



ACIP

Moulton Middle School

Lawrence County Board of Education

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Moulton, AL 35650-1415

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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?

Moulton is a small town with a population of 3400 situated on the edge of the Bankhead National Forest and centrally located between Florence and Cullman. Moulton was incorporated in 1819 and is the county seat of Lawrence County. The county is still recovering from the closure of International Paper in Courtland. It proved to be a major disadvantage to the school and the community by forcing families to relocate, limiting donations, and decreasing tax revenue which affects the school system's budget.

Moulton Middle School moved into the current building in the fall of 2010. In the spring of 2012 a new gymnasium was added, and a lunchroom was added in 2014. Administrators are Tiletha Shelton, Dr. Paige Terry, and Stanley Johnson. Moulton Middle School is the third largest school in the district with a student population of approximately 580. Of these students 459 are white, 54 are Native American, 29 are African American, 20 are Hispanic, one is Asian, and 15 are Multiracial. In 2017, 62% of students received free or reduced lunches.

The Moulton Middle School staff is comprised of the following 50 members: 35 classroom teachers, four paraprofessionals, three administrators, along with the student counselor, librarian and other support personnel. The teachers have varying educational levels including bachelor's of science, master's degrees, and post graduate studies. All core teachers are highly qualified, and many have attained professional certifications as well. Photos and up-to-date information can be located on the school's website <http://www.moulton.al.lcm.schoolinsites.com/>.

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 purpose of Moulton Middle can best be described by examining the Mission and Vision statements of system. The Mission of the system is "To join hands in partnership with all stakeholders to provide quality education in a safe and positive learning environment." The Vision of the system is "To provide an atmosphere for all stakeholders to be life-long learners and to lead productive, responsible, and fulfilling lives." This Mission and Vision statement are communicated to our stakeholders via our website, newsletters and other social media platforms.

Our school embodies our mission by providing a qualified, enthusiastic, and dedicated teaching staff that strives to prepare each student. Moulton Middle School provides a stimulating curriculum in a safe, orderly, and nurturing environment that engages, challenges, and supports all students using a variety of methods and integrating technology to promote new learning, so students may thrive and achieve their academic potential while preparing them to be life-long learners. Our school implements established research-based programs such as strategic teaching and project-based learning to support the curriculum and to ensure instructional practices are current and rigorous. Moulton Middle School has many programs, plans, assessments, and activities that support an environment of learning. Programs that support the curriculum are Alabama Math, Science, and Technology Initiative (AMSTI), Response to Instruction (RTI), Pupil Support Team (PST) and Laying the Foundation (LTF). Local plans that support the curriculum include our Continuous Improvement Plan (a-CIP), Professional Development Plan, Parent and Family Engagement Plan, Technology Plan, and Safety Plan. Assessments that support the curriculum and drive instruction include Scantron Performance and Achievement Series, Semester Exams, and End of Course Test in 8th grade for Algebra I. Activities that support the curriculum include Parent Teacher Organizations, Honors Classes, Math Team, Band, Alabama Outdoors, Beta Club, Robotics, Project-Based Learning, Google Apps for Education, Art, and Athletics.

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.

Moulton Middle School has worked diligently to gain recognition in the following areas: Robotics Team competes in Northwest Alabama BEST Robotics Competition. During the last two seasons Moulton Robotic Technologies competed among five states at South's BEST Robotics Competition in Auburn, Alabama. Athletic teams place well in their respective leagues. Math team competes locally as well as at UNA and in Birmingham. Access based classes including Spanish I and Creative Writing in the 8th grade. Professional Development team focusing on curricular based PD for staff. Teachers serve as presenters at state conferences such as Learning Forward and AETC.

The goal of Moulton Middle School in the realm of school improvement for the future will be improving math and reading scores using the following: Scantron's Performance Series formative assessments to drive instruction; Achievement Series assessments as benchmarks; promote authentic technology integration for student learning.

Additional Information

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

Moulton Middle School promotes and encourages student service to our local community and incorporates innovative school practices. The following are examples of each:

- Beta Club students make crafts with clients at the Bill Stewart Center for Special-Needs Adults. -Support the Moulton Strawberry Festival by volunteering, providing booths, and attending -Students partner with the Salvation Army for Canned Food Drive to provide food for families at Thanksgiving.
- Students serve as Special Buddies for special-needs students
- Student Council members buy and wrap clothes and toys for needy students at Christmas. -Students honor veterans and their families during the Veteran's Day Program and reception afterwards.
- Students help Moulton Elementary School's Kindergarten teachers during their annual Easter Egg Hunt.
- Each grade level along with school neighbors, plants, grows and cultivates vegetables, herbs or flowers in the MMS Community Garden and shares the harvest with local residents.
- First school in the county to implement one to one computer based instruction and purchase new Chromebooks for student use.

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, district school improvement specialist, appropriate content-area teachers, parent representatives, and student representatives. Depending on the data, additional member may include Technology Coordinator, Special Education, ELL, District Federal Programs Coordinator, District Chief School Financial Officer, Community Stakeholders, or any other members 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.

Tiletha Shelton, Dr. Paige Terry- Principals

Stanley Johnson- Vice Principal

Stephanie Welborn- Counselor

Pam Crumpton- Classroom teacher

Brandon Terry-Classroom teacher

Sonya Kilpatrick- Instructional Partner/Librarian

BenMichael Bennett-Student

Lillie Cate Hall- Student

Amy King- Parent

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

The Instructional Leadership Team members that must be present include the principal, guidance counselor, district school improvement specialist, core teachers, parent representatives, and student representatives. Based on the data, additional member will be requested to attend may include Technology Coordinator, Special Education, ELL, District Federal Programs Coordinator, District Chief Financial Officer, Community Stakeholders, and /or any other pertinent individuals.

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

Upon submission of the Continuous Improvement Plan, the LEA assures that the plan has been properly reviewed and approved by local Board of Education. Instructional Leadership Team 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. Google docs is also implemented to gather data to drive the next meeting

Student Performance Diagnostic

Introduction

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

Student Performance Data

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

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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

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

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

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

Areas of Notable Achievement

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

Performance Series math scores showed a 44% gains.

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

Reading & Math Performance Series scores increased across all grade levels. Also, fifth, seventh and eighth grades showed increased scores in both reading and math on the ACT Aspire test.

Which area(s) indicate the overall highest performance?

Seventh grade math and eighth grade reading had the most gains in Performance Series scores.

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

Seventh grade black/African-American students scored higher on math performance series than on reading.

Between which subgroups is the achievement gap closing?

The achievement gap seems to be narrowing between white students and American Indian students.

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

American Indian students consistently score higher than other ethnicities.

Females score higher than males.

Areas in Need of Improvement

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

Sixth grade ACT Aspire scores failed to increase in either reading or math.

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

Fifth grade ACT Aspire decreased in both math and science and were lower than their predicted scores.

Which area(s) indicate the overall lowest performance?

Math scores on both Performance Series and ACT Aspire are lower than reading scores.

