



ACIP

Centreville Middle School

Bibb County Board of Education

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Centreville, AL 35042

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Centreville Middle School, located at 1621 Montgomery Highway, Centreville, Alabama 35042, is a stand alone campus. It is comprised of grades five through eight with a total population of 488 students. Demographically, the population consists of 149 African American, 7 Hispanic, 287 Caucasian, one Asian, and 5 Multi-Race students. The fifth grade has 123 students, the sixth grade has 94 students, the seventh grade has 117 students, and the eighth grade has 115 students as of 2017-2018 school year. Following are the elementary feeder schools: Brent Elementary, and Randolph Elementary. Randolph Elementary students enter at grade seven. With 79% of the students receiving free, Centreville Middle School is designated as a full Title 1 School and therefore, receives Title 1 funds. A total of 105 students are classified as students with special needs including students with Autism, Emotional Disability, Hearing Impairment, Intellectual Disability, and Speech and Language Impairment. This number does not include Gifted Education students.

An administration one principal, one assistant principal, supervises a faculty of 26 certified classroom teachers (4 fifth grade, 4 sixth grade, 5 seventh grade, 5 eighth grade, 4 special education teachers, 2 physical education teachers. Other certified personnel includes one counselor and one librarian. Classified staff is made up of one full-time nurse, one paraprofessionals, one secretary, one bookkeeper, and 4 cafeteria workers, and 2 custodians.

Centreville Middle School demands excellence in teaching and learning and preparing students for further learning and productivity in the 21st century. In partnership with the community, we welcome our children to a supportive, multicultural educational environment.

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.

The school's purpose is to educate and train its students for global learning opportunities in life. Centreville Middle School's mission statement is "To Provide an Environment for all Students to Acquire the Knowledge, Skills, and Attitudes Needed to Become Respectful, Responsible, and Resourceful Individuals." The school's faculty and staff believe that each student is a valued individual with unique physical, social, emotional, and intellectual needs. By nurturing these needs, the students are able to learn, achieve, and succeed. "We as educators will give our time and energy to facilitate learning each day, each class to every child" these are the principles by which Centreville Middle School operates. Centreville Middle School demands excellence in teaching and learning while crating a challenging learning environment that encourages high expectations for success through strategic teaching and differentiated instruction. Our school promotes a safe, orderly, caring, and supportive environment. We strive to have our parents, teachers, and community members actively involved in our students' learning.

Our school motto, is "It's time to Succeed." Every aspect of our educational system advances student learning with an emphasis on ensuring that every child is given the option of success. The administration, faculty, and support staff endeavor to promote acceptable behavior, good citizenship, and the skills needed for future achievement. A school discipline plan that ensures an environment conducive to learning is maintained in order to provide equal educational opportunity for all students. This discipline plan encourages self-regulation by students and positive behavior support by all school personnel. Addressing the entire school each morning with a story or quote about positive character building traits is another specific step taken to develop the kind of citizens Centreville can be proud to claim. We strive for full involvement of families in the education of their children through student-parent orientation prior to the beginning of the school year, open house night, PTO activities, and an open-door policy for parents to visit classrooms during school hours. The entire faculty and staff believe that each student is a valued individual with unique physical, social, emotional, and intellectual needs. By our students with special needs, an annual individualized educational plan is developed in which the strengths and needs of the student are considered by a team consisting of the student, parent, general education teacher, special education teacher, and administrator or other designated person. For other students who are struggling academically and/or behaviorally, Response to Intervention (RtI) measures the students' progress as different interventions are put into place to help them improve. Centreville Middle School's student participation in both categories of more intensive instruction (special education and RtI) exceeds the national norm. Teachers are required to analyze the data by classroom, then discuss with team members and within grade level departments what specific course of study objectives need to be targeted.

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.

In the last three years, the school has improved significantly in the areas of reading and mathematics. The implementation of scientifically based programs and strategic teaching has afforded the opportunities for students' results to improve on standardized assessments. With continuous improvement, the administrators and faculty are focused on involving more stakeholders, continued academic growth, and a vested interest in the academic school's success. The goal of Centreville Middle School in the realm of school improvement for the next 3 years will be improving math and reading scores through more intensive project-based learning while promoting student use of technology integration.

Additional Information

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

Professional development will support teacher learning on what to do with the data they have and how to effectively use it to drive their instruction. Incorporate Monthly Data Meetings with Formative and Summative Assessment, Scantron, Compass Learning, and Math/Accelerated Math.

The professional development will also focus on embedding the CCRS standards in all content areas.

RTI structure has been revamped to include all grade level teachers including special needs instructors. This is in order to effectively monitor students academic performance.

Effectively use strategies of ARI best practices.

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 Instructional Leadership Team members that must be present include the principal, guidance counselor, appropriate content-area teachers, parent representatives, and student representatives. Depending on the data, additional members may include: Technology Coordinator, Special Education, ELL, District Federal Programs Coordinator, District Chief School Financial Officer, Community Stakeholders, or any other member as appropriate.

Upon submission of the Continuous Improvement Plan, the LEA assures that the plan has been properly reviewed and approved by the local Board of Education.

Instructional Leadership Team Members include the following:

Dr. Earnie Cutts, Principal
Mr. Alan Ray, Assistant Principal
Ms. Mechelle Frazier, Guidance Counselor
Miss. Katie White, Parental Involvement Coordinator/ 5th grade teacher
Mrs. Victoria Turner, 6th grade teacher
Mr. Gregory Dumas , Special Education
Mrs. Brandi Barger, 8th grade teacher
Mrs. Erica Quimby, Parent
Kaitlyn Howard, Student
Will Alston, Student

Compacts sent home each year.

PTO - Parent/teachers/others involved with campus improvement and meeting the needs of students

School Leadership Team - Students submitted applications and went through an interview process to become a member. These students are involved in developing our school target.

Meetings are held at various times to accommodate different work schedules. Some meetings are held after faculty meetings and PTO meetings. Other meetings are held in the morning.

It is the goal of Centreville Middle School to have stakeholders to participate in the strategic planning and thinking of the school's decision making. Centreville Middle School holds meetings at various times during the school year to encourage participation to increase the quality and quantity of input. A broader prospective challenges traditional thinking and increases the likelihood of more creative decision making and problem solving.

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

Widespread consultation improves relationships. Genuinely seeking and valuing the input of others increases self-esteem and improves relationships. It also reduces the chances of missed information and complaints regarding a lack of transparency. Parents are given the

opportunity to serve on committees to provide insight in regard to the school. Centreville Middle School has an ongoing PTO Committee, business leaders, educators, parents/guardians that are involved in this process.

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

Centreville Middle School uses many vehicles to provide stakeholders with information in a timely manner. Stakeholders are notified that the Continuous Improvement Plan is under review beginning at the end of each school year. Stakeholders are provided with agendas, parent involvement notices, calendar of events, students' code of conduct, school's news paper, and the school's website. Centreville Middle School provides an open door policy to where the guidance counselor and administration will meet with stakeholders during and after school, if needed. Title I Annual Meetings are held at convenient times in order to convey school goals and activities for continuous improvement. During these meetings, stakeholders are allowed an opportunity to provide input and give feedback on this process.

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	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.	School Proficiency Report

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 well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

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

2015 5th grade math 39% Ready; same group in 2016 50% ready

The area(s) of expected level of student performance were in Reading and Math (identified grade level). Based on the data in reading 41% of 8th graders scored ready and 32% of the 6th graders scored at ready. On the Math section, only 7th graders scored at above the expected level of performance which was at 32% (at ready).

2015-16 to 2016-2017 8th grade reading scores indicate growth from 24% to 41%.

2015-16 to 2016-2017 6th grade reading scores indicate growth from 25% to 32%.

2015-16 to 2016-2017 7th grade math scores indicate growth from 28% to 31%.

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

The areas that show positive trend in performance are Reading and Math on the ACT Aspire in selected grade levels. In comparison to the 2016 ACT Aspire data, some data from the 2017 ACT Aspire reflects slight decreases but the overall performance shows positive trends. As we have tracked the 7th grade group of students laterally they have shown a positive trend in math to increase in the number of students that were exceedingly ready by 9%. Also, as we have tracked students progression from 4th to 8th grade, we have noticed the positive trend of student proficiency increased yearly. Notably, the increase was from 25% to 41% in reading from 5th grade to 8th grade. This same group also increased from 17% to 21% in math.

