ACIP

Thurgood Marshall Middle School

Conecuh County School System

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428 Reynolds Avenue
Evergreen, AL 36401

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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?

Thurgood Marshall Middle School (TMMS) is located at 428 Reynolds Avenue in Evergreen, Alabama. The school is composed of 202 students in grades 6 - 8. The staff consists of one highly qualified administrator, 1 full time and 1 part-time highly qualified special education teachers, one highly qualified part-time counselor, one highly qualified part-time library media specialist, eight highly qualified teachers, and two teachers that will reach highly qualified status be the end of the school year. Within the past three years the school has undergone construction which updated the bathrooms and the cafeteria and improved energy efficiency . The student population consists of 95% African American, 5 % Caucasian.

The city of Evergreen is located in a rural area of South Alabama and consists of approximately 4000 residents with 34.2% living below poverty level. The city recently completed construction of a new court house which serves the Conecuh County. Evergreen features an Industrial Park and a recreational facility with picnic areas, tennis courts, baseball fields and softball fields. The local Country Club offers opportunities for swimming and golf. Reid State Technical College is located in Evergreen off I-65 which is in close proximity to the new economical development area.

One of the challenges our students face is because of living in a rural area transportation is limited which in turn does not allow students to use available resources. The low socio economic status of the majority of our students also limits access to technology outside of the school environment. These challenges are detrimental to their education.

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 mission of Thurgood Marshall Middle School is to assist pupils in making the transition from the middle/junior high grades to high school. The middle school recognizes that the children it serves are unique physically, socially, emotionally and intellectually; therefore, the middle school addresses the needs of this age group through an environment which is stimulating, diverse, secure, and stable. the middle school recognized individuality, promotes exploration, encourage feelings of self worth and develops self directions and respect for others. The success of the middle school is based on the active participation of children, parents, teachers, administrators, and community members.

The schools vision is S.T.A.R.S. - Students and Teachers Achieving Remarkable Success

The schools beliefs are that each student is unique and has values. Staff, parents, students, and community members share the responsibility of the educational process. High expectations increase students performance and self esteem. Every student should have the opportunity to develop to his or her maximum potential and level of ability. Every student is entitled to be taught by a qualified, caring faculty and staff who also serves as role models. Every student is worthy of a safe, supportive learning environment.

The school recognizes and accepts learning as a complex process involving the total student; therefore, acquiring knowledge and competency. Skills should result in better understanding, thereby producing a change in interest and attitudes. Critical thinking and creative use of intelligence are desirable outcomes. The Marshall faculty is committed to the continuous evaluation of teaching strategies so that learning may be directed and redirected towards the attainable and realistic goals for our students.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable Achievements:

100% students were in attendance for testing.

Special Education subgroups continued to make academic gains for the last 3 years more than other schools in the district.

This school has zero dropout rate and zero expulsions: students and staff attendance is above average.

Technology is a strength at this school with the computer lab with 30 computers, whiteboards, projectors, document cameras in all classrooms, 62 Ipads and 2 portable carts.

Computer based remedial program A+ Solution

Global Scholar which is used state wide to assess students in math, reading and science

School Messenger to communicate information from school to the home.

Cameras for monitoring in classrooms inside and outside the building.

Big Universe Computer Reading Program

Areas for improvement:

Poverty level and economic disadvantages based on free and reduced meals is a weakness, lack of parents fulfilling education beyond high schools and qualifying for professional jobs.

Reading, Mathematics and Science are still areas of focus

Parental Involvement is still an area for improvement.

The school is in need of a full time school counselor due to the number of 'at risk 'students and families identified in our school.

Class side reduction for smaller student teachers ratio is a need.

A fulltime library /media personnel is needed to promote and implement skills for learning in reading, research and technology for students and staff.

Academic summer camps and after school tutoring programs are needed to support students' maintenance of academic skills.

Electronic Whiteboards in all classrooms

Teacher websites and assistance with technology

Mentoring program for teachers is needed due to new teachers added to the staff each year.

The Administrator's assistance is needed to aide the current one principal at this middle school with time management to allow for the necessary instructional leadership and managerial tasks required for school operation.

Additional Information

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

Assessments

The Alabama State Board of Education approved the adoption of the internationally benchmarked Common Core State Standards along with selected Alabama standards in November 2010. This comprehensive set of standards combines both Common Core and Alabama's standards, to ensure students are prepared for a successful future in the ever-expanding global environment.

The goal for this level of achievement is required in order for a student to enroll in two- or four-year colleges and universities and technical colleges without remediation, fully prepared for college-level work and careers. This means that all students will graduate from high school with both rigorous content knowledge and the ability to apply that knowledge.

The CCR is the new accountability system that replaces the No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) measurement.

Beginning the 2013-2014 school year all public schools will make the transit from ARMT to ACT Aspire, which aligns with the ACT College Readiness Benchmarks and the Alabama College- and Career-Ready State Standards. The state will implement   ACT Aspire for science assessment in grades 5-7. ARMT+ would still be used to assess science for the next couple years

Professional Development

A computer based program, Educational Impact, has been provided by the school district to assist teachers with professional development. This program will provide support for teaching and learning by on-going professional development for improvement as well as the use of reliable teacher evaluations.

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.

During the 2014-2015 school year a CIP leadership team was established. Representatives on the Thurgood Marshall Middle School team attended CIP Technical Assistance meetings scheduled for the Conecuh District to assist with developing this CIP plan. The CIP Leadership Committee consists of teachers, parents, counselor, administrator and media specialist who met and reviewed the 2013-14 CIP to access the outcome of strategies implemented. This CIP meeting goal is to review the current plan by focusing on success and failures of strategies implemented to address instructional goals according to the needs assessment.

To address the 2014-2015 CIP, The Improvement Team (including parents) and staff will review and collect data from 2013-2014 to disaggregate on: Standardized Tests (Science Assessment, Reading Assessments (STAR), State Assessments (ASPIRE), School Incident Report (SIR), Attendance (teacher and student), Educate Alabama Data, Highly Qualified Teachers, students enrollment and economic status. The CIP will collect data through surveys distributed to parents, students and teachers on school culture in September 2014. The ongoing process for the CIP will be shared with faculty, staff and parents to allow their input. The CIP will solicit feedback on strategies, budgeting, professional development, subgroups and timelines for implementation. The draft of this CIP will be shared with all faculty and staff and modifications will be made with team approval. The finalized 2014 CIP will be sent to the school district for approval. Upon approval, a copy of the CIP will be posted on the school's website. The parent plan and budget will be disseminated to parents at PTO meetings and copies will be made available to parents from the parent room located in the media center.

The planning committee recognizes the importance of analyzing the effectiveness of the plan through periodic reviews. Accountability objectives will serve as a primary indicator of effectiveness of the CIP. The committee recommends that the finalized copy of the CIP be reviewed periodically and revised as needed.

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

To address the 2014-2015 CIP, The Improvement Team (including parents) and staff will review and collect data from 2013-2014 to disaggregate on: Standardized Tests (Science Assessment, Reading Assessments (STAR), State Assessments (ASPIRE), School Incident Report (SIR), Attendance (teacher and student), Educate Alabama Data, Highly Qualified Teachers, students enrollment and economic status. The CIP will collect data through surveys distributed to parents, students and teachers on school culture in September 2014. The ongoing process for the CIP will be shared with faculty, staff and parents to allow their input. The CIP will solicit feedback on strategies, budgeting, professional development, subgroups and timelines for implementation. The draft of this CIP will be shared with all faculty and staff and modifications will be made with team approval. The finalized 2014 CIP will be sent to the school district for approval. Upon approval, a copy of the CIP will be posted on the school's website. The parent plan and budget will be disseminated to parents at PTO meetings and copies will be made available to parents from the parent room located in the media center.

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

Once the ACIP is approved it will be distributed to stakeholders in various ways. Hard copies of the plan will be made available at the school in the main office and in the library media center. All teachers will receive a hard copy of the plan. A link will be placed on the county website as well as the school website. The parent plan and budget will be disseminated to parents at PTO meetings and copies will be made available to parents from the parent room located in the media center.

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		TMMS Stakeholder Worksheet

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

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

Areas of Notable Achievement

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

The highest level of satisfaction from our Staff Survey came from several areas: Standard I (Governance and Leadership) - School leaders expect staff members to hold all students to high academic standards - 4.56 and school leaders hold all staff members accountable for student learning - 4.56. Standard 3 (Teaching and Assessing for Learning) - All teachers in our school use consistent common grading reporting policies across grade levels and courses based on clearly defined criteria - 4.56. Standard 4 (Resources and Support Systems) - School maintains facilities that contribute to a safe learning environment - 4.56.

From the student surveys: Standard 3 (Teaching and Assessing for Learning) - All of my teachers use tests, projects, presentations and portfolios to check my understanding of what was taught - 3.89.

From the parent surveys: Standard 3 (Teaching and Assessing for Learning) - My child knows the expectations for learning in all classes - 4.09.

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

The area of Resources and Support Systems shows an increase in satisfaction according to the parent and student surveys. 50% of the parents believe the school provides a safe learning environment which has increased by 2% from previous years. The area of Teaching and Assessing for Learning is increasing in approval according to the staff surveys.

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

The Title I Parent Survey has not been administered for this school year.

Areas in Need of Improvement

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

The area(s) with the lowest approval are as follows:

Staff - Standard 4 (Resources and Support Systems) - School provides opportunities for students to participate in activities that interest them - 3.81.

Student - Standard 4 (Resources and Support Systems) - My school computers are up-to-date and used by teachers to help me learn - 2.54.

Parent - Standard 2 (Governance and Leadership) - Our school's governing body does not interfere with the operation or leadership of our school - 3.72.

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

The area of Resources and Support Systems shows a trend toward decreasing stakeholder satisfaction. In 2008, 70% of the stakeholders agreed that the school provided a technology infrastructure that was up-to-date and sufficient to accomplish school goals. However, according to the 2013 survey results, only approximately 50% of parents and students feel that computers are up-to-date and used by teachers to help students learn. In 2014 the percentage continued to decrease to 22%.
There is a trend toward decreasing satisfaction with students in regards to health and safety. In 2008, 55% of the students indicated the school provided a safe and orderly environment for learning. According to the 2013 survey results, only 42% of the students feel that the building and grounds are safe, clean, and provide a healthy place for learning. In 2014 the percentage continued to decrease to 9%.

What are the implications for these stakeholder perceptions?

The stakeholder results imply that students do not feel safe at school, whether the reasons are bullying, theft of property, or lack of discipline. Also, the results indicate that the school does not provide adequate resources to meet the needs of the students. The technology advances made in the school have been huge. However, there is not adequate support to keep the technology working properly. The two technicians available cannot adequately serve the six schools in the county to keep all the technology working sufficiently.

