline, independence, and responsibility. The Centre Middle School faculty and staff strive to successfully bridge the transitional years between elementary and high school, as students move from childhood into adolescence.

Centre Middle School Vision

Our Vision Statement for the Cherokee County School System strives to provide all students with multiple quality educational opportunities designed to prepare them for success in an ever-changing society.

Centre Middle School Belief

Middle school is our favorite place to be! It is a place to watch students grow and develop in every way: physically, cognitively, emotionally, and socially. They are neither elementary nor secondary students, but 10 - 14 years old, in the middle, with their own set of developmental characteristics and needs that must be recognized and addressed. Our motto is Centre Middle School...a stepping stone to greater achievements through knowledge, self-discipline, and community.

The development of our school purpose has progressed throughout the years to include shared input from community stakeholders, faculty, staff, parents, and students at Centre Middle School.

Adherence to our mission, vision, and beliefs at Centre Middle School, drives our academic focus and professional development by developing a professional learning community that focuses on individual student work and changes in teaching to meet student needs.

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.

Notable Achievements

Centre Middle School is the only school in Cherokee County that has been awarded the 21st Century Grant for the second time. 21st Century offers morning math tutoring; After-school academic assistance and enrichment; Healthy Snacks

The Block Party involves Parental Involvement; Annual Title I Meeting; ASPIRE results distributed

The Talking Leaves Book Club is a reading program focused on attracting reluctant readers as well as eager readers to grade and content appropriate reading materials.

Our Student Leadership Council sponsors Red Ribbon Week Activities, CCHS Homecoming Activities, Spring Formal Dance, and Teacher Appreciation

The Honor Council sponsors Convocation and contributes to Honor Code governance

5th grade Survivor Camp contributes to our transition from elementary to middle school

Centre Middle School was chosen as a Showcase School at Mega Conference 2014

Ms. Jordyn Pollard, 5th Grade Math Teacher, was our Teacher of the Year and made it to the ALSDE Sweet 16. Senator Jeff Sessions visited CMS in August, 2015 to recognize Miss Pollard and Centre Middle School's accomplishments.

Beginning the 2015-16 school year, CMS will be one of the first schools in the school district to provide a device (i.e. Chromebook) to each student in all grades.

The CMS Debate Team participated in the Birmingham Area Debate League with competitions at Samford University; 2014- 2015 CMS came in 2nd place

The Robotics Team copeted in the World Competition 2015 in Louisville, Kentucky

Show Choir "The Voice of CMS" performs at numerous venues throughout Cherokee County.

These accomplishments are considered noteworthy as these outstanding opportunities allow for our students to become well-rounded, lifelong learners.

Focus Areas:

Based on an intensive data analysis of demographics, attendance, discipline records, Aspire Scores, benchmark scores, and stakeholder surveys, the school improvement committee determined areas of improvement include:

- Continue professional development for teachers and administrators in integrating technology, classroom management, and utilizing data in driving instruction.
- Increase and improve stakeholder, community and parental involvement
- Improve standardized test scores
- Continue efforts to engage learners through technology

Additional Information

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

n/a

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The CMS Instructional Leadership Team reviewed the current ACIP to assess the strategies addressed in the plan. This information was shared with all stakeholders. State assessment data received is disseminated by all teachers and data is prepared and shared with faculty, parents and students at the beginning of the school year through the student reports. The school leadership team, including the parent committee, convened to discuss the ACIP data and all local data necessary to construct the current ACIP. A survey will be constructed by the district and sent home in the spring. The topics of the survey will be determined by areas of concern and noted weaknesses through data collected from school faculty and staff, students and parents. The ACIP will be published and shared with the school board.

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

Representatives from each grade level, administration, specialty areas, parents, students and community members comprise the ACIP committee. Each committee member is responsible for gathering information and relaying it back to teachers in their grade or specialty area. Parent, student and community representatives are encouraged to express opinions during the meeting or express concerns they may have on educational topics.

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

The ACIP is reviewed with the faculty and disseminated electronically. The faculty is given the opportunity to add information and make changes as needed. A copy of the completed plan is posted on the website, located in the library and office. A brochure outlining the plan will be given to parents and stakeholders electronically and in paper form.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Student scores are attached.	Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

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

Areas of Notable Achievement

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

According to ASPIRE results from the 2014-15 school year, Centre Middle School scores are at or above national standards in the area of Math in grades 5, 6,7. Grade 8 is near the national standard but misses it by 5%. Students at CMS typically benchmark higher in the area of math on the STAR Assessment as well.

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

Since beginning administration of the ASPIRE test in the 2013-14 school year, students at CMS have consistently performed "at or above" national standards in the area of Math. Each grade (5-8) shows a higher percentage of students benchmarking in math on the STAR assessment as well.

Which area(s) indicate the overall highest performance?

Math

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

All Subgroups for 5th to 6th grade students showed a significant increase in both reading and math when comparing the 2014 and 2015 Aspire results.

The 2015 7th graders experienced a decrease in all subgroups reading and math in both based on comparison of their 2014 6th grade results.

The 2015 8th graders experienced a decrease in all almost all subgroups and subjects based on comparison of their 2014 7th grade results. The percentage of Females scoring in the "ready" range in reading remained the same, while the black students showed an increase in reading scores. IN Math, all subgroups showed a decrease with the exceptions of African Americans, who showed an 18 % increase.

Between which subgroups is the achievement gap closing?

STAR scores for subgroups show that the free and reduced subgroup have the smallest gap. However, when analyzing the Aspire scores form 2014 and 2015, there appears to be a trend of increasing scores for the African american subgroup in most grade levels.

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

Aspire scores also demonstrate the smaller gap for the free and reduced subgroup.

Areas in Need of Improvement

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

According to our STAR scores from the Fall screening, we show a negative trend in reading. In the past, math has been our weakest area but there seems to be a shift in that math is now showing improvement.

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

Reading tends to show a negative trend in performance.

Which area(s) indicate the overall lowest performance?

Benchmark scores in STAR and ASPIRE scores show reading as a low performing area for CMS.

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

Our special education subgroup is a subgroup of focus for improvement.

Between which subgroups is the achievement gap becoming greater?

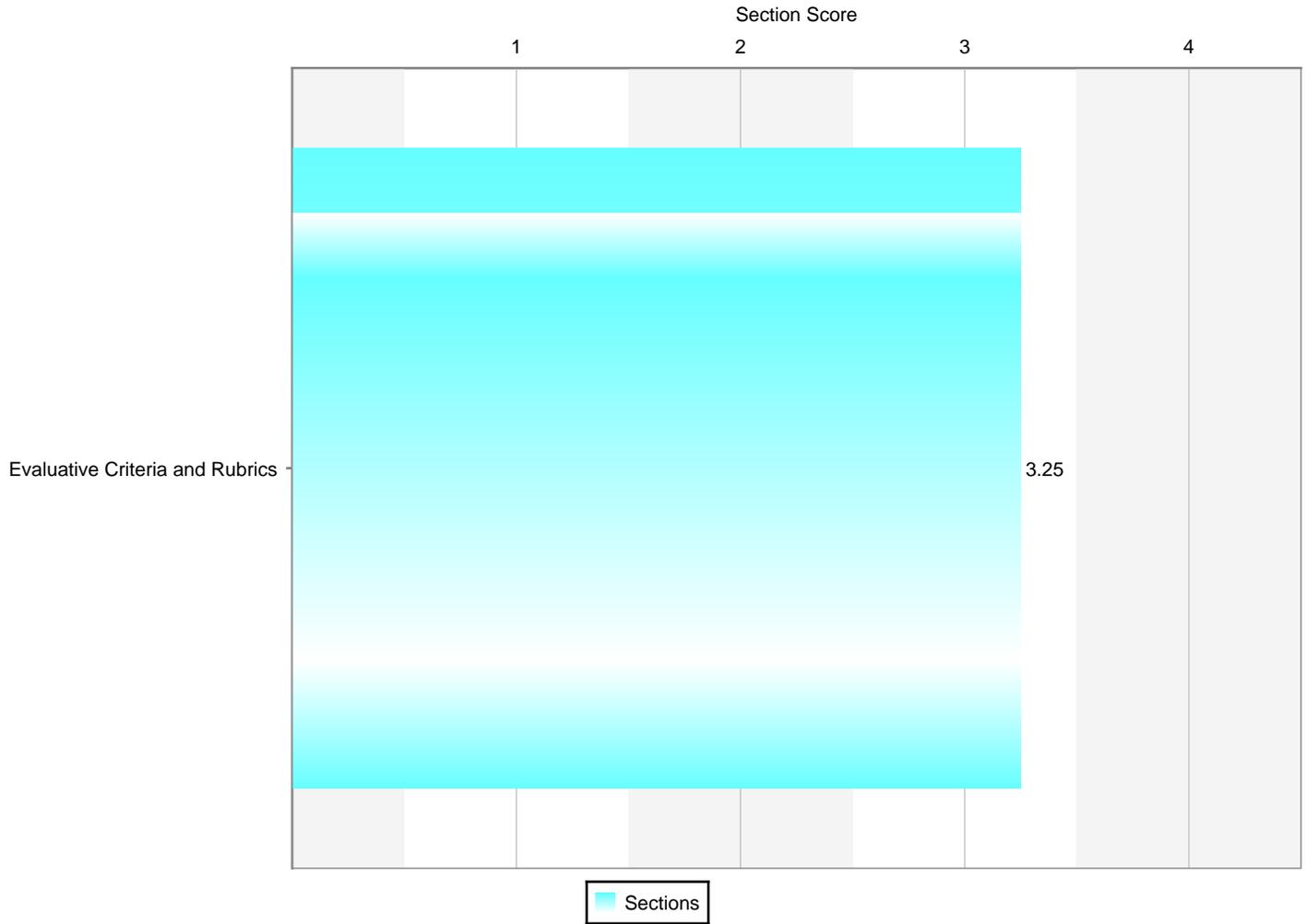
The special education subgroup tends to show the greatest gap.

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

ASPIRE and STAR scores are consistent in findings of strengths and weaknesses.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

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

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	The Cherokee County School Board of Education lists the following statement in the Student Code of Conduct Handbook as the Non-Discrimination Policy.	Student Handbook p.5

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	Jennifer Mackey, Principal 3022 County Road 7 Leesburg, AL 35983 256-927-5656	

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

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

Centre Middle School ACIP 2015-16

Overview

Plan Name

Centre Middle School ACIP 2015-16

Plan Description

Centre Middle School ACIP 2015-16

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	EL Goal 2015-2016	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	Teachers and Administrators will participate in opportunities for professional growth in the following areas: Academic subjects, instruction of subgroups (i.e. EL, SPED, Gifted, etc.), use of technology for instruction, classroom management, etc.	Objectives: 2 Strategies: 4 Activities: 5	Organizational	\$1734
3	Centre Middle School will provide support for the academic, social and emotional growth of each student.	Objectives: 1 Strategies: 6 Activities: 8	Organizational	\$126414
4	All Students at Centre Middle School will show an increase in academic achievement according to performance targets on the ACT Aspire for Reading, Math and Science, as well as STAR Reading and Math Benchmark assessments.	Objectives: 3 Strategies: 5 Activities: 6	Academic	\$173157

Goal 1: EL Goal 2015-2016

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency by improving Composite score on WIDA ACCESS by .5% in English Language Arts by 05/26/2016 as measured by the WIDA ACCESS composite score.

Strategy 1:

Structured English Immersion Plan - EL students will be placed in General population classrooms and receive supplemental academic assistance as needed.

Research Cited: WIDA

Activity - Individualized EL Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL student will receive an Individualized EL Plan created by the EL Committee that includes grade level teachers, parents, and student.	Academic Support Program	08/12/2015	05/26/2016	\$0	No Funding Required	Title I Intervention Teacher

Goal 2: Teachers and Administrators will participate in opportunities for professional growth in the following areas: Academic subjects, instruction of subgroups (i.e. EL, SPED, Gifted, etc.), use of technology for instruction, classroom management, etc.

Measurable Objective 1:

collaborate to attend meetings and workshops to become knowledgeable of EL procedures and WIDA standards by 05/27/2016 as measured by faculty sign-in sheets and professional development credit through STIPD.

Strategy 1:

Professional Development - Teachers will be trained on the Cherokee County EL procedures and the WIDA Can-Do descriptors and standards.

Research Cited: WIDA

Activity - Faculty Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I teacher will present WIDA Can-Do descriptors and WIDA standards at the faculty meeting at the beginning of the year.	Professional Learning	08/06/2015	05/27/2016	\$0	No Funding Required	All Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

SAMUEL and/or WIDA Training	Professional Learning	08/06/2015	05/27/2016	\$0	No Funding Required	Title I Intervention Teacher
-----------------------------	-----------------------	------------	------------	-----	---------------------	------------------------------

Measurable Objective 2:

collaborate to improve academic and social growth of students by 05/26/2016 as measured by implementation and/or re-delivery of learned knowledge.

Strategy 1:

Professional Development days - A substitute will be provided for teachers on approved Professional Development days.

Activity - Professional Development days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A substitute will be provided for administratively approved Professional Development days.	Professional Learning	08/12/2015	05/26/2016	\$1733	State Funds	Teachers, Administrators

Strategy 2:

PD- Compass Learning - Teachers will be trained on updates to the Compass Learning Program, as well as implementation strategies for the classroom.