Which area(s) indicate the overall highest performance?

Based on ACT Aspire the overall highest performance was in Reading and Math for students in 6th - 8th grades: 6th (32%), 7th (32%), 8th (41%) scored at ready on the Reading section of the ACT Aspire. In Math, the overall highest performance was at the 7th grade which reflects a 3% increase from 28% to 31% scoring at ready.

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

According to 2016-2017 ACT Aspire testing data, female students at all grade levels shows a trend toward increasing performance in all reporting subject areas (Math, Reading and Science).

5th-8th grade female students outperformed male students:

2016-17 Special Needs students increased in academic performance...

5th grade - 36% to 15%

6th grade - 33% to 19%

7th grade - 35% to 29%

8th grade - 56% to 35%

There were no academic trends in the 2015-16 year.

Between which subgroups is the achievement gap closing?

In comparing 2015 and 2016 Data to 2017, the largest gains in both math and reading were found in the white female students.

The gifted subgroup showed significant gains in grades 5-6.

In reading the 5th grade performance level for gifted was 59%, 88% in science and 65% in math.

In reading and science the 6th grade performance level for gifted was 79% and 86% in math.

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

The finding results of the Scantron administration versus ACT ASPIRE results in reading and math are consistent. Although, the students made many gains with the Scantron assessments often times resulting in 500 points or more. With these points the students show growth but not enough to benchmark to grade level in many instances..

Areas in Need of Improvement

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

7th grade 2014 Math 20% are Ready, 2015 - 18% are Ready, 2016 - 29% are Ready (national average 34% in 2016)

8th grade 2014 Math 20% are Ready, 2015 - 18% are Ready, 2016 - 24% are Ready (national average 31% in 2016)

5th grade 2017 Math results indicate 20% are Ready. The national average was 50%.

8th grade 2017 Math results indicate 20% are Ready. The national average was 37%.

5th grade 2017 Reading results indicate 17% are Ready. The national average was 38%.

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

The area of 6th grade math evidenced a decline in student performance from 52% to 39%

The area of 5th grade math evidenced a decline in student performance from 28% to 20%

The area of 8th grade math evidenced a decline in student performance from 24% to 21%

The area of 5th grade reading evidenced a decline in student performance from 22% to 17%

Which area(s) indicate the overall lowest performance?

Overall lowest performance was with the 8th grade Math performance with 51% in need of support.

Overall lowest performance was with the 5th grade Reading performance with 54% in need of support.

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

Special Education Students (reading, science and math) in 5th grade the performance level was 0%.

in 6th grade the performance level was 7% in reading, 0% in science and 7% in math.

in 7th grade the performance level was 7% in reading, 4% in science and 8% in math.

in 8th grade the performance level was 0% in reading, 0% in science and 0% in math.

African American students (reading, science and math) in 5th grade the performance level was 13% in reading, 11% in science and 6% in math.

in 6th grade the performance level was 19% in reading, 11% in science and 18% in math

in 7th grade the performance level was 26% in reading, 8% in science and 16% in math.

in 8th grade the performance level was 23% in reading, 9% in science and 9% in math.

Male students (reading, science and math) in 5th grade the performance level was 11% in reading, 23% in science and 22% in math.
in 6th grade the performance level was 26% in reading, 32% in science and 35% in math.
in 7th grade the performance level was 20% in reading, 21% in science and 23% in math.
in 8th grade the performance level was 37% in reading, 34% in science and 27% in math.

Between which subgroups is the achievement gap becoming greater?

Special education students are showing an increasing gap in data scores.

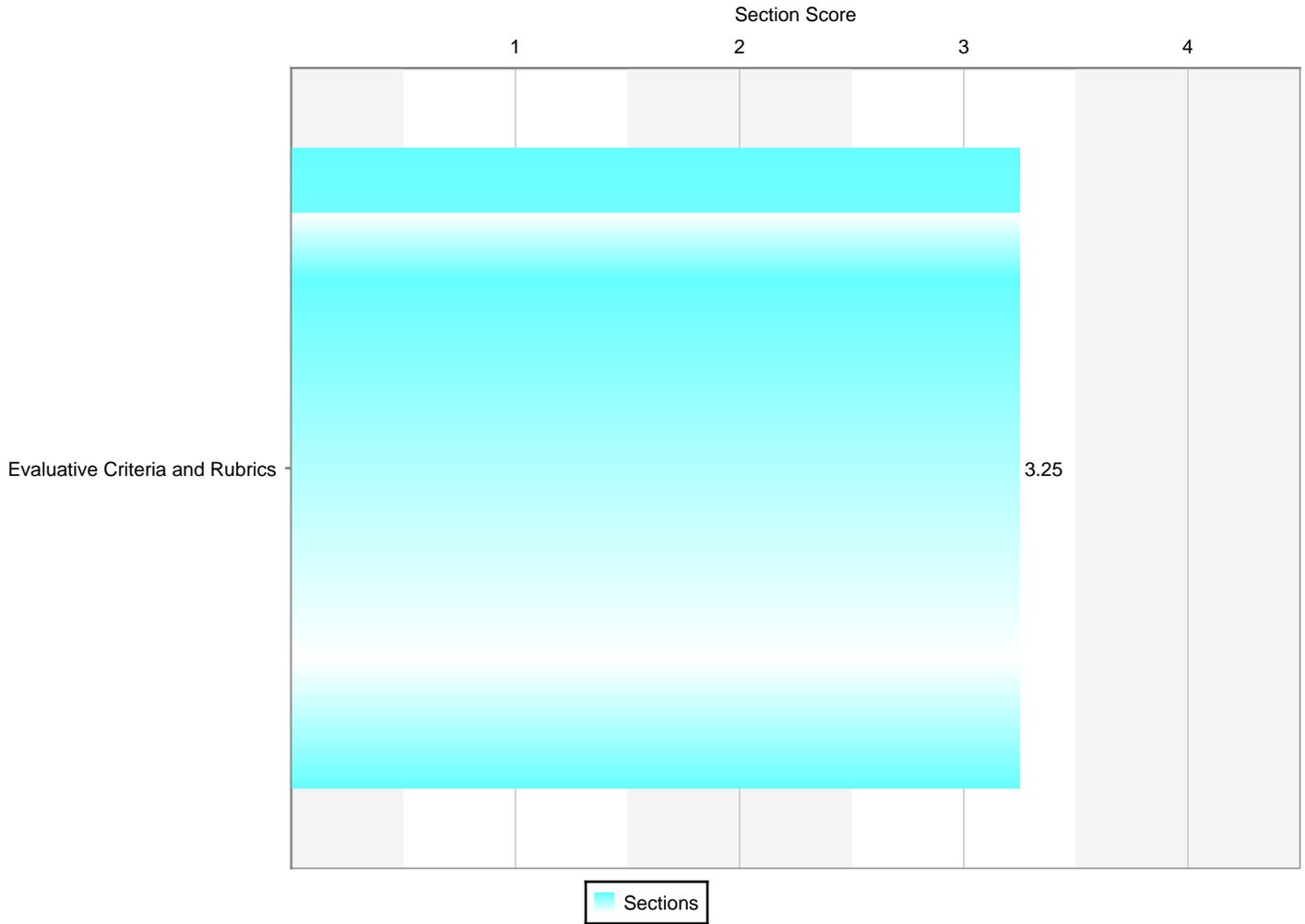
Male students

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

Math data and subgroup data correlate among ACT Aspire, Scantron and Progress monitoring.

Report Summary

Scores By Section



2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Dr. Earnie J. Cutts Mr. Alan Ray Mrs. Victoria Turner Ms. Mechelle Frazier Mrs. Brandi Barger Mrs. Amanda Shaw Mr. Gregory Dumas	

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	"It is the official policy of the Bibb County Board of Education, including all schools and agencies under the control of the Bibb County Board of Education, that no person shall on the grounds of race, color, handicap, sex, religion, creed, national origin, or age be excluded from participation in, be denied the benefits or be subjected to discrimination under any program, activity or employment."	

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	The Bibb County Board of Education has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. Dr. James Gray Bibb County Board of Education 721 Walnut Street Centreville, Alabama 35042 205-926-9881	NonDescr17-18

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	Attached is the 2017-18 CMS Parent Involvement Plan	CMSparentinvolvement17-18

ACIP

Centreville Middle School

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA.	CMS Compact 10-16-17

Professional Development Plan Goals 2017-2018

Overview

Plan Name

Professional Development Plan Goals 2017-2018

Plan Description

The Centreville Middle School teachers will show progression in their ability to analyze assessment data and utilize this data to refine benchmark/major assessments so that they evolve into more valid and reliable tools to ultimately improve instruction and therefore student achievement.