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

The Title I Parent Survey has not been administered for this school year.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics

3

Sections
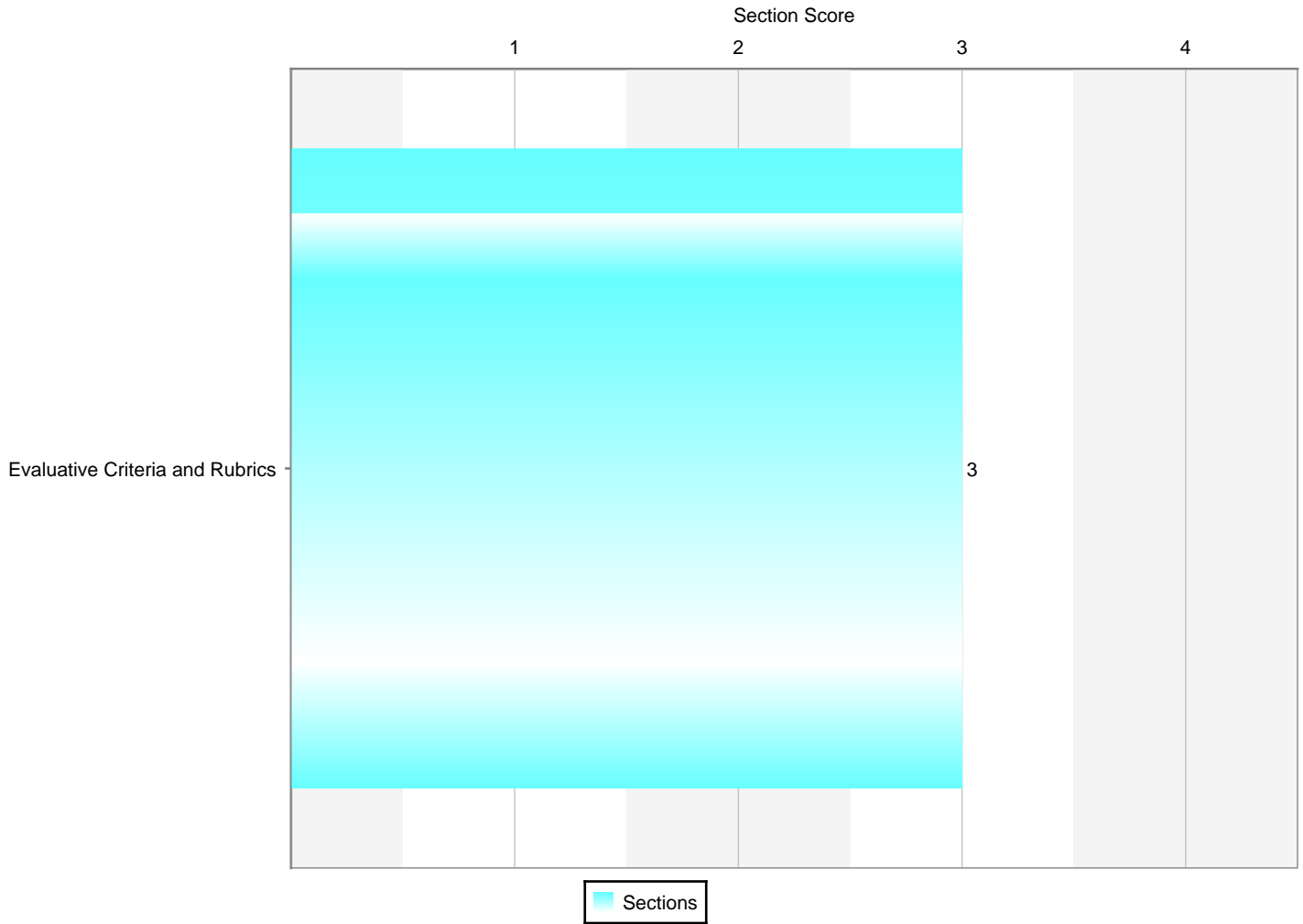
Student Performance Diagnostic

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 Worksheet

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	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	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

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

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

Areas of Notable Achievement

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

71% of our eighth grade students scored in the Ready and Close level on the ASPIRE Reading.

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

At this time there is no data to use to compare our current ASPIRE results.

Which area(s) indicate the overall highest performance?

Areas of highest performance was reading on the ASPIRE with 71% scoring at "Ready" and "Close".

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

The subgroup that shows an increasing trend in performance was the 7th grade on the ASA. They increased from 25 scoring in level 3 in 2012 to 30 scoring in level 3 in 2013 and remaining at 30 in level 3 in 2014.

Between which subgroups is the achievement gap closing?

There is no data to compare the ASPIRE scores from 2013.

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

There is no data to compare the ASPIRE scores from 2013.

Areas in Need of Improvement

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

The seventh grade scored 64% in "Needs Support" on the ASPIRE math.

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

There is no data to compare the ASPIRE scores from 2013. However it was noted during the testing period that many students did not finish the test.

Which area(s) indicate the overall lowest performance?

The lowest overall performance was seventh grade math. 64% scored in the "Needs Support".

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

There is no data to compare the ASPIRE scores from 2013.

Between which subgroups is the achievement gap becoming greater?

There is no data to compare the ASPIRE scores from 2013.

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

There is no data to compare the ASPIRE scores from 2013.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 2.5
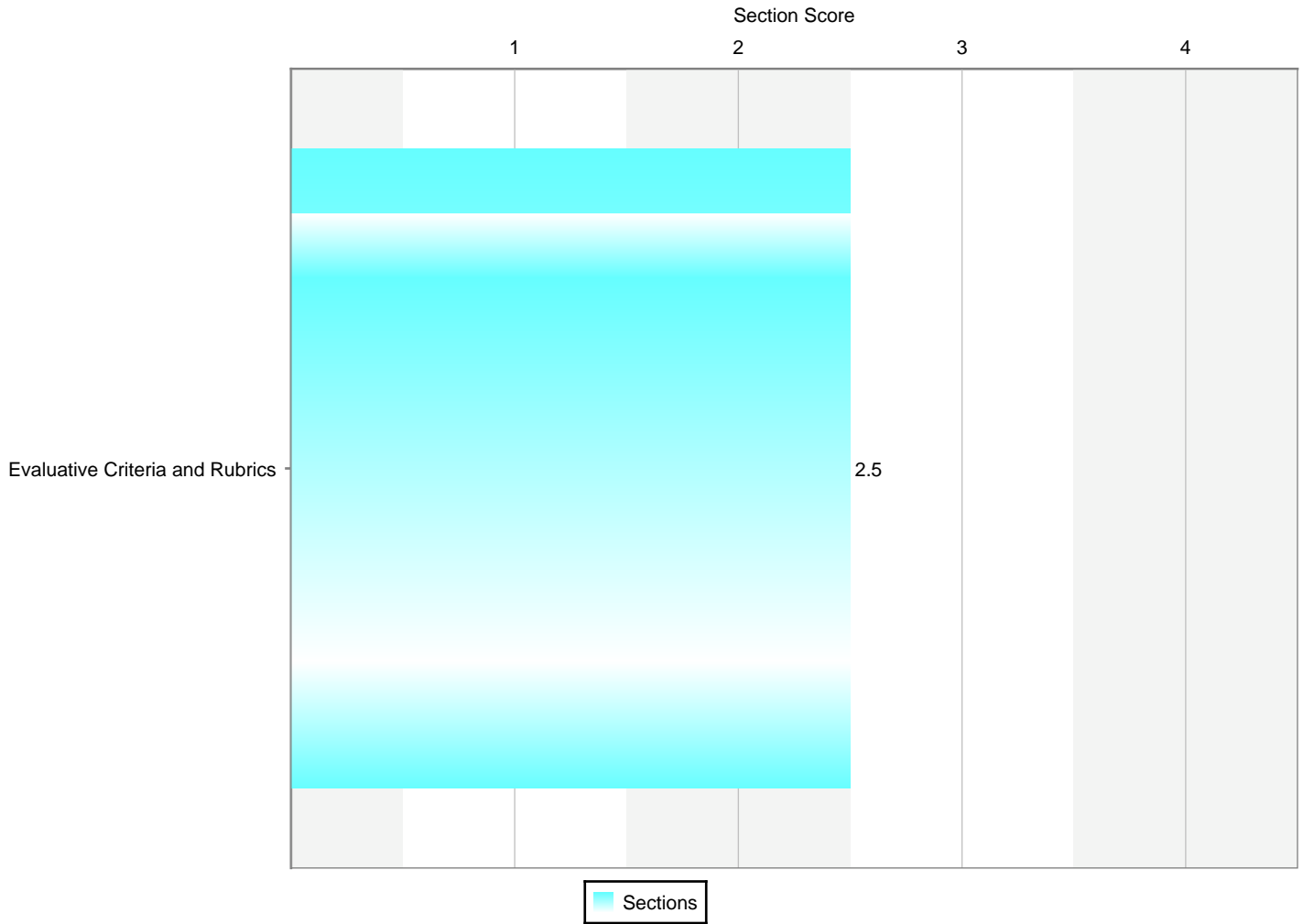
Sections

ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		Signature Sheets 2014

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		Non-Discriminatory Statement

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	Ronnie Brogden Superintendent 100 Jackson Street Evergreen, Alabama 36401 251-578-1752	Non-Discrimination Designee

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		Parental Involvement 2014

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		School Parent Compact 2014

ACIP 2014-2015

Overview

Plan Name

ACIP 2014-2015

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Thurgood Marshall Middle School will become proficient in mathematics.	Objectives: 1 Strategies: 2 Activities: 3	Academic	$8000
2	All of the students at Thurgood Marshall Middle School will become proficient in reading.	Objectives: 1 Strategies: 3 Activities: 5	Academic	$3500
3	All of students at Thurgood Marshall Middle School will be proficient in science.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$2000
4	All students will transistion sucessfully from one grade level to the next.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$1000
5	The principal, all teachers, library media specialist, and paraprofessionals will be proficient in emerging technology.	Objectives: 2 Strategies: 2 Activities: 6	Academic	$6000

Goal 1: All students at Thurgood Marshall Middle School will become proficient in mathematics.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in math on the Aspire assessment in Mathematics by 05/29/2015 as measured by the ACT Aspire readiness benchmarks.

Strategy 1:

Learning Strategies - Math teachers will encourage participation by all students in math class by addressing different learning styles and providing differentiated instruction on math standards.

Math teachers will incorporate technology to improve the lesson and facilitate students in using technology which will include Ipads, computers, projectors, smart boards , etc. Also accessories which will include but not limited to printers for reports, ink and toner for the printers, paper, copy machines, headphones and calculators.

Research Cited: Differentiated Instructional Strategies, One Size Doesn't Fit All by Gayle Gregory and Carolyn Chapman

Activity - Disaggregating data for most missed standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In August, the ACIP Team and Math teachers will disaggregate data on ARMT Math to target the most missed standards for their grade level and begin the year teaching and reviewing those standards and the standards set by ACT Aspire and adjust their pacing guides to incorporate the teaching and reteaching of the Standards by April 2014.	Other	08/12/2014	05/29/2015	$0	No Funding Required	All teachers, counselor, principal, Library Media Specialist

Activity - Strategic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement strategies to address the different learning styles, differentiated instruction and various instructional strategies, such as strategic teaching. Professional development will be provided for teachers on instructional strategies. Teachers will collaborate on teaching strategies to address standards at weekly grade level meetings and monthly PLC meetings.	Other	08/12/2014	05/29/2015	$6500	Title I Part A, Title II Part A	All teachers, counselor, principal

Strategy 2:

Common Core - The common core standards will continue to be implemented in the math curriculum.

Research Cited: Understanding Common Core Standards, John Kendall, 2011.

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

Professional development will continue for classroom teachers and other necessary staff to ensure that the common core standards are met.	Professional Learning	08/12/2014	05/29/2015	$1500	Title II Part A	LEA, Principal, Teachers, CCRS Implementation Team, Counselor, Library Media Specialist

Goal 2: All of the students at Thurgood Marshall Middle School will become proficient in reading.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in reading on the Aspire assessment in Reading by 05/29/2015 as measured by the ACT readiness benchmarks..

Strategy 1:

Target Reading Passages - All 6th, 7th and 8th grade teachers will target textual/informational and functional reading passages at a minimum of three times per week in all classes, and incorporate technology and developmental writing skills into reading instruction through Power Point, and word processing programs.

Research Cited: Reading Comprehension Strategies: Theories, Interventions, and Technologies, Danielle McNamara, 2007.

Activity - Improving Comprehension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 6th, 7th and 8th grade teachers will provide direct explicit comprehension instruction on strategies to comprehend the passages, monitor improvement of skills on class test and review data and plan at grade level meetings. Other actions are as follows: Create assessment profiles based on ASPIRE scores •Target lowest standards and begin school year teaching those standards•Guided practice •Modeling •Small group instruction •Independent practice	Direct Instruction	08/12/2014	05/29/2015	$0	No Funding Required	All teachers, counselor and principal

Activity - Strategic Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The RTI Team , including Counselor and Principal will establish an intervention team for Strategic tutoring which will be offered to students not mastering specific skills by training a tutor and/or utilizing peer tutors to work with students during the school day and after school. Principal and teachers may establish an extra block of time for intervention classes, if needed.	Tutoring	08/12/2014	05/29/2015	$0	No Funding Required	All teachers, counselor, principal, RtI team

Strategy 2:

Vocabulary Development - All language arts teachers will increase vocabulary development by providing instruction in subcategories of poetry based on their characteristics.

Research Cited: Vocabulary Development, Steven Stahl, 1999.

Activity - Target Reading Passages	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language arts teachers will pre-teach vocabulary, utilize word walls, provide additional practice time, small group instructions, and monitor progress by testing skills on classroom tests.	Direct Instruction	08/12/2014	05/29/2015	$0	No Funding Required	Language Arts teachers and principal

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement instructional strategies to achieve vigorous and relevant learning in the classroom. All teachers will become familiar with instructional variety in facilitating learning opportunities that are sensitive to the needs of all learners and sustain student interest and motivation.	Professional Learning	08/12/2014	05/29/2015	$2000	Title I Part A	All teachers, counselor and principal

Strategy 3:

Common Core - Teachers will begin initial implementation of the common core standards in their reading curriculum.