Activity - PD- Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on updates to the Compass Learning Program, as well as implementation strategies for the classroom.	Technology, Professional Learning, Academic Support Program	08/06/2015	05/26/2016	\$1	District Funding	Teachers, Administration, Technology department

Strategy 3:

PD- Chromebooks - Teachers will be trained on how to use Chromebooks, as well as implementation strategies for the classroom.

Activity - PD- Chromebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on how to use Chromebooks, as well as implementation strategies for the classroom.	Technology, Professional Learning, Academic Support Program	08/06/2015	05/26/2016	\$0	No Funding Required	Teachers, Administration, Technology department

Goal 3: Centre Middle School will provide support for the academic, social and emotional growth of each student.

Measurable Objective 1:

collaborate to support the academic, Social and emotional growth of each student by 05/26/2016 as measured by a reduction in discipline referrals, a reduction in failure rate, and increase in student attendance.

Strategy 1:

CMS Connect - Volunteer teachers will be assigned at risk students to mentor and support.

Activity - CMS Connect	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Volunteer teachers will be assigned at risk students to mentor and support. Activities will include academic support, grade checks, goal setting activities, and college and career readiness support.	Behavioral Support Program, Career Preparation/Orientation, Academic Support Program	09/16/2015	05/26/2016	\$0	No Funding Required	Connect Teacher leader, teacher volunteers, Administration

Strategy 2:

Student, Family and Community Involvement - An ongoing line of communication between home, school and community will be maintained.

Activity - Home/ School Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Communication between CMS and all stakeholders will be achieved through the use of flyers, progress reports, school website, newsletters, positive contacts (phone, email,etc), Title I Parent Support phone line and School cast.	Parent Involvement	08/12/2015	05/26/2016	\$1414	Title I Schoolwide, Title I Schoolwide	Title I Academic Support specialist, Administrators, Teachers

Activity - Extended Family	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group for students with loved ones in jail or prison. Extended Family for Kids is about giving tools to get through this time.	Behavioral Support Program	08/12/2015	05/26/2016	\$0	No Funding Required	Administration, Counselor

Strategy 3:

5th Grade Transition activities - Upcoming 5th graders will be invited to come to CMS prior to the beginning of the school year for a choice of an am/pm orientation session designed to ease the transition from elementary to middle school.

ACIP

Centre Middle School

Activity - 5th grade Survivor camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents will participate in various activities related to CMS transition, processes, procedures etc.	Academic Support Program	08/10/2015	08/10/2015	\$0	No Funding Required	5th grade teachers and support areas, administration

Activity - Awards Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
4th Grade students hold their awards ceremony at Centre Middle School and participate in a school orientation afterward.	Behavioral Support Program, Career Preparation/Orientation, Parent Involvement	05/16/2016	05/27/2016	\$0	No Funding Required	Administrator, Counselor, Teachers

Strategy 4:

CMS Block Party - The CMS block party will host a variety of activities which will aid in making connections between CMS and its stakeholders. Sample activities include but are not limited to: parent conferences, school tours, extracurricular activity information/ sign-ups, 21st century tutoring sign-ups, involvement of community activities and resources, etc.

Activity - CMS Block Party	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CMS block party will host a variety of activities which will aid in making connections between CMS and its stakeholders. Sample activities include but are not limited to: parent conferences, school tours, extracurricular activity information/ sign-ups, 21st century tutoring sign-ups, involvement of community activities and resources, etc.	Community Engagement, Parent Involvement	08/18/2015	08/18/2015	\$0	No Funding Required	Teachers, Support staff, Administration

Strategy 5:

Parent Workshop "How to Survive Teen Years" - Title I Instructional Specialist will provide a workshop for parents on "How to Survive the Teen Years". Topic was selected based on a needs assessment survey given to parents in the Spring of 2015.

Activity - Parent Workshop "How to Survive Teen Years"	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Instructional Specialist will provide a workshop for parents on "How to Survive Teen Years". Topic was selected based on a needs assessment survey given to parents in the Spring of 2015. Parents will be given the opportunity to eat lunch with their child.	Parent Involvement	10/20/2015	10/20/2015	\$0	No Funding Required	Title I Instructional Specialist, Teachers, Administration, Lunch Staff

Strategy 6:

21st Century Community Learning Center - 21st CCLC provides CMS students with the opportunity to receive academic assistance within a structured after school environment. 21st CCLC offers instruction in various areas such as STEM, art, music, health, nutrition, etc. in order to supplement regular school day instruction. Morning math tutoring is also provided for students who would not otherwise be able to attend after school programs due to extracurricular conflicts.

Activity - 21st CCLC Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
21st CCLC provides CMS students with the opportunity to receive academic assistance within a structured after school environment. 21st CCLC offers instruction in various areas such as STEM, art, music, health, nutrition, etc. in order to supplement regular school day instruction. Morning math tutoring is also provided for students who would not otherwise be able to attend after school programs due to extracurricular conflicts.	Community Engagement, Tutoring, Academic Support Program	08/12/2015	05/26/2016	\$125000	Title IV Part A	Site Coordinator, Administrator, Instructors

Goal 4: All Students at Centre Middle School will show an increase in academic achievement according to performance targets on the ACT Aspire for Reading, Math and Science, as well as STAR Reading and Math Benchmark assessments.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency by meeting or exceeding the state average in Mathematics by 05/26/2016 as measured by the ACT Aspire and Star Math assessments..

Strategy 1:

Needs Based Instruction- Math - s

Activity - Intervention Specialist- Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Intervention Specialist for Math will target at risk (Tier II/ III) students for academic support in Math. The Math Intervention Specialist is part time, and shared with CCHS. The intervention specialist will team teach with Math instructors in 5-8 grades to target areas of need.	Academic Support Program, Direct Instruction	08/26/2015	05/26/2016	\$65000	District Funding	Instructional Specialist-Math, Administration

Measurable Objective 2:

75% of All Students will demonstrate a proficiency by meeting or exceeding the state average in English Language Arts by 05/26/2016 as measured by the ACT Aspire and STAR Reading assessments.

Strategy 1:

Needs Based Instruction ELA - The Title I Intervention Specialist will target at risk (Tier III) students for academic support in ELA for 50 minutes each day.

ACIP

Centre Middle School

Activity - Intervention Specialist- ELA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Salary and paid sick leave for the Intervention Specialist for ELA who will target at risk (Tier III) students for academic support in ELA.	Academic Support Program, Direct Instruction	08/26/2015	05/26/2016	\$52289	Title I Schoolwide, Title I Schoolwide	Intervention Specialist (ELA), Administration

Strategy 2:

Novels For Reading Instruction - Novels purchased are considered as a resource to improve reading comprehension and fluency within planned lessons in the classroom.

Activity - Novels For Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Novels will be used in instruction to improve reading comprehension and instruction.	Direct Instruction	08/26/2015	05/26/2016	\$600	Title I Schoolwide	Teachers, Administrators

Activity - Library/Media Books	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engage learners through purchase of age/grade appropriate fiction and non-fiction materials that align with college and career ready standards for instruction in the library media program.	Academic Support Program	08/12/2015	05/27/2016	\$578	State Funds	Media Specialist

Strategy 3:

Classroom Supplies - Funds will be provided by Title I to purchase classroom supplies in order to support academic instruction.

Activity - Classroom Supplies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Funds will be provided by Title I to purchase classroom supplies in order to support academic instruction.	Direct Instruction	08/12/2015	05/26/2016	\$282	Title I Schoolwide	Teachers, Administration

Measurable Objective 3:

75% of Sixth grade students will increase student growth by meeting or exceeding the state average in Science by 05/26/2016 as measured by ACT Aspire.

Strategy 1:

Science Instruction - Grades 5-8 will have a designated Science instructor in order to provide specialized instruction specific to each grade level's curriculum.

Activity - Science Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

ACIP

Centre Middle School

A supplemental teaching unit will be supplied for grade 6 utilizing Title I funds to supplement local funding. The teaching unit will support the goal for science achievement by providing Grades 5-8 a designated Science instructor in order to administer specialized instruction specific to each grade level's curriculum. Resources include salary and paid sick leave.	Direct Instruction	08/06/2015	05/26/2016	\$54408	Title I Schoolwide, Title I Schoolwide	Teacher, Administration
--	--------------------	------------	------------	---------	--	-------------------------

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title IV Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
21st CCLC Program	21st CCLC provides CMS students with the opportunity to receive academic assistance within a structured after school environment. 21st CCLC offers instruction in various areas such as STEM, art, music, health, nutrition, etc. in order to supplement regular school day instruction. Morning math tutoring is also provided for students who would not otherwise be able to attend after school programs due to extracurricular conflicts.	Community Engagement, Tutoring, Academic Support Program	08/12/2015	05/26/2016	\$125000	Site Coordinator, Administrator, Instructors
Total					\$125000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PD- Compass Learning	Teachers will be trained on updates to the Compass Learning Program, as well as implementation strategies for the classroom.	Technology, Professional Learning, Academic Support Program	08/06/2015	05/26/2016	\$1	Teachers, Administration, Technology department
Intervention Specialist- Math	The Intervention Specialist for Math will target at risk (Tier II/ III) students for academic support in Math. The Math Intervention Specialist is part time, and shared with CCHS. The intervention specialist will team teach with Math instructors in 5-8 grades to target areas of need.	Academic Support Program, Direct Instruction	08/26/2015	05/26/2016	\$65000	Instructional Specialist-Math, Administration
Total					\$65001	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
5th grade Survivor camp	Students and parents will participate in various activities related to CMS transition, processes, procedures etc.	Academic Support Program	08/10/2015	08/10/2015	\$0	5th grade teachers and support areas, administration

ACIP

Centre Middle School

Faculty Meeting	The Title I teacher will present WIDA Can-Do descriptors and WIDA standards at the faculty meeting at the beginning of the year.	Professional Learning	08/06/2015	05/27/2016	\$0	All Teachers
PD- Chromebooks	Teachers will be trained on how to use Chromebooks, as well as implementation strategies for the classroom.	Technology, Professional Learning, Academic Support Program	08/06/2015	05/26/2016	\$0	Teachers, Administration, Technology department
Extended Family	Small group for students with loved ones in jail or prison. Extended Family for Kids is about giving tools to get through this time.	Behavioral Support Program	08/12/2015	05/26/2016	\$0	Administration, Counselor
CMS Connect	Volunteer teachers will be assigned at risk students to mentor and support. Activities will include academic support, grade checks, goal setting activities, and college and career readiness support.	Behavioral Support Program, Career Preparation/Orientation, Academic Support Program	09/16/2015	05/26/2016	\$0	Connect Teacher leader, teacher volunteers, Administration
Individualized EL Plan	EL student will receive an Individualized EL Plan created by the EL Committee that includes grade level teachers, parents, and student.	Academic Support Program	08/12/2015	05/26/2016	\$0	Title I Intervention Teacher
Professional Development	SAMUEL and/or WIDA Training	Professional Learning	08/06/2015	05/27/2016	\$0	Title I Intervention Teacher
Awards Day	4th Grade students hold their awards ceremony at Centre Middle School and participate in a school orientation afterward.	Behavioral Support Program, Career Preparation/Orientation, Parent Involvement	05/16/2016	05/27/2016	\$0	Administrators, Counselor, Teachers
Parent Workshop " How to Survive Teen Years"	Title I Instructional Specialist will provide a workshop for parents on "How to Survive Teen Years". Topic was selected based on a needs assessment survey given to parents in the Spring of 2015. Parents will be given the opportunity to eat lunch with their child.	Parent Involvement	10/20/2015	10/20/2015	\$0	Title I Instructional Specialist, Teachers, Administration, Lunch Staff
CMS Block Party	The CMS block party will host a variety of activities which will aid in making connections between CMS and its stakeholders. Sample activities include but are not limited to: parent conferences, school tours, extracurricular activity information/ sign-ups, 21st century tutoring sign-ups, involvement of community activities and resources, etc.	Community Engagement, Parent Involvement	08/18/2015	08/18/2015	\$0	Teachers, Support staff, Administration
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Library/Media Books	Engage learners through purchase of age/grade appropriate fiction and non-fiction materials that align with college and areer ready standards for instruction in the library media program.	Academic Support Program	08/12/2015	05/27/2016	\$578	Media Specialist
Professional Development days	A substitute will be provided for administratively approved Professional Development days.	Professional Learning	08/12/2015	05/26/2016	\$1733	Teachers, Administrators
Total					\$2311	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Home/ School Communication	Communication between CMS and all stakeholders will be achieved through the use of flyers, progress reports, school website, newsletters, positive contacts (phone, email,etc), Title I Parent Support phone line and School cast.	Parent Involvement	08/12/2015	05/26/2016	\$229	Title I Academic Support specialist, Administrators, Teachers
Classroom Supplies	Funds will be provided by Title I to purchase classroom supplies in order to support academic instruction.	Direct Instruction	08/12/2015	05/26/2016	\$282	Teachers, Administration
Novels For Reading Instruction	Novels will be used in instruction to improve reading comprehension and instruction.	Direct Instruction	08/26/2015	05/26/2016	\$600	Teachers, Administrators
Home/ School Communication	Communication between CMS and all stakeholders will be achieved through the use of flyers, progress reports, school website, newsletters, positive contacts (phone, email,etc), Title I Parent Support phone line and School cast.	Parent Involvement	08/12/2015	05/26/2016	\$1185	Title I Academic Support specialist, Administrators, Teachers
Science Instruction	A supplemental teaching unit will be supplied for grade 6 utilizing Title I funds to supplement local funding. The teaching unit will support the goal for science achievement by providing Grades 5-8 a designated Science instructor in order to administer specialized instruction specific to each grade level's curriculum. Resources include salary and paid sick leave.	Direct Instruction	08/06/2015	05/26/2016	\$952	Teacher, Administration
Intervention Specialist- ELA	Salary and paid sick leave for the Intervention Specialist for ELA who will target at risk (Tier III) students for academic support in ELA.	Academic Support Program, Direct Instruction	08/26/2015	05/26/2016	\$51337	Intervention Specialist (ELA), Administration

ACIP

Centre Middle School

Science Instruction	A supplemental teaching unit will be supplied for grade 6 utilizing Title I funds to supplement local funding. The teaching unit will support the goal for science achievement by providing Grades 5-8 a designated Science instructor in order to administer specialized instruction specific to each grade level's curriculum. Resources include salary and paid sick leave.	Direct Instruction	08/06/2015	05/26/2016	\$53456	Teacher, Administration
Intervention Specialist- ELA	Salary and paid sick leave for the Intervention Specialist for ELA who will target at risk (Tier III) students for academic support in ELA.	Academic Support Program, Direct Instruction	08/26/2015	05/26/2016	\$952	Intervention Specialist (ELA), Administration
Total					\$108993	

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		Elementary 5-6 Student Survey 2015 Middle 7-8 Student Survey 2015 Parent Survey 2015 Staff Survey 2015

Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

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

Areas of Notable Achievement

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

According to Parent Survey results, the following statements were given high levels of approval:

My child has up-to-date computers and other technology to learn.