8th grade math scores have the least amount of students scoring ready while 5th grade has the least amount scoring Above Average on Performance Series.

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

Fifth grade shows decreased scores on ACT Aspire from their fourth grade scores.

Eighth grades math scores decreased from seventh grade scores on ACT Aspire.

Between which subgroups is the achievement gap becoming greater?

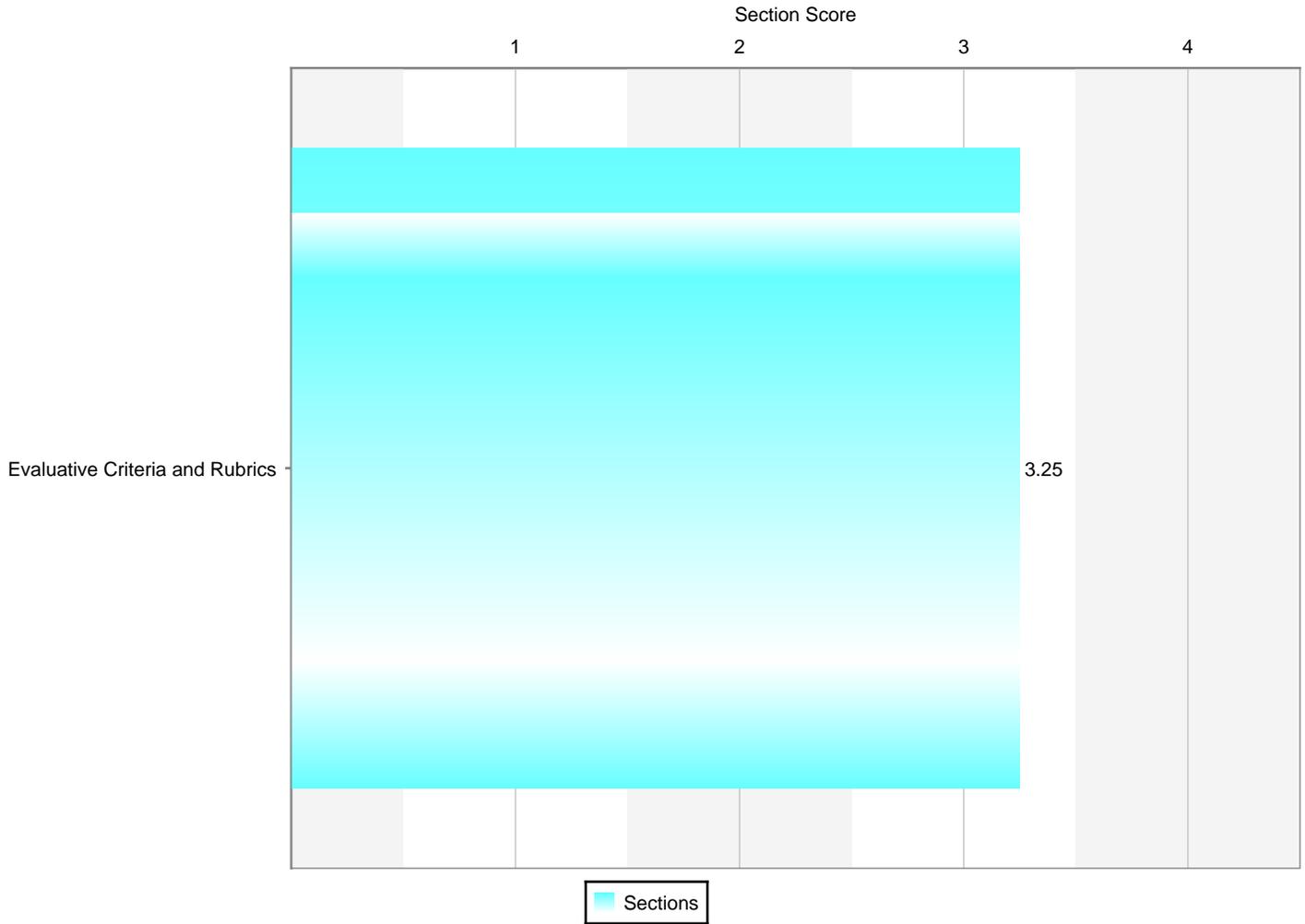
American Indians continue to increase their scores while Black/African Americans are not increasing scores at the same rate.

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

Increased reading scores are consistent between ACT Aspire and Performance Series tests.

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		

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		

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	Donna Flannagan Lawrence County Board of Education 14131 Market Street Moulton, AL 35650 256-905-2400	

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		MMS Parental Involvement Plan

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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		MMS Compact

Plan for ACIP 2017-2018

Overview

Plan Name

Plan for ACIP 2017-2018

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Create effective education professionals	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$6000
2	Improve student achievement	Objectives: 2 Strategies: 3 Activities: 6	Academic	\$79749
3	Provide students with opportunities and resources expected in a 21st Century learning environment	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$15437
4	Create Effective Student Support Systems	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$2500

Goal 1: Create effective education professionals

Measurable Objective 1:

demonstrate a behavior provide and attend professional development opportunities by 09/28/2018 as measured by sign-in sheets and CEU's.

Strategy 1:

Professional Development - Teachers, administrators and support personnel will participate in professional development including but not limited to: project-based learning, strategic teaching, technology (Google, AETC) , professional organization conferences (CLAS, MEGA) , common core standards, Laying the Foundation, Learning Forward, AMSTI, seminars and workshops.

Category: Develop/Implement Professional Learning and Support

Research Cited: Project-based Learning, AMSTI, Laying the Foundation, Google, Learning Forward

Activity - PD Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Plan, develop, attend, train, organize, and monitor staff professional development throughout the year.	Professional Learning	10/02/2017	09/29/2018	\$6000	Title I Schoolwide	Principal, Assistant Principal, Instructional Partner, LEA, district personnel, professional development committee

Status	Progress Notes	Created On	Created By
In Progress	Amended from \$8776 to \$17641 to accommodate more PD opportunities.	February 02, 2017	Sonya Kilpatrick

Goal 2: Improve student achievement

Measurable Objective 1:

1% of Fifth, Sixth, Seventh and Eighth grade students will increase student growth in standardized tests scores in Mathematics by 05/25/2017 as measured by Scantron Performance Series.

Strategy 1:

Technology Integration - Students will utilize technology while completing assignments, formative and summative assessments, and projects.

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

Research Cited: .

Activity - Virtual Classes, Assessments & Instructional Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use software programs including but not limited to APEX, Brainpop, Front Row, Khan Academy, Discovery Education, Typing Agent, and Google Apps for Education to self-educate, enhance classroom instruction and complete assessments and projects.	Technology	10/02/2017	09/28/2018	\$1000	Title I Schoolwide	Principal

Strategy 2:

Instructional Intevention - Certified teachers and instructional aides will be hired parttime and afterschool to reteach, review, and tutor students who need instructional assistance.

Category: Develop/Implement Learning Supports

Research Cited: .