Research Cited: Understanding Common Core Standards, John Kendall 2011.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided by the Conecuh County LEA to all classroom teachers to ensure knowledge and implementation of the state adopted common core standards.	Professional Learning	08/29/2014	05/29/2015	$1500	Title I Schoolwide	LEA, Principal, Teachers, CCRS Implementation Team

Goal 3: All of students at Thurgood Marshall Middle School will be proficient in science.

Measurable Objective 1:

70% of Seventh grade students will demonstrate a proficiency on the state assement (formerly ARMT) in Science by 05/29/2015 as measured by the standards set by the state.

Strategy 1:

Instruction and Technology Initiative - Science teachers will provide differentiated instruction for the science standards by incorporating a variety of instructional

strategies, such as strategic teaching, cooperative grouping, and by teaching students assessment techniques. They also will provide extensive opportunities for the

use of technology within the classroom.

Research Cited: The Research-Ready Classroom: Differentiating Instruction Across Content Areas, Mike Anderson, 2006.

Activity - Pacing Guides and Additional Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Both science teachers will disaggregate data from the Science Assessment (Grades 5 and 7) to interpret the most missed standards. Teachers will use this data to design a pacing guide to incorporate frequent opportunities to revisit the standards throughout the year. Upon assessing the data, AMSTI resources will be utilized. Teachers will continue to teach in the zone of proximal development, but will seek the assistance of the Inclusion teachers for strategies concerning appropriately tiered lessons. Science teachers will develop classroom settings that allow students to participate in hands-on-learning. This teaching technique has been shown to increase the retention of information among students, especially in math and science. Teachers will also present, more extensively, the real world application for the standards covered in the academic setting. Teachers will better incorporate technology in their quest for improving academic vigor. Teachers may also choose to assign student projects that must be completed using technology.	Professional Learning	08/12/2014	05/29/2015	$0	No Funding Required	Science teachers, counselor, principal

Activity - Technology and struggling students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will organize and train peer tutors to coach struggling students. Teachers, Peer tutors and instructional aides will schedule struggling students a time to practice skills in the computer lab using A+ Solution Technology.	Technology	08/12/2014	05/29/2015	$2000	Title I Part A	Science teachers, counselor, principal, library media specialist

Goal 4: All students will transistion sucessfully from one grade level to the next.

Measurable Objective 1:

collaborate to ensure students make a successful transisition from one grade level to the next and from one school to the next by 10/31/2014 as measured by beginning of the year achievement data.

Strategy 1:

School Transition - Principals, teachers and counselors will collaborate to ensure a successful grade level transition. Orientations will be in place to assist all students become familiar with the expectations of the receiving school.

Research Cited: School Transitions: the beginning of the end or a new beginning? Lorin W. Anderson 2000.

Activity - 6th Grade Visit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 6th grade teachers from Thurgood Marshall Middle School will schedule a visit with the 5th grade at Evergreen Elementary School to orientate them on what is expected of them during the upcoming school year.	Other	05/01/2015	06/01/2015	$500	Title I Part A	Principal, teachers and counselor

Activity - 8th Grade Preparation for High School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and counselor from the high school will visit TMMS to hold an orientation for the 8th grade students. During the orientation the students will begin the process of scheduling classes for the next school year.	Other	05/01/2015	06/01/2015	$500	Title I Part A	Principal, counselor, teachers

Goal 5: The principal, all teachers, library media specialist, and paraprofessionals will be proficient in emerging technology.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in using technology in Mathematics by 05/29/2015 as measured by completion of assignments.

Strategy 1:

Instruction Through Technology - Teachers, library media specialist and paraprofessionals will assist students in using technology in the classroom, computer lab and on the ipads. Assessments will be given based on classroom activities and supplemented with STAR Math, A+ Learning, Global Scholar and additional websites as deemed necessary. Materials needed, but not limited to, are computers, ipads, laptops, printers, ink/toner cartridges, projectors, smart boards, copy machines, headphones, paper, and writing utensils.

Research Cited: Laurits R. Christensen Associates. (2010). A cost analysis of early literacy, reading, and mathematics assessments: STAR, AIMSweb, DIBELS, and TPRI. Madison, WI: Author.

Activity - Assist teachers in reviewing math skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The middle school instructional specialist will provide job-embedded coaching to assist new as well as seasoned teachers in order to improve instruction through technology.	Other	08/12/2014	05/29/2015	$0	No Funding Required	Principal, teachers, library media specialist, paraprofessionals, middle school instructional specialist

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend workshops to stay abreast of emerging technology.	Professional Learning	08/12/2014	05/29/2015	$500	Title II Part A	Principal, teachers, library media specialist

Activity - Reinforcing Math Skill	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use A+ Learning and Renaissance Place and other software or programs deemed necessary to reinforce mathematics skills learned in the classroom such as basic math procedures as well as algebra skills.	Technology	08/12/2014	05/29/2015	$2500	Title I Part A	Principal, teachers, library media specialist

Measurable Objective 2:

80% of All Students will demonstrate a proficiency in using technology in Reading by 05/29/2015 as measured by completion of assignments.

Strategy 1:

Instruction in Reading through Technology - Teachers, library media specialist and paraprofessionals will assist students in using technology in the classroom, computer lab and on the ipads. Assessments will be given based on classroom activities and supplemented with STAR Reading, A+ Learning and additional websites as deemed necessary. Materials needed are computers, ipads, laptops, printers, ink/toner cartridges, projectors, smart boards, copy machines, headphones, paper, and writing utensils.

Research Cited: Laurits R. Christensen Associates. (2010). A cost analysis of early literacy, reading, and mathematics assessments: STAR, AIMSweb, DIBELS, and TPRI. Madison, WI: Author.

Activity - Assist teachers in reviewing reading skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The middle school instructional specialist will provide job-embedded coaching to assist new as well as seasoned teachers in order to improve instruction through technology.	Technology	08/12/2014	05/29/2015	$0	No Funding Required	Principal, teachers, library media specialist, paraprofessionals, middle school instructional specialist

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend workshops to stay abreast of emerging technology.	Professional Learning	08/12/2014	05/29/2015	$500	Title II Part A	Principal, teachers, counselor, library media specialist

Activity - Reinforcing Reading Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use A+ Learning, Renaissance Place and other software and programs deemed necessary to reinforce reading skills learned in the classroom.	Other	08/12/2014	05/29/2015	$2500	Title I Part A	Principal, teachers, library media specialist, paraprofessionals

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Strategic Teaching	Teachers will implement strategies to address the different learning styles, differentiated instruction and various instructional strategies, such as strategic teaching. Professional development will be provided for teachers on instructional strategies. Teachers will collaborate on teaching strategies to address standards at weekly grade level meetings and monthly PLC meetings.	Other	08/12/2014	05/29/2015	$1500	All teachers, counselor, principal
Professional Learning	Teachers will attend workshops to stay abreast of emerging technology.	Professional Learning	08/12/2014	05/29/2015	$500	Principal, teachers, library media specialist
Professional Learning	Teachers will attend workshops to stay abreast of emerging technology.	Professional Learning	08/12/2014	05/29/2015	$500	Principal, teachers, counselor, library media specialist
Professional Development	Professional development will continue for classroom teachers and other necessary staff to ensure that the common core standards are met.	Professional Learning	08/12/2014	05/29/2015	$1500	LEA, Principal, Teachers, CCRS Implementation Team, Counselor, Library Media Specialist
				Total	$4000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Assist teachers in reviewing reading skills	The middle school instructional specialist will provide job-embedded coaching to assist new as well as seasoned teachers in order to improve instruction through technology.	Technology	08/12/2014	05/29/2015	$0	Principal, teachers, library media specialist, paraprofessionals, middle school instructional specialist
Assist teachers in reviewing math skills	The middle school instructional specialist will provide job-embedded coaching to assist new as well as seasoned teachers in order to improve instruction through technology.	Other	08/12/2014	05/29/2015	$0	Principal, teachers, library media specialist, paraprofessionals, middle school instructional specialist
Pacing Guides and Additional Resources	Both science teachers will disaggregate data from the Science Assessment (Grades 5 and 7) to interpret the most missed standards. Teachers will use this data to design a pacing guide to incorporate frequent opportunities to revisit the standards throughout the year. Upon assessing the data, AMSTI resources will be utilized. Teachers will continue to teach in the zone of proximal development, but will seek the assistance of the Inclusion teachers for strategies concerning appropriately tiered lessons. Science teachers will develop classroom settings that allow students to participate in hands-on-learning. This teaching technique has been shown to increase the retention of information among students, especially in math and science. Teachers will also present, more extensively, the real world application for the standards covered in the academic setting. Teachers will better incorporate technology in their quest for improving academic vigor. Teachers may also choose to assign student projects that must be completed using technology.	Professional Learning	08/12/2014	05/29/2015	$0	Science teachers, counselor, principal
Disaggregating data for most missed standards	In August, the ACIP Team and Math teachers will disaggregate data on ARMT Math to target the most missed standards for their grade level and begin the year teaching and reviewing those standards and the standards set by ACT Aspire and adjust their pacing guides to incorporate the teaching and reteaching of the Standards by April 2014.	Other	08/12/2014	05/29/2015	$0	All teachers, counselor, principal, Library Media Specialist

Improving Comprehension	All 6th, 7th and 8th grade teachers will provide direct explicit comprehension instruction on strategies to comprehend the passages, monitor improvement of skills on class test and review data and plan at grade level meetings. Other actions are as follows: Create assessment profiles based on ASPIRE scores •Target lowest standards and begin school year teaching those standards•Guided practice •Modeling •Small group instruction •Independent practice	Direct Instruction	08/12/2014	05/29/2015	$0	All teachers, counselor and principal
Strategic Tutoring	The RTI Team , including Counselor and Principal will establish an intervention team for Strategic tutoring which will be offered to students not mastering specific skills by training a tutor and/or utilizing peer tutors to work with students during the school day and after school. Principal and teachers may establish an extra block of time for intervention classes, if needed.	Tutoring	08/12/2014	05/29/2015	$0	All teachers, counselor, principal, RtI team
Target Reading Passages	Language arts teachers will pre-teach vocabulary, utilize word walls, provide additional practice time, small group instructions, and monitor progress by testing skills on classroom tests.	Direct Instruction	08/12/2014	05/29/2015	$0	Language Arts teachers and principal
				Total	$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Professional development will be provided by the Conecuh County LEA to all classroom teachers to ensure knowledge and implementation of the state adopted common core standards.	Professional Learning	08/29/2014	05/29/2015	$1500	LEA, Principal, Teachers, CCRS Implementation Team
				Total	$1500	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reinforcing Reading Skills	Students will use A+ Learning, Renaissance Place and other software and programs deemed necessary to reinforce reading skills learned in the classroom.	Other	08/12/2014	05/29/2015	$2500	Principal, teachers, library media specialist, paraprofessionals
6th Grade Visit	The 6th grade teachers from Thurgood Marshall Middle School will schedule a visit with the 5th grade at Evergreen Elementary School to orientate them on what is expected of them during the upcoming school year.	Other	05/01/2015	06/01/2015	$500	Principal, teachers and counselor

Technology and struggling students	Teachers will organize and train peer tutors to coach struggling students. Teachers, Peer tutors and instructional aides will schedule struggling students a time to practice skills in the computer lab using A+ Solution Technology.	Technology	08/12/2014	05/29/2015	$2000	Science teachers, counselor, principal, library media specialist
Strategic Teaching	Teachers will implement strategies to address the different learning styles, differentiated instruction and various instructional strategies, such as strategic teaching. Professional development will be provided for teachers on instructional strategies. Teachers will collaborate on teaching strategies to address standards at weekly grade level meetings and monthly PLC meetings.	Other	08/12/2014	05/29/2015	$5000	All teachers, counselor, principal
Instructional Strategies	All teachers will implement instructional strategies to achieve vigorous and relevant learning in the classroom. All teachers will become familiar with instructional variety in facilitating learning opportunities that are sensitive to the needs of all learners and sustain student interest and motivation.	Professional Learning	08/12/2014	05/29/2015	$2000	All teachers, counselor and principal
Reinforcing Math Skill	Students will use A+ Learning and Renaissance Place and other software or programs deemed necessary to reinforce mathematics skills learned in the classroom such as basic math procedures as well as algebra skills.	Technology	08/12/2014	05/29/2015	$2500	Principal, teachers, library media specialist
8th Grade Preparation for High School	The principal and counselor from the high school will visit TMMS to hold an orientation for the 8th grade students. During the orientation the students will begin the process of scheduling classes for the next school year.	Other	05/01/2015	06/01/2015	$500	Principal, counselor, teachers
				Total	$15000	

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

Parental involvement is imperative in the School-Wide Title I Plan. Parents are notified about meetings in a timely manner by newsletters, written notices from school to home, newspaper announcements and announcements on the marquee bulletin which is located on the front of the school. Meetings are scheduled during the day and evening to accommodate all parents. Some meetings are scheduled on days of school sponsored special programs or events to accommodate the parents schedule. The Title budget $514.72 for parent supplies and $700.00 for School Messenger for contacting families by telephone with messages or reminders.