Our school provides an adequate supply of learning resources that are current and in good conditions.

Our school provides students with access to a variety of information resources to support their learning.

Our school ensures that the facilities support student learning.

Our school provides a safe learning environment.

According to Student Survey results, the following statements were given high levels of approval:

Elementary

My teachers tell me how I should behave and do my work.

In my school my teachers want me to do my best work.

My school has many places where I can learn, such as the library.

My school has computers to help me learn.

My principal and teachers help me to be ready for the next grade level.

Middle

In my school, the principal and teachers have high expectations of me.

In my school, computers are up-to-date and used by teachers to help me learn.

My school prepares me for success in the next school year.

In my school, the building and grounds are safe, clean, and provide a healthy place for learning.

All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught.

According to Staff Survey results, the following statements were given high levels of approval:

Our school's purpose statement is clearly focused on student success.

Our school has a continuous improvement process based on data, goals, actions, and measures for growth.

Our school provides a plan for the acquisition and support of technology to support the school's operational needs.

Our school maintains facilities that support student learning.

Our school maintains facilities that contribute to a safe environment.

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

Parent Surveys indicate a trend in the following areas:

1. Resources and Support System

Student Surveys indicate a trend in the following areas:

Elementary -

1. Purpose and Direction

SY 2015-2016

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

2. Resources and Support System

Middle-

1. Purpose and Direction
2. Teaching and Assessing Learning

Staff Surveys indicate a trend in the following areas:

1. Purpose and Direction
2. Resources and Support Systems
3. Using Results for Continuous Improvement

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

No other surveys were administered.

Areas in Need of Improvement

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

According to Parent Survey results, the following statements are areas of need:

1. All my child's teachers keep me informed regularly of how my child is being graded.

According to Student Survey results, the following statements are areas of need:

Elementary -

1. My principal and teachers ask me what I think about school.
2. My teachers listen to me.

Middle -

1. In my school, students respect the property of others.
2. All of my teachers change their teaching to meet my learning needs.

According to Staff Survey results, the following statements are areas of need:

1. All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.
2. All teachers in our school provide students with specific and timely feedback about their learning.

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

No trends are represented at this time due to a lack of survey results from previous years. Survey results from 2015 are available and results from 2016 will be available in the spring. Once surveys are completed the results will be analyzed and trends determined.

What are the implications for these stakeholder perceptions?

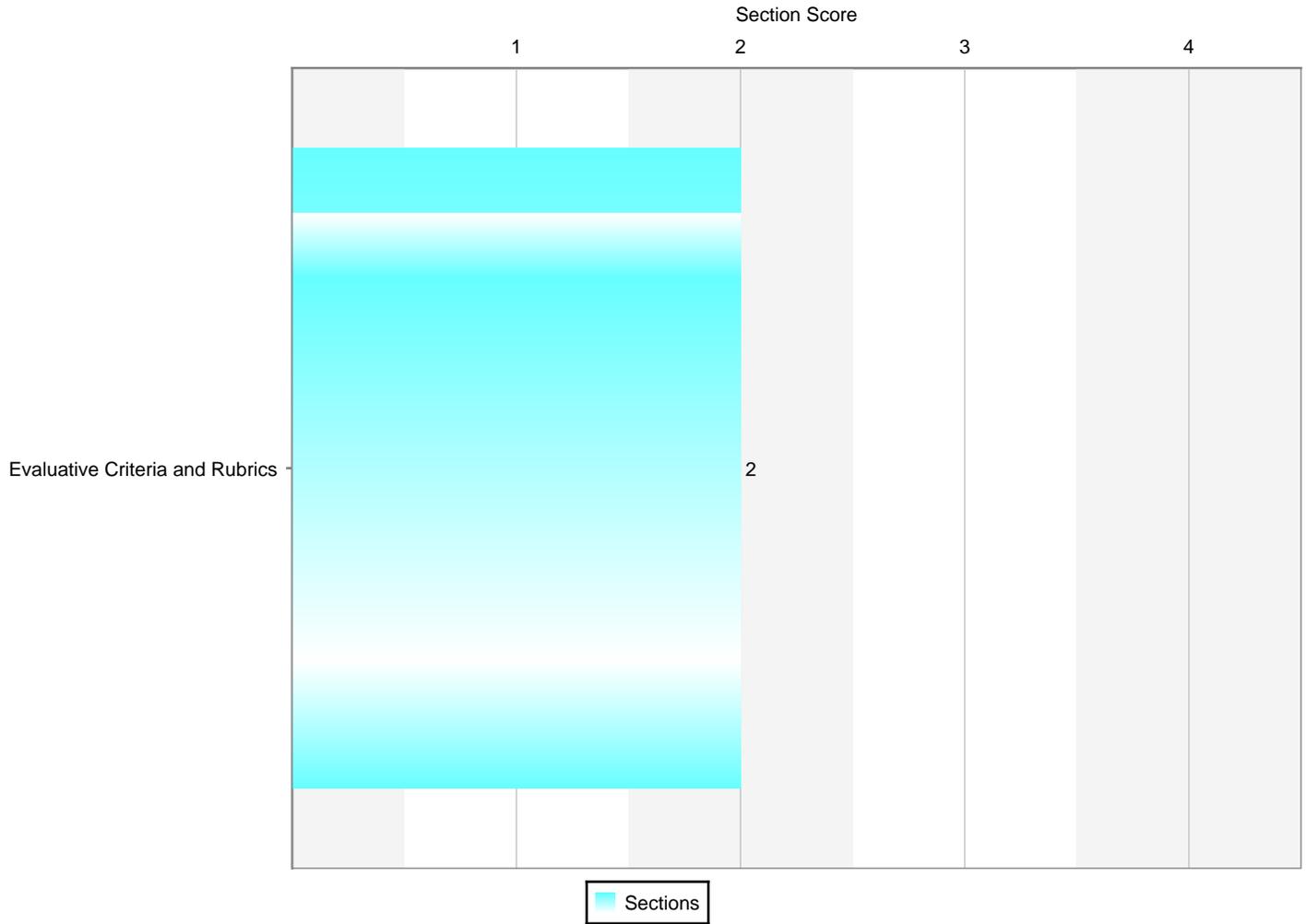
At this time, Parent, Staff, and Student Surveys have been completed for the 2015 ACIP. Last year's survey information indicates that if home/school communication is not improved, a negative perception regarding our teachers could become pervasive among our community members.

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

No other surveys were administered.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The Needs Assessment is an ongoing document that is started at the beginning of each school year. Teachers record STAR scores, ASPIRE scores, grades, attendance, and other indicators for each student in their homeroom. These results are shared with each teacher within the grade level and are accessible to administrators through Google docs. This Needs Assessment worksheet is updated at the end of each grading period.

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

Teachers within academic areas collaborated to contribute to specific areas of need on the ACIP and create goals. Administrators and other faculty members collaborated on interpreting and entering data into the ACIP regarding additional components; professional development, and budgets. It was determined that areas of math and reading are a concern with reading showing as more of a priority.

3. What conclusions were drawn from the results?

It was concluded by looking at the data on the needs assessment sheets that identification of students and placement within correct tier levels is significant in providing timely interventions.

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

In analyzing STAR benchmark scores from FY15 with those at the beginning of FY16, it was concluded that we can expect scores to gradually increase from fall to spring by at least 1%. However, it was also concluded that the average spring benchmark score for math was higher than the average benchmark reading score in spring. . Data supports the needs for additional resources to support student achievement.

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

The goals for CMS are to improve student achievement with priority placed on math and reading intervention supplemented by behavior intervention within the classroom.

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

Data analysis is a major component for all decisions concerning students. Through the district's concentrated focus on the assessments of EXPLORE, STAR, and ASPIRE along with data collected from attendance, discipline, parent, teacher and student surveys, we feel our goals
SY 2015-2016

of improving student achievement and producing college and career ready students is aligned to support this endeavor.

Our analyzed data showed a great percentage of non-proficient students in math and reading along with students in need of emotional or behavior support.

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

The goals are geared toward the entire student population but also become student specific and individualized as students are advanced through the Response to Intervention program. Teachers will focus on behavioral issues with RtI will address the needs of disadvantaged students who risk failure or are below benchmark.

Component 2: Schoolwide Reform Strategies

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

Goal 1:

Centre Middle School will provide support for the academic, social and emotional growth of each student.

Measurable Objective 1:

collaborate to support the academic, Social and emotional growth of each student by 05/26/2016 as measured by a reduction in discipline referrals, a reduction in failure rate, and increase in student attendance.

Strategy1:

Parent Workshop " How to Survive Teen Years" - Title I Instructional Specialist will provide a work shop for parents on "How to Survive the Teen Years". Topic was selected based on a needs assessment survey given to parents in the Spring of 2015.

Research Cited:

Activity - Parent Workshop " How to Survive Teen Years"	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I Instructional Specialist will provide a workshop for parents on "How to Survive Teen Years". Topic was selected based on a needs assessment survey given to parents in the Spring of 2015. Parents will be given the opportunity to eat lunch with their child.	Parent Involvement			10/20/2015	10/20/2015	\$0 - No Funding Required	Title I Instructional Specialist, Teachers, Administration, Lunch Staff

Strategy2:

CMS Block Party - The CMS block party will host a variety of activities which will aid in making connections between CMS and its stakeholders. Sample activities include but are not limited to: parent conferences, school tours, extracurricular activity information/ sign-ups, 21st century tutoring sign-ups, involvement of community activities and resources, etc.

Research Cited:

ACIP

Centre Middle School

Activity - CMS Block Party	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CMS block party will host a variety of activities which will aid in making connections between CMS and its stakeholders. Sample activities include but are not limited to: parent conferences, school tours, extracurricular activity information/ sign-ups, 21st century tutoring sign-ups, involvement of community activities and resources, etc.	Community Engagement Parent Involvement			08/18/2015	08/18/2015	\$0 - No Funding Required	Teachers, Support staff, Administration

Strategy3:

5th Grade Transition activities - Upcoming 5th graders will be invited to come to CMS prior to the beginning of the school year for a choice of an am/pm orientation session designed to ease the transition from elementary to middle school.

Research Cited:

Activity - Awards Day	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4th Grade students hold their awards ceremony at Centre Middle School and participate in a school orientation afterward.	Behavioral Support Program Career Preparation/ Orientation Parent Involvement			05/16/2016	05/27/2016	\$0 - No Funding Required	Administrators, Counselor, Teachers

Activity - 5th grade Survivor camp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and parents will participate in various activities related to CMS transition, processes, procedures etc.	Academic Support Program			08/10/2015	08/10/2015	\$0 - No Funding Required	5th grade teachers and support areas, administration

Strategy4:

Student, Family and Community Involvement - An ongoing line of communication between home, school and community will be maintained.

Research Cited:

Activity - Extended Family	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group for students with loved ones in jail or prison. Extended Family for Kids is about giving tools to get through this time.	Behavioral Support Program			08/12/2015	05/26/2016	\$0 - No Funding Required	Administration, Counselor

ACIP

Centre Middle School

Activity - Home/ School Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Communication between CMS and all stakeholders will be achieved through the use of flyers, progress reports, school website, newsletters, positive contacts (phone, email,etc), Title I Parent Support phone line and School cast.	Parent Involvement			08/12/2015	05/26/2016	\$1185 - Title I Schoolwide \$229 - Title I Schoolwide	Title I Academic Support specialist, Administrators, Teachers

Strategy5:

21st Century Community Learning Center - 21st CCLC provides CMS students with the opportunity to receive academic assistance within a structured after school environment. 21st CCLC offers instruction in various areas such as STEM, art, music, health, nutrition, etc. in order to supplement regular school day instruction. Morning math tutoring is also provided for students who would not otherwise be able to attend after school programs due to extracurricular conflicts.