Activity - PST Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified teachers will be hired part time to reteach, review, and tutor students who need instructional assistance.	Academic Support Program	10/02/2017	09/28/2018	\$14728	Title I Schoolwide	Principal

Status	Progress Notes	Created On	Created By
In Progress	Amended from \$9692 to \$1077.	February 02, 2017	Sonya Kilpatrick

Activity - Intervention Aide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire part time instructional aide to provide student intervention.	Academic Support Program	10/02/2017	09/28/2018	\$9352	Title I Schoolwide	Principal

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be hired to provide student tutoring afterschool.	Tutoring	10/02/2017	09/28/2018	\$11990	Title I Schoolwide	Principal, math and/or reading teachers

Measurable Objective 2:

1% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency increase in Reading by 09/28/2018 as measured by Performance Series test scores.

Strategy 1:

Classroom Instruction - Purchase classroom supplies and materials to increase classroom rigor and improve test scores.

Category:

Research Cited: .

Activity - Classroom Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Improve classroom rigor by purchasing materials and supplies to enhance teacher instruction and student learning including but not limited to printer and ink, consumable materials	Academic Support Program, Direct Instruction	10/02/2017	09/28/2018	\$7000	Title I Schoolwide	Principal
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Status	Progress Notes	Created On	Created By
In Progress	Amended Feb. 2 from \$5700 to \$5450 so money could be added to PD Sessions.	February 02, 2017	Sonya Kilpatrick

Activity - Instructional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire instructional support	Academic Support Program	10/02/2017	09/28/2018	\$35679	Title I Schoolwide	Sheila Montgomery

Goal 3: Provide students with opportunities and resources expected in a 21st Century learning environment

Measurable Objective 1:

increase student growth in technology experience by 05/27/2016 as measured by teachers' lesson plans and monitored media usage.

Strategy 1:

Technology Integration - Students will utilize technology while completing assignments, formative and summative assessments and projects.

Category:

Research Cited: .

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Moulton Middle School

Purchase and maintain technology including but not limited to Chromebooks, iPads, tablets, desktop and laptop computers, projectors, audio equipment, interactive devices, mirroring devices, wireless systems and software.	Technology	10/02/2017	09/28/2018	\$15437	Title I Schoolwide	Principal and tech coordinator
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Status	Progress Notes	Created On	Created By
In Progress	Purchased Chromebooks and charging carts 1/15/17	February 02, 2017	Sonya Kilpatrick

Goal 4: Create Effective Student Support Systems**Measurable Objective 1:**

collaborate to provide students with supporting resources by 05/27/2016 as measured by INOW information, sign-in sheets, and counselor's notes.

Strategy 1:

Parental Involvement - Various programs and resources will be provided to parents to increase their school involvement

Category: Develop/Implement Learning Supports

Research Cited: .

Activity - Communication with Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase communication with parents, guardians and community members through but not limited to student handbooks, social media, mailers, and other methods of communication.	Parent Involvement	10/02/2017	09/28/2018	\$2500	Title I Schoolwide	Principal, Counselor, Attendance Clerk

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Support	Hire instructional support	Academic Support Program	10/02/2017	09/28/2018	\$35679	Sheila Montgomery
Tutoring	Teachers will be hired to provide student tutoring afterschool.	Tutoring	10/02/2017	09/28/2018	\$11990	Principal, math and/or reading teachers
Classroom Instruction	Improve classroom rigor by purchasing materials and supplies to enhance teacher instruction and student learning including but not limited to printer and ink, consumable materials	Academic Support Program, Direct Instruction	10/02/2017	09/28/2018	\$7000	Principal
PD Sessions	Plan, develop, attend, train, organize, and monitor staff professional development throughout the year.	Professional Learning	10/02/2017	09/29/2018	\$6000	Principal, Assistant Principal, Instructional Partner, LEA, district personnel, professional development committee
Virtual Classes, Assessments & Instructional Programs	Students will use software programs including but not limited to APEX, Brainpop, Front Row, Khan Academy, Discovery Education, Typing Agent, and Google Apps for Education to self-educate, enhance classroom instruction and complete assessments and projects.	Technology	10/02/2017	09/28/2018	\$1000	Principal
Technology Integration	Purchase and maintain technology including but not limited to Chromebooks, iPads, tablets, desktop and laptop computers, projectors, audio equipment, interactive devices, mirroring devices, wireless systems and software.	Technology	10/02/2017	09/28/2018	\$15437	Principal and tech coordinator
PST Teacher	Certified teachers will be hired part time to reteach, review, and tutor students who need instructional assistance.	Academic Support Program	10/02/2017	09/28/2018	\$14728	Principal

ACIP

Moulton Middle School

Communication with Parents	Increase communication with parents, guardians and community members through but not limited to student handbooks, social media, mailers, and other methods of communication.	Parent Involvement	10/02/2017	09/28/2018	\$2500	Principal, Counselor, Attendance Clerk
Intervention Aide	Hire part time instructional aide to provide student intervention.	Academic Support Program	10/02/2017	09/28/2018	\$9352	Principal
Total					\$103686	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

Areas of Notable Achievement

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

Survey indicators 4.5, 4.4 and 3.9 had the highest scores at 3.82-4.03.

Standards 1 & 4 were rated the highest.

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

Standard 4: Resources and Support Systems

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

Standard 1: Purpose and Direction

Areas in Need of Improvement

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

Standard 1: Purpose and Direction

Standard 4: Resources and Support Systems

Standard 5: Using Results for Continuous Improvement

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

Standard 2: Governance and Leadership

What are the implications for these stakeholder perceptions?