Many topics of interest and benefit to families are covered according to the monthly calendar such as: How to interpret the home reports from state assessments, school parent- handbook, and instructional goals for the school, Continuous Improvement Plan, Parental Involvement and budget. The parental involvement funds are used to supply the parent center with such items as materials and supplies, brochures on study skills, chronic illness and health care drug awareness, physical fitness, folders, binders, and paper.

Two parents currently serve on the CIP committee and are very active in communicating the plan to other parents and stakeholder. This is an on-going practice since the CIP is reviewed and revised yearly.

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

Meetings are sometimes scheduled on days of school sponsored programs or events to accommondate the parents schedule.

Parents are solicited for feedback but are not limited to the following:
(1) suggestions for meeting times, (2) type of workshops to be presented,
(3) volunteers, (4) classroom leaders, (5) childcare, (6) transportation,
(7) entertainment, (8) budgeting, (9) revision and utilizing the school-parent contract. The school parent contract is provided to all the parents in the school. The contract is signed by the principal, teacher, student and parent to verify the role that must be active to ensure a productive school experience for the children.

Other solicitations from parents for participation are by telephone calls, recommendation at parent meetings and by surveys sent home in the students' package to involve parents to serve on the CIP committee, textbook committee, annual federal programs meetings, and budget hearings. Parents receive notices for participation in RtI, Individual Educational Programs Meetings, Awards and Recognition Events, Parent-Teacher Organization, Science Fair, Field days, Book Fairs.

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

TMMS provides parent with information in a timely manner by scheduling parent conferences at the beginning of the school year such as the first day of school or three weeks after the school year begins. During this time parents receive pertinent information about the school which includes the CIP. Parents and all stakeholders are made aware of the school-wide instructional goals. An overview of the school mission and objectives are shared with parents in the Student -Parent Handbook and at PTO conferences. At these meetings teachers are introduced and participate in the "Open House" parent meeting by providing parents an explanation about the course they will teach. Sample lessons, textbooks, supplemental resources and class syllabus are often presented. Parents are distributed a list of materials and supplies that are required to help the students with various assignments throughout the school year. The school has engaged parents in a "College Night" so they can experience the classroom and school environment. Parent meetings are scheduled to discuss information on grading policy, textbooks, material and supplies, professional development goals, and reading programs. Parents are notified in writing, in the newspaper, on the school website and school announcement boards. Parents are also encouraged to participate in the school as volunteers and solicited to serve on various committees such as PTO, Textbooks, CIP, Budgeting, Classroom Leaders. . . Teachers will be trained in test interpretation so they can answer questions about information not understood by parents. The school principal and counselor are also available to discuss test results with parents and students are also scheduled for a conference on testing results during the school day. One of the strategies for increasing student's performance on tests is to help the student interpret his/her tests results. In addition, the Home Report is explained to the parents and/or student at a parents teacher's conference. The homeroom teacher will do a follow-up during the parent conference relating to the student's academic progress. Each school year, current test data are interpreted in written communications to parents. The State of Alabama Report card is distributed to each family and the report card is interpreted at this time. Parents are surveyed for their suggestions on: meeting times, topics to discuss, their needs and concerns regarding their students academic growth.

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

TMMS CIP Committee has two parents as team members. Other parents have been notified about the CIP plan through newsletters and parent meetings and offered an opportunity to participate. The committee surveyed parents for input on reviewing and revising the School parent contract. The contract will be sent home by every student for families to read and discus the role that parent teacher, student and principal must play in helping to ensure the success of the educational goals. All stakeholders must sign the Parent-School contract and returned it to the school. This document is kept in the classrooms and reviewed with parents during conference or students as needed.

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

TMMS has developed a survey to gather information from parents regarding all components that must be addressed according to the continuous Improvement plan. This survey is submitted after efforts have been made to introduce parents to the exiting plan and its instructional benefit. These surveys are anonymous and ask parents if they can determine if strategies in the plan are a benefit to their

students educational growth. In addition, parents may send written communication to this school or express concerns verbally during meetings or individual parent conferences. The perception of parents about the school and the educational program is very important to TMMS. Parents are encouraged to address concerns and offer suggestions for corrective practices. Parents, teachers and students participate in yearly surveys for perception of the school culture.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

This information is covered at the beginning of the school year with the parent during the Open House. PTO meetings are schedules at the end of each nine weeks reporting period. The school counselor, teachers and Principal discuss academic standards and assesments with parent at given opportunities and scheduled conferences. Notes and pamphlets are sent home during the school year that reiterates the information. The teachers also relay this information to parents during the Statewide Parent Day in October. Parents are provided with explanations and receive the requirement about the Title I Program during the Annual Title I Meeting.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

TMMS will provide an annual in-service session to explain the importance of working with parents on each of the following instructional goals: Reading, Math, Science, and Technology. Parents will be encouraged to work together in training sessions lead by professional staff members with expertise in curriculum. Demonstrations in tutoring lessons at home will be provided to parents. The classroom teacher will review course content according to the COS, assist parents with constructing 'Make and Take' lessons. A parent room has been establish at the school to house materials (consumable and non-consumable) that may be selected and/or checked-out to assist the students at home. Technology classes will be offered to parents as an additional help tool such as e-mail addresses and internet safety. Parent training will be selected by feedback from parents and the school wide-instructional goals. We will provide parents with information, materials and support in helping their children in these areas.

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

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

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

TMMS will schedule an annual training session to explain to teachers, instructional aides, principal, other staff members and parents the importance of working with parents. Materials, facility and facilitator will be provided. These trainings will be on-going at faculty meetings, grade level meetings, PTO meetings and information will be shared in newsletters and parent conferences.

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

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

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

Thurgood Marshall School will coordinate and integrate parental involvement programs and activities for all parents.
Parents will be provided information about literacy training and adult education available in the community, such as Ed Reid Technical College and its worksite branch. Leaders for Head Start, Mental Health and the Department of Human Resources have been contacted by the LEA and have coordinated plans to work with the school district. Leaders of Head Start located in Conecuh County will be coordinated and integrated in the parental involvement component. Interaction with these agencies will be on-going. Monthly Newsletters will offer information and serve as planners for relevant activities. The school Title I budget pays $700.00 for School Messenger to call parents with messages and reminders. The school and district have websites that list important information to parents, community and other stakeholders. Local community based business are encouraged to have active roles and partnerships between the elementary, middle and high school.

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

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

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

The primary language (English) of the community will be utilized in communicating with parents. This communication will be such that it can be understood. The school surveys families to determine the language spoken. At the present time, TMMS does not have ELL, Migrant or Homeless students identified.

The District has made available to the schools the TransACT Catalog which is a collection of legal and policy documents fully supporting the parent communication mandates (Title I, III, IX, X, FERPA, PPRA)to help comply with NCLB parent notification. The district also has an ELL plan which contains policies and procedures for inclusion of ELLs in our educational program.

6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.) To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

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

TMMS will provide other reasonable support as parents request through telephone contacts, surveys, one-on-one or contact face-to-face. We will assist the PTO in establishing and coordinating parental involvement meetings and activities.

A parent center has been established and will continue to provide parents with information, materials and resources to be used to address the targeted school wide goals.

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

The primary language (English) of the community will be utilized in communicating with parents. This communication will be such that it can be understood. The school surveys families to determine the language spoken. At the present time, TMMS does not have ELL, Migrant or Homeless students identified. The district has an ELL Plan indicating the procedures to follow if we should enroll ELLs. To help comply with the ELLs parent informations,the school may refer to Transact Catalog or visit the website - www.transact.com and/or share this information with parents. The Transact is a collection of legal and policy documents that fully supports the communication mandates for parents with limited English proficiency, parents with disabilities and parents of migrant students.

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

Upon the receipt of data, the administrative staff, the CIP Team and teachers were involved in the use of the state academic assessment, Aspire and the ARMT Science. Teachers are also involved in local assessments (math and progress tests) and progress assessments STAR Reading, STAR Math and Global Scholar from Performance Series

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1. The faculty worked as a team to disaggregate data and results of the state assessments.

2. The faculty participated in data meetings with principal and instructional liaison such as Reading and Math professional learning community leaders.

3. Learning communities were active at TMMS to assist with instructional procedures and strategies, orientation and developing new teachers.

4. Teachers collaborated on instructional gaps and strategies for closing those gaps for grades 6-8 in weekly grade levels and multi-grade meetings.

5. The RTI Team members met to evaluate data on students referred to the team.

6. TMMS teachers participated on committees focus on strategies and resources needed to meet improvement goals and offered input on textbook, budget, policy, local assessments, Title I/CIP, School Based committee and professional development.

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

The results of the needs assessment using data from the 2014 ASPIRE are as follows:

6th Grade - 68% scored in "Ready" and "Close" in reading and 69% in math. 32% scored in "Needs Support" in reading and 31% in math.

7th Grade - 64% scored in "Ready" and "Close" in reading and 36% in math. 36% scored in "Needs Support" in reading and 64% in math.

8th Grade - 71% scored in "Ready" and "Close" in reading and 42% in math. 29% scored in "Needs Support" in reading and 58% in math.

3. What conclusions were drawn from the results?

The conclusions from the assessment is that classroom strategies should continue to focus on math and reading with revision where necessary. 7th and 8th grade need to continue with improving teaching strategies and student performance in math as that continues to be an area of weakness.

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

Many of our students live at poverty level or below therefore resources outside of school are limited. This has a direct effect on student

achievement. Approximately 97% of the students eat free or reduced lunch.

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

The goals that have been created relate to the data from the needs assessment which focus on math, reading and technology. The strategies and activities that are attached to the goals should be implemented by the necessary faculty and staff to enhance students learning in the specific areas that have been noted.

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

The goals are concisely written and are simply based on a close review of the data compiled form the results of the following assessments:

Holt Reading Unit Test, Holt Math Unit Test, ASPIRE, ASA, STAR Math and STAR Reading, and Global Scholar.

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

For students that are not successful in meeting academic goals, the school's RtI team meets to assess the student and puts into place effective instructional strategies to assist the student in achieving success. The RtI team follows the students progress for a specified amount of time to determine progress. Special Education students have an IEP which provides intervention and accommodations as needed. If applicable, ELL students will receive services as described in the county's ELL plan.

Component 2: Schoolwide Reform Strategies

Goal to address annual Measurable Achievement Objectives (AMAOs) and English Language Proficience Needs – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

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

Goal 1:

All students at Thurgood Marshall Middle School will become proficient in mathematics.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in math on the Aspire assessment in Mathematics by 05/29/2015 as measured by the ACT Aspire readiness benchmarks.

Strategy1:

Common Core - The common core standards will continue to be implemented in the math curriculum.

Research Cited: Understanding Common Core Standards, John Kendall, 2011.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will continue for classroom teachers and other necessary staff to ensure that the common core standards are met.	Professional Learning			08/12/2014	05/29/2015	$1500 - Title II Part A	LEA, Principal, Teachers, CCRS Implementation Team, Counselor, Library Media Specialist

Strategy2:

Learning Strategies - Math teachers will encourage participation by all students in math class by addressing different learning styles and providing differentiated instruction on math standards.

Math teachers will incorporate technology to improve the lesson and facilitate students in using technology which will include Ipads, computers, projectors, smart boards , etc. Also accessories which will include but not limited to printers for reports, ink and toner for the printers, paper, copy machines, headphones and calculators.