Research Cited:

Activity - 21st CCLC Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
21st CCLC provides CMS students with the opportunity to receive academic assistance within a structured after school environment. 21st CCLC offers instruction in various areas such as STEM, art, music, health, nutrition, etc. in order to supplement regular school day instruction. Morning math tutoring is also provided for students who would not otherwise be able to attend after school programs due to extracurricular conflicts.	Tutoring Academic Support Program Community Engagement			08/12/2015	05/26/2016	\$125000 - Title IV Part A	Site Coordinator, Administrator, Instructors

Strategy6:

CMS Connect - Volunteer teachers will be assigned at risk students to mentor and support.

Research Cited:

Activity - CMS Connect	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Volunteer teachers will be assigned at risk students to mentor and support. Activities will include academic support, grade checks, goal setting activities, and college and career readiness support.	Behavioral Support Program Academic Support Program Career Preparation/ Orientation			09/16/2015	05/26/2016	\$0 - No Funding Required	Connect Teacher leader, teacher volunteers, Administration

Goal 2:

EL Goal 2015-2016

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency by improving Composite score on WIDA ACCESS by .5% in English Language Arts by 05/26/2016 as measured by the WIDA ACCESS composite score.

Strategy1:

Structured English Immersion Plan - EL students will be placed in General population classrooms and receive supplemental academic assistance as needed.

Research Cited: WIDA

Activity - Individualized EL Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL student will receive an Individualized EL Plan created by the EL Committee that includes grade level teachers, parents, and student.	Academic Support Program			08/12/2015	05/26/2016	\$0 - No Funding Required	Title I Intervention Teacher

Goal 3:

Teachers and Administrators will participate in opportunities for professional growth in the following areas: Academic subjects, instruction of subgroups (i.e. EL, SPED, Gifted, etc.), use of technology for instruction, classroom management, etc.

Measurable Objective 1:

collaborate to improve academic and social growth of students by 05/26/2016 as measured by implementation and/or re-delivery of learned knowledge.

Strategy1:

Professional Development days - A substitute will be provided for teachers on approved Professional Development days.

Research Cited:

Activity - Professional Development days	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A substitute will be provided for administratively approved Professional Development days.	Professional Learning			08/12/2015	05/26/2016	\$1733 - State Funds	Teachers, Administrators

Strategy2:

PD- Chromebooks - Teachers will be trained on how to use Chromebooks, as well as implementation strategies for the classroom.

Research Cited:

ACIP

Centre Middle School

Activity - PD- Chromebooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on how to use Chromebooks, as well as implementation strategies for the classroom.	Technology Professional Learning Academic Support Program			08/06/2015	05/26/2016	\$0 - No Funding Required	Teachers, Administration, Technology department

Strategy3:

PD- Compass Learning - Teachers will be trained on updates to the Compass Learning Program, as well as implementation strategies for the classroom.

Research Cited:

Activity - PD- Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on updates to the Compass Learning Program, as well as implementation strategies for the classroom.	Academic Support Program Professional Learning Technology			08/06/2015	05/26/2016	\$1 - District Funding	Teachers, Administration, Technology department

Measurable Objective 2:

collaborate to attend meetings and workshops to become knowledgeable of EL procedures and WIDA standards by 05/27/2016 as measured by faculty sign-in sheets and professional development credit through STIPD.

Strategy1:

Professional Development - Teachers will be trained on the Cherokee County EL procedures and the WIDA Can-Do descriptors and standards.

Research Cited: WIDA

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SAMUEL and/or WIDA Training	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	Title I Intervention Teacher

Activity - Faculty Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I teacher will present WIDA Can-Do descriptors and WIDA standards at the faculty meeting at the beginning of the year.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	All Teachers

Goal 4:

All Students at Centre Middle School will show an increase in academic achievement according to performance targets on the ACT Aspire for Reading, Math and Science, as well as STAR Reading and Math Benchmark assessments.

Measurable Objective 1:

75% of Sixth grade students will increase student growth by meeting or exceeding the state average in Science by 05/26/2016 as measured by ACT Aspire.

Strategy1:

Science Instruction - Grades 5-8 will have a designated Science instructor in order to provide specialized instruction specific to each grade level's curriculum.

Research Cited:

Activity - Science Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A supplemental teaching unit will be supplied for grade 6 utilizing Title I funds to supplement local funding. The teaching unit will support the goal for science achievement by providing Grades 5-8 a designated Science instructor in order to administer specialized instruction specific to each grade level's curriculum. Resources include salary and paid sick leave.	Direct Instruction			08/06/2015	05/26/2016	\$952 - Title I Schoolwide \$53456 - Title I Schoolwide	Teacher, Administration.

Measurable Objective 2:

75% of All Students will demonstrate a proficiency by meeting or exceeding the state average in English Language Arts by 05/26/2016 as measured by the ACT Aspire and STAR Reading assessments.

Strategy1:

Novels For Reading Instruction - Novels purchased are considered as a resource to improve reading comprehension and fluency within planned lessons in the classroom.

Research Cited:

Activity - Novels For Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novels will be used in instruction to improve reading comprehension and instruction.	Direct Instruction			08/26/2015	05/26/2016	\$600 - Title I Schoolwide	Teachers, Administrators

Activity - Library/Media Books	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engage learners through purchase of age/grade appropriate fiction and non-fiction materials that align with college and areer ready standards for instruction in the library media program.	Academic Support Program			08/12/2015	05/27/2016	\$578 - State Funds	Media Specialist

Strategy2:

Classroom Supplies - Funds will be provided by Title I to purchase classroom supplies in order to support academic instruction.

Research Cited:

Activity - Classroom Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Funds will be provided by Title I to purchase classroom supplies in order to support academic instruction.	Direct Instruction			08/12/2015	05/26/2016	\$282 - Title I Schoolwide	Teachers, Administration

Strategy3:

Needs Based Instruction ELA - The Title I Intervention Specialist will target at risk (Tier III) students for academic support in ELA for 50 minutes each day.

Research Cited:

Activity - Intervention Specialist- ELA	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Salary and paid sick leave for the Intervention Specialist for ELA who will target at risk (Tier III) students for academic support in ELA.	Academic Support Program Direct Instruction			08/26/2015	05/26/2016	\$51337 - Title I Schoolwide \$952 - Title I Schoolwide	Intervention Specialist (ELA), Administration

Measurable Objective 3:

75% of All Students will demonstrate a proficiency by meeting or exceeding the state average in Mathematics by 05/26/2016 as measured by the ACT Aspire and Star Math assessments..

Strategy1:

Needs Based Instruction- Math - s

Research Cited:

Activity - Intervention Specialist- Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist for Math will target at risk (Tier II/ III) students for academic support in Math. The Math Intervention Specialist is part time, and shared with CCHS. The intervention specialist will team teach with Math instructors in 5-8 grades to target areas of need.	Academic Support Program Direct Instruction			08/26/2015	05/26/2016	\$65000 - District Funding	Instructional Specialist- Math, Administration

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

Goal 1:

EL Goal 2015-2016

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency by improving Composite score on WIDA ACCESS by .5% in English Language Arts by 05/26/2016 as measured by the WIDA ACCESS composite score.

Strategy1:

Structured English Immersion Plan - EL students will be placed in General population classrooms and receive supplemental academic assistance as needed.

Research Cited: WIDA

Activity - Individualized EL Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL student will receive an Individualized EL Plan created by the EL Committee that includes grade level teachers, parents, and student.	Academic Support Program			08/12/2015	05/26/2016	\$0 - No Funding Required	Title I Intervention Teacher

Goal 2:

Teachers and Administrators will participate in opportunities for professional growth in the following areas: Academic subjects, instruction of subgroups (i.e. EL, SPED, Gifted, etc.), use of technology for instruction, classroom management, etc.

Measurable Objective 1:

collaborate to attend meetings and workshops to become knowledgeable of EL procedures and WIDA standards by 05/27/2016 as measured by faculty sign-in sheets and professional development credit through STIPD.

Strategy1:

Professional Development - Teachers will be trained on the Cherokee County EL procedures and the WIDA Can-Do descriptors and standards.

Research Cited: WIDA

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SAMUEL and/or WIDA Training	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	Title I Intervention Teacher

ACIP

Centre Middle School

Activity - Faculty Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I teacher will present WIDA Can-Do descriptors and WIDA standards at the faculty meeting at the beginning of the year.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	All Teachers

Measurable Objective 2:

collaborate to improve academic and social growth of students by 05/26/2016 as measured by implementation and/or re-delivery of learned knowledge.

Strategy1:

Professional Development days - A substitute will be provided for teachers on approved Professional Development days.

Research Cited:

Activity - Professional Development days	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A substitute will be provided for administratively approved Professional Development days.	Professional Learning			08/12/2015	05/26/2016	\$1733 - State Funds	Teachers, Administrators

Strategy2:

PD- Chromebooks - Teachers will be trained on how to use Chromebooks, as well as implementation strategies for the classroom.

Research Cited:

Activity - PD- Chromebooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on how to use Chromebooks, as well as implementation strategies for the classroom.	Professional Learning Technology Academic Support Program			08/06/2015	05/26/2016	\$0 - No Funding Required	Teachers, Administration, Technology department

Strategy3:

PD- Compass Learning - Teachers will be trained on updates to the Compass Learning Program, as well as implementation strategies for the classroom.

Research Cited:

Activity - PD- Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on updates to the Compass Learning Program, as well as implementation strategies for the classroom.	Professional Learning Technology Academic Support Program			08/06/2015	05/26/2016	\$1 - District Funding	Teachers, Administration, Technology department

Goal 3:

Centre Middle School will provide support for the academic, social and emotional growth of each student.

Measurable Objective 1:

collaborate to support the academic, Social and emotional growth of each student by 05/26/2016 as measured by a reduction in discipline referrals, a reduction in failure rate, and increase in student attendance.

Strategy1:

CMS Connect - Volunteer teachers will be assigned at risk students to mentor and support.

Research Cited:

Activity - CMS Connect	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Volunteer teachers will be assigned at risk students to mentor and support. Activities will include academic support, grade checks, goal setting activities, and college and career readiness support.	Career Preparation/ Orientation Behavioral Support Program Academic Support Program			09/16/2015	05/26/2016	\$0 - No Funding Required	Connect Teacher leader, teacher volunteers, Administration

Strategy2:

5th Grade Transition activities - Upcoming 5th graders will be invited to come to CMS prior to the beginning of the school year for a choice of an am/pm orientation session designed to ease the transition from elementary to middle school.

Research Cited:

Activity - Awards Day	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4th Grade students hold their awards ceremony at Centre Middle School and participate in a school orientation afterward.	Career Preparation/ Orientation Parent Involvement Behavioral Support Program			05/16/2016	05/27/2016	\$0 - No Funding Required	Administrators, Counselor, Teachers

Activity - 5th grade Survivor camp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and parents will participate in various activities related to CMS transition, processes, procedures etc.	Academic Support Program			08/10/2015	08/10/2015	\$0 - No Funding Required	5th grade teachers and support areas, administration

Strategy3:

21st Century Community Learning Center - 21st CCLC provides CMS students with the opportunity to receive academic assistance within a SY 2015-2016

structured after school environment. 21st CCLC offers instruction in various areas such as STEM, art, music, health, nutrition, etc. in order to supplement regular school day instruction. Morning math tutoring is also provided for students who would not otherwise be able to attend after school programs due to extracurricular conflicts.

Research Cited:

Activity - 21st CCLC Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
21st CCLC provides CMS students with the opportunity to receive academic assistance within a structured after school environment. 21st CCLC offers instruction in various areas such as STEM, art, music, health, nutrition, etc. in order to supplement regular school day instruction. Morning math tutoring is also provided for students who would not otherwise be able to attend after school programs due to extracurricular conflicts.	Academic Support Program Community Engagement Tutoring			08/12/2015	05/26/2016	\$125000 - Title IV Part A	Site Coordinator, Administrator, Instructors

Strategy4:

Parent Workshop " How to Survive Teen Years" - Title I Instructional Specialist will provide a work shop for parents on "How to Survive the Teen Years". Topic was selected based on a needs assessment survey given to parents in the Spring of 2015.

Research Cited:

Activity - Parent Workshop " How to Survive Teen Years"	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I Instructional Specialist will provide a workshop for parents on "How to Survive Teen Years". Topic was selected based on a needs assessment survey given to parents in the Spring of 2015. Parents will be given the opportunity to eat lunch with their child.	Parent Involvement			10/20/2015	10/20/2015	\$0 - No Funding Required	Title I Instructional Specialist, Teachers, Administration, Lunch Staff

Strategy5:

Student, Family and Community Involvement - An ongoing line of communication between home, school and community will be maintained.

Research Cited:

Activity - Extended Family	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group for students with loved ones in jail or prison. Extended Family for Kids is about giving tools to get through this time.	Behavioral Support Program			08/12/2015	05/26/2016	\$0 - No Funding Required	Administration, Counselor

ACIP

Centre Middle School

Activity - Home/ School Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Communication between CMS and all stakeholders will be achieved through the use of flyers, progress reports, school website, newsletters, positive contacts (phone, email,etc), Title I Parent Support phone line and School cast.	Parent Involvement			08/12/2015	05/26/2016	\$229 - Title I Schoolwide \$1185 - Title I Schoolwide	Title I Academic Support specialist, Administrators, Teachers

Strategy6:

CMS Block Party - The CMS block party will host a variety of activities which will aid in making connections between CMS and its stakeholders. Sample activities include but are not limited to: parent conferences, school tours, extracurricular activity information/ sign-ups, 21st century tutoring sign-ups, involvement of community activities and resources, etc.