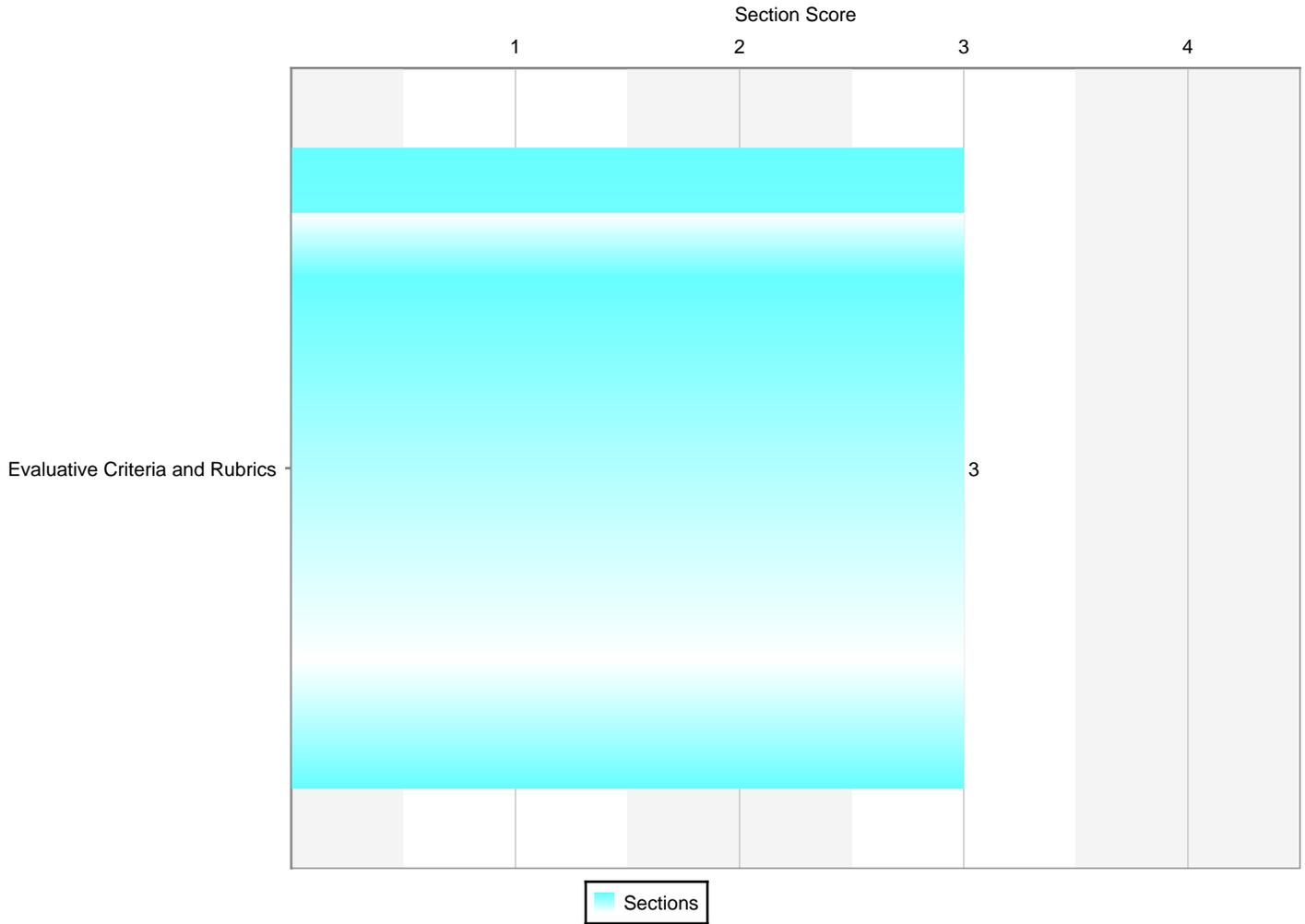
Funding is needed to close the achievement gap and increase resources and support systems.

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

Standard 4

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?

The comprehensive needs assessment was conducted through stakeholder surveys, leadership team meetings, informal discussions, and data meetings. The faculty and staff completed the self assessment. All data was compiled and discussed to complete the comprehensive needs assessment.

What were the results of the comprehensive needs assessment?

Parents and stakeholders feel the administration and teachers have high expectations of students for all classes.

- The teachers' survey results indicate teachers implement the system's instructional process in support of student learning.
- Parents and teachers both feel that technology needs improvement and instructional time needs protecting.

What conclusions were drawn from the results?

- Students need supplemental reading practice to increase fluency and comprehension.
- Small groups and extra tutoring will help students increase scores.
- Providing students with opportunities to study and work on projects during school hours may increase performance levels.
- Additional technology is needed to meet the needs of the 21st century.
- Academics should focus on state standards and closing the achievement gap

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

The culture of Moulton Middle School is one of high expectations in student academics, social and relationship skills, and parental and community involvement.

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

Priority needs are addressed in school goals based on data from the ACT Aspire tests, End of Course Algebra test, Scantron Performance Series data and student academic requests.

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

Using student-learning data from ACT Aspire, Scantron's Performance and Achievement Series as well as classroom grades, and perceptual data from faculty, staff, students, and other stakeholders, the goals reflect:

- students need more time and individual help to increase academic performance (perceptual data)
- reading fluency and comprehension should be a priority (student-learning data)
- provide faculty and staff with professional development opportunities that will increase student performance (perceptual data)
- increase amount and types of student technology to enable students to become more proficient in math and reading

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

MMS strives to meet the needs of all students. The poverty subgroup is the largest disadvantaged population. The goals will help these students by:

- Increasing student technology gives students who are financially disadvantaged similar opportunities as their peers.
- Providing free after-school tutoring, a small group teacher, and time during the school day to complete assignments and study.
- Providing faculty and staff professional development opportunities to update and enrich their teaching practices so they remain relevant to students.
- Authentic learning opportunities.
- Technology provides students with special needs educational avenues unavailable in a regular classroom setting

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:

Create effective education professionals

Measurable Objective 1:

demonstrate a behavior provide and attend professional development opportunities by 09/28/2018 as measured by sign-in sheets and CEU's.

Strategy1:

Professional Development - Teachers, administrators and support personnel will participate in professional development including but not limited to: project-based learning, strategic teaching, technology (Google, AETC) , professional organization conferences (CLAS, MEGA) , common core standards, Laying the Foundation, Learning Forward, AMSTI, seminars and workshops.

Category: Develop/Implement Professional Learning and Support

Research Cited: Project-based Learning, AMSTI, Laying the Foundation, Google, Learning Forward

Activity - PD Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plan, develop, attend, train, organize, and monitor staff professional development throughout the year.	Professional Learning	10/02/2017	09/29/2018	\$6000 - Title I Schoolwide	Principal, Assistant Principal, Instructional Partner, LEA, district personnel, professional development committee

Goal 2:

Improve student achievement

Measurable Objective 1:

1% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency increase in Reading by 09/28/2018 as measured by Performance Series test scores.

Strategy1:

Classroom Instruction - Purchase classroom supplies and materials to increase classroom rigor and improve test scores.

Category:

Research Cited: .

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire instructional support	Academic Support Program	10/02/2017	09/28/2018	\$35679 - Title I Schoolwide	Sheila Montgomery

Activity - Classroom Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve classroom rigor by purchasing materials and supplies to enhance teacher instruction and student learning including but not limited to printer and ink, consumable materials	Academic Support Program Direct Instruction	10/02/2017	09/28/2018	\$7000 - Title I Schoolwide	Principal

Measurable Objective 2:

1% of Fifth, Sixth, Seventh and Eighth grade students will increase student growth in standardized tests scores in Mathematics by 05/25/2017 as measured by Scantron Performance Series.

Strategy1:

Instructional Intervention - Certified teachers and instructional aides will be hired parttime and afterschool to reteach, review, and tutor students who need instructional assistance.

Category: Develop/Implement Learning Supports

Research Cited: .

Activity - Intervention Aide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire part time instructional aide to provide student intervention.	Academic Support Program	10/02/2017	09/28/2018	\$9352 - Title I Schoolwide	Principal

Activity - PST Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified teachers will be hired part time to reteach, review, and tutor students who need instructional assistance.	Academic Support Program	10/02/2017	09/28/2018	\$14728 - Title I Schoolwide	Principal

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be hired to provide student tutoring afterschool.	Tutoring	10/02/2017	09/28/2018	\$11990 - Title I Schoolwide	Principal, math and/or reading teachers

Strategy2:

Technology Integration - Students will utilize technology while completing assignments, formative and summative assessments, and projects.