Research Cited: Differentiated Instructional Strategies, One Size Doesn't Fit All by Gayle Gregory and Carolyn Chapman

Activity - Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement strategies to address the different learning styles, differentiated instruction and various instructional strategies, such as strategic teaching. Professional development will be provided for teachers on instructional strategies. Teachers will collaborate on teaching strategies to address standards at weekly grade level meetings and monthly PLC meetings.	Other			08/12/2014	05/29/2015	$5000 - Title I Part A $1500 - Title II Part A	All teachers, counselor, principal

Activity - Disaggregating data for most missed standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In August, the ACIP Team and Math teachers will disaggregate data on ARMT Math to target the most missed standards for their grade level and begin the year teaching and reviewing those standards and the standards set by ACT Aspire and adjust their pacing guides to incorporate the teaching and reteaching of the Standards by April 2014.	Other			08/12/2014	05/29/2015	$0 - No Funding Required	All teachers, counselor, principal, Library Media Specialist

Goal 2:

All of the students at Thurgood Marshall Middle School will become proficient in reading.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in reading on the Aspire assessment in Reading by 05/29/2015 as measured by the ACT readiness benchmarks..

Strategy1:

Target Reading Passages - All 6th, 7th and 8th grade teachers will target textual/informational and functional reading passages at a minimum of three times per week in all classes, and incorporate technology and developmental writing skills into reading instruction through Power Point, and word processing programs.

Research Cited: Reading Comprehension Strategies: Theories, Interventions, and Technologies, Danielle McNamara, 2007.

Activity - Strategic Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI Team , including Counselor and Principal will establish an intervention team for Strategic tutoring which will be offered to students not mastering specific skills by training a tutor and/or utilizing peer tutors to work with students during the school day and after school. Principal and teachers may establish an extra block of time for intervention classes, if needed.	Tutoring			08/12/2014	05/29/2015	$0 - No Funding Required	All teachers, counselor, principal, RtI team

Activity - Improving Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 6th, 7th and 8th grade teachers will provide direct explicit comprehension instruction on strategies to comprehend the passages, monitor improvement of skills on class test and review data and plan at grade level meetings. Other actions are as follows: Create assessment profiles based on ASPIRE scores •Target lowest standards and begin school year teaching those standards•Guided practice •Modeling •Small group instruction •Independent practice	Direct Instruction			08/12/2014	05/29/2015	$0 - No Funding Required	All teachers, counselor and principal

Strategy2:

Vocabulary Development - All language arts teachers will increase vocabulary development by providing instruction in subcategories of

poetry based on their characteristics.

Research Cited: Vocabulary Development, Steven Stahl, 1999.

Activity - Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement instructional strategies to achieve vigorous and relevant learning in the classroom. All teachers will become familiar with instructional variety in facilitating learning opportunities that are sensitive to the needs of all learners and sustain student interest and motivation.	Professional Learning			08/12/2014	05/29/2015	$2000 - Title I Part A	All teachers, counselor and principal

Activity - Target Reading Passages	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language arts teachers will pre-teach vocabulary, utilize word walls, provide additional practice time, small group instructions, and monitor progress by testing skills on classroom tests.	Direct Instruction			08/12/2014	05/29/2015	$0 - No Funding Required	Language Arts teachers and principal

Strategy3:

Common Core - Teachers will begin initial implementation of the common core standards in their reading curriculum.

Research Cited: Understanding Common Core Standards, John Kendall 2011.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided by the Conecuh County LEA to all classroom teachers to ensure knowledge and implementation of the state adopted common core standards.	Professional Learning			08/29/2014	05/29/2015	$1500 - Title I Part A	LEA, Principal, Teachers, CCRS Implementation Team

Goal 3:

All of students at Thurgood Marshall Middle School will be proficient in science.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency on the state assement (formerly ARMT) in Science by 05/29/2015 as measured by the standards set by the state.

Strategy1:

Instruction and Technology Initiative - Science teachers will provide differentiated instruction for the science standards by incorporating a variety of instructional strategies, such as strategic teaching, cooperative grouping, and by teaching students assessment techniques. They also will provide extensive opportunities for the use of technology within the classroom.

Research Cited: The Research-Ready Classroom: Differentiating Instruction Across Content Areas, Mike Anderson, 2006.

Activity - Pacing Guides and Additional Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Both science teachers will disaggregate data from the Science Assessment (Grades 5 and 7) to interpret the most missed standards. Teachers will use this data to design a pacing guide to incorporate frequent opportunities to revisit the standards throughout the year. Upon assessing the data, AMSTI resources will be utilized. Teachers will continue to teach in the zone of proximal development, but will seek the assistance of the Inclusion teachers for strategies concerning appropriately tiered lessons. Science teachers will develop classroom settings that allow students to participate in hands-on-learning. This teaching technique has been shown to increase the retention of information among students, especially in math and science. Teachers will also present, more extensively, the real world application for the standards covered in the academic setting. Teachers will better incorporate technology in their quest for improving academic vigor. Teachers may also choose to assign student projects that must be completed using technology.	Professional Learning			08/12/2014	05/29/2015	$0 - No Funding Required	Science teachers, counselor, principal

Activity - Technology and struggling students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will organize and train peer tutors to coach struggling students. Teachers, Peer tutors and instructional aides will schedule struggling students a time to practice skills in the computer lab using A+ Solution Technology.	Technology			08/12/2014	05/29/2015	$2000 - Title I Part A	Science teachers, counselor, principal, library media specialist

Goal 4:

All students will transistion sucessfully from one grade level to the next.

Measurable Objective 1:

collaborate to ensure students make a successful transisition from one grade level to the next and from one school to the next by 10/31/2014 as measured by beginning of the year achievement data.

Strategy1:

School Transition - Principals, teachers and counselors will collaborate to ensure a successful grade level transition. Orientations will be in place to assist all students become familiar with the expectations of the receiving school.

Research Cited: School Transitions: the beginning of the end or a new beginning? Lorin W. Anderson 2000.

Activity - 6th Grade Visit	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 6th grade teachers from Thurgood Marshall Middle School will schedule a visit with the 5th grade at Evergreen Elementary School to orientate them on what is expected of them during the upcoming school year.	Other			05/01/2015	06/01/2015	$500 - Title I Part A	Principal, teachers and counselor

Activity - 8th Grade Preparation for High School	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and counselor from the high school will visit TMMS to hold an orientation for the 8th grade students. During the orientation the students will begin the process of scheduling classes for the next school year.	Other			05/01/2015	06/01/2015	$500 - Title I Part A	Principal, counselor, teachers

Goal 5:

The principal, all teachers, library media specialist, and paraprofessionals will be proficient in emerging technology.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in using technology in Reading by 05/29/2015 as measured by completion of assignments.

Strategy1:

Instruction in Reading through Technology - Teachers, library media specialist and paraprofessionals will assist students in using technology in the classroom, computer lab and on the ipads. Assessments will be given based on classroom activities and supplemented with STAR Reading, A+ Learning and additional websites as deemed necessary. Materials needed are computers, ipads, laptops, printers, ink/toner cartridges, projectors, smart boards, copy machines, headphones, paper, and writing utensils.

Research Cited: Laurits R. Christensen Associates. (2010). A cost analysis of early literacy, reading, and mathematics assessments: STAR, AIMSweb, DIBELS, and TPRI. Madison, WI: Author.

Activity - Reinforcing Reading Skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use A+ Learning, Renaissance Place and other software and programs deemed necessary to reinforce reading skills learned in the classroom.	Other			08/12/2014	05/29/2015	$2500 - Title I Part A	Principal, teachers, library media specialist, paraprofessionals

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops to stay abreast of emerging technology.	Professional Learning			08/12/2014	05/29/2015	$500 - Title II Part A	Principal, teachers, counselor, library media specialist

Activity - Assist teachers in reviewing reading skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The middle school instructional specialist will provide job-embedded coaching to assist new as well as seasoned teachers in order to improve instruction through technology.	Technology			08/12/2014	05/29/2015	$0 - No Funding Required	Principal, teachers, library media specialist, paraprofessionals, middle school instructional specialist

Measurable Objective 2:

80% of All Students will demonstrate a proficiency in using technology in Mathematics by 05/29/2015 as measured by completion of assignments.

Strategy1:

Instruction Through Technology - Teachers, library media specialist and paraprofessionals will assist students in using technology in the classroom, computer lab and on the ipads. Assessments will be given based on classroom activities and supplemented with STAR Math, A+ Learning, Global Scholar and additional websites as deemed necessary. Materials needed, but not limited to, are computers, ipads, laptops, printers, ink/toner cartridges, projectors, smart boards, copy machines, headphones, paper, and writing utensils.

Research Cited: Laurits R. Christensen Associates. (2010). A cost analysis of early literacy, reading, and mathematics assessments: STAR, AIMSweb,

DIBELS, and TPRI. Madison, WI: Author.

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops to stay abreast of emerging technology.	Professional Learning			08/12/2014	05/29/2015	$500 - Title II Part A	Principal, teachers, library media specialist

Activity - Reinforcing Math Skill	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use A+ Learning and Renaissance Place and other software or programs deemed necessary to reinforce mathematics skills learned in the classroom such as basic math procedures as well as algebra skills.	Technology			08/12/2014	05/29/2015	$2500 - Title I Part A	Principal, teachers, library media specialist

Activity - Assist teachers in reviewing math skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The middle school instructional specialist will provide job-embedded coaching to assist new as well as seasoned teachers in order to improve instruction through technology.	Other			08/12/2014	05/29/2015	$0 - No Funding Required	Principal, teachers, library media specialist, paraprofessionals, middle school instructional specialist

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

Goal 1:

All students at Thurgood Marshall Middle School will become proficient in mathematics.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in math on the Aspire assessment in Mathematics by 05/29/2015 as measured by the ACT Aspire readiness benchmarks.

Strategy1:

Learning Strategies - Math teachers will encourage participation by all students in math class by addressing different learning styles and providing differentiated instruction on math standards.

Math teachers will incorporate technology to improve the lesson and facilitate students in using technology which will include Ipads, computers, projectors, smart boards , etc. Also accessories which will include but not limited to printers for reports, ink and toner for the printers, paper, copy machines, headphones and calculators.

Research Cited: Differentiated Instructional Strategies, One Size Doesn't Fit All by Gayle Gregory and Carolyn Chapman

Activity - Disaggregating data for most missed standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In August, the ACIP Team and Math teachers will disaggregate data on ARMT Math to target the most missed standards for their grade level and begin the year teaching and reviewing those standards and the standards set by ACT Aspire and adjust their pacing guides to incorporate the teaching and reteaching of the Standards by April 2014.	Other			08/12/2014	05/29/2015	$0 - No Funding Required	All teachers, counselor, principal, Library Media Specialist

Activity - Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement strategies to address the different learning styles, differentiated instruction and various instructional strategies, such as strategic teaching. Professional development will be provided for teachers on instructional strategies. Teachers will collaborate on teaching strategies to address standards at weekly grade level meetings and monthly PLC meetings.	Other			08/12/2014	05/29/2015	$5000 - Title I Part A $1500 - Title II Part A	All teachers, counselor, principal

Strategy2:

Common Core - The common core standards will continue to be implemented in the math curriculum.

Research Cited: Understanding Common Core Standards, John Kendall, 2011.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will continue for classroom teachers and other necessary staff to ensure that the common core standards are met.	Professional Learning			08/12/2014	05/29/2015	$1500 - Title II Part A	LEA, Principal, Teachers, CCRS Implementation Team, Counselor, Library Media Specialist

Goal 2:

All of the students at Thurgood Marshall Middle School will become proficient in reading.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in reading on the Aspire assessment in Reading by 05/29/2015 as measured by the ACT readiness benchmarks..

Strategy1:

Vocabulary Development - All language arts teachers will increase vocabulary development by providing instruction in subcategories of poetry based on their characteristics.

Research Cited: Vocabulary Development, Steven Stahl, 1999.

Activity - Target Reading Passages	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language arts teachers will pre-teach vocabulary, utilize word walls, provide additional practice time, small group instructions, and monitor progress by testing skills on classroom tests.	Direct Instruction			08/12/2014	05/29/2015	$0 - No Funding Required	Language Arts teachers and principal

Activity - Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement instructional strategies to achieve vigorous and relevant learning in the classroom. All teachers will become familiar with instructional variety in facilitating learning opportunities that are sensitive to the needs of all learners and sustain student interest and motivation.	Professional Learning			08/12/2014	05/29/2015	$2000 - Title I Part A	All teachers, counselor and principal

Strategy2:

Target Reading Passages - All 6th, 7th and 8th grade teachers will target textual/informational and functional reading passages at a minimum of three times per week in all classes, and incorporate technology and developmental writing skills into reading instruction through Power Point, and word processing programs.

Research Cited: Reading Comprehension Strategies: Theories, Interventions, and Technologies, Danielle McNamara, 2007.