Research Cited:

Activity - CMS Block Party	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CMS block party will host a variety of activities which will aid in making connections between CMS and its stakeholders. Sample activities include but are not limited to: parent conferences, school tours, extracurricular activity information/ sign-ups, 21st century tutoring sign-ups, involvement of community activities and resources, etc.	Community Engagement Parent Involvement			08/18/2015	08/18/2015	\$0 - No Funding Required	Teachers, Support staff, Administration

Goal 4:

All Students at Centre Middle School will show an increase in academic achievement according to performance targets on the ACT Aspire for Reading, Math and Science, as well as STAR Reading and Math Benchmark assessments.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency by meeting or exceeding the state average in English Language Arts by 05/26/2016 as measured by the ACT Aspire and STAR Reading assessments.

Strategy1:

Classroom Supplies - Funds will be provided by Title I to purchase classroom supplies in order to support academic instruction.

Research Cited:

Activity - Classroom Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Funds will be provided by Title I to purchase classroom supplies in order to support academic instruction.	Direct Instruction			08/12/2015	05/26/2016	\$282 - Title I Schoolwide	Teachers, Administration

Strategy2:

Novels For Reading Instruction - Novels purchased are considered as a resource to improve reading comprehension and fluency within planned lessons in the classroom.

Research Cited:

Activity - Novels For Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novels will be used in instruction to improve reading comprehension and instruction.	Direct Instruction			08/26/2015	05/26/2016	\$600 - Title I Schoolwide	Teachers, Administrators

Activity - Library/Media Books	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engage learners through purchase of age/grade appropriate fiction and non-fiction materials that align with college and areer ready standards for instruction in the library media program.	Academic Support Program			08/12/2015	05/27/2016	\$578 - State Funds	Media Specialist

Strategy3:

Needs Based Instruction ELA - The Title I Intervention Specialist will target at risk (Tier III) students for academic support in ELA for 50 minutes each day.

Research Cited:

Activity - Intervention Specialist- ELA	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Salary and paid sick leave for the Intervention Specialist for ELA who will target at risk (Tier III) students for academic support in ELA.	Academic Support Program Direct Instruction			08/26/2015	05/26/2016	\$51337 - Title I Schoolwide \$952 - Title I Schoolwide	Intervention Specialist (ELA), Administration

Measurable Objective 2:

75% of Sixth grade students will increase student growth by meeting or exceeding the state average in Science by 05/26/2016 as measured by ACT Aspire.

Strategy1:

Science Instruction - Grades 5-8 will have a designated Science instructor in order to provide specialized instruction specific to each grade level's curriculum.

Research Cited:

Activity - Science Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A supplemental teaching unit will be supplied for grade 6 utilizing Title I funds to supplement local funding. The teaching unit will support the goal for science achievement by providing Grades 5-8 a designated Science instructor in order to administer specialized instruction specific to each grade level's curriculum. Resources include salary and paid sick leave.	Direct Instruction			08/06/2015	05/26/2016	\$952 - Title I Schoolwide \$53456 - Title I Schoolwide	Teacher, Administration.

Measurable Objective 3:

75% of All Students will demonstrate a proficiency by meeting or exceeding the state average in Mathematics by 05/26/2016 as measured by the ACT Aspire and Star Math assessments..

Strategy1:

Needs Based Instruction- Math - s

Research Cited:

Activity - Intervention Specialist- Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist for Math will target at risk (Tier II/ III) students for academic support in Math. The Math Intervention Specialist is part time, and shared with CCHS. The intervention specialist will team teach with Math instructors in 5-8 grades to target areas of need.	Direct Instruction Academic Support Program			08/26/2015	05/26/2016	\$65000 - District Funding	Instructional Specialist- Math, Administration

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

Goal 1:

Centre Middle School will provide support for the academic, social and emotional growth of each student.

Measurable Objective 1:

collaborate to support the academic, Social and emotional growth of each student by 05/26/2016 as measured by a reduction in discipline referrals, a reduction in failure rate, and increase in student attendance.

Strategy1:

CMS Connect - Volunteer teachers will be assigned at risk students to mentor and support.

Research Cited:

Activity - CMS Connect	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Volunteer teachers will be assigned at risk students to mentor and support. Activities will include academic support, grade checks, goal setting activities, and college and career readiness support.	Career Preparation/ Orientation Academic Support Program Behavioral Support Program			09/16/2015	05/26/2016	\$0 - No Funding Required	Connect Teacher leader, teacher volunteers, Administration

Strategy2:

Student, Family and Community Involvement - An ongoing line of communication between home, school and community will be maintained.

Research Cited:

Activity - Home/ School Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Communication between CMS and all stakeholders will be achieved through the use of flyers, progress reports, school website, newsletters, positive contacts (phone, email,etc), Title I Parent Support phone line and School cast.	Parent Involvement			08/12/2015	05/26/2016	\$1185 - Title I Schoolwide \$229 - Title I Schoolwide	Title I Academic Support specialist, Administrators, Teachers

Strategy3:

21st Century Community Learning Center - 21st CCLC provides CMS students with the opportunity to receive academic assistance within a structured after school environment. 21st CCLC offers instruction in various areas such as STEM, art, music, health, nutrition, etc. in order to supplement regular school day instruction. Morning math tutoring is also provided for students who would not otherwise be able to attend after school programs due to extracurricular conflicts.

Research Cited:

Activity - 21st CCLC Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
21st CCLC provides CMS students with the opportunity to receive academic assistance within a structured after school environment. 21st CCLC offers instruction in various areas such as STEM, art, music, health, nutrition, etc. in order to supplement regular school day instruction. Morning math tutoring is also provided for students who would not otherwise be able to attend after school programs due to extracurricular conflicts.	Academic Support Program Community Engagement Tutoring			08/12/2015	05/26/2016	\$125000 - Title IV Part A	Site Coordinator, Administrator, Instructors

Goal 2:

EL Goal 2015-2016

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency by improving Composite score on WIDA ACCESS by .5% in English Language Arts by 05/26/2016 as measured by the WIDA ACCESS composite score.

Strategy1:

Structured English Immersion Plan - EL students will be placed in General population classrooms and receive supplemental academic assistance as needed.

Research Cited: WIDA

Activity - Individualized EL Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL student will receive an Individualized EL Plan created by the EL Committee that includes grade level teachers, parents, and student.	Academic Support Program			08/12/2015	05/26/2016	\$0 - No Funding Required	Title I Intervention Teacher

Goal 3:

Teachers and Administrators will participate in opportunities for professional growth in the following areas: Academic subjects, instruction of subgroups (i.e. EL, SPED, Gifted, etc.), use of technology for instruction, classroom management, etc.

Measurable Objective 1:

collaborate to improve academic and social growth of students by 05/26/2016 as measured by implementation and/or re-delivery of learned knowledge.

Strategy1:

Professional Development days - A substitute will be provided for teachers on approved Professional Development days.

Research Cited:

Activity - Professional Development days	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A substitute will be provided for administratively approved Professional Development days.	Professional Learning			08/12/2015	05/26/2016	\$1733 - State Funds	Teachers, Administrators

Strategy2:

PD- Compass Learning - Teachers will be trained on updates to the Compass Learning Program, as well as implementation strategies for the classroom.

Research Cited:

ACIP

Centre Middle School

Activity - PD- Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on updates to the Compass Learning Program, as well as implementation strategies for the classroom.	Academic Support Program Professional Learning Technology			08/06/2015	05/26/2016	\$1 - District Funding	Teachers, Administration, Technology department

Strategy3:

PD- Chromebooks - Teachers will be trained on how to use Chromebooks, as well as implementation strategies for the classroom.

Research Cited:

Activity - PD- Chromebooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on how to use Chromebooks, as well as implementation strategies for the classroom.	Academic Support Program Technology Professional Learning			08/06/2015	05/26/2016	\$0 - No Funding Required	Teachers, Administration, Technology department

Measurable Objective 2:

collaborate to attend meetings and workshops to become knowledgeable of EL procedures and WIDA standards by 05/27/2016 as measured by faculty sign-in sheets and professional development credit through STIPD.

Strategy1:

Professional Development - Teachers will be trained on the Cherokee County EL procedures and the WIDA Can-Do descriptors and standards.

Research Cited: WIDA

Activity - Faculty Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I teacher will present WIDA Can-Do descriptors and WIDA standards at the faculty meeting at the beginning of the year.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	All Teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SAMUEL and/or WIDA Training	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	Title I Intervention Teacher

Goal 4:

All Students at Centre Middle School will show an increase in academic achievement according to performance targets on the ACT Aspire for Reading, Math and Science, as well as STAR Reading and Math Benchmark assessments.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency by meeting or exceeding the state average in English Language Arts by 05/26/2016 as measured by the ACT Aspire and STAR Reading assessments.

Strategy1:

Classroom Supplies - Funds will be provided by Title I to purchase classroom supplies in order to support academic instruction.

Research Cited:

Activity - Classroom Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Funds will be provided by Title I to purchase classroom supplies in order to support academic instruction.	Direct Instruction			08/12/2015	05/26/2016	\$282 - Title I Schoolwide	Teachers, Administration

Strategy2:

Needs Based Instruction ELA - The Title I Intervention Specialist will target at risk (Tier III) students for academic support in ELA for 50 minutes each day.

Research Cited:

Activity - Intervention Specialist- ELA	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Salary and paid sick leave for the Intervention Specialist for ELA who will target at risk (Tier III) students for academic support in ELA.	Academic Support Program Direct Instruction			08/26/2015	05/26/2016	\$952 - Title I Schoolwide \$51337 - Title I Schoolwide	Intervention Specialist (ELA), Administration

Strategy3:

Novels For Reading Instruction - Novels purchased are considered as a resource to improve reading comprehension and fluency within planned lessons in the classroom.

Research Cited:

Activity - Novels For Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novels will be used in instruction to improve reading comprehension and instruction.	Direct Instruction			08/26/2015	05/26/2016	\$600 - Title I Schoolwide	Teachers, Administrators

Activity - Library/Media Books	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engage learners through purchase of age/grade appropriate fiction and non-fiction materials that align with college and areer ready standards for instruction in the library media program.	Academic Support Program			08/12/2015	05/27/2016	\$578 - State Funds	Media Specialist

Measurable Objective 2:

75% of Sixth grade students will increase student growth by meeting or exceeding the state average in Science by 05/26/2016 as measured by ACT Aspire.

Strategy1:

Science Instruction - Grades 5-8 will have a designated Science instructor in order to provide specialized instruction specific to each grade level's curriculum.

Research Cited:

Activity - Science Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A supplemental teaching unit will be supplied for grade 6 utilizing Title I funds to supplement local funding. The teaching unit will support the goal for science achievement by providing Grades 5-8 a designated Science instructor in order to administer specialized instruction specific to each grade level's curriculum. Resources include salary and paid sick leave.	Direct Instruction			08/06/2015	05/26/2016	\$53456 - Title I Schoolwide \$952 - Title I Schoolwide	Teacher, Administration.

Measurable Objective 3:

75% of All Students will demonstrate a proficiency by meeting or exceeding the state average in Mathematics by 05/26/2016 as measured by the ACT Aspire and Star Math assessments..

Strategy1:

Needs Based Instruction- Math - s

Research Cited:

Activity - Intervention Specialist- Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist for Math will target at risk (Tier II/ III) students for academic support in Math. The Math Intervention Specialist is part time, and shared with CCHS. The intervention specialist will team teach with Math instructors in 5-8 grades to target areas of need.	Academic Support Program Direct Instruction			08/26/2015	05/26/2016	\$65000 - District Funding	Instructional Specialist- Math, Administration

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

Goal 1:

EL Goal 2015-2016

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency by improving Composite score on WIDA ACCESS by .5% in English Language Arts by 05/26/2016 as measured by the WIDA ACCESS composite score.

Strategy1:

Structured English Immersion Plan - EL students will be placed in General population classrooms and receive supplemental academic assistance as needed.

Research Cited: WIDA

Activity - Individualized EL Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL student will receive an Individualized EL Plan created by the EL Committee that includes grade level teachers, parents, and student.	Academic Support Program			08/12/2015	05/26/2016	\$0 - No Funding Required	Title I Intervention Teacher

Goal 2:

Centre Middle School will provide support for the academic, social and emotional growth of each student.

Measurable Objective 1:

collaborate to support the academic, Social and emotional growth of each student by 05/26/2016 as measured by a reduction in discipline referrals, a reduction in failure rate, and increase in student attendance.

Strategy1:

Student, Family and Community Involvement - An ongoing line of communication between home, school and community will be maintained.

Research Cited:

Activity - Extended Family	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group for students with loved ones in jail or prison. Extended Family for Kids is about giving tools to get through this time.	Behavioral Support Program			08/12/2015	05/26/2016	\$0 - No Funding Required	Administration, Counselor

ACIP

Centre Middle School

Activity - Home/ School Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Communication between CMS and all stakeholders will be achieved through the use of flyers, progress reports, school website, newsletters, positive contacts (phone, email,etc), Title I Parent Support phone line and School cast.	Parent Involvement			08/12/2015	05/26/2016	\$229 - Title I Schoolwide \$1185 - Title I Schoolwide	Title I Academic Support specialist, Administrators, Teachers

Strategy2:

21st Century Community Learning Center - 21st CCLC provides CMS students with the opportunity to receive academic assistance within a structured after school environment. 21st CCLC offers instruction in various areas such as STEM, art, music, health, nutrition, etc. in order to supplement regular school day instruction. Morning math tutoring is also provided for students who would not otherwise be able to attend after school programs due to extracurricular conflicts.