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	2017-18 Professional Development for SCANTRON	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$500
2	ELL 2017-18	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1000
3	Collaborate to provide training and support for newly hired teachers throughout the 2017-2018 school year by 05/31/2018 as measured by 100% new teacher attendance.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Guidance and Counseling Program	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	2017-18 Professional Development Goal of faculty and administrators involved in a Book Study	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
6	2017-18 School Culture Goal	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$1000

Goal 1: 2017-18 Professional Development for SCANTRON

Measurable Objective 1:

collaborate to demonstrate proficiency in using data to drive instruction by 05/22/2017 as measured by student growth assessment data.

Strategy 1:

Data Meetings - Conduct data meetings with new teachers during grade level or departments

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: ARI best practice instruction, Explicit teaching examples, Strategies to assist students in Tier II and III.

Activity - New Teacher Training on Using Data for Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New Teachers will attend training on using data to drive instruction	Academic Support Program, Professional Learning, Direct Instruction	08/09/2017	05/22/2018	\$500	Title I Part A	New Teachers, Principal and district support staff

Goal 2: ELL 2017-18

Measurable Objective 1:

100% of English Learners students will increase student growth in all content areas in English Language Arts by 05/31/2018 as measured by 0.5 gain on the access assessment.

Strategy 1:

Sheltered Instruction - Students will receive instruction in the general education setting with emphasis on all content areas through sheltered instruction for support. A group of teachers will also attend the SAMUEL training and provide turnaround instructions to the entire faculty during a faculty meeting.

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

Research Cited: Sheltered Instruction is required by the ALSDE and is research based. SAMUEL Training.

Activity - ELL Instructional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district ELL Instructional Support liaison will provide weekly progress monitoring and support within the general education setting.	Academic Support Program	09/25/2017	05/22/2018	\$1000	Title I Part A, Title I Part A	District ELL Support Personnel, Classroom Teacher, School ELL Representative

Goal 3: Collaborate to provide training and support for newly hired teachers throughout the 2017-2018 school year by 05/31/2018 as measured by 100% new teacher attendance.

Measurable Objective 1:

collaborate to provide training and support for newly hired teachers throughout the 2017-18 School Year by 05/31/2018 as measured by 100% new teacher attendance. by 05/31/2018 as measured by 100% new teacher attendance..

Strategy 1:

Teacher Mentoring - In general, the role of the Teacher Mentoring Program at Centreville Middle School is to accept and actively pursue professional development and growth as an educator. Opportunities will be provided to new teachers that will support and assist their success in the school building, district, and profession.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: EducateAlabama, Walkthroughs, Teacher's demonstration of growth.

Activity - New Teacher Mentor Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The New Teacher Mentoring Program should provide new faculty the ability to effectively assimilate to the culture of the community and school environment. It should provide new teachers with professional support and guidance that will enhance teaching performance and student achievement.	Professional Learning	08/09/2017	05/31/2018	\$0	Other	District Administrator s, Local School Administrator s, New Hired Teachers.

Goal 4: Guidance and Counseling Program

Measurable Objective 1:

100% of All Students will demonstrate a behavior to demonstrate how comprehensive guidance can impact student outcomes. in Art & Humanities by 05/25/2018 as measured by data driven decision and student equity with academic and personal growth..

Strategy 1:

Guidance and Counseling Program - To enhance student achievement to reach requirements for success. The counselor will provide individual and/ or small group counseling, classroom guidance, prevention education and student-centered interventions that: use site/district data to deliver comprehensive guidance programs, contribute to the site/district goals, focus on development of knowledge and skills necessary for the next level of education.

Category: Develop/Implement Professional Learning and Support

Research Cited: Student progress reports.

Activity - Guidance and Counseling Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guidance and Counseling Program to demonstrate how comprehensive guidance can impact student outcomes.	Academic Support Program, Behavioral Support Program	08/09/2017	05/25/2018	\$0	No Funding Required	The school's counselor

Goal 5: 2017-18 Professional Development Goal of faculty and administrators involved in a Book Study

Measurable Objective 1:

100% of All Students will achieve college and career readiness book study on motivating students, data meetings, targeted intervention and follow-up trainings with Dr. Naugher. in Mathematics by 05/24/2018 as measured by walkthroughs, data days, book study discussion, attendance sign in sheets, student progress as measured by academic improvement..

Strategy 1:

Book study - Th purpose of the Book Study is to bring the teachers together to collaborate using the latest research as a springboard to benefit and improve the teaching of our students. The Book study should promote conversations among teachers and school staff that will lead to the application of new ideas in classrooms and improvement of existing skills. Teachers in book study offered by "Teach Like Your Hair's on Fire" will earn professional development credit for attendance and participation.

Category: Develop/Implement Learning Supports

Research Cited: Discussions and Collections.

Activity - Teacher Training on Data Driven Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will mentor three struggling students from each of the classrooms. The three students will especially be focused on during Data Meetings. The strategy is to move the students from intensive to mastery by using measurable strategies. The book study will be used to motivate the teachers and the students by exploring strategies.	Academic Support Program	10/17/2017	05/14/2018	\$0	No Funding Required	All staff.

Goal 6: 2017-18 School Culture Goal

Measurable Objective 1:

100% of All Students will demonstrate a behavior to demonstrate positive motivation to perform at the best of their ability for academic success. in Reading by 05/24/2018 as measured by Student progress reports..

Strategy 1:

Student motivation - Learning Earnings will reduce behavioral issues, increase student performance and improve our school culture.

Category: Develop/Implement Student and School Culture Program

Research Cited: Student progress reports, decrease in the number of bullying referrals to the office and parental involvement.

Activity - Learning Earning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Earnings will reduce behavioral issues, increase student performance and improve our school culture. Teachers will be trained by a representative from Learning Earnings who will assist with analyzing data, including behavior, attendance and academics.	Academic Support Program, Behavioral Support Program	08/09/2017	05/24/2018	\$500	School Council Funds, No Funding Required	All Staff

Activity - Rewards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will earn rewards based upon achieving certain expectations outlined in the program.	Academic Support Program, Behavioral Support Program	09/01/2017	05/22/2018	\$500	School Council Funds	All staff

ACIP

Centreville Middle School

Activity - BE-SAFE Bullying Seminar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5th Grade students will participate in a Bullying Seminar presented by the Bibb County Extension Office during September 25 - 29, 2017.	Academic Support Program, Behavioral Support Program	09/25/2017	09/29/2017	\$0	No Funding Required	All 5th Grade Staff

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will continue our parent visitation days and explore in our Academic intervention classes for all students. Teachers will provide levelized intervention during the scheduled 7th period of the day.	Academic Support Program, Behavioral Support Program	08/09/2017	05/22/2018	\$0	No Funding Required	All staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Rewards	Students will earn rewards based upon achieving certain expectations outlined in the program.	Academic Support Program, Behavioral Support Program	09/01/2017	05/22/2018	\$500	All staff
Learning Earning	Learning Earnings will reduce behavioral issues, increase student performance and improve our school culture. Teachers will be trained by a representative from Learning Earnings who will assist with analyzing data, including behavior, attendance and academics.	Academic Support Program, Behavioral Support Program	08/09/2017	05/24/2018	\$500	All Staff
Total					\$1000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Guidance and Counseling Program	Guidance and Counseling Program to demonstrate how comprehensive guidance can impact student outcomes.	Academic Support Program, Behavioral Support Program	08/09/2017	05/25/2018	\$0	The school's counselor
Parental Involvement	We will continue our parent visitation days and explore in our Academic intervention classes for all students. Teachers will provide levelized intervention during the scheduled 7th period of the day.	Academic Support Program, Behavioral Support Program	08/09/2017	05/22/2018	\$0	All staff
BE-SAFE Bullying Seminar	5th Grade students will participate in a Bullying Seminar presented by the Bibb County Extension Office during September 25 - 29, 2017.	Academic Support Program, Behavioral Support Program	09/25/2017	09/29/2017	\$0	All 5th Grade Staff