Activity - Improving Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 6th, 7th and 8th grade teachers will provide direct explicit comprehension instruction on strategies to comprehend the passages, monitor improvement of skills on class test and review data and plan at grade level meetings. Other actions are as follows: Create assessment profiles based on ASPIRE scores •Target lowest standards and begin school year teaching those standards•Guided practice •Modeling •Small group instruction •Independent practice	Direct Instruction			08/12/2014	05/29/2015	$0 - No Funding Required	All teachers, counselor and principal

Activity - Strategic Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI Team , including Counselor and Principal will establish an intervention team for Strategic tutoring which will be offered to students not mastering specific skills by training a tutor and/or utilizing peer tutors to work with students during the school day and after school. Principal and teachers may establish an extra block of time for intervention classes, if needed.	Tutoring			08/12/2014	05/29/2015	$0 - No Funding Required	All teachers, counselor, principal, RtI team

Strategy3:

Common Core - Teachers will begin initial implementation of the common core standards in their reading curriculum.

Research Cited: Understanding Common Core Standards, John Kendall 2011.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided by the Conecuh County LEA to all classroom teachers to ensure knowledge and implementation of the state adopted common core standards.	Professional Learning			08/29/2014	05/29/2015	$1500 - Title I Part A	LEA, Principal, Teachers, CCRS Implementation Team

Goal 3:

All of students at Thurgood Marshall Middle School will be proficient in science.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency on the state assement (formerly ARMT) in Science by 05/29/2015 as measured by the standards set by the state.

Strategy1:

Instruction and Technology Initiative - Science teachers will provide differentiated instruction for the science standards by incorporating a variety of instructional strategies, such as strategic teaching, cooperative grouping, and by teaching students assessment techniques. They also will provide extensive opportunities for the use of technology within the classroom.

Research Cited: The Research-Ready Classroom: Differentiating Instruction Across Content Areas, Mike Anderson, 2006.

Activity - Pacing Guides and Additional Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Both science teachers will disaggregate data from the Science Assessment (Grades 5 and 7) to interpret the most missed standards. Teachers will use this data to design a pacing guide to incorporate frequent opportunities to revisit the standards throughout the year. Upon assessing the data, AMSTI resources will be utilized. Teachers will continue to teach in the zone of proximal development, but will seek the assistance of the Inclusion teachers for strategies concerning appropriately tiered lessons. Science teachers will develop classroom settings that allow students to participate in hands-on-learning. This teaching technique has been shown to increase the retention of information among students, especially in math and science. Teachers will also present, more extensively, the real world application for the standards covered in the academic setting. Teachers will better incorporate technology in their quest for improving academic vigor. Teachers may also choose to assign student projects that must be completed using technology.	Professional Learning			08/12/2014	05/29/2015	$0 - No Funding Required	Science teachers, counselor, principal

Activity - Technology and struggling students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will organize and train peer tutors to coach struggling students. Teachers, Peer tutors and instructional aides will schedule struggling students a time to practice skills in the computer lab using A+ Solution Technology.	Technology			08/12/2014	05/29/2015	$2000 - Title I Part A	Science teachers, counselor, principal, library media specialist

Goal 4:

All students will transistion sucessfully from one grade level to the next.

Measurable Objective 1:

collaborate to ensure students make a successful transisition from one grade level to the next and from one school to the next by 10/31/2014 as measured by beginning of the year achievement data.

Strategy1:

School Transition - Principals, teachers and counselors will collaborate to ensure a successful grade level transition. Orientations will be in place to assist all students become familiar with the expectations of the receiving school.

Research Cited: School Transitions: the beginning of the end or a new beginning? Lorin W. Anderson 2000.

Activity - 8th Grade Preparation for High School	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and counselor from the high school will visit TMMS to hold an orientation for the 8th grade students. During the orientation the students will begin the process of scheduling classes for the next school year.	Other			05/01/2015	06/01/2015	$500 - Title I Part A	Principal, counselor, teachers

Activity - 6th Grade Visit	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 6th grade teachers from Thurgood Marshall Middle School will schedule a visit with the 5th grade at Evergreen Elementary School to orientate them on what is expected of them during the upcoming school year.	Other			05/01/2015	06/01/2015	$500 - Title I Part A	Principal, teachers and counselor

Goal 5:

The principal, all teachers, library media specialist, and paraprofessionals will be proficient in emerging technology.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in using technology in Mathematics by 05/29/2015 as measured by completion of assignments.

Strategy1:

Instruction Through Technology - Teachers, library media specialist and paraprofessionals will assist students in using technology in the classroom, computer lab and on the ipads. Assessments will be given based on classroom activities and supplemented with STAR Math, A+ Learning, Global Scholar and additional websites as deemed necessary. Materials needed, but not limited to, are computers, ipads, laptops, printers, ink/toner cartridges, projectors, smart boards, copy machines, headphones, paper, and writing utensils.

Research Cited: Laurits R. Christensen Associates. (2010). A cost analysis of early literacy, reading, and mathematics assessments: STAR, AIMSweb,

DIBELS, and TPRI. Madison, WI: Author.

Activity - Reinforcing Math Skill	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use A+ Learning and Renaissance Place and other software or programs deemed necessary to reinforce mathematics skills learned in the classroom such as basic math procedures as well as algebra skills.	Technology			08/12/2014	05/29/2015	$2500 - Title I Part A	Principal, teachers, library media specialist

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops to stay abreast of emerging technology.	Professional Learning			08/12/2014	05/29/2015	$500 - Title II Part A	Principal, teachers, library media specialist

Activity - Assist teachers in reviewing math skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The middle school instructional specialist will provide job-embedded coaching to assist new as well as seasoned teachers in order to improve instruction through technology.	Other			08/12/2014	05/29/2015	$0 - No Funding Required	Principal, teachers, library media specialist, paraprofessionals, middle school instructional specialist

Measurable Objective 2:

80% of All Students will demonstrate a proficiency in using technology in Reading by 05/29/2015 as measured by completion of assignments.

Strategy1:

Instruction in Reading through Technology - Teachers, library media specialist and paraprofessionals will assist students in using technology in the classroom, computer lab and on the ipads. Assessments will be given based on classroom activities and supplemented with STAR Reading, A+ Learning and additional websites as deemed necessary. Materials needed are computers, ipads, laptops, printers, ink/toner cartridges, projectors, smart boards, copy machines, headphones, paper, and writing utensils.

Research Cited: Laurits R. Christensen Associates. (2010). A cost analysis of early literacy, reading, and mathematics assessments: STAR, AIMSweb, DIBELS, and TPRI. Madison, WI: Author.

Activity - Assist teachers in reviewing reading skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The middle school instructional specialist will provide job-embedded coaching to assist new as well as seasoned teachers in order to improve instruction through technology.	Technology			08/12/2014	05/29/2015	$0 - No Funding Required	Principal, teachers, library media specialist, paraprofessionals, middle school instructional specialist

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops to stay abreast of emerging technology.	Professional Learning			08/12/2014	05/29/2015	$500 - Title II Part A	Principal, teachers, counselor, library media specialist

Activity - Reinforcing Reading Skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use A+ Learning, Renaissance Place and other software and programs deemed necessary to reinforce reading skills learned in the classroom.	Other			08/12/2014	05/29/2015	$2500 - Title I Part A	Principal, teachers, library media specialist, paraprofessionals

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

Goal 1:

All students at Thurgood Marshall Middle School will become proficient in mathematics.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in math on the Aspire assessment in Mathematics by 05/29/2015 as measured by the ACT Aspire readiness benchmarks.

Strategy1:

Learning Strategies - Math teachers will encourage participation by all students in math class by addressing different learning styles and providing differentiated instruction on math standards.

Math teachers will incorporate technology to improve the lesson and facilitate students in using technology which will include Ipads, computers, projectors, smart boards , etc. Also accessories which will include but not limited to printers for reports, ink and toner for the printers, paper, copy machines, headphones and calculators.

Research Cited: Differentiated Instructional Strategies, One Size Doesn't Fit All by Gayle Gregory and Carolyn Chapman

Activity - Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement strategies to address the different learning styles, differentiated instruction and various instructional strategies, such as strategic teaching. Professional development will be provided for teachers on instructional strategies. Teachers will collaborate on teaching strategies to address standards at weekly grade level meetings and monthly PLC meetings.	Other			08/12/2014	05/29/2015	$1500 - Title II Part A $5000 - Title I Part A	All teachers, counselor, principal

Activity - Disaggregating data for most missed standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In August, the ACIP Team and Math teachers will disaggregate data on ARMT Math to target the most missed standards for their grade level and begin the year teaching and reviewing those standards and the standards set by ACT Aspire and adjust their pacing guides to incorporate the teaching and reteaching of the Standards by April 2014.	Other			08/12/2014	05/29/2015	$0 - No Funding Required	All teachers, counselor, principal, Library Media Specialist

Strategy2:

Common Core - The common core standards will continue to be implemented in the math curriculum.

Research Cited: Understanding Common Core Standards, John Kendall, 2011.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will continue for classroom teachers and other necessary staff to ensure that the common core standards are met.	Professional Learning			08/12/2014	05/29/2015	$1500 - Title II Part A	LEA, Principal, Teachers, CCRS Implementation Team, Counselor, Library Media Specialist

Goal 2:

All of the students at Thurgood Marshall Middle School will become proficient in reading.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in reading on the Aspire assessment in Reading by 05/29/2015 as measured by the ACT

readiness benchmarks..

Strategy1:

Vocabulary Development - All language arts teachers will increase vocabulary development by providing instruction in subcategories of

poetry based on their characteristics.

Research Cited: Vocabulary Development, Steven Stahl, 1999.

Activity - Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement instructional strategies to achieve vigorous and relevant learning in the classroom. All teachers will become familiar with instructional variety in facilitating learning opportunities that are sensitive to the needs of all learners and sustain student interest and motivation.	Professional Learning			08/12/2014	05/29/2015	$2000 - Title I Part A	All teachers, counselor and principal

Activity - Target Reading Passages	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language arts teachers will pre-teach vocabulary, utilize word walls, provide additional practice time, small group instructions, and monitor progress by testing skills on classroom tests.	Direct Instruction			08/12/2014	05/29/2015	$0 - No Funding Required	Language Arts teachers and principal

Strategy2:

Target Reading Passages - All 6th, 7th and 8th grade teachers will target textual/informational and functional reading passages at a minimum of three times per week in all classes, and incorporate technology and developmental writing skills into reading instruction through Power Point, and word processing programs.

Research Cited: Reading Comprehension Strategies: Theories, Interventions, and Technologies, Danielle McNamara, 2007.

Activity - Improving Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 6th, 7th and 8th grade teachers will provide direct explicit comprehension instruction on strategies to comprehend the passages, monitor improvement of skills on class test and review data and plan at grade level meetings. Other actions are as follows: Create assessment profiles based on ASPIRE scores •Target lowest standards and begin school year teaching those standards•Guided practice •Modeling •Small group instruction •Independent practice	Direct Instruction			08/12/2014	05/29/2015	$0 - No Funding Required	All teachers, counselor and principal

Activity - Strategic Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI Team , including Counselor and Principal will establish an intervention team for Strategic tutoring which will be offered to students not mastering specific skills by training a tutor and/or utilizing peer tutors to work with students during the school day and after school. Principal and teachers may establish an extra block of time for intervention classes, if needed.	Tutoring			08/12/2014	05/29/2015	$0 - No Funding Required	All teachers, counselor, principal, RtI team

Strategy3:

Common Core - Teachers will begin initial implementation of the common core standards in their reading curriculum.

Research Cited: Understanding Common Core Standards, John Kendall 2011.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided by the Conecuh County LEA to all classroom teachers to ensure knowledge and implementation of the state adopted common core standards.	Professional Learning			08/29/2014	05/29/2015	$1500 - Title I Schoolwide	LEA, Principal, Teachers, CCRS Implementation Team

Goal 3:

All of students at Thurgood Marshall Middle School will be proficient in science.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency on the state assement (formerly ARMT) in Science by 05/29/2015 as measured by the standards set by the state.

Strategy1:

Instruction and Technology Initiative - Science teachers will provide differentiated instruction for the science standards by incorporating a variety of instructional strategies, such as strategic teaching, cooperative grouping, and by teaching students assessment techniques. They also will provide extensive opportunities for the use of technology within the classroom.

Research Cited: The Research-Ready Classroom: Differentiating Instruction Across Content Areas, Mike Anderson, 2006.