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

Research Cited: .

Activity - Virtual Classes, Assessments & Instructional Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use software programs including but not limited to APEX, Brainpop, Front Row, Khan Academy, Discovery Education, Typing Agent, and Google Apps for Education to self-educate, enhance classroom instruction and complete assessments and projects.	Technology	10/02/2017	09/28/2018	\$1000 - Title I Schoolwide	Principal

Goal 3:

Provide students with opportunities and resources expected in a 21st Century learning environment

Measurable Objective 1:

increase student growth in technology experience by 05/27/2016 as measured by teachers' lesson plans and monitored media usage.

Strategy1:

Technology Integration - Students will utilize technology while completing assignments, formative and summative assessments and projects.

Category:

Research Cited: .

Activity - Virtual Classes and Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use software including but not limited to Google, Typing Agent, Mobi Max, Discovery Education, APEX, Brainpop, Khan Academy, and Front Row to gain online learning experience and complete assessments.	Technology	10/02/2017	09/28/2018	\$0 - Title I Schoolwide	Principal, tech coordinator

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and maintain technology including but not limited to Chromebooks, iPads, tablets, desktop and laptop computers, projectors, audio equipment, interactive devices, mirroring devices, wireless systems and software.	Technology	10/02/2017	09/28/2018	\$15437 - Title I Schoolwide	Principal and tech coordinator

Goal 4:

Create Effective Student Support Systems

Measurable Objective 1:

collaborate to provide students with supporting resources by 05/27/2016 as measured by INOW information, sign-in sheets, and counselor's notes.

Strategy1:

Parental Involvement - Various programs and resources will be provided to parents to increase their school involvement

Category: Develop/Implement Learning Supports

Research Cited: .

Activity - Communication with Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase communication with parents, guardians and community members through but not limited to student handbooks, social media, mailers, and other methods of communication.	Parent Involvement	10/02/2017	09/28/2018	\$2500 - Title I Schoolwide	Principal, Counselor, Attendance Clerk

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:

Improve student achievement

Measurable Objective 1:

1% of Fifth, Sixth, Seventh and Eighth grade students will increase student growth in standardized tests scores in Mathematics by 05/25/2017 as measured by Scantron Performance Series.

Strategy1:

Instructional Intervention - Certified teachers and instructional aides will be hired parttime and afterschool to reteach, review, and tutor students who need instructional assistance.

Category: Develop/Implement Learning Supports

Research Cited: .

Activity - PST Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified teachers will be hired part time to reteach, review, and tutor students who need instructional assistance.	Academic Support Program	10/02/2017	09/28/2018	\$14728 - Title I Schoolwide	Principal

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be hired to provide student tutoring afterschool.	Tutoring	10/02/2017	09/28/2018	\$11990 - Title I Schoolwide	Principal, math and/or reading teachers

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Activity - Intervention Aide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire part time instructional aide to provide student intervention.	Academic Support Program	10/02/2017	09/28/2018	\$9352 - Title I Schoolwide	Principal

Strategy2:

Technology Integration - Students will utilize technology while completing assignments, formative and summative assessments, and projects.

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

Research Cited: .

Activity - Virtual Classes, Assessments & Instructional Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use software programs including but not limited to APEX, Brainpop, Front Row, Khan Academy, Discovery Education, Typing Agent, and Google Apps for Education to self-educate, enhance classroom instruction and complete assessments and projects.	Technology	10/02/2017	09/28/2018	\$1000 - Title I Schoolwide	Principal

Measurable Objective 2:

1% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency increase in Reading by 09/28/2018 as measured by Performance Series test scores.

Strategy1:

Classroom Instruction - Purchase classroom supplies and materials to increase classroom rigor and improve test scores.

Category:

Research Cited: .

Activity - Classroom Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve classroom rigor by purchasing materials and supplies to enhance teacher instruction and student learning including but not limited to printer and ink, consumable materials	Direct Instruction Academic Support Program	10/02/2017	09/28/2018	\$7000 - Title I Schoolwide	Principal

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire instructional support	Academic Support Program	10/02/2017	09/28/2018	\$35679 - Title I Schoolwide	Sheila Montgomery

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:

Create effective education professionals

Measurable Objective 1:

demonstrate a behavior provide and attend professional development opportunities by 09/28/2018 as measured by sign-in sheets and CEU's.

Strategy1:

Professional Development - Teachers, administrators and support personnel will participate in professional development including but not limited to: project-based learning, strategic teaching, technology (Google, AETC) , professional organization conferences (CLAS, MEGA) , common core standards, Laying the Foundation, Learning Forward, AMSTI, seminars and workshops.

Category: Develop/Implement Professional Learning and Support

Research Cited: Project-based Learning, AMSTI, Laying the Foundation, Google, Learning Forward

Activity - PD Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plan, develop, attend, train, organize, and monitor staff professional development throughout the year.	Professional Learning	10/02/2017	09/29/2018	\$6000 - Title I Schoolwide	Principal, Assistant Principal, Instructional Partner, LEA, district personnel, professional development committee

Goal 2:

Improve student achievement

Measurable Objective 1:

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1% of Fifth, Sixth, Seventh and Eighth grade students will increase student growth in standardized tests scores in Mathematics by 05/25/2017 as measured by Scantron Performance Series.

Strategy1:

Technology Integration - Students will utilize technology while completing assignments, formative and summative assessments, and projects.

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

Research Cited: .

Activity - Virtual Classes, Assessments & Instructional Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use software programs including but not limited to APEX, Brainpop, Front Row, Khan Academy, Discovery Education, Typing Agent, and Google Apps for Education to self-educate, enhance classroom instruction and complete assessments and projects.	Technology	10/02/2017	09/28/2018	\$1000 - Title I Schoolwide	Principal

Strategy2:

Instructional Intervention - Certified teachers and instructional aides will be hired parttime and afterschool to reteach, review, and tutor students who need instructional assistance.

Category: Develop/Implement Learning Supports

Research Cited: .

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be hired to provide student tutoring afterschool.	Tutoring	10/02/2017	09/28/2018	\$11990 - Title I Schoolwide	Principal, math and/or reading teachers

Activity - Intervention Aide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire part time instructional aide to provide student intervention.	Academic Support Program	10/02/2017	09/28/2018	\$9352 - Title I Schoolwide	Principal

Activity - PST Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified teachers will be hired part time to reteach, review, and tutor students who need instructional assistance.	Academic Support Program	10/02/2017	09/28/2018	\$14728 - Title I Schoolwide	Principal

Measurable Objective 2:

1% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency increase in Reading by 09/28/2018 as measured by Performance Series test scores.

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Strategy1:

Classroom Instruction - Purchase classroom supplies and materials to increase classroom rigor and improve test scores.

Category:

Research Cited: .