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Centreville Middle School

Learning Earning	Learning Earnings will reduce behavioral issues, increase student performance and improve our school culture. Teachers will be trained by a representative from Learning Earnings who will assist with analyzing data, including behavior, attendance and academics.	Academic Support Program, Behavioral Support Program	08/09/2017	05/24/2018	\$0	All Staff
Teacher Training on Data Driven Instruction	Teachers will mentor three struggling students from each of the classrooms. The three students will especially be focused on during Data Meetings. The strategy is to move the students from intensive to mastery by using measurable strategies. The book study will be used to motivate the teachers and the students by exploring strategies.	Academic Support Program	10/17/2017	05/14/2018	\$0	All staff.
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
New Teacher Mentor Training	The New Teacher Mentoring Program should provide new faculty the ability to effectively assimilate to the culture of the community and school environment. It should provide new teachers with professional support and guidance that will enhance teaching performance and student achievement.	Professional Learning	08/09/2017	05/31/2018	\$0	District Administrator s, Local School Administrator s, New Hired Teachers.
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ELL Instructional Support	The district ELL Instructional Support liaison will provide weekly progress monitoring and support within the general education setting.	Academic Support Program	09/25/2017	05/22/2018	\$1000	District ELL Support Personnel, Classroom Teacher, School ELL Representative
New Teacher Training on Using Data for Differentiation	New Teachers will attend training on using data to drive instruction	Academic Support Program, Professional Learning, Direct Instruction	08/09/2017	05/22/2018	\$500	New Teachers, Principal and district support staff

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ELL Instructional Support	The district ELL Instructional Support liaison will provide weekly progress monitoring and support within the general education setting.	Academic Support Program	09/25/2017	05/22/2018	\$0	District ELL Support Personnel, Classroom Teacher, School ELL Representative
Total					\$1500	

ACIP GOALS 2017-18

Overview

Plan Name

ACIP GOALS 2017-18

Plan Description

The attached goals were selected to assist CMS with a plan for continuous improvement for the 2017-18 school year.

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	2017-2018 -All the students at Centreville Middle School will increase math proficiency by 2018 as measured by the Spring Performance Series results.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
2	ELL 2017-18	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	2017-18 - All students at Centreville Middle School will improve with the ability to read text accurately and fluently, the ability to think and reason about the information and concepts in the text; and motivation to understand and learn from te	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
4	Guidance and Counseling Program	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
5	2017-18 Professional Development Goal	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
6	2017-18 School Culture Goal	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: 2017-2018 -All the students at Centreville Middle School will increase math proficiency by 2018 as measured by the Spring Performance Series results.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency increase in Mathematics as measured by Scantron in Mathematics by 05/31/2018 as measured by Scantron.

Strategy 1:

Direct Instruction - Plan/Implement standards based strategic lessons. Teachers will meet by grade levels monthly to identify students in need of additional support, discuss students' performance data and share instructional strategies during the projected dates of data meeting. Students will be scheduled to leveled intervention in math to address their weaknesses. Teachers will use Compass Learning to address the standards for mastery. Teachers will also use other strategies to address the gaps of math.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scantron Assessments, Classwork, Project-Based Learning, Learning Walks, Data Meetings.

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school's leadership team will meet the first Monday of the month to discuss the framework and agenda for the grade level meetings that should take place the second Monday of the month.	Direct Instruction	08/01/2016	05/22/2017	\$0	Title I Schoolwide	Dr. Earnie Cutts Mr. Alan Ray Ms. Mechelle Frazier All Staff
Activity - Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the third Monday meeting, teachers will review/analyze data to identify gaps in learning and share strategies to address those gaps. This meeting is an informal data meeting. Formal data meeting will be held during the teachers planning time on projected days each 9 weeks. The teachers must come prepared and the meeting should last 20-25 minutes. Teachers will also mentor 3 or more students from their assigned classes to motivate them to the next level of performance.	Academic Support Program	08/21/2017	05/14/2018	\$0	No Funding Required	All staff
Activity - Implementation/Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will implement recommended strategies and academic support. During the following monthly meeting, teachers will review the data for effectiveness of implementation.	Academic Support Program, Direct Instruction	08/21/2017	05/21/2018	\$0	No Funding Required	All staff
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Goal 2: ELL 2017-18

Measurable Objective 1:

100% of English Learners students will increase student growth in all content areas in English Language Arts by 05/31/2018 as measured by 0.5 gain on the access assessment.

Strategy 1:

Sheltered Instruction - Students will receive instruction in the general education setting with emphasis on all content areas through sheltered instruction for support.

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

Research Cited: Sheltered Instruction is required by the ALSDE and is research based.

Activity - ELL Instructional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district ELL Instructional Support liaison will provide weekly progress monitoring and support within the general education setting.	Academic Support Program	08/01/2016	05/22/2017	\$0	Title I Part A	District ELL Support Personnel, Classroom Teacher, School ELL Representative

Goal 3: 2017-18 - All students at Centreville Middle School will improve with the ability to read text accurately and fluently, the ability to think and reason about the information and concepts in the text; and motivation to understand and learn from te

Measurable Objective 1:

A 10% increase of All Students will increase student growth on performance series by the spring assessment. in Reading by 05/21/2018 as measured by This objective will be measured by student performance on the preliminary assessments, class performance, and lesson planning..

Strategy 1:

CMS Data, Mentoring Hot Sheets - All teachers will meet starting August 17st and every 9 weeks after progress reports are issued on a projected date to discuss student progress during data meetings. Teachers will come to the meetings prepared for a 20-25 minute discussion of students progress. Students will be arranged from least proficient to most proficient. Ideas about students who are proficient and higher in their strengths will be discussed. The teachers will also discuss ideas about students who are not proficient (what are their obstacles, misconceptions?). A Hot Sheet will be used by teachers to mentor three struggling students from each of the classrooms they teach. The three students will especially be focused on during Data Meetings. The plan is to move the students from intensive to mastery by using measurable strategies and charting their growth.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Data Team Meeting Steps and Structure, Scantron, Compass.

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Team Meeting Steps and Structure	Academic Support Program	10/17/2017	05/21/2018	\$0	No Funding Required	All Staff

Goal 4: Guidance and Counseling Program**Measurable Objective 1:**

100% of All Students will demonstrate a behavior to demonstrate how comprehensive guidance can impact student outcomes. in Art & Humanities by 05/25/2018 as measured by data driven decision and student equity with academic and personal growth..

Strategy 1:

Guidance and Counseling Program - To enhance student achievement to reach requirements for success. The counselor will provide individual and/ or small group counseling, classroom guidance, prevention education and student-centered interventions that: use site/district data to deliver comprehensive guidance programs, contribute to the site/district goals, focus on development of knowledge and skills necessary for the next level of education.

Category: Develop/Implement Professional Learning and Support

Research Cited: Student progress reports.

Activity - Guidance and Counseling Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guidance and Counseling Program to demonstrate how comprehensive guidance can impact student outcomes.	Academic Support Program, Behavioral Support Program	08/09/2017	05/25/2018	\$0	No Funding Required	The school's counselor

Goal 5: 2017-18 Professional Development Goal

Measurable Objective 1:

100% of All Students will achieve college and career readiness book study on motivating students, data meetings, targeted intervention and follow-up trainings with Dr. Naugher. in Mathematics by 05/24/2018 as measured by walkthroughs, data days, book study discussion, attendance sign in sheets, student progress as measured by academic improvement..

Strategy 1:

Book study, data meetings, targeted instruction, - With the implementation of these strategies the teachers will mentor three struggling students from each of the classrooms they teach. The three students will especially be focused on during Data Meetings. The strategy is to move the students from intensive to mastery by using measurable strategies and charting their growth. The book study will be conducted during faculty meetings. The teachers will divide the chapters and discuss the contents. The books purpose is to gain strategies to motivate teachers and students. Continued and ongoing professional training with Dr. Bill Naugher on analyzing and charting data to drive academic instruction.

Category: Develop/Implement Learning Supports

Research Cited: Compass Odyssey, Accelerated Math, Data Room Discussions and Collections.

Activity - Teacher Training on Data Driven Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will mentor three struggling students from each of the classrooms. The three students will especially be focused on during Data Meetings. The strategy is to move the students from intensive to mastery by using measurable strategies. The book study will be used to motivate the teachers and the students by exploring strategies.	Academic Support Program	10/17/2017	05/14/2018	\$0	No Funding Required	All staff.