Activity - Pacing Guides and Additional Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Both science teachers will disaggregate data from the Science Assessment (Grades 5 and 7) to interpret the most missed standards. Teachers will use this data to design a pacing guide to incorporate frequent opportunities to revisit the standards throughout the year. Upon assessing the data, AMSTI resources will be utilized. Teachers will continue to teach in the zone of proximal development, but will seek the assistance of the Inclusion teachers for strategies concerning appropriately tiered lessons. Science teachers will develop classroom settings that allow students to participate in hands-on-learning. This teaching technique has been shown to increase the retention of information among students, especially in math and science. Teachers will also present, more extensively, the real world application for the standards covered in the academic setting. Teachers will better incorporate technology in their quest for improving academic vigor. Teachers may also choose to assign student projects that must be completed using technology.	Professional Learning			08/12/2014	05/29/2015	$0 - No Funding Required	Science teachers, counselor, principal

Activity - Technology and struggling students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will organize and train peer tutors to coach struggling students. Teachers, Peer tutors and instructional aides will schedule struggling students a time to practice skills in the computer lab using A+ Solution Technology.	Technology			08/12/2014	05/29/2015	$2000 - Title I Part A	Science teachers, counselor, principal, library media specialist

Goal 4:

The principal, all teachers, library media specialist, and paraprofessionals will be proficient in emerging technology.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in using technology in Mathematics by 05/29/2015 as measured by completion of assignments.

Strategy1:

Instruction Through Technology - Teachers, library media specialist and paraprofessionals will assist students in using technology in the classroom, computer lab and on the ipads. Assessments will be given based on classroom activities and supplemented with STAR Math, A+ Learning, Global Scholar and additional websites as deemed necessary. Materials needed, but not limited to, are computers, ipads, laptops, printers, ink/toner cartridges, projectors, smart boards, copy machines, headphones, paper, and writing utensils.

Research Cited: Laurits R. Christensen Associates. (2010). A cost analysis of early literacy, reading, and mathematics assessments: STAR, AIMSweb,

DIBELS, and TPRI. Madison, WI: Author.

Activity - Reinforcing Math Skill	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use A+ Learning and Renaissance Place and other software or programs deemed necessary to reinforce mathematics skills learned in the classroom such as basic math procedures as well as algebra skills.	Technology			08/12/2014	05/29/2015	$2500 - Title I Part A	Principal, teachers, library media specialist

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops to stay abreast of emerging technology.	Professional Learning			08/12/2014	05/29/2015	$500 - Title II Part A	Principal, teachers, library media specialist

Activity - Assist teachers in reviewing math skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The middle school instructional specialist will provide job-embedded coaching to assist new as well as seasoned teachers in order to improve instruction through technology.	Other			08/12/2014	05/29/2015	$0 - No Funding Required	Principal, teachers, library media specialist, paraprofessionals, middle school instructional specialist

Measurable Objective 2:

80% of All Students will demonstrate a proficiency in using technology in Reading by 05/29/2015 as measured by completion of assignments.

Strategy1:

Instruction in Reading through Technology - Teachers, library media specialist and paraprofessionals will assist students in using technology in the classroom, computer lab and on the ipads. Assessments will be given based on classroom activities and supplemented with STAR Reading, A+ Learning and additional websites as deemed necessary. Materials needed are computers, ipads, laptops, printers, ink/toner cartridges, projectors, smart boards, copy machines, headphones, paper, and writing utensils.

Research Cited: Laurits R. Christensen Associates. (2010). A cost analysis of early literacy, reading, and mathematics assessments: STAR, AIMSweb, DIBELS, and TPRI. Madison, WI: Author.

Activity - Assist teachers in reviewing reading skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The middle school instructional specialist will provide job-embedded coaching to assist new as well as seasoned teachers in order to improve instruction through technology.	Technology			08/12/2014	05/29/2015	$0 - No Funding Required	Principal, teachers, library media specialist, paraprofessionals, middle school instructional specialist

Activity - Reinforcing Reading Skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use A+ Learning, Renaissance Place and other software and programs deemed necessary to reinforce reading skills learned in the classroom.	Other			08/12/2014	05/29/2015	$2500 - Title I Part A	Principal, teachers, library media specialist, paraprofessionals

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops to stay abreast of emerging technology.	Professional Learning			08/12/2014	05/29/2015	$500 - Title II Part A	Principal, teachers, counselor, library media specialist

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

Goal 1:

All students at Thurgood Marshall Middle School will become proficient in mathematics.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in math on the Aspire assessment in Mathematics by 05/29/2015 as measured by the ACT Aspire readiness benchmarks.

Strategy1:

Learning Strategies - Math teachers will encourage participation by all students in math class by addressing different learning styles and providing differentiated instruction on math standards.

Math teachers will incorporate technology to improve the lesson and facilitate students in using technology which will include Ipads, computers, projectors, smart boards , etc. Also accessories which will include but not limited to printers for reports, ink and toner for the printers, paper, copy machines, headphones and calculators.

Research Cited: Differentiated Instructional Strategies, One Size Doesn't Fit All by Gayle Gregory and Carolyn Chapman

Activity - Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement strategies to address the different learning styles, differentiated instruction and various instructional strategies, such as strategic teaching. Professional development will be provided for teachers on instructional strategies. Teachers will collaborate on teaching strategies to address standards at weekly grade level meetings and monthly PLC meetings.	Other			08/12/2014	05/29/2015	$5000 - Title I Part A $1500 - Title II Part A	All teachers, counselor, principal

Activity - Disaggregating data for most missed standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In August, the ACIP Team and Math teachers will disaggregate data on ARMT Math to target the most missed standards for their grade level and begin the year teaching and reviewing those standards and the standards set by ACT Aspire and adjust their pacing guides to incorporate the teaching and reteaching of the Standards by April 2014.	Other			08/12/2014	05/29/2015	$0 - No Funding Required	All teachers, counselor, principal, Library Media Specialist

Strategy2:

Common Core - The common core standards will continue to be implemented in the math curriculum.

Research Cited: Understanding Common Core Standards, John Kendall, 2011.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will continue for classroom teachers and other necessary staff to ensure that the common core standards are met.	Professional Learning			08/12/2014	05/29/2015	$1500 - Title II Part A	LEA, Principal, Teachers, CCRS Implementation Team, Counselor, Library Media Specialist

Goal 2:

All of the students at Thurgood Marshall Middle School will become proficient in reading.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in reading on the Aspire assessment in Reading by 05/29/2015 as measured by the ACT readiness benchmarks..

Strategy1:

Target Reading Passages - All 6th, 7th and 8th grade teachers will target textual/informational and functional reading passages at a minimum of three times per week in all classes, and incorporate technology and developmental writing skills into reading instruction through Power Point, and word processing programs.

Research Cited: Reading Comprehension Strategies: Theories, Interventions, and Technologies, Danielle McNamara, 2007.

Activity - Improving Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 6th, 7th and 8th grade teachers will provide direct explicit comprehension instruction on strategies to comprehend the passages, monitor improvement of skills on class test and review data and plan at grade level meetings. Other actions are as follows: Create assessment profiles based on ASPIRE scores •Target lowest standards and begin school year teaching those standards•Guided practice •Modeling •Small group instruction •Independent practice	Direct Instruction			08/12/2014	05/29/2015	$0 - No Funding Required	All teachers, counselor and principal

Activity - Strategic Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI Team , including Counselor and Principal will establish an intervention team for Strategic tutoring which will be offered to students not mastering specific skills by training a tutor and/or utilizing peer tutors to work with students during the school day and after school. Principal and teachers may establish an extra block of time for intervention classes, if needed.	Tutoring			08/12/2014	05/29/2015	$0 - No Funding Required	All teachers, counselor, principal, RtI team

Strategy2:

Vocabulary Development - All language arts teachers will increase vocabulary development by providing instruction in subcategories of poetry based on their characteristics.

Research Cited: Vocabulary Development, Steven Stahl, 1999.

Activity - Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement instructional strategies to achieve vigorous and relevant learning in the classroom. All teachers will become familiar with instructional variety in facilitating learning opportunities that are sensitive to the needs of all learners and sustain student interest and motivation.	Professional Learning			08/12/2014	05/29/2015	$2000 - Title I Part A	All teachers, counselor and principal

Activity - Target Reading Passages	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language arts teachers will pre-teach vocabulary, utilize word walls, provide additional practice time, small group instructions, and monitor progress by testing skills on classroom tests.	Direct Instruction			08/12/2014	05/29/2015	$0 - No Funding Required	Language Arts teachers and principal

Strategy3:

Common Core - Teachers will begin initial implementation of the common core standards in their reading curriculum.

Research Cited: Understanding Common Core Standards, John Kendall 2011.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided by the Conecuh County LEA to all classroom teachers to ensure knowledge and implementation of the state adopted common core standards.	Professional Learning			08/29/2014	05/29/2015	$1500 - Title I Schoolwide	LEA, Principal, Teachers, CCRS Implementation Team

Goal 3:

All of students at Thurgood Marshall Middle School will be proficient in science.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency on the state assement (formerly ARMT) in Science by 05/29/2015 as measured by the standards set by the state.

Strategy1:

Instruction and Technology Initiative - Science teachers will provide differentiated instruction for the science standards by incorporating a variety of instructional strategies, such as strategic teaching, cooperative grouping, and by teaching students assessment techniques. They also will provide extensive opportunities for the use of technology within the classroom.

Research Cited: The Research-Ready Classroom: Differentiating Instruction Across Content Areas, Mike Anderson, 2006.

Activity - Technology and struggling students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will organize and train peer tutors to coach struggling students. Teachers, Peer tutors and instructional aides will schedule struggling students a time to practice skills in the computer lab using A+ Solution Technology.	Technology			08/12/2014	05/29/2015	$2000 - Title I Part A	Science teachers, counselor, principal, library media specialist

Activity - Pacing Guides and Additional Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Both science teachers will disaggregate data from the Science Assessment (Grades 5 and 7) to interpret the most missed standards. Teachers will use this data to design a pacing guide to incorporate frequent opportunities to revisit the standards throughout the year. Upon assessing the data, AMSTI resources will be utilized. Teachers will continue to teach in the zone of proximal development, but will seek the assistance of the Inclusion teachers for strategies concerning appropriately tiered lessons. Science teachers will develop classroom settings that allow students to participate in hands-on-learning. This teaching technique has been shown to increase the retention of information among students, especially in math and science. Teachers will also present, more extensively, the real world application for the standards covered in the academic setting. Teachers will better incorporate technology in their quest for improving academic vigor. Teachers may also choose to assign student projects that must be completed using technology.	Professional Learning			08/12/2014	05/29/2015	$0 - No Funding Required	Science teachers, counselor, principal

Goal 4:

The principal, all teachers, library media specialist, and paraprofessionals will be proficient in emerging technology.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in using technology in Reading by 05/29/2015 as measured by completion of assignments.

Strategy1:

Instruction in Reading through Technology - Teachers, library media specialist and paraprofessionals will assist students in using technology in the classroom, computer lab and on the ipads. Assessments will be given based on classroom activities and supplemented with STAR Reading, A+ Learning and additional websites as deemed necessary. Materials needed are computers, ipads, laptops, printers, ink/toner

cartridges, projectors, smart boards, copy machines, headphones, paper, and writing utensils.

Research Cited: Laurits R. Christensen Associates. (2010). A cost analysis of early literacy, reading, and mathematics assessments: STAR, AIMSweb, DIBELS, and TPRI. Madison, WI: Author.

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops to stay abreast of emerging technology.	Professional Learning			08/12/2014	05/29/2015	$500 - Title II Part A	Principal, teachers, counselor, library media specialist

Activity - Reinforcing Reading Skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use A+ Learning, Renaissance Place and other software and programs deemed necessary to reinforce reading skills learned in the classroom.	Other			08/12/2014	05/29/2015	$2500 - Title I Part A	Principal, teachers, library media specialist, paraprofessionals

Activity - Assist teachers in reviewing reading skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The middle school instructional specialist will provide job-embedded coaching to assist new as well as seasoned teachers in order to improve instruction through technology.	Technology			08/12/2014	05/29/2015	$0 - No Funding Required	Principal, teachers, library media specialist, paraprofessionals, middle school instructional specialist

Measurable Objective 2:

80% of All Students will demonstrate a proficiency in using technology in Mathematics by 05/29/2015 as measured by completion of assignments.

Strategy1:

Instruction Through Technology - Teachers, library media specialist and paraprofessionals will assist students in using technology in the classroom, computer lab and on the ipads. Assessments will be given based on classroom activities and supplemented with STAR Math, A+ Learning, Global Scholar and additional websites as deemed necessary. Materials needed, but not limited to, are computers, ipads, laptops, printers, ink/toner cartridges, projectors, smart boards, copy machines, headphones, paper, and writing utensils.