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire instructional support	Academic Support Program	10/02/2017	09/28/2018	\$35679 - Title I Schoolwide	Sheila Montgomery

Activity - Classroom Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve classroom rigor by purchasing materials and supplies to enhance teacher instruction and student learning including but not limited to printer and ink, consumable materials	Academic Support Program Direct Instruction	10/02/2017	09/28/2018	\$7000 - Title I Schoolwide	Principal

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

Improve student achievement

Measurable Objective 1:

1% of Fifth, Sixth, Seventh and Eighth grade students will increase student growth in standardized tests scores in Mathematics by 05/25/2017 as measured by Scantron Performance Series.

Strategy1:

Instructional Intervention - Certified teachers and instructional aides will be hired parttime and afterschool to reteach, review, and tutor students who need instructional assistance.

Category: Develop/Implement Learning Supports

Research Cited: .

Activity - PST Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified teachers will be hired part time to reteach, review, and tutor students who need instructional assistance.	Academic Support Program	10/02/2017	09/28/2018	\$14728 - Title I Schoolwide	Principal

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Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be hired to provide student tutoring afterschool.	Tutoring	10/02/2017	09/28/2018	\$11990 - Title I Schoolwide	Principal, math and/or reading teachers

Activity - Intervention Aide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire part time instructional aide to provide student intervention.	Academic Support Program	10/02/2017	09/28/2018	\$9352 - Title I Schoolwide	Principal

Strategy2:

Technology Integration - Students will utilize technology while completing assignments, formative and summative assessments, and projects.

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

Research Cited: .

Activity - Virtual Classes, Assessments & Instructional Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use software programs including but not limited to APEX, Brainpop, Front Row, Khan Academy, Discovery Education, Typing Agent, and Google Apps for Education to self-educate, enhance classroom instruction and complete assessments and projects.	Technology	10/02/2017	09/28/2018	\$1000 - Title I Schoolwide	Principal

Measurable Objective 2:

1% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency increase in Reading by 09/28/2018 as measured by Performance Series test scores.

Strategy1:

Classroom Instruction - Purchase classroom supplies and materials to increase classroom rigor and improve test scores.

Category:

Research Cited: .

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire instructional support	Academic Support Program	10/02/2017	09/28/2018	\$35679 - Title I Schoolwide	Sheila Montgomery

Activity - Classroom Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve classroom rigor by purchasing materials and supplies to enhance teacher instruction and student learning including but not limited to printer and ink, consumable materials	Academic Support Program Direct Instruction	10/02/2017	09/28/2018	\$7000 - Title I Schoolwide	Principal

Goal 2:

Provide students with opportunities and resources expected in a 21st Century learning environment

Measurable Objective 1:

increase student growth in technology experience by 05/27/2016 as measured by teachers' lesson plans and monitored media usage.

Strategy1:

Technology Integration - Students will utilize technology while completing assignments, formative and summative assessments and projects.

Category:

Research Cited: .

Activity - Virtual Classes and Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use software including but not limited to Google, Typing Agent, Mobi Max, Discovery Education, APEX, Brainpop, Khan Academy, and Front Row to gain online learning experience and complete assessments.	Technology	10/02/2017	09/28/2018	\$0 - Title I Schoolwide	Principal, tech coordinator

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and maintain technology including but not limited to Chromebooks, iPads, tablets, desktop and laptop computers, projectors, audio equipment, interactive devices, mirroring devices, wireless systems and software.	Technology	10/02/2017	09/28/2018	\$15437 - Title I Schoolwide	Principal and tech coordinator

Goal 3:

Create Effective Student Support Systems

Measurable Objective 1:

collaborate to provide students with supporting resources by 05/27/2016 as measured by INOW information, sign-in sheets, and counselor's notes.

Strategy1:

Parental Involvement - Various programs and resources will be provided to parents to increase their school involvement

Category: Develop/Implement Learning Supports

Research Cited: .

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Activity - Communication with Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase communication with parents, guardians and community members through but not limited to student handbooks, social media, mailers, and other methods of communication.	Parent Involvement	10/02/2017	09/28/2018	\$2500 - Title I Schoolwide	Principal, Counselor, Attendance Clerk

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.

Moulton Middle School uses various translation methods for parents of English Learners including Language Lines, Google Translator, and employing a language interpreter.

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

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

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

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

Individuals are chosen based on certification and qualifications for available positions. If no highly qualified individuals apply for the position, alternate or emergency certification is sought from the Alabama Department of Education.

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?

This year Moulton Middle School has five teachers new to the school due to retirement and transfers.

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

All teachers are highly qualified, and many teachers hold a Master's Degree or higher. The majority of teachers have ten or more years teaching experience.

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

MMS does not experience a high turnover rate. Most teachers leave due to retirement.

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.

After data from academic assessments, especially Scantron's Performance Series, is analyzed, professional development sessions are designed to improve student achievement in areas where deficits are found. Teachers may attend particular PD opportunities based need.

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

Laying the Foundation (LTF) through A+

Google Conferences

AETC

AMSTI

Learning Forward

School Visits

Lifeskills Training

Software training including but not limited to Scantron products, Reading Plus, and Typing Agent

Book Studies

PST training

Orton-Gillingham

Strategic Teaching

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

New teachers are assigned a veteran teacher as a mentor and attend new teacher institute prior to the beginning of school.

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

Periodic data analysis during data meetings as new data is created.

Monthly PST meetings

Summer Professional Development opportunities

Schoolwide PD sessions

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:

Provide students with opportunities and resources expected in a 21st Century learning environment

Measurable Objective 1:

increase student growth in technology experience by 05/27/2016 as measured by teachers' lesson plans and monitored media usage.

Strategy1:

Technology Integration - Students will utilize technology while completing assignments, formative and summative assessments and projects.

Category:

Research Cited: .

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase and maintain technology including but not limited to Chromebooks, iPads, tablets, desktop and laptop computers, projectors, audio equipment, interactive devices, mirroring devices, wireless systems and software.	Technology	10/02/2017	09/28/2018	\$15437 - Title I Schoolwide	Principal and tech coordinator

Activity - Virtual Classes and Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use software including but not limited to Google, Typing Agent, Mobi Max, Discovery Education, APEX, Brainpop, Khan Academy, and Front Row to gain online learning experience and complete assessments.	Technology	10/02/2017	09/28/2018	\$0 - Title I Schoolwide	Principal, tech coordinator

Goal 2:

Create Effective Student Support Systems

Measurable Objective 1:

collaborate to provide students with supporting resources by 05/27/2016 as measured by INOW information, sign-in sheets, and counselor's notes.

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Strategy1:

Parental Involvement - Various programs and resources will be provided to parents to increase their school involvement

Category: Develop/Implement Learning Supports

Research Cited: .

Activity - Communication with Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase communication with parents, guardians and community members through but not limited to student handbooks, social media, mailers, and other methods of communication.	Parent Involvement	10/02/2017	09/28/2018	\$2500 - Title I Schoolwide	Principal, Counselor, Attendance Clerk

Goal 3:

Improve student achievement

Measurable Objective 1:

1% of Fifth, Sixth, Seventh and Eighth grade students will increase student growth in standardized tests scores in Mathematics by 05/25/2017 as measured by Scantron Performance Series.