Goal 6: 2017-18 School Culture Goal

Measurable Objective 1:

100% of All Students will demonstrate a behavior to demonstrate positive motivation to perform at the best of their ability for academic success. in Reading by 05/24/2018 as measured by Student progress reports..

Strategy 1:

Student motivation - Learning Earnings will reduce behavioral issues, increase student performance and improve our school culture. Teachers will be trained by a representative from Learning Earnings who will assist with analyzing data, including behavior, attendance and academics. Students will earn rewards based up achieving certain expectations outlined in program. 5th grade students will also participate in Bullying Seminars presented by the Bibb County Extension Office. We will continue our parent visitation days and explore in our Academic Intervention classes for all students. Teachers will provide levelized intervention.

Category: Develop/Implement Student and School Culture Program

Research Cited: Student progress reports, decrease in the number of bullying referrals to the office and parental involvement.

Activity - Student culture	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Earnings will reduce behavioral issues, increase student performance and improve our school culture. Teachers will be trained by a representative from Learning Earnings who will assist with analyzing data, including behavior, attendance and academics. Students will earn rewards based up achieving certain expectations outlined in program. 5th grade students will also participate in a Bullying Seminar. Students will participate in their scheduled intervention classes of leveled instruction.	Academic Support Program, Behavioral Support Program	08/09/2017	05/24/2018	\$0	No Funding Required	All Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student culture	Learning Earnings will reduce behavioral issues, increase student performance and improve our school culture. Teachers will be trained by a representative from Learning Earnings who will assist with analyzing data, including behavior, attendance and academics. Students will earn rewards based up achieving certain expectations outlined in program. 5th grade students will also participate in a Bullying Seminar. Students will participate in their scheduled intervention classes of leveled instruction.	Academic Support Program, Behavioral Support Program	08/09/2017	05/24/2018	\$0	All Staff
Teacher Training on Data Driven Instruction	Teachers will mentor three struggling students from each of the classrooms. The three students will especially be focused on during Data Meetings. The strategy is to move the students from intensive to mastery by using measurable strategies. The book study will be used to motivate the teachers and the students by exploring strategies.	Academic Support Program	10/17/2017	05/14/2018	\$0	All staff.
Guidance and Counseling Program	Guidance and Counseling Program to demonstrate how comprehensive guidance can impact student outcomes.	Academic Support Program, Behavioral Support Program	08/09/2017	05/25/2018	\$0	The school's counselor
Data Meetings	Data Team Meeting Steps and Structure	Academic Support Program	10/17/2017	05/21/2018	\$0	All Staff
Academic Support	During the third Monday meeting, teachers will review/analyze data to identify gaps in learning and share strategies to address those gaps. This meeting is an informal data meeting. Formal data meeting will be held during the teachers planning time on projected days each 9 weeks. The teachers must come prepared and the meeting should last 20-25 minutes. Teachers will also mentor 3 or more students from their assigned classes to motivate them to the next level of performance.	Academic Support Program	08/21/2017	05/14/2018	\$0	All staff

ACIP

Centreville Middle School

Implementation/Review	Teachers will implement recommended strategies and academic support. During the following monthly meeting, teachers will review the data for effectiveness of implementation.	Academic Support Program, Direct Instruction	08/21/2017	05/21/2018	\$0	All staff
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Direct Instruction	The school's leadership team will meet the first Monday of the month to discuss the framework and agenda for the grade level meetings that should take place the second Monday of the month.	Direct Instruction	08/01/2016	05/22/2017	\$0	Dr. Earnie Cutts Mr. Alan Ray Ms. Mechelle Frazier All Staff
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ELL Instructional Support	The district ELL Instructional Support liaison will provide weekly progress monitoring and support within the general education setting.	Academic Support Program	08/01/2016	05/22/2017	\$0	District ELL Support Personnel, Classroom Teacher, School ELL Representative
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	The AdvancEd Survey results were analyzed. The results by standard from each stakeholder group (5th Grade, 6th-8th Grade, Staff and Parents) can be seen in the attached document. See attached	

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

After collecting and analyzing the survey results, the following standards received the highest level of approval:

5th Grade: Standard 1 - Purpose and Direction

6th - 8th Grade: Standard 3 - Teaching and Assessing for Learning

Staff: Standard 2 - Governance and Leadership and Standard 5 - Using Results for Continuous Improvement

Parent: Standard 1 - Purpose and Direction

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

The indicators that received the highest stakeholder approval is as follows:

5th Grade:

Indicator 1.1 - The school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success.

Indicator 4.4 - Students and school personnel use a range of media and information resources to support the school's educational programs.

6th - 8th Grade:

Indicator 3.6 - Teachers implement the school's instructional process in support of student learning.

Indicator 5.4 - The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

Staff:

Indicator 2.1 - The governing body established policies and supports practices that ensure effective administration of the school.

Parents:

Indicator 3.6 - Teachers implement the school's instructional process in support of student learning.

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

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

The data supports that Indicator 3.6 in which teachers implement the school's instructional process in support of student learning was chosen by two stakeholder groups (Parents and 6th - 8th grade students) as an area of approval.

Areas in Need of Improvement

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

After collecting and analyzing the survey results, the following standards received the lowest level of approval:

5th Grade: Standard 2 - Governance and Leadership and Standard 5 - Using Results for Continuous Improvement

6th - 8th Grade: Standard 5 - Using Results for Continuous Improvement

Staff: Standard 3 - Teaching and Assessing for Learning and Standard 5 - Using Results for Continuous Improvement

Parent: Standard 2 - Governance and Leadership and Standard 5 - Using Results for Continuous Improvement

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

The indicators with the lowest stakeholder approval are as follows:

5th Grade: Indicator 3.8 - The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

6th - 8th Grade: Indicator 4.3 - The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.

Staff: Indicator 3.8 - The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

Parents:

Indicator 2.3 - The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

Indicator 5.5 - Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.

What are the implications for these stakeholder perceptions?

The implications from some of these lower scoring standards and indicators is the perception that the faculty, staff and school as a whole can improve in the following areas:

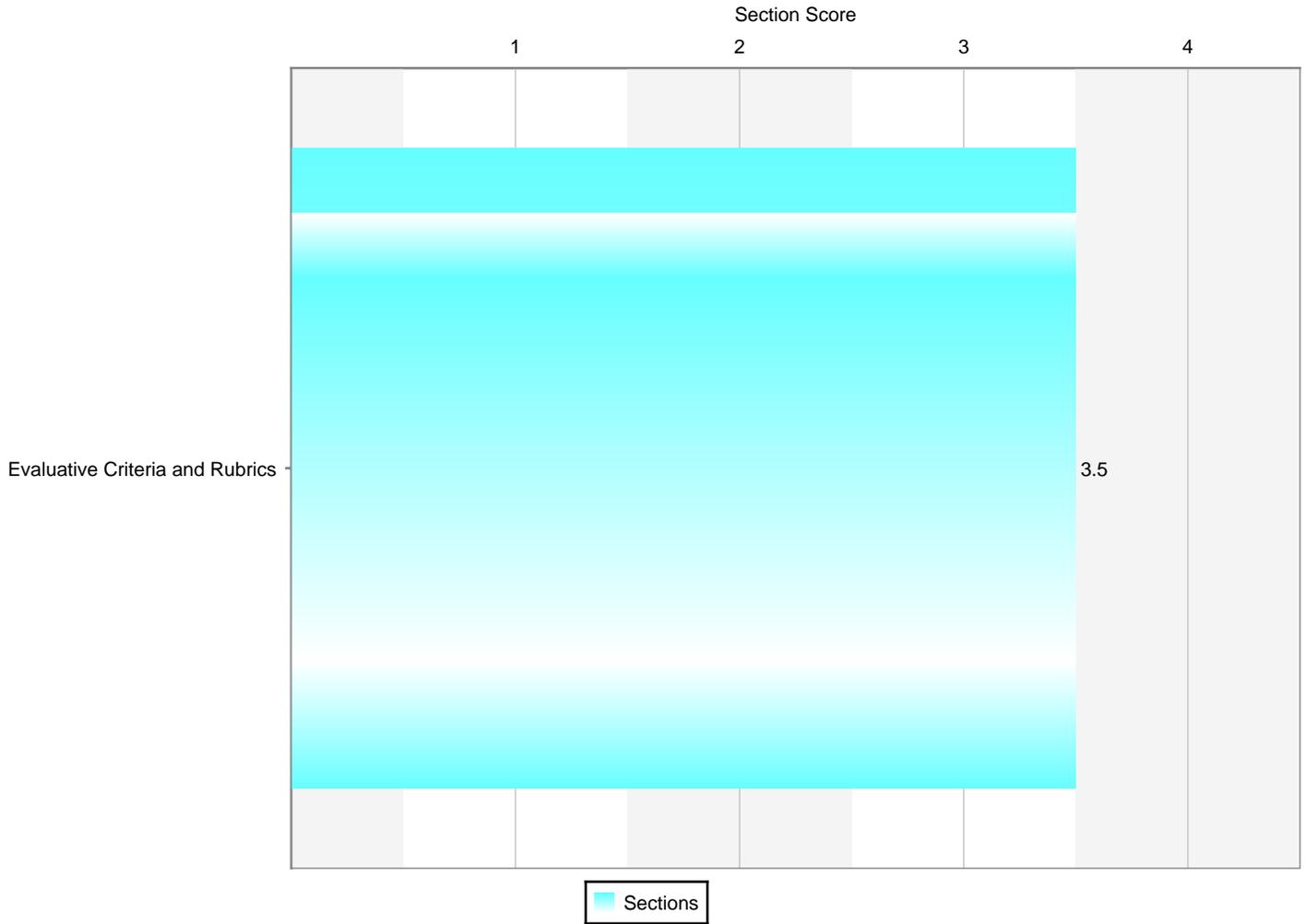
- * Family involvement (as related to school functions, events, etc.)
- * Student learning and achievements
- * Maintaining a top-notch, well-maintained building facility that promotes safety and a high quality learning environment to all stakeholders.