Research Cited:

Activity - 21st CCLC Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
21st CCLC provides CMS students with the opportunity to receive academic assistance within a structured after school environment. 21st CCLC offers instruction in various areas such as STEM, art, music, health, nutrition, etc. in order to supplement regular school day instruction. Morning math tutoring is also provided for students who would not otherwise be able to attend after school programs due to extracurricular conflicts.	Community Engagement Tutoring Academic Support Program			08/12/2015	05/26/2016	\$125000 - Title IV Part A	Site Coordinator, Administrator, Instructors

Strategy3:

CMS Connect - Volunteer teachers will be assigned at risk students to mentor and support.

Research Cited:

Activity - CMS Connect	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Volunteer teachers will be assigned at risk students to mentor and support. Activities will include academic support, grade checks, goal setting activities, and college and career readiness support.	Academic Support Program Career Preparation/ Orientation Behavioral Support Program			09/16/2015	05/26/2016	\$0 - No Funding Required	Connect Teacher leader, teacher volunteers, Administration

Goal 3:

Teachers and Administrators will participate in opportunities for professional growth in the following areas: Academic subjects, instruction of subgroups (i.e. EL, SPED, Gifted, etc.), use of technology for instruction, classroom management, etc.

Measurable Objective 1:

collaborate to attend meetings and workshops to become knowledgeable of EL procedures and WIDA standards by 05/27/2016 as measured by faculty sign-in sheets and professional development credit through STIPD.

Strategy1:

Professional Development - Teachers will be trained on the Cherokee County EL procedures and the WIDA Can-Do descriptors and standards.

Research Cited: WIDA

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SAMUEL and/or WIDA Training	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	Title I Intervention Teacher

Activity - Faculty Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I teacher will present WIDA Can-Do descriptors and WIDA standards at the faculty meeting at the beginning of the year.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	All Teachers

Measurable Objective 2:

collaborate to improve academic and social growth of students by 05/26/2016 as measured by implementation and/or re-delivery of learned knowledge.

Strategy1:

PD- Chromebooks - Teachers will be trained on how to use Chromebooks, as well as implementation strategies for the classroom.

Research Cited:

Activity - PD- Chromebooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on how to use Chromebooks, as well as implementation strategies for the classroom.	Professional Learning Academic Support Program Technology			08/06/2015	05/26/2016	\$0 - No Funding Required	Teachers, Administration, Technology department

Strategy2:

PD- Compass Learning - Teachers will be trained on updates to the Compass Learning Program, as well as implementation strategies for the classroom.

Research Cited:

ACIP

Centre Middle School

Activity - PD- Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on updates to the Compass Learning Program, as well as implementation strategies for the classroom.	Academic Support Program Technology Professional Learning			08/06/2015	05/26/2016	\$1 - District Funding	Teachers, Administration, Technology department

Strategy3:

Professional Development days - A substitute will be provided for teachers on approved Professional Development days.

Research Cited:

Activity - Professional Development days	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A substitute will be provided for administratively approved Professional Development days.	Professional Learning			08/12/2015	05/26/2016	\$1733 - State Funds	Teachers, Administrators

Goal 4:

All Students at Centre Middle School will show an increase in academic achievement according to performance targets on the ACT Aspire for Reading, Math and Science, as well as STAR Reading and Math Benchmark assessments.

Measurable Objective 1:

75% of Sixth grade students will increase student growth by meeting or exceeding the state average in Science by 05/26/2016 as measured by ACT Aspire.

Strategy1:

Science Instruction - Grades 5-8 will have a designated Science instructor in order to provide specialized instruction specific to each grade level's curriculum.

Research Cited:

Activity - Science Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A supplemental teaching unit will be supplied for grade 6 utilizing Title I funds to supplement local funding. The teaching unit will support the goal for science achievement by providing Grades 5-8 a designated Science instructor in order to administer specialized instruction specific to each grade level's curriculum. Resources include salary and paid sick leave.	Direct Instruction			08/06/2015	05/26/2016	\$952 - Title I Schoolwide \$53456 - Title I Schoolwide	Teacher, Administration.

Measurable Objective 2:

75% of All Students will demonstrate a proficiency by meeting or exceeding the state average in Mathematics by 05/26/2016 as measured by the ACT Aspire and Star Math assessments.

Strategy1:

Needs Based Instruction- Math - s

Research Cited:

Activity - Intervention Specialist- Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist for Math will target at risk (Tier II/ III) students for academic support in Math. The Math Intervention Specialist is part time, and shared with CCHS. The intervention specialist will team teach with Math instructors in 5-8 grades to target areas of need.	Direct Instruction Academic Support Program			08/26/2015	05/26/2016	\$65000 - District Funding	Instructional Specialist- Math, Administration

Measurable Objective 3:

75% of All Students will demonstrate a proficiency by meeting or exceeding the state average in English Language Arts by 05/26/2016 as measured by the ACT Aspire and STAR Reading assessments.

Strategy1:

Classroom Supplies - Funds will be provided by Title I to purchase classroom supplies in order to support academic instruction.

Research Cited:

Activity - Classroom Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Funds will be provided by Title I to purchase classroom supplies in order to support academic instruction.	Direct Instruction			08/12/2015	05/26/2016	\$282 - Title I Schoolwide	Teachers, Administration

Strategy2:

Novels For Reading Instruction - Novels purchased are considered as a resource to improve reading comprehension and fluency within planned lessons in the classroom.

Research Cited:

Activity - Novels For Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novels will be used in instruction to improve reading comprehension and instruction.	Direct Instruction			08/26/2015	05/26/2016	\$600 - Title I Schoolwide	Teachers, Administrators

ACIP

Centre Middle School

Activity - Library/Media Books	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engage learners through purchase of age/grade appropriate fiction and non-fiction materials that align with college and areer ready standards for instruction in the library media program.	Academic Support Program			08/12/2015	05/27/2016	\$578 - State Funds	Media Specialist

Strategy3:

Needs Based Instruction ELA - The Title I Intervention Specialist will target at risk (Tier III) students for academic support in ELA for 50 minutes each day.

Research Cited:

Activity - Intervention Specialist- ELA	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Salary and paid sick leave for the Intervention Specialist for ELA who will target at risk (Tier III) students for academic support in ELA.	Academic Support Program Direct Instruction			08/26/2015	05/26/2016	\$51337 - Title I Schoolwide \$952 - Title I Schoolwide	Intervention Specialist (ELA), Administration

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

Goal 1:

EL Goal 2015-2016

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency by improving Composite score on WIDA ACCESS by .5% in English Language Arts by 05/26/2016 as measured by the WIDA ACCESS composite score.

Strategy1:

Structured English Immersion Plan - EL students will be placed in General population classrooms and receive supplemental academic assistance as needed.

Research Cited: WIDA

Activity - Individualized EL Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL student will receive an Individualized EL Plan created by the EL Committee that includes grade level teachers, parents, and student.	Academic Support Program			08/12/2015	05/26/2016	\$0 - No Funding Required	Title I Intervention Teacher

Goal 2:

All Students at Centre Middle School will show an increase in academic achievement according to performance targets on the ACT Aspire for Reading, Math and Science, as well as STAR Reading and Math Benchmark assessments.

Measurable Objective 1:

75% of Sixth grade students will increase student growth by meeting or exceeding the state average in Science by 05/26/2016 as measured by ACT Aspire.

Strategy1:

Science Instruction - Grades 5-8 will have a designated Science instructor in order to provide specialized instruction specific to each grade level's curriculum.

Research Cited:

Activity - Science Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A supplemental teaching unit will be supplied for grade 6 utilizing Title I funds to supplement local funding. The teaching unit will support the goal for science achievement by providing Grades 5-8 a designated Science instructor in order to administer specialized instruction specific to each grade level's curriculum. Resources include salary and paid sick leave.	Direct Instruction			08/06/2015	05/26/2016	\$53456 - Title I Schoolwide \$952 - Title I Schoolwide	Teacher, Administration.

Measurable Objective 2:

75% of All Students will demonstrate a proficiency by meeting or exceeding the state average in Mathematics by 05/26/2016 as measured by the ACT Aspire and Star Math assessments..

Strategy1:

Needs Based Instruction- Math - s

Research Cited:

Activity - Intervention Specialist- Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist for Math will target at risk (Tier II/ III) students for academic support in Math. The Math Intervention Specialist is part time, and shared with CCHS. The intervention specialist will team teach with Math instructors in 5-8 grades to target areas of need.	Academic Support Program Direct Instruction			08/26/2015	05/26/2016	\$65000 - District Funding	Instructional Specialist- Math, Administration

Measurable Objective 3:

75% of All Students will demonstrate a proficiency by meeting or exceeding the state average in English Language Arts by 05/26/2016 as measured by the ACT Aspire and STAR Reading assessments.

Strategy1:

Novels For Reading Instruction - Novels purchased are considered as a resource to improve reading comprehension and fluency within planned lessons in the classroom.

Research Cited:

Activity - Library/Media Books	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engage learners through purchase of age/grade appropriate fiction and non-fiction materials that align with college and areer ready standards for instruction in the library media program.	Academic Support Program			08/12/2015	05/27/2016	\$578 - State Funds	Media Specialist

Activity - Novels For Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novels will be used in instruction to improve reading comprehension and instruction.	Direct Instruction			08/26/2015	05/26/2016	\$600 - Title I Schoolwide	Teachers, Administrators

Strategy2:

Classroom Supplies - Funds will be provided by Title I to purchase classroom supplies in order to support academic instruction.

Research Cited:

Activity - Classroom Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Funds will be provided by Title I to purchase classroom supplies in order to support academic instruction.	Direct Instruction			08/12/2015	05/26/2016	\$282 - Title I Schoolwide	Teachers, Administration

Strategy3:

Needs Based Instruction ELA - The Title I Intervention Specialist will target at risk (Tier III) students for academic support in ELA for 50 minutes each day.

Research Cited:

ACIP

Centre Middle School

Activity - Intervention Specialist- ELA	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Salary and paid sick leave for the Intervention Specialist for ELA who will target at risk (Tier III) students for academic support in ELA.	Academic Support Program Direct Instruction			08/26/2015	05/26/2016	\$952 - Title I Schoolwide \$51337 - Title I Schoolwide	Intervention Specialist (ELA), Administration

Goal 3:

Centre Middle School will provide support for the academic, social and emotional growth of each student.

Measurable Objective 1:

collaborate to support the academic, Social and emotional growth of each student by 05/26/2016 as measured by a reduction in discipline referrals, a reduction in failure rate, and increase in student attendance.

Strategy1:

CMS Connect - Volunteer teachers will be assigned at risk students to mentor and support.

Research Cited:

Activity - CMS Connect	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Volunteer teachers will be assigned at risk students to mentor and support. Activities will include academic support, grade checks, goal setting activities, and college and career readiness support.	Career Preparation/ Orientation Academic Support Program Behavioral Support Program			09/16/2015	05/26/2016	\$0 - No Funding Required	Connect Teacher leader, teacher volunteers, Administration

Strategy2:

21st Century Community Learning Center - 21st CCLC provides CMS students with the opportunity to receive academic assistance within a structured after school environment. 21st CCLC offers instruction in various areas such as STEM, art, music, health, nutrition, etc. in order to supplement regular school day instruction. Morning math tutoring is also provided for students who would not otherwise be able to attend after school programs due to extracurricular conflicts.

Research Cited:

ACIP

Centre Middle School

Activity - 21st CCLC Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
21st CCLC provides CMS students with the opportunity to receive academic assistance within a structured after school environment. 21st CCLC offers instruction in various areas such as STEM, art, music, health, nutrition, etc. in order to supplement regular school day instruction. Morning math tutoring is also provided for students who would not otherwise be able to attend after school programs due to extracurricular conflicts.	Academic Support Program Community Engagement Tutoring			08/12/2015	05/26/2016	\$125000 - Title IV Part A	Site Coordinator, Administrator, Instructors

6. English Language Proficiency Goal (Should address identified weaknesses and gaps):**Goal 1:**

EL Goal 2015-2016

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency by improving Composite score on WIDA ACCESS by .5% in English Language Arts by 05/26/2016 as measured by the WIDA ACCESS composite score.

Strategy1:

Structured English Immersion Plan - EL students will be placed in General population classrooms and receive supplemental academic assistance as needed.

Research Cited: WIDA

Activity - Individualized EL Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL student will receive an Individualized EL Plan created by the EL Committee that includes grade level teachers, parents, and student.	Academic Support Program			08/12/2015	05/26/2016	\$0 - No Funding Required	Title I Intervention Teacher

7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.**Goal 1:**

EL Goal 2015-2016

Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency by improving Composite score on WIDA ACCESS by .5% in English Language Arts by 05/26/2016 as measured by the WIDA ACCESS composite score.

Strategy1:

Structured English Immersion Plan - EL students will be placed in General population classrooms and receive supplemental academic assistance as needed.