Strategy1:

Instructional Intervention - Certified teachers and instructional aides will be hired parttime and afterschool to reteach, review, and tutor students who need instructional assistance.

Category: Develop/Implement Learning Supports

Research Cited: .

Activity - PST Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified teachers will be hired part time to reteach, review, and tutor students who need instructional assistance.	Academic Support Program	10/02/2017	09/28/2018	\$14728 - Title I Schoolwide	Principal

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be hired to provide student tutoring afterschool.	Tutoring	10/02/2017	09/28/2018	\$11990 - Title I Schoolwide	Principal, math and/or reading teachers

Activity - Intervention Aide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire part time instructional aide to provide student intervention.	Academic Support Program	10/02/2017	09/28/2018	\$9352 - Title I Schoolwide	Principal

Strategy2:

Technology Integration - Students will utilize technology while completing assignments, formative and summative assessments, and projects.

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

Research Cited: .

Activity - Virtual Classes, Assessments & Instructional Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use software programs including but not limited to APEX, Brainpop, Front Row, Khan Academy, Discovery Education, Typing Agent, and Google Apps for Education to self-educate, enhance classroom instruction and complete assessments and projects.	Technology	10/02/2017	09/28/2018	\$1000 - Title I Schoolwide	Principal

Measurable Objective 2:

1% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency increase in Reading by 09/28/2018 as measured by Performance Series test scores.

Strategy1:

Classroom Instruction - Purchase classroom supplies and materials to increase classroom rigor and improve test scores.

Category:

Research Cited: .

Activity - Instructional Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hire instructional support	Academic Support Program	10/02/2017	09/28/2018	\$35679 - Title I Schoolwide	Sheila Montgomery

Activity - Classroom Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve classroom rigor by purchasing materials and supplies to enhance teacher instruction and student learning including but not limited to printer and ink, consumable materials	Direct Instruction Academic Support Program	10/02/2017	09/28/2018	\$7000 - Title I Schoolwide	Principal

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?

Data meetings

Professional Development Team

Surveys both formal and informal

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?

Classroom teachers use formative and summative assessments and RTI time to identify underachieving students. Along with classroom grades, students are tested twice yearly using Scantron's Performance Series. The results are compiled with State Assessment Data and disaggregated in grade level data meetings. Students meet with learning support teams to ensure needs are being met. Students not meeting state standards are referred to the Pupil Support (PST) or Learning Support (LST) teams for additional support.

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?

During monthly PST meetings, students are placed in RTI and/or intervention groups to help improve their proficiency levels. An intervention teacher and intervention aide are employed to tutor students during the school day. Free tutoring is provided after school.

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.

Flipped and blended classrooms
Free after-school tutoring sessions
Social media connections.

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.

Migrant Students:

- The school counselor will identify migrant students as they are enrolled
- Needs of migrant students will be met through the use of the local school's Pupil Support Team and the district's migrant program.

English Language Learners:

- A home survey will be administered to the parents of all English and Non-English speaking students. The purpose of this survey is to identify which language is primarily spoken in the home.
- Rules and regulations provided by the State of Alabama (for children and youth identified as ESL) in the areas of transportation, immunization, residency, birth certificates, school records and guardianship will be followed.

- All students who indicate, or whose parents indicate that English is the child's second language, will be given the WAPT, a Reading and Writing Language Proficiency Test within 3 school days of enrollment by LEP staff certified to administer the test.
- Students testing below the proficiency level will be considered for referral to the Limited English Proficiency Committee (LEPC) for placement consideration.

Economically Disadvantaged Students

- Every student will be given a school lunch form the first week of school which will be used to determine eligibility for free and reduced lunches.
 - Students who are eligible for free and reduced lunches will be targeted by the counselor for special academic opportunities through Educational Talent Search.
 - Assistance with school supplies will be offered to families with financial difficulties by the counselor at the time of enrollment.
- An allocation has been made by the school system for those students identified as homeless. These funds are used to employ instructional aides and to provide tutoring services.
- Free after-school tutoring
 - Charitable Backpack program provides weekend non-perishable food for needy students.

Special Education:

- Special Education students are identified by voluntary parent information at time of enrollment as well as stakeholder referrals.
- If the student enrolls without an IEP, a temporary IEP is created by the SPED department to serve identified students within ten days of first enrollment until permanent educational files have been received from the previous school.

Homeless students:

- Pursuant to and in compliance with the requirements of the Stewart B. McKinney Homeless Assistance Act of 1990, it is the policy of the Lawrence County School System to the extent practicable under requirements relating to education established by state law, that each eligible child of a homeless individual and each eligible homeless youth have access to a free appropriate education.

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.

NA

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.

Migrant Students:

- The school counselor will identify migrant students as they are enrolled.
- Needs of migrant students will be met through the use of the local school's Pupil Support Team and the district's migrant program.
- All students who indicate, or whose parents indicate that English is the child's second language, will be given the WAPT, a Reading and Writing Language Proficiency Test within 3 school days of enrollment by LEP staff certified to administer the test.
- Students testing below the proficiency level will be considered for referral to the Limited English Proficiency Committee (LEPC) for placement consideration.
- The EL student will remain in the EL program until he/she scores a 4.8 or higher on the composite ACCESS for ELLs.

Economically Disadvantaged Students

Free and reduced lunches

Free breakfast

Educational Talent Search.

Free after-school tutoring

Assistance with school supplies will be offered to families with financial difficulties by the counselor at the time of enrollment.

An allocation has been made by the school system for those students identified as homeless. These funds are used to employ instructional aides and to provide tutoring services.

Special Education:

- Special Education students are identified by voluntary parent information at time of enrollment as well as stakeholder referrals..
- If the student enrolls without an IEP, a temporary IEP is created by the SPED department to serve identified students within ten days of first enrollment until permanent educational files have been received from the previous school.

Homeless students: Each homeless individual and eligible homeless youth has access to a free appropriate education through the Stewart B. McKinney Homeless Assistance Act of 1990.

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)?

-The Moulton Middle School Counseling Program addresses school violence prevention through small-group and large-group means. The

school counselor meets with students in the classroom to address violence prevention. Programs are also scheduled for large-group assemblies. Programs include Safe Place's Erin's Law for 7th Grade, Love Never Fails Teen Abstinence, Jason Flatt Suicide Prevention for faculty and staff.

-Each student receives a lunch form at the beginning of each year from their homeroom teacher. Teachers then collect those forms for the Lawrence County Child Nutrition Program. Parents are also able to apply online. Students receive free or reduced lunch based on income.

-Each student receives free breakfast each day through the Breakfast in the Classroom grant.

-An elective course, Alabama Outdoors is offered at Moulton Middle School. Students in this class learn vocational skills.

-Moulton Middle School also competes in the BEST Robotics Competition. Members of the team design and build their own robot to compete against other schools. Team members also create a technical notebook and market their robot to win the overall competition.