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

The need to increase parental involvement in the middle school grades has always been an area CMS has tried to rectify. With the need for more family involvement evident from our survey results, it is crucial that we continue to work to increase the number of parents/families involved with our school.

Report Summary

Scores By Section



2017-2018 Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

Centreville Middle School will provide an instructional improvement blueprint for the school. The plan will be reviewed and updated as needed and will ensure that the school implements a planned and organized approach to provide the services needed to secure the success of all students. Through the plan, the Board of Education will make a commitment to provide the time, support, and resources needed to accomplish the goals.

The process integrated strategic planning, data analysis, program evaluation and comprehensive school improvement concepts. The final product is a thorough plan of specific and measurable goals, objectives, and strategies, which were turned into school-wide action plans. All plans focus on school improvement and are aligned with the Alabama Course of Study Standards.

CMS began with creating Plan Teams consisting of:

- Administrators
- Teachers
- Students
- Parents
- Support Staff

The School Improvement teams analyzed existing data, external and internal factors, identified the critical school-wide issues, and developed goals.

The ACIP is derived from the Centreville Middle School Educational Philosophy and the Mission Statement of the district; it is impacted by many internal and external factors:

- The School District
- The School District of Bibb County Board of Educational Policies
- The School District of Bibb County Annual Performance Report
- The School District of Bibb County Public Report Card
- CMS Staff Needs Assessment Data
- ACT Aspire Data and State and Local Assessments
- Disaggregated Performance Data
- Attendance Records
- Community Resources-Economic Development
- Transient Student Population
- Staff Maturity and New staffing Needs
- Facility Needs

Once goals were identified, measurable objective were put in place

What were the results of the comprehensive needs assessment?

Reading 33% of fifth-grade students entering CMS from feeder schools for school year 2015-2016 met proficiency standards on the spring 2016 assessment.

17% of sixth-grade students entering CMS for school year 2017-2018 met proficiency standards on the spring 2017 assessment.

SY 2017-2018

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35% of seventh-grade students entering CMS for school year 2015-2016 met proficiency standards on the spring 2015 assessment. 40% of eighth-grade students entering CMS for school year 2015-2016 met proficiency standards on the spring 2015 assessment. Math 39% of fifth-grade students entering CMS from feeder schools for school year 2015-2016 met proficiency standards on the spring 2015 assessment. 86% of sixth-grade students entering CMS for school year 2015-2016 met proficiency standards on the spring 2015 assessment. 24% of seventh-grade students entering CMS for school year 2015-2016 met proficiency standards on the spring 2015 assessment. 89% of eighth-grade students entering CMS for school year 2015-2016 met proficiency standards on the spring 2015 assessment.

What conclusions were drawn from the results?

Data reflects that CMS students are scoring along the same trends as in years past in Reading. Data also indicates a dramatic improvement in sixth grade math. Fifth grade math remains a weakness.

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

In August, the principal addressed the faculty regarding implementation of the Continuous Improvement Plan. A committee comprised of administrators, curriculum instructional assistants, instructional specialist, teachers, parents, and counselors met to compile and analyze data for advancement of academic success. The process implemented started with gathering school data from various resources. Resources such as ACT Aspire, Educate Alabama, teacher and student attendance, technology, and student discipline was analyzed. After collection, all grade levels met to establish strategies and action steps to assist in promoting student academic growth. STAR screening of all students was implemented during the months of August and September. All students will be provided extra assistance through RtI interventions. ELL resource teacher identified areas of strengths and weaknesses through the use of WIDA components. Extra support by an ELL specialist will be provided as needed along with classroom support from the general education teachers. The school results indicated that 30 % of students scored Ready in Math. The school results indicated that 38% of students scored Ready in Reading. The School results indicated that 30 % of students scored Ready in Scien

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

Priority needs and the needs assessment revealed strengths and weaknesses therefore revealing to the leadership team the data needed to determine priority needs, goal,s and activities necessary to meet those deficits..

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

The goals are reflective of comprehensive analysis of multiple assessments and were derived from students performance outcomes

longitudinally and from 2016-17 academic school year.

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

Various school goals encompass specific populations of students in order to close the achievement gap and to increase the depth of knowledge in the areas of academics and culture. Activities are in place to meet the needs of the disadvantaged through targeted instruction and intervention and school-wide assembly for positive intrinsic motivation.

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

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

Goal 1:

ELL 2017-18

Measurable Objective 1:

100% of English Learners students will increase student growth in all content areas in English Language Arts by 05/31/2018 as measured by 0.5 gain on the access assessment.

Strategy1:

Sheltered Instruction - Students will receive instruction in the general education setting with emphasis on all content areas through sheltered instruction for support.

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

Research Cited: Sheltered Instruction is required by the ALSDE and is research based.

Activity - ELL Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district ELL Instructional Support liaison will provide weekly progress monitoring and support within the general education setting.	Academic Support Program	08/01/2016	05/22/2017	\$0 - Title I Part A	District ELL Support Personnel, Classroom Teacher, School ELL Representative

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

2017-2018 -All the students at Centreville Middle School will increase math proficiency by 2018 as measured by the Spring Performance Series results.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency increase in Mathematics as measured by Scantron in Mathematics by 05/31/2018 as measured by Scantron.

Strategy1:

Direct Instruction - Plan/Implement standards based strategic lessons. Teachers will meet by grade levels monthly to identify students in need of additional support, discuss students' performance data and share instructional strategies during the projected dates of data meeting. Students will be scheduled to leveled intervention in math to address their weaknesses. Teachers will use Compass Learning to address the standards for mastery. Teachers will also use other strategies to address the gaps of math.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scantron Assessments, Classwork, Project-Based Learning, Learning Walks, Data Meetings.

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school's leadership team will meet the first Monday of the month to discuss the framework and agenda for the grade level meetings that should take place the second Monday of the month.	Direct Instruction	08/01/2016	05/22/2017	\$0 - Title I Schoolwide	Dr. Earnie Cutts Mr. Alan Ray Ms. Mechelle Frazier All Staff

Activity - Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the third Monday meeting, teachers will review/analyze data to identify gaps in learning and share strategies to address those gaps. This meeting is an informal data meeting. Formal data meeting will be held during the teachers planning time on projected days each 9 weeks. The teachers must come prepared and the meeting should last 20-25 minutes. Teachers will also mentor 3 or more students from their assigned classes to motivate them to the next level of performance.	Academic Support Program	08/21/2017	05/14/2018	\$0 - No Funding Required	All staff

Activity - Implementation/Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement recommended strategies and academic support. During the following monthly meeting, teachers will review the data for effectiveness of implementation.	Academic Support Program Direct Instruction	08/21/2017	05/21/2018	\$0 - No Funding Required	All staff

Goal 2:

2017-18 - All students at Centreville Middle School will improve with the ability to read text accurately and fluently, the ability to think and reason about the information and concepts in the text; and motivation to understand and learn from te

Measurable Objective 1:

A 10% increase of All Students will increase student growth on performance series by the spring assessment. in Reading by 05/21/2018 as measured by This objective will be measured by student performance on the preliminary assessments, class performance, and lesson planning..