Research Cited: WIDA

Activity - Individualized EL Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL student will receive an Individualized EL Plan created by the EL Committee that includes grade level teachers, parents, and student.	Academic Support Program			08/12/2015	05/26/2016	\$0 - No Funding Required	Title I Intervention Teacher

Goal 2:

Teachers and Administrators will participate in opportunities for professional growth in the following areas: Academic subjects, instruction of subgroups (i.e. EL, SPED, Gifted, etc.), use of technology for instruction, classroom management, etc.

Measurable Objective 1:

collaborate to improve academic and social growth of students by 05/26/2016 as measured by implementation and/or re-delivery of learned knowledge.

Strategy1:

PD- Compass Learning - Teachers will be trained on updates to the Compass Learning Program, as well as implementation strategies for the classroom.

Research Cited:

Activity - PD- Compass Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on updates to the Compass Learning Program, as well as implementation strategies for the classroom.	Professional Learning Technology Academic Support Program			08/06/2015	05/26/2016	\$1 - District Funding	Teachers, Administration, Technology department

Strategy2:

Professional Development days - A substitute will be provided for teachers on approved Professional Development days.

Research Cited:

ACIP

Centre Middle School

Activity - Professional Development days	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A substitute will be provided for administratively approved Professional Development days.	Professional Learning			08/12/2015	05/26/2016	\$1733 - State Funds	Teachers, Administrators

Strategy3:

PD- Chromebooks - Teachers will be trained on how to use Chromebooks, as well as implementation strategies for the classroom.

Research Cited:

Activity - PD- Chromebooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on how to use Chromebooks, as well as implementation strategies for the classroom.	Technology Professional Learning Academic Support Program			08/06/2015	05/26/2016	\$0 - No Funding Required	Teachers, Administration, Technology department

Measurable Objective 2:

collaborate to attend meetings and workshops to become knowledgeable of EL procedures and WIDA standards by 05/27/2016 as measured by faculty sign-in sheets and professional development credit through STIPD.

Strategy1:

Professional Development - Teachers will be trained on the Cherokee County EL procedures and the WIDA Can-Do descriptors and standards.

Research Cited: WIDA

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SAMUEL and/or WIDA Training	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	Title I Intervention Teacher

Activity - Faculty Meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I teacher will present WIDA Can-Do descriptors and WIDA standards at the faculty meeting at the beginning of the year.	Professional Learning			08/06/2015	05/27/2016	\$0 - No Funding Required	All Teachers

Goal 3:

Centre Middle School will provide support for the academic, social and emotional growth of each student.

Measurable Objective 1:

collaborate to support the academic, Social and emotional growth of each student by 05/26/2016 as measured by a reduction in discipline

referrals, a reduction in failure rate, and increase in student attendance.

Strategy1:

5th Grade Transition activities - Upcoming 5th graders will be invited to come to CMS prior to the beginning of the school year for a choice of an am/pm orientation session designed to ease the transition from elementary to middle school.

Research Cited:

Activity - Awards Day	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4th Grade students hold their awards ceremony at Centre Middle School and participate in a school orientation afterward.	Career Preparation/ Orientation Parent Involvement Behavioral Support Program			05/16/2016	05/27/2016	\$0 - No Funding Required	Administrators, Counselor, Teachers

Activity - 5th grade Survivor camp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and parents will participate in various activities related to CMS transition, processes, procedures etc.	Academic Support Program			08/10/2015	08/10/2015	\$0 - No Funding Required	5th grade teachers and support areas, administration

Strategy2:

21st Century Community Learning Center - 21st CCLC provides CMS students with the opportunity to receive academic assistance within a structured after school environment. 21st CCLC offers instruction in various areas such as STEM, art, music, health, nutrition, etc. in order to supplement regular school day instruction. Morning math tutoring is also provided for students who would not otherwise be able to attend after school programs due to extracurricular conflicts.

Research Cited:

Activity - 21st CCLC Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
21st CCLC provides CMS students with the opportunity to receive academic assistance within a structured after school environment. 21st CCLC offers instruction in various areas such as STEM, art, music, health, nutrition, etc. in order to supplement regular school day instruction. Morning math tutoring is also provided for students who would not otherwise be able to attend after school programs due to extracurricular conflicts.	Academic Support Program Tutoring Community Engagement			08/12/2015	05/26/2016	\$125000 - Title IV Part A	Site Coordinator, Administrator, Instructors

Strategy3:

CMS Connect - Volunteer teachers will be assigned at risk students to mentor and support.

Research Cited:

Activity - CMS Connect	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Volunteer teachers will be assigned at risk students to mentor and support. Activities will include academic support, grade checks, goal setting activities, and college and career readiness support.	Career Preparation/ Orientation Academic Support Program Behavioral Support Program			09/16/2015	05/26/2016	\$0 - No Funding Required	Connect Teacher leader, teacher volunteers, Administration

Strategy4:

CMS Block Party - The CMS block party will host a variety of activities which will aid in making connections between CMS and its stakeholders. Sample activities include but are not limited to: parent conferences, school tours, extracurricular activity information/ sign-ups, 21st century tutoring sign-ups, involvement of community activities and resources, etc.

Research Cited:

Activity - CMS Block Party	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The CMS block party will host a variety of activities which will aid in making connections between CMS and its stakeholders. Sample activities include but are not limited to: parent conferences, school tours, extracurricular activity information/ sign-ups, 21st century tutoring sign-ups, involvement of community activities and resources, etc.	Community Engagement Parent Involvement			08/18/2015	08/18/2015	\$0 - No Funding Required	Teachers, Support staff, Administration

Strategy5:

Parent Workshop " How to Survive Teen Years" - Title I Instructional Specialist will provide a work shop for parents on "How to Survive the Teen Years". Topic was selected based on a needs assessment survey given to parents in the Spring of 2015.

Research Cited:

Activity - Parent Workshop " How to Survive Teen Years"	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I Instructional Specialist will provide a workshop for parents on "How to Survive Teen Years". Topic was selected based on a needs assessment survey given to parents in the Spring of 2015. Parents will be given the opportunity to eat lunch with their child.	Parent Involvement			10/20/2015	10/20/2015	\$0 - No Funding Required	Title I Instructional Specialist, Teachers, Administration, Lunch Staff

Strategy6:

Student, Family and Community Involvement - An ongoing line of communication between home, school and community will be maintained.

Research Cited:

Activity - Home/ School Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Communication between CMS and all stakeholders will be achieved through the use of flyers, progress reports, school website, newsletters, positive contacts (phone, email,etc), Title I Parent Support phone line and School cast.	Parent Involvement			08/12/2015	05/26/2016	\$1185 - Title I Schoolwide \$229 - Title I Schoolwide	Title I Academic Support specialist, Administrators, Teachers

Activity - Extended Family	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group for students with loved ones in jail or prison. Extended Family for Kids is about giving tools to get through this time.	Behavioral Support Program			08/12/2015	05/26/2016	\$0 - No Funding Required	Administration, Counselor

Goal 4:

All Students at Centre Middle School will show an increase in academic achievement according to performance targets on the ACT Aspire for Reading, Math and Science, as well as STAR Reading and Math Benchmark assessments.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency by meeting or exceeding the state average in English Language Arts by 05/26/2016 as measured by the ACT Aspire and STAR Reading assessments.

Strategy1:

Needs Based Instruction ELA - The Title I Intervention Specialist will target at risk (Tier III) students for academic support in ELA for 50 minutes each day.

Research Cited:

Activity - Intervention Specialist- ELA	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Salary and paid sick leave for the Intervention Specialist for ELA who will target at risk (Tier III) students for academic support in ELA.	Direct Instruction Academic Support Program			08/26/2015	05/26/2016	\$952 - Title I Schoolwide \$51337 - Title I Schoolwide	Intervention Specialist (ELA), Administration

Strategy2:

Novels For Reading Instruction - Novels purchased are considered as a resource to improve reading comprehension and fluency within planned lessons in the classroom.

Research Cited:

ACIP

Centre Middle School

Activity - Library/Media Books	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engage learners through purchase of age/grade appropriate fiction and non-fiction materials that align with college and areer ready standards for instruction in the library media program.	Academic Support Program			08/12/2015	05/27/2016	\$578 - State Funds	Media Specialist

Activity - Novels For Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novels will be used in instruction to improve reading comprehension and instruction.	Direct Instruction			08/26/2015	05/26/2016	\$600 - Title I Schoolwide	Teachers, Administrators

Strategy3:

Classroom Supplies - Funds will be provided by Title I to purchase classroom supplies in order to support academic instruction.

Research Cited:

Activity - Classroom Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Funds will be provided by Title I to purchase classroom supplies in order to support academic instruction.	Direct Instruction			08/12/2015	05/26/2016	\$282 - Title I Schoolwide	Teachers, Administration

Measurable Objective 2:

75% of Sixth grade students will increase student growth by meeting or exceeding the state average in Science by 05/26/2016 as measured by ACT Aspire.

Strategy1:

Science Instruction - Grades 5-8 will have a designated Science instructor in order to provide specialized instruction specific to each grade level's curriculum.

Research Cited:

Activity - Science Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A supplemental teaching unit will be supplied for grade 6 utilizing Title I funds to supplement local funding. The teaching unit will support the goal for science achievement by providing Grades 5-8 a designated Science instructor in order to administer specialized instruction specific to each grade level's curriculum. Resources include salary and paid sick leave.	Direct Instruction			08/06/2015	05/26/2016	\$952 - Title I Schoolwide \$53456 - Title I Schoolwide	Teacher, Administration.

Measurable Objective 3:

75% of All Students will demonstrate a proficiency by meeting or exceeding the state average in Mathematics by 05/26/2016 as measured by the ACT Aspire and Star Math assessments..

Strategy1:

Needs Based Instruction- Math - s

Research Cited:

Activity - Intervention Specialist- Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Intervention Specialist for Math will target at risk (Tier II/ III) students for academic support in Math. The Math Intervention Specialist is part time, and shared with CCHS. The intervention specialist will team teach with Math instructors in 5-8 grades to target areas of need.	Direct Instruction Academic Support Program			08/26/2015	05/26/2016	\$65000 - District Funding	Instructional Specialist- Math, Administration

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes		Principal's Attestation 2015

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes		Principal's Attestation 2015

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

CMS administration interviews and hires well trained teachers who are Highly Qualified and able to address academic needs. While 100% HQ teachers is an expectation of the administration, if in reality it is not, opportunities for professional development will be provided and required. All teachers receive professional development training to aid in improving instruction, reaching ACIP goals, and supporting the development of quality teaching standard lessons.

Component 4: Strategies to Attract Highly Qualified Teachers

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

Only two teachers, the 7th grade social studies teacher and the 7th grade math teacher, were replaced this year.

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

All key teaching and learning teachers are 100% highly qualified with only 18% of teachers having less than three years experience.

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

The district utilizes the Teach In Alabama website that is maintained by the Alabama State Department of Education. This allows potential hires to apply from anywhere with Internet access. Every attempt is made to ensure that all teachers are teaching in-field according to teacher certifications.

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

The Cherokee County school district partners with JSU to allow for students in education to intern and student teach within our schools. Our district also has a new teacher training that guides and assists new teachers toward developing a acceptable and adequate teaching practices. The district instructional coaches are available to support new teachers by modeling lessons or developing lessons to be taught.

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

The turnover rate is low.

Component 5: High Quality and Ongoing Professional Development

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

Instructional PD - Professional development will be provided to educators for improving their understanding and ability to provide supports for graduating college and career ready students.

Research Cited: College and career ready standards, ARI

START Initiative - Classrooms will see an increase in student use of technology in learning content. Technology will be more widely used.

Teachers will be provided

with professional development on student use of technology

Research Cited: Transform2020, Alabama Technology Course of Study, NETS

WIDA Standards - Title teacher and faculty are trained in WIDA standards.

Research Cited: WIDA; SAMUEL

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

Professional development is provided and based up examination of the data. Teacher observations, surveys (parent, student and staff), local, state and federal policy are all examples of data that is examined and shared through professional development trainings.

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

New or inexperienced teachers will be strongly encouraged to observe tenured teachers. The new or inexperienced teachers will document in their Educate AL their observations and the administration will have dialogue with them concerning concepts and ideas that they observe in these classes. Through professional development and help from the district instructional coaches, new teachers will be supported through lesson planning and instructional strategies. Lead teachers will provide support to the new teacher by offering guidance and leadership.

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

For CMS, professional development is designed to support teachers to improve their craft. Professional development opportunities are provided through varied means. Teachers may take online courses; attend the JSU In-Service sessions; attend the local district technology sessions; take advanced college courses; or participate in local school offerings.

However, the most effective professional development at CMS has been the opportunity to have data days with all of the teachers collecting and contributing to the needs assessment sheets and then creating data walls to track progress.

Teacher satisfaction has increased due to this type of professional development because the teachers have a better understanding of the
SY 2015-2016

use of data to contribute to quality lessons.

Another positive type of professional development has been the FLEX day option for summer trainings.