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

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

Moulton Middle School evaluates the Title 1 program through meeting agendas, meeting notes, stakeholder surveys, and student-learning data.

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?

State assessment data (Scantron's Performance Series) are compared to perceptual data and research based programs implemented by the school to identify the effectiveness of the program.

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

The school analyzes state assessment data, research based programs, and RTI and PST information to determine increased student achievement.

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?

In order to revise the school Title 1 Plan, the administrator convenes a meeting of all stakeholders. All information is presented and the committee compiles a needs assessment of needed changes to improve the schoolwide program and meet the needs of all students.

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.	27.82

Provide the number of classroom teachers.

29

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1918165.0

Total

1,918,165.00

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.	105129.0

Total

105,129.00

Assistant Principal

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

Provide the number of Assistant Principals.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	83069.0

Total

83,069.00

Counselor

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

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	80967.0

Total

80,967.00

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	74949.0

Total

74,949.00

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.	6979.83

Total

6,979.83

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.	2559.15

Total

2,559.15

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.	13909.83

Total

13,909.83

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.	1004.52

Total

1,004.52

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	103686.0

Provide a brief explanation and breakdown of expenses.

Instructional Support-\$35,679

Instructional Teacher Part-Time-\$14,727.89

Instructional Aide Part-Time-\$9352.21

Instructional Stipend- \$11,990 (After School Tutoring)

Classroom Supplies- \$7000

Instructional Software-\$1000

Audio/Video-\$4399.90

Computers-\$11,037.09

Parental Involvement Supplies-\$2500

Staff Development Substitutes-\$2000

Staff Development Stipends-\$0

Staff Development Travel In-State-\$6000

Staff Development Purchase Service-\$0

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	204927.0

Provide a brief explanation and a breakdown of expenses.

Salaries and Benefits (CSR) = \$199,155.21

Instructional Staff Development Salaries and Benefits = \$2,154.00

Instructional Purchased Services = \$749.79

Indirect Cost = \$2,868.00

Total = \$204,927.00

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	7842.0

Provide a brief explanation and a breakdown of expenses.

*FLORENCE CITY IS FISCAL LEAD

Salaries and benefits for 2 Family Literacy facilitators (\$25/hr @ 2hr/wk x 46wks) = \$5,515.40

Classroom supplies = \$1,583.60

Staff Development Subs = \$243.00

Staff Development Travel = \$500.00

Total = \$7,842.00

Title IV

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

Provide a brief explanation and a breakdown of expenses.

NA

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.

NA

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	68437.0

Provide a brief explanation and breakdown of expenses.

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) is the principal source of federal funding to states for the improvement of secondary and postsecondary career and technical education (CTE) programs. The funds are supplemental to state funds and are used to support high-quality career and technical education programs. The funds are to be used for program improvement and expansion, not program maintenance (consumables, etc...). The FY18 funds will be utilized for professional development (ALACTE Summer Conference, CTE New Teacher Training, BIC, etc...), instructional equipment (BIC requirements, program improvement), guidance & counseling (CTE counselor, CTE Career Coach) and administrative support.

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

Other

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

Provide a brief explanation and a breakdown of expenses.

NA

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

NA

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))

Moulton Middle believes positive parental involvement is essential to achieve maximum social, emotional, and academic growth and encourages participation of parents in all aspects of their child's education. Parents are members of the school wide ACIP Leadership Team and are involved in the development of the plan. Parents are notified through various means of communication such as a school website, Moulton Middle School handbooks, school cast, letters home, emails, and personal contact.

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))

Moulton Middle will convene meetings that will encourage and facilitate attendance for the purpose of seeking input from parents. Meetings may be held during the school day and at night to accommodate working parents. Moulton Middle School seeks to involve parents in all aspects of the Title I Program. Parent members serve on our Leadership Team and are active participants in the development and implementation of the plan. In addition, the plan has been made available to all parents at parent meetings, in the office, and in the library. Parent input regarding the plan and its implementation continues to be welcomed. Parent comments are received in writing or via e-mail to administrators.

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))

Moulton Middle School provides parents timely information about programs, curriculum, assessment, and achievement expectations; if requested by parents, opportunities for regular meetings to review and assist in improving student progress. Information is provided through but not limited to: school calendar, newsletters, telephone calls, invitations, school website, social media, emails and conferences.

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))

Moulton Middle School stakeholders collaborated to develop a school-parent-teacher compact. The compact outlines how parents, students, and Moulton Middle staff will share responsibilities for improving student achievement. It will also provide means by which the school and parents will build a partnership to help students build and achieve the state's high academic standards. Compacts will be provided in languages that all parents can understand. The compact was discussed with teachers at a faculty meeting. Each teacher is given the responsibility to explain the compacts to students and obtain signatures. Parents have the opportunity to ask questions or make suggestions concerning the content of the compact during an annual meeting. Students return compacts after parents' signatures are secured. The teacher signs compacts and stores them in his or her classroom to use during conferences with parents.

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

The Leadership Team will meet to provide parents the opportunity to voice opinions and concerns involving the Continuous Improvement Plan. Parents can also submit concerns through email or in writing. Parents who are Leadership Team members represent parents of the school. In May of each year, the ACIP team meets to review, evaluate, and revise the plan. During the review process, parents are notified of the review that the plan is under review. A copy is available in the library and the office, and the parents have the right to provide input during the revision of the plan. The notice also states that after the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school and the school will submit their concerns to the central office at the same time the ACIP is submitted.

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)

In an effort to ensure parental knowledge of state academic and achievement standards and state and local assessments, Moulton Middle will provide parents with opportunities for understanding. This will be done through conferences, annual Title I meeting, and periodic parent meetings that are held during the day and in the evening at which time the school will explain how to understand assessment reports. These reports include but are not limited to: Scantron's Performance Series, Student Report Cards, and Student Progress Reports.

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

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

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

Moulton Middle School works diligently to ensure that all parent materials and training are closely aligned with our school's identified goals. Various informational literature for parents has been purchased and is available in the school office and the guidance office.

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

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

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

Moulton Middle shall educate faculty and staff through professional development regarding the importance of establishing relationships with parents as equal partners to build ties between parents and the school. Faculty and staff will participate in embedded professional development, grade-level, and subject level meeting to further assist in the building of relationships between parent and teachers.

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

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

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

Moulton Middle School will coordinate and integrate parent involvement programs/activities through community education and system-wide

supported programs to the extent feasible and appropriate through tutoring and parental involvement.

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

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

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

To ensure, to the extent possible, that information sent home is in a parent friendly language that can be understood, Moulton Middle School and the Lawrence County School system employs an ELL translator and documents created in Spanish.

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))

Moulton Middle School provides opportunities for the participants of parents with limited English proficiency, parents with disabilities, and parents of migratory students in the following ways: Parents with limited English proficiency receive school information whenever possible in a language they can understand or through an interpreter; our school is handicapped-accessible so that parents with physical Disabilities have access to all areas: parents of migratory students are contacted in the same manner as other parents.