Strategy1:

CMS Data, Mentoring Hot Sheets - All teachers will meet starting August 17st and every 9 weeks after progress reports are issued on a projected date to discuss student progress during data meetings. Teachers will come to the meetings prepared for a 20-25 minute discussion of students progress. Students will be arranged from least proficient to most proficient. Ideas about students who are proficient and higher in their strengths will be discussed. The teachers will also discuss ideas about students who are not proficient (what are their obstacles, misconceptions?). A Hot Sheet will be used by teachers to mentor three struggling students from each of the classrooms they teach. The three students will especially be focused on during Data Meetings. The plan is to move the students from intensive to mastery by using measurable strategies and charting their growth.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Data Team Meeting Steps and Structure, Scantron, Compass.

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Team Meeting Steps and Structure	Academic Support Program	10/17/2017	05/21/2018	\$0 - No Funding Required	All Staff

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

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas**
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools**
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)**

Goal 1:

2017-2018 -All the students at Centreville Middle School will increase math proficiency by 2018 as measured by the Spring Performance Series results.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency increase in Mathematics as measured by Scantron in Mathematics by 05/31/2018 as measured by Scantron.

Strategy1:

Direct Instruction - Plan/Implement standards based strategic lessons. Teachers will meet by grade levels monthly to identify students in need of additional support, discuss students' performance data and share instructional strategies during the projected dates of data meeting. Students will be scheduled to levelized intervention in math to address their weaknesses. Teachers will use Compass Learning to address the standards for mastery. Teachers will also use other strategies to address the gaps of math.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Scantron Assessments, Classwork, Project-Based Learning, Learning Walks, Data Meetings.

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school's leadership team will meet the first Monday of the month to discuss the framework and agenda for the grade level meetings that should take place the second Monday of the month.	Direct Instruction	08/01/2016	05/22/2017	\$0 - Title I Schoolwide	Dr. Earnie Cutts Mr. Alan Ray Ms. Mechelle Frazier All Staff

Activity - Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the third Monday meeting, teachers will review/analyze data to identify gaps in learning and share strategies to address those gaps. This meeting is an informal data meeting. Formal data meeting will be held during the teachers planning time on projected days each 9 weeks. The teachers must come prepared and the meeting should last 20-25 minutes. Teachers will also mentor 3 or more students from their assigned classes to motivate them to the next level of performance.	Academic Support Program	08/21/2017	05/14/2018	\$0 - No Funding Required	All staff

Activity - Implementation/Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement recommended strategies and academic support. During the following monthly meeting, teachers will review the data for effectiveness of implementation.	Direct Instruction Academic Support Program	08/21/2017	05/21/2018	\$0 - No Funding Required	All staff

Goal 2:

2017-18 - All students at Centreville Middle School will improve with the ability to read text accurately and fluently, the ability to think and reason about the information and concepts in the text; and motivation to understand and learn from te

Measurable Objective 1:

A 10% increase of All Students will increase student growth on performance series by the spring assessment. in Reading by 05/21/2018 as measured by This objective will be measured by student performance on the preliminary assessments, class performance, and lesson planning..

Strategy1:

CMS Data, Mentoring Hot Sheets - All teachers will meet starting August 17st and every 9 weeks after progress reports are issued on a
SY 2017-2018

projected date to discuss student progress during data meetings. Teachers will come to the meetings prepared for a 20-25 minute discussion of students progress. Students will be arranged from least proficient to most proficient. Ideas about students who are proficient and higher in their strengths will be discussed. The teachers will also discuss ideas about students who are not proficient (what are their obstacles, misconceptions?). A Hot Sheet will be used by teachers to mentor three struggling students from each of the classrooms they teach. The three students will especially be focused on during Data Meetings. The plan is to move the students from intensive to mastery by using measurable strategies and charting their growth.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Data Team Meeting Steps and Structure, Scantron, Compass.

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Team Meeting Steps and Structure	Academic Support Program	10/17/2017	05/21/2018	\$0 - No Funding Required	All Staff

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

Goal 1:

ELL 2017-18

Measurable Objective 1:

100% of English Learners students will increase student growth in all content areas in English Language Arts by 05/31/2018 as measured by 0.5 gain on the access assessment.

Strategy1:

Sheltered Instruction - Students will receive instruction in the general education setting with emphasis on all content areas through sheltered instruction for support.

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

Research Cited: Sheltered Instruction is required by the ALSDE and is research based.

Activity - ELL Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district ELL Instructional Support liaison will provide weekly progress monitoring and support within the general education setting.	Academic Support Program	08/01/2016	05/22/2017	\$0 - Title I Part A	District ELL Support Personnel, Classroom Teacher, School ELL Representative

Goal 2:

2017-18 - All students at Centreville Middle School will improve with the ability to read text accurately and fluently, the ability to think and reason about the information and concepts in the text; and motivation to understand and learn from te

Measurable Objective 1:

A 10% increase of All Students will increase student growth on performance series by the spring assessment. in Reading by 05/21/2018 as measured by This objective will be measured by student performance on the preliminary assessments, class performance, and lesson planning..

Strategy1:

CMS Data, Mentoring Hot Sheets - All teachers will meet starting August 17st and every 9 weeks after progress reports are issued on a projected date to discuss student progress during data meetings. Teachers will come to the meetings prepared for a 20-25 minute discussion of students progress. Students will be arranged from least proficient to most proficient. Ideas about students who are proficient and higher in their strengths will be discussed. The teachers will also discuss ideas about students who are not proficient (what are their obstacles, misconceptions?). A Hot Sheet will be used by teachers to mentor three struggling students from each of the classrooms they teach. The three students will especially be focused on during Data Meetings. The plan is to move the students from intensive to mastery by using measurable strategies and charting their growth.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Data Team Meeting Steps and Structure, Scantron, Compass.

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Team Meeting Steps and Structure	Academic Support Program	10/17/2017	05/21/2018	\$0 - No Funding Required	All Staff

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

CMS will make every effort to provide all school information and school reports in a language that parents understand. Parents with disabilities will be accommodated according to their disability whenever possible.

We will include information in our enrollment packet to address parents with disabilities or language needs.

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

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

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

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

Principals are made aware of teachers' certification and their areas of expertise through the human resource department of Bibb County Public Schools. All decisions are made by the district and the Board of Education on hiring highly qualified staff.

100% of teachers at Centreville Middle School meet the requirements of Highly Qualified.

Each grade level at Centreville Middle School has a department head that assists with disseminating information to all teachers.

Professional development is ongoing during the year and teachers are provided with researched based strategies from the state, district, and school personnel.

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

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

Only one teacher was non-renewed for the current school year due to certification requirements. One was released due to budget cuts. Teacher turnover is not a concern.

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

All teachers at Centreville Middle School are highly qualified, including the PE teachers, media specialist, resource teachers, and librarian. Every effort is made to fill vacancies with highly qualified personnel. We understand that the success of our school depends upon the quality of those we ask to implement and deliver our school's mission statement and to further our academic goals.

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

Teacher turnover is not an issue at CMS.

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

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

Data from academic assessments determines continuous improvements goals. Those goals drive professional development goals and are aligned for the purpose of increasing academic achievement.

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

School Professional Development Activities: Continued PD on providing small group levelized intervention to students. Follow-up training with Dr. Bill Naugher, CLAS workshops, MEGA Conference, computer based trainings, higher learning and the district also offers professional development opportunities throughout the school year that are aligned with district and school level needs.

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

Professional development opportunities are provided for all new or inexperienced teachers as often as needed with professional development activities being embedded within the school day. A master teacher is assigned to provide Assistance such as consultation, instructional modeling, and practical classroom help.

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

Title I schools identified for improvement must reserve the equivalent of 10% of the Title I school - level allocation made available to the school under Section 1113. In addition, each year LEAs identified for improvement must reserve 10% of their allocations for professional development.

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

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

Goal 1:
 Guidance and Counseling Program

Measurable Objective 1:
 100% of All Students will demonstrate a behavior to demonstrate how comprehensive guidance can impact student outcomes. in Art & Humanities by 05/25/2018 as measured by data driven decision and student equity with academic and personal growth..