Component 6: Transition Strategies

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

In the Spring, a day is planned for the incoming 5th grade to come from Centre Elementary to visit Centre Middle. For the past 3 years, the 4th grade awards have been at CMS. Fourth grade students and teachers are bused from CES and use our gym to host their awards program. Upon the completion of their awards program, a tour for both parents and students takes place. While they visit there is a tour of the school, a meeting with the 5th grade teachers and administration, and they spend time taking a Mathematics Assessment Test to help with placement in Math class. Survivor Camp is held before school starts for parents and students to become familiar with procedures at CMS. Students are able to get their lockers and PE uniforms during this time. Parents are able to see the facility and get familiar with the school. Also, a block party for all grades is held in August or Sept. for students and parents to become oriented to Centre Middle School. Students and parents are able to meet faculty members and attend the annual Title I meeting. Parents are also given an opportunity to become familiar with different clubs and activities that CMS has to offer. This transition time gives a wide range of information for incoming 5th graders and all other students new to the school. We also use this opportunity to explain to parents the need for parental involvement and input into our total school program. Administrators, guidance and staff at CMS are available to answer questions and provide support for all students. One of the purposes is to assist students with transition from 5th grade to 6th grade, 6th to 7th and 7th to 8th grade by meeting grade level teachers and familiarizing themselves with grade level expectations and classes.

To ease transition from middle school to high school, through discussion and looking at student's KUDER and EXPLORE results a four year plan is developed with parental input. CMS invited parents to the school to view and discuss their child's results to aid in developing their plan. Diploma options are covered.

Each year 8th grade students tour the Cherokee County Career and Technical School to learn about programs available for them to take in high school. It is hopeful that this will help students when they complete their interest inventory for the EXPLORE.

Open House at CCHS is held in the spring as well for 8th graders moving up to high school. They are able to meet with the CCHS faculty and staff and familiarize themselves with the high school campus.

Component 7: Teacher Participation in Making Assessment Decisions

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

CMS will hold a minimum of four data meetings during the school year. The ASPIRE and EXPLORE results will be used to address areas of strengths and weaknesses in instruction. Grade and curriculum level discussions will be held to facilitate the changes needed to improve student performance.

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

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

The STAR assessment will be used to identify the level of each student. Data walls will be created for each grade level. Each student will have a color coded STAR label that will also include their ASPIRE level. Students who test urgent intervention or intervention will be placed in their appropriate tier level.

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

Students who are in need of additional assistance receive it daily in the appropriate setting. Tier III students receive daily remediation with the title teacher while receiving support in the regular classes. Special education students receive daily support with their resource teacher and in the classroom. Tiered instruction takes place in all grades and curriculums.

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

Response to instruction is a daily part of the curriculums at CMS. Teachers strive to offer engaging and student focused instruction.

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

CMS is a recipient of the Twenty-First Century Community Learning Center Grant. This program offers opportunities after the school day for students to receive academic help and to participate educational enrichment activities. All students are eligible, but students in need of support are encouraged to attend. Also, we provide before school day academic assistance with math through the 21st CCLC grant.

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

The district has in place a policy that provides guidance to address challenges or barriers, in the educational process, for the above listed groups. Enrollment or any educational services will not be denied based upon their status and they will be granted equal access to the same free appropriate education.

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

N/A

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

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

Through formed committees and committee meetings, CMS coordinates federal, state and local programs and resources to help address the schoolwide goals. These committees help to direct purchases, professional development and activities that help meet the needs of our students.

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

All budgeted programs are coordinated and consolidated to support the school and its goals. Through administration leadership and with stakeholder support, State, Federal and local programs are used to support the schoolwide goals.

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

The school follows all appropriate federal, state and local guidelines to ensure that all students are receiving equitable service while supporting our schoolwide goals.

Component 10: Evaluation

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

Schoolwide programs are evaluated through data collection. Data collection can be made through observation, surveys, or data analysis (increased attendance, decreased discipline, etc.).

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

Schoolwide programs are evaluated through data analysis. Faculty and staff participate in the breakdown of the state's annual assessments to determine strengths and weaknesses.

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

Subgroups are analyzed and annual measurable objectives are determined for each subgroup.

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

The plan is revised as data is analyzed by the administration and staff. For example, this is the second year that CMS has tested with ASPIRE.

Therefore, we have two years of ASPIRE data to compare. As we progress and address our subgroups, we intend to see improvements for all students.

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

Yes, some goals are kept from year to year. These goals are vital for our students to achieve academic progress throughout their school career. Therefore, these goals should remain from year to year. Results of walkthroughs and PLCs are shared with teachers to determine next steps for individuals and as a whole. We determine what goals have been achieved and those that need continued support. During this time the faculty is asked to reflect on student progress and determine if the practices in place are the most effective way to reach students.

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

The majority of our goals have remained the same. The wording of our goals has changed to reflect a more streamlined approach to addressing our needs. Our goals cover a large amount of strategies and activities that address our comprehensive needs assessment. However, we have added one separate goal to meet specific needs of EL students.

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

N/A

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

N/A

3. For schools with Preschool through Grade 2: What criteria were used to identify young students who are failing or most at risk of failing to meet the state's challenging content and student performance standards?

N/A

Component 2: Services to Eligible Students

1. What Title I, Part A program services are provided to ensure eligible children receive supplemental assistance?

N/A

2. What were the established multiple and educationally related objective criteria that ensured the needs assessment process was consistently used to identify students by grade level and content area who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

N/A

3. Describe the process for determining student eligibility, indicating the ranking of students and cut-off scores.

N/A

4. How are students with the greatest needs receiving services?

N/A

5. What are the multiple criteria by which students may exit the program?

N/A

6. What program's resources are used to help participating children meet State's challenging student academic achievement standards?

N/A

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing School Improvement planning process?

N/A

Component 4: Instructional Strategies

1. Describe effective methods and instructional strategies that are scientifically based research that strengthen the core academic program of the school.

N/A

2. Which research-based methods and strategies in the plan increase the quality and quantity of instruction for eligible students?

Narrative:

3. What evidence indicates that extended (supplemental) learning time helps an accelerated quality curriculum?

N/A

4. What evidence indicates that students are rarely pulled from their regular classroom to receive supplemental instruction (e.g. extended learning opportunities)?

N/A

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

Narrative:

Component 5: Title I and Regular Education Coordination

1. How does coordination with the regular classroom program occur, including transition strategies, which may include services to assist preschool children in the transition from early childhood programs to elementary school programs?

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified? What action is being taken to meet this requirement.			

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified? What action is being taken to meet this requirement?			

Component 7: High Quality and Ongoing Professional Development

1. Describe opportunities for high-quality ongoing professional development for teachers and other staff who work with participating children in the Title I program or in the regular education program.

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

1. 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.

2. 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.

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

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

5. 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?

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

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

1. How does the Targeted Assistance program coordinate and integrate federal, state, and local services and programs to ensure that participating students achieve proficient or above on statewide assessments?

2. In what ways are the programs are coordinated and integrated toward the achievement of the Targeted Assistance goals?

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

4. 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 Targeted Assistance goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	25.40	25.4	1,563,239.90
Administrator Units	1.00	1	110,650.57
Assistant Principal	0.50	1	83,251.10
Counselor	1.00	1	79,562.54
Librarian	1.00	1	71,244.98
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	1,733.17
Professional Development	0.00	0	1,733.17
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	10,230.00
Library Enhancement	0.00	0	577.63
Totals			1,922,223.06

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	108994.84

Provide a brief explanation and breakdown of expenses.

\$107,580 Title I School Allocation

\$1,414.84 Parent Involvement (Not part of School Allocation)

Title I Budget is as follows:

INSTRUCTION:

Title I Intervention Teacher Salary Plus Benefits; \$51,337.02

Supplementary 6th Grade Teacher Plus Benefits; \$53,456.61

Subs for Teacher paid by Title \$\$1,904.00

Classroom Materials, Supplies, Novels; \$882.37

PARENT INVOLVEMENT:

Materials & Supplies; \$229.78

Monthly Telephone; \$375.90

SchoolCast; \$810.16

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

Provide a brief explanation and a breakdown of expenses.

NA

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	2160.0

Provide a brief explanation and a breakdown of expenses.

Title II Plan is as follows:

Funding to be used to support attendance by core teachers in professional development opportunities as related to ACIP goals.

Title III

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

Provide a brief explanation and a breakdown of expenses.

NA

Title IV

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

Provide a brief explanation and a breakdown of expenses.

NA

Title VI

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

Provide a brief explanation and a breakdown of expenses.

NA

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	125000.0

Provide a brief explanation and a breakdown of expenses.

21st CCLC Budget consists of the following:

Salaries; \$76,344.11

Professional Development; \$5800.00

Instructional Materials and Supplies; \$5310.87

Greenhouse; \$8753.40

Software; \$1643.59

Field Trips; \$4900.00

Independent Evaluator; \$3750.00

Parent Involvement; \$75.00

Summer School Salaries; \$16,116.39

Indirect Costs; \$2306.64

Local Funds

Label	Question	Value
1.	Provide the total	125124.82

Provide a brief explanation and breakdown of expenses

Local funding provides for a nurse, a receptionist, and an In-School-Suspension Aide.

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

Centre Middle School holds an annual meeting at the beginning of each year. Parents, families, and community members are invited through flyers, SchoolCast call, announcement on the outside marquee, and electronic message board in the office. A PowerPoint presentation is shown to those in attendance to express that CMS is a schoolwide Title I school and that we encourage parent participation in the process to produce a school/family compact, the parent involvement policy, and the ACIP. Other information presented in the PowerPoint include the 1% set-aside for Centre Middle School and parents right to know regarding qualifications of staff working at CMS.

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

Meetings are offered throughout the year to accommodate parents schedules. Notification of meetings is done through various types of communication including notice on the marquee sign, School Cast calls, and flyers sent with students. The first meeting is offered in the evening at the beginning of the school year. and includes discussions about budget, parents right to know, 1% set aside, highly qualified status, ACIP, etc. Another meeting is offered during the school day to continue discussions regarding budget, Title I Intervention Teacher schedule, parent surveys, parent involvement plans, etc. A Third meeting is held after the first semester to discuss any budget changes, workshop successes, and changes needed for compacts and parent involvement policy. All attendees at meetings are asked to complete agree/disagree forms to address their level of support/involvement for items discussed. Parent involvement funding is used to support the purchase of refreshments at parent meetings, a phone line in the Title I room for parent communication and the use of the School Cast automated phone call system.

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

Because CMS is a schoolwide Title I school, all parents are sent notifications at the beginning of the year through school-family compacts informing them of such classification as well as during the PowerPoint presentation during our annual Showcase/Block party. When practical, notification is sent home in the home language of EL students. Parents also receive information via syllabi and calendars explaining the Alabama College and Career Ready Standards and academic expectations within each classroom. Copies of the ASPIRE scores are sent home at the beginning of the year to explain levels of achievement. All parents are encouraged through school websites, teacher guidelines, and notification on progress reports/report cards to contact teachers and the guidance department requesting parent/teacher conferences in order to participate in the education of their child.

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

The Family-School Compact at CMS is reviewed and revised at the beginning of each year during the first Title I meeting. There are separate sections for parents, faculty, and students that list items for which they are willing to share responsibility and all parties involved, (including CMS administrators) are encouraged to sign the compact signifying their commitment to maintaining and/or improving the working partnership to ensure continued success at CMS. The compacts are sent home at the beginning of the year and teachers are responsible for explaining the student section of the compact and obtaining their signatures. Opportunities are given throughout the school year for newly enrolled students, their parents, and teachers, to complete a compact. All completed original compacts are organized by homeroom and grade and then held by the assistant principal for use during parent/teacher conferences, school board hearings, and/or applications for educational alternatives.

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

Parents are encouraged and given the opportunity to complete an "agree/disagree" form concerning all aspects of the plan. This form is passed out at the meeting and is accessible on the website to download and submit to the office of CMS.

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

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

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

Information regarding the listed topics is provided for all parents during an event held at the beginning of the school year. The guidance counselor and the Title I Intervention teacher provide information through PowerPoint presentations and by providing parents with individual state test scores.

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

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

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

Centre Middle School provides a survey at the beginning of the school year to solicit recommendations and suggestions for parent workshops. Workshops on topics receiving the most requests are offered to parents at two different times during the school year. Title I budget will provide for offering these workshops once during the first semester and once during the second semester.

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

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

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

CMS will continue to strive toward cooperation with parents through in-services, faculty meetings, professional development, grade level meetings, parent surveys, beginning of the year events, fundraisers, and parent/teacher conferences.

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

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

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

Materials are maintained through Title I and the guidance department and provided to parents through areas located within the CMS office. Displays encouraging the procurement of materials are maintained throughout the school year during stakeholder events. The counselor promotes programs that support positive behavior and the 21st CCLC program also holds several events throughout the year to encourage and support parent involvement.

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

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

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

All information is sent home in English unless otherwise requested by the parent/guardian of a student. In that case, to the extent practical, the information contained within the notice is translated through the use of TransAct Foreign Language Services provided through the Alabama State Department of Education. In addition, CMS currently has a teacher who is Spanish/English bilingual and assists with verbal

communication with parents as needed.

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

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

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

Centre Middle School makes every effort to work with parents in meeting their request for parent involvement. Requests on end-of-the-year surveys dictate how teachers will communicate during the subsequent year. Personal phone calls to parents remain a priority and are frequently conducted through the phone service provided through the Title I budget.

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

All information is sent home in English unless otherwise requested by the parent/guardian of a student. In that case, to the extent practical, the information contained within the notice is translated through the use of TransAct Foreign Language Services provided through the Alabama State Department of Education. In addition, CMS currently has a teacher who is Spanish/English bilingual and assists with verbal communication with parents as needed. CMS, having been constructed in 2009, is up to code on all requirements for handicapped accessibility thereby providing access to school grounds. Cherokee County Board of Education has access to deaf/hearing impaired interpreters for utilization in the transfer of information from school to parent as needed.