Strategy1:
 Guidance and Counseling Program - To enhance student achievement to reach requirements for success. The counselor will provide individual and/ or small group counseling, classroom guidance, prevention education and student-centered interventions that: use site/district data to deliver comprehensive guidance programs, contribute to the site/district goals, focus on development of knowledge and skills necessary for the next level of education.
 Category: Develop/Implement Professional Learning and Support
 Research Cited: Student progress reports.

Activity - Guidance and Counseling Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guidance and Counseling Program to demonstrate how comprehensive guidance can impact student outcomes.	Behavioral Support Program Academic Support Program	08/09/2017	05/25/2018	\$0 - No Funding Required	The school's counselor

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

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

Increasing teacher involvement in school decision making ranks among the most promising educational reform strategies when it comes to making assessment decisions. The teachers at CMS are always welcomed during the discussion on what would be the best way to assess students. These discussions are typically done during data meetings or faculty meetings.

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

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

The majority of students who are referred for academic concerns and/or have been identified as having a specific learning disability have difficulties. These students are identified by all forms of assessments at CMS. (formative, summative, homework, classwork, standardized).

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?

CMS analyze student results to discover the weaknesses of the students performance. After this is determined the students are scheduled in classes to allow remediation in the subjects of deficiency.

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 analyze student results to discover the weaknesses of the students performance. After this is determined the students are scheduled in classes to allow remediation in the subjects of deficiency. Our RTI plan will be utilized with tiered instruction. Small group instruction for all students, Peer tutoring, and after school tutoring. We will use pacing guides along with Compass Odyssey that has been designed to follow our reading series. Use Make Sense Strategies and Graphic Organizers.

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.

Tiered instruction will be used as well as small group instruction for all students including ELL, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students. Peer tutoring as well as after school tutoring will also be available. Programs such as Khan Academy, Edmentum and Compass Odyssey will be used to help improve reading and writing and speaking skills for our ELL student.

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.

Ill students are allowed access to Career Technical classes and training. Vocational Rehabilitation evaluates all students with disabilities and

if needed helps with the purchase of specialized equipment to make the classes accessible to all students. There are programs in place for economically disadvantaged students to assist with fees for the courses such as McKinney-Vento Program. Students are allowed to take classes which are considered non-traditional for their gender. There is a growing number of female students participating in traditionally male dominated programs. The same is true of male students participating in female dominated programs. To assist with making Career and Technical courses accessible to economically disadvantaged, foster children, those preparing for non-traditional fields, single parents, displaced homemakers, and those with limited English proficiency students are allowed to enroll in courses and remain in the course even if they can't pay the associated course fee. In many cases, the fee can be waived or assistance can be obtained through other available programs.

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

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

FTE Teacher Units
Administrator Units
Assistant Principal
Counselor
Librarian
Career and Technical Education Administrator
Career and Technical Education Counselor
Technology
Centreville Middle School - Schoolwide - Superintendent Approved Continuous Improvement Plan
Technology
Professional Development
State ELL Funds
Instructional Supplies
Library Enhancement

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

11,422.87--Salaries and Benefits for 2 teachers
952.00---Total for Substitutes
3,500.00---Classroom Materials and Supplies
1,000.00---Classroom Equipment
600.00---Microsoft Office
2,975.79---Desktops/Computers/Smartboards
600.00---Materials for Staff Development
600.00---In-State Registration and Travel for Teachers
2,000.00---Teacher Supplement
1899.03---Parent Involvement

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

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

Walkthrough discussions, reevaluations of our implemented plans.

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?

Walkthrough discussions, reevaluations of our implemented plans.

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?

Walkthrough discussions, reevaluations of our implemented plans and analyzing results.

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

The school's continuous improvement plan is a working plan for our school and students. In the case that the plan has to be revised, the team meets and discuss what may not be working and begin revisions.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	22.03

Provide the number of classroom teachers.

22.03

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1094733.0

Total

1,094,733.00

Administrator Units

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

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	89689.0

Total

89,689.00

Assistant Principal

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

Provide the number of Assistant Principals.

0.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	63060.0

Total

63,060.00

Counselor

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

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	56321.0

Total

56,321.00

Librarian

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

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	56321.0

Total

56,321.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	5400.0

Total

5,400.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	1980.0

Total

1,980.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	10761.0

Total

10,761.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	777.0

Total

777.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	126649.07

Provide a brief explanation and breakdown of expenses.

CMS 0030

INSTRUCTION-TEACHER 61,986.00
INSTRUCTION-TEACHER 19,703.70
INSTRUCTION-SUBSTITUTES 3,655.00
INSTRUCTION-STATE INSURANCE 14,688.00
INSTRUCTION-STATE RETIREMENT 7,587.00
INSTRUCTION-SOCIAL SECURITY 3,702.00
INSTRUCTION-FEDERAL MEDICARE 866.00
INSTRUCTION-STUDENT CLASSRM SUPP 5,657.24
INSTRUCTION-STAFF/DEV SERVI-SUBS 325.00
OTHER STUDENT SUPP, POSTAGE 650.00
OTHER STUDENT SUPP, OTHER INST SUPPLIES 829.13
INSTRUCTION-COMPUTER-HARDWARE 2,500.00
INSTRUCTION-STAFF/DEV SERVI-OTHER OTHER PURCHASED SERV 500.00
INSTRUCTION-STAFF/DEV SERVI-STAFF TRNG/SUPPLIES 1,500.00
INSTRUCTION-STAFF/DEV SERVI-REGISTRATION FEES 2,500.00

Title II

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

Provide a brief explanation and a breakdown of expenses.

Not applicable.

Title III

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

Provide a brief explanation and a breakdown of expenses.

Not applicable.

Title IV

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

Provide a brief explanation and a breakdown of expenses.

Not applicable.

Title V

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

Provide a brief explanation and a breakdown of expenses.

Not applicable.

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.

Not applicable.

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.

Not applicable.

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

Provide a brief explanation and breakdown of expenses.

Not applicable.

Other

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

Provide a brief explanation and a breakdown of expenses.

Not applicable.

Local Funds

Label	Question	Value
1.	Provide the total	107629.24

Provide a brief explanation and breakdown of expenses.

Admissions-Public

Concessions-Revenue

Dues / Fees

Fines / Penalties

Fundraisers

Sales

Donations

Accommodations

Equipment / Maintenance Agreements

Administrative-Non-Instructional Supplies

2017-2018 Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

Title I regulations require that each school served under Title I jointly develop with and distribute to parents of participating children, a written parental involvement policy agreed on by the parents that describes the requirements as listed below and outlined in Title I law: Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved; (Describe when and where the annual meeting will be held.)

2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; (Describe how flexibility is provided.)
3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including planning, review, and improvement of the school parental involvement policy.

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

Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; (Describe how flexibility is provided.) Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including planning, review, and improvement of the school parental involvement policy.

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

Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including planning, review, and improvement of the school parental involvement policy;
(List actions.)

Provide parents of participating children - timely information about programs under this part; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.

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

As a component of the school-level parental involvement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

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

To make comments regarding dissatisfaction with the CIP, parents can send notes and comments to the teacher or principal, or they can call the school.

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

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

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

(1) 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. This requirement is handled at the annual Open House. An overview of state academic content standards, academic achievement standards, and assessments are explained during the meeting. The parents are encouraged to meet with their child's teacher to learn how assessments will be handled in the classroom and what their role will be in assisting their child to succeed.

(2) 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.

The school will ensure that parents can meet with their child's teacher at all reasonable times to identify specific goals and topics that parents need to address and become involved in.

(3) 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.

Continued efforts will be implemented to ensure that parental involvement remains at a superior level. The leadership and staff of CMS have

historically understood the importance of parental involvement and subscribe to the thought that parents are our partners. Parental involvement activities are tantamount in assuring that our school's goals are met and sustained.

(4) 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.

Parental involvement activities are aligned with our CIP goals and a concerted effort is made to involve every parent of every child in the school. Flyers and notices are sent to all parents in extended households, also.

(5) 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.

An annual Title I meeting is held each fall to explain school Title I status.

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

CMS makes every effort possible to work with parents in meeting their requests as related to their involvement in their child's education.

Meetings are arranged whenever possible to fit the parents' schedules rather than the school's time schedule.

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

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Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

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