Research Cited: Laurits R. Christensen Associates. (2010). A cost analysis of early literacy, reading, and mathematics assessments: STAR, AIMSweb,

DIBELS, and TPRI. Madison, WI: Author.

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops to stay abreast of emerging technology.	Professional Learning			08/12/2014	05/29/2015	$500 - Title II Part A	Principal, teachers, library media specialist

Activity - Assist teachers in reviewing math skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The middle school instructional specialist will provide job-embedded coaching to assist new as well as seasoned teachers in order to improve instruction through technology.	Other			08/12/2014	05/29/2015	$0 - No Funding Required	Principal, teachers, library media specialist, paraprofessionals, middle school instructional specialist

Activity - Reinforcing Math Skill	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use A+ Learning and Renaissance Place and other software or programs deemed necessary to reinforce mathematics skills learned in the classroom such as basic math procedures as well as algebra skills.	Technology			08/12/2014	05/29/2015	$2500 - Title I Part A	Principal, teachers, library media specialist

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

Goal 1:

All students at Thurgood Marshall Middle School will become proficient in mathematics.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in math on the Aspire assessment in Mathematics by 05/29/2015 as measured by the ACT Aspire readiness benchmarks.

Strategy1:

Learning Strategies - Math teachers will encourage participation by all students in math class by addressing different learning styles and providing differentiated instruction on math standards.

Math teachers will incorporate technology to improve the lesson and facilitate students in using technology which will include Ipads, computers, projectors, smart boards , etc. Also accessories which will include but not limited to printers for reports, ink and toner for the printers, paper, copy machines, headphones and calculators.

Research Cited: Differentiated Instructional Strategies, One Size Doesn't Fit All by Gayle Gregory and Carolyn Chapman

Activity - Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement strategies to address the different learning styles, differentiated instruction and various instructional strategies, such as strategic teaching. Professional development will be provided for teachers on instructional strategies. Teachers will collaborate on teaching strategies to address standards at weekly grade level meetings and monthly PLC meetings.	Other			08/12/2014	05/29/2015	$5000 - Title I Part A $1500 - Title II Part A	All teachers, counselor, principal

Activity - Disaggregating data for most missed standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In August, the ACIP Team and Math teachers will disaggregate data on ARMT Math to target the most missed standards for their grade level and begin the year teaching and reviewing those standards and the standards set by ACT Aspire and adjust their pacing guides to incorporate the teaching and reteaching of the Standards by April 2014.	Other			08/12/2014	05/29/2015	$0 - No Funding Required	All teachers, counselor, principal, Library Media Specialist

Strategy2:

Common Core - The common core standards will continue to be implemented in the math curriculum.

Research Cited: Understanding Common Core Standards, John Kendall, 2011.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will continue for classroom teachers and other necessary staff to ensure that the common core standards are met.	Professional Learning			08/12/2014	05/29/2015	$1500 - Title II Part A	LEA, Principal, Teachers, CCRS Implementation Team, Counselor, Library Media Specialist

Goal 2:

All of the students at Thurgood Marshall Middle School will become proficient in reading.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in reading on the Aspire assessment in Reading by 05/29/2015 as measured by the ACT readiness benchmarks..

Strategy1:

Common Core - Teachers will begin initial implementation of the common core standards in their reading curriculum.

Research Cited: Understanding Common Core Standards, John Kendall 2011.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided by the Conecuh County LEA to all classroom teachers to ensure knowledge and implementation of the state adopted common core standards.	Professional Learning			08/29/2014	05/29/2015	$1500 - Title I Schoolwide	LEA, Principal, Teachers, CCRS Implementation Team

Strategy2:

Vocabulary Development - All language arts teachers will increase vocabulary development by providing instruction in subcategories of

poetry based on their characteristics.

Research Cited: Vocabulary Development, Steven Stahl, 1999.

Activity - Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement instructional strategies to achieve vigorous and relevant learning in the classroom. All teachers will become familiar with instructional variety in facilitating learning opportunities that are sensitive to the needs of all learners and sustain student interest and motivation.	Professional Learning			08/12/2014	05/29/2015	$2000 - Title I Part A	All teachers, counselor and principal

Activity - Target Reading Passages	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language arts teachers will pre-teach vocabulary, utilize word walls, provide additional practice time, small group instructions, and monitor progress by testing skills on classroom tests.	Direct Instruction			08/12/2014	05/29/2015	$0 - No Funding Required	Language Arts teachers and principal

Strategy3:

Target Reading Passages - All 6th, 7th and 8th grade teachers will target textual/informational and functional reading passages at a minimum

of three times per week in all classes, and incorporate technology and developmental writing skills into reading instruction through Power

Point, and word processing programs.

Research Cited: Reading Comprehension Strategies: Theories, Interventions, and Technologies, Danielle McNamara, 2007.

Activity - Strategic Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI Team , including Counselor and Principal will establish an intervention team for Strategic tutoring which will be offered to students not mastering specific skills by training a tutor and/or utilizing peer tutors to work with students during the school day and after school. Principal and teachers may establish an extra block of time for intervention classes, if needed.	Tutoring			08/12/2014	05/29/2015	$0 - No Funding Required	All teachers, counselor, principal, RtI team

Activity - Improving Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 6th, 7th and 8th grade teachers will provide direct explicit comprehension instruction on strategies to comprehend the passages, monitor improvement of skills on class test and review data and plan at grade level meetings. Other actions are as follows: Create assessment profiles based on ASPIRE scores •Target lowest standards and begin school year teaching those standards•Guided practice •Modeling •Small group instruction •Independent practice	Direct Instruction			08/12/2014	05/29/2015	$0 - No Funding Required	All teachers, counselor and principal

Goal 3:

All of students at Thurgood Marshall Middle School will be proficient in science.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency on the state assement (formerly ARMT) in Science by 05/29/2015 as measured by the standards set by the state.

Strategy1:

Instruction and Technology Initiative - Science teachers will provide differentiated instruction for the science standards by incorporating a variety of instructional strategies, such as strategic teaching, cooperative grouping, and by teaching students assessment techniques. They also will provide extensive opportunities for the use of technology within the classroom.

Research Cited: The Research-Ready Classroom: Differentiating Instruction Across Content Areas, Mike Anderson, 2006.

Activity - Technology and struggling students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will organize and train peer tutors to coach struggling students. Teachers, Peer tutors and instructional aides will schedule struggling students a time to practice skills in the computer lab using A+ Solution Technology.	Technology			08/12/2014	05/29/2015	$2000 - Title I Part A	Science teachers, counselor, principal, library media specialist

Activity - Pacing Guides and Additional Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Both science teachers will disaggregate data from the Science Assessment (Grades 5 and 7) to interpret the most missed standards. Teachers will use this data to design a pacing guide to incorporate frequent opportunities to revisit the standards throughout the year. Upon assessing the data, AMSTI resources will be utilized. Teachers will continue to teach in the zone of proximal development, but will seek the assistance of the Inclusion teachers for strategies concerning appropriately tiered lessons. Science teachers will develop classroom settings that allow students to participate in hands-on-learning. This teaching technique has been shown to increase the retention of information among students, especially in math and science. Teachers will also present, more extensively, the real world application for the standards covered in the academic setting. Teachers will better incorporate technology in their quest for improving academic vigor. Teachers may also choose to assign student projects that must be completed using technology.	Professional Learning			08/12/2014	05/29/2015	$0 - No Funding Required	Science teachers, counselor, principal

Goal 4:

The principal, all teachers, library media specialist, and paraprofessionals will be proficient in emerging technology.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in using technology in Mathematics by 05/29/2015 as measured by completion of assignments.

Strategy1:

Instruction Through Technology - Teachers, library media specialist and paraprofessionals will assist students in using technology in the classroom, computer lab and on the ipads. Assessments will be given based on classroom activities and supplemented with STAR Math, A+ Learning, Global Scholar and additional websites as deemed necessary. Materials needed, but not limited to, are computers, ipads, laptops,

printers, ink/toner cartridges, projectors, smart boards, copy machines, headphones, paper, and writing utensils.

Research Cited: Laurits R. Christensen Associates. (2010). A cost analysis of early literacy, reading, and mathematics assessments: STAR, AIMSweb,

DIBELS, and TPRI. Madison, WI: Author.

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops to stay abreast of emerging technology.	Professional Learning			08/12/2014	05/29/2015	$500 - Title II Part A	Principal, teachers, library media specialist

Activity - Assist teachers in reviewing math skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The middle school instructional specialist will provide job-embedded coaching to assist new as well as seasoned teachers in order to improve instruction through technology.	Other			08/12/2014	05/29/2015	$0 - No Funding Required	Principal, teachers, library media specialist, paraprofessionals, middle school instructional specialist

Activity - Reinforcing Math Skill	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use A+ Learning and Renaissance Place and other software or programs deemed necessary to reinforce mathematics skills learned in the classroom such as basic math procedures as well as algebra skills.	Technology			08/12/2014	05/29/2015	$2500 - Title I Part A	Principal, teachers, library media specialist

Measurable Objective 2:

80% of All Students will demonstrate a proficiency in using technology in Reading by 05/29/2015 as measured by completion of assignments.

Strategy1:

Instruction in Reading through Technology - Teachers, library media specialist and paraprofessionals will assist students in using technology in the classroom, computer lab and on the ipads. Assessments will be given based on classroom activities and supplemented with STAR Reading, A+ Learning and additional websites as deemed necessary. Materials needed are computers, ipads, laptops, printers, ink/toner cartridges, projectors, smart boards, copy machines, headphones, paper, and writing utensils.

Research Cited: Laurits R. Christensen Associates. (2010). A cost analysis of early literacy, reading, and mathematics assessments: STAR, AIMSweb, DIBELS, and TPRI. Madison, WI: Author.

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops to stay abreast of emerging technology.	Professional Learning			08/12/2014	05/29/2015	$500 - Title II Part A	Principal, teachers, counselor, library media specialist

Activity - Reinforcing Reading Skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use A+ Learning, Renaissance Place and other software and programs deemed necessary to reinforce reading skills learned in the classroom.	Other			08/12/2014	05/29/2015	$2500 - Title I Part A	Principal, teachers, library media specialist, paraprofessionals

Activity - Assist teachers in reviewing reading skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The middle school instructional specialist will provide job-embedded coaching to assist new as well as seasoned teachers in order to improve instruction through technology.	Technology			08/12/2014	05/29/2015	$0 - No Funding Required	Principal, teachers, library media specialist, paraprofessionals, middle school instructional specialist

Goal 5:

All students will transistion sucessfully from one grade level to the next.

Measurable Objective 1:

collaborate to ensure students make a successful transisition from one grade level to the next and from one school to the next by 10/31/2014 as measured by beginning of the year achievement data.

Strategy1:

School Transition - Principals, teachers and counselors will collaborate to ensure a successful grade level transition. Orientations will be in place to assist all students become familiar with the expectations of the receiving school.

Research Cited: School Transitions: the beginning of the end or a new beginning? Lorin W. Anderson 2000.

Activity - 8th Grade Preparation for High School	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and counselor from the high school will visit TMMS to hold an orientation for the 8th grade students. During the orientation the students will begin the process of scheduling classes for the next school year.	Other			05/01/2015	06/01/2015	$500 - Title I Part A	Principal, counselor, teachers

Activity - 6th Grade Visit	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 6th grade teachers from Thurgood Marshall Middle School will schedule a visit with the 5th grade at Evergreen Elementary School to orientate them on what is expected of them during the upcoming school year.	Other			05/01/2015	06/01/2015	$500 - Title I Part A	Principal, teachers and counselor

Goal 6:

Engage and Empower the Learner Through Tehcnology

Measurable Objective 1:

80% of All Students will demonstrate a proficiency using technology to reinforce skills in Reading by 06/03/2014 as measured by assessments, observations and surveys.

Strategy1:

Online Tools - Promote innovation, through the availability of tools of statewide benefit, to transition the school from the historical dependence on textbooks and toward an expanded online deployment of instructional materials.
Research Cited: SpeakUp Survey, IMPACT Survey

Activity - Google Edu Accounts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will create student accounts for Google Edu and provide online tools for students to collaborate and create.	Technology			08/19/2013	05/02/2016	$0 - No Funding Required	Technology Coordinator, Technology Coach, Teachers

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

Goal 1:

All of the students at Thurgood Marshall Middle School will become proficient in reading.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in reading on the Aspire assessment in Reading by 05/29/2015 as measured by the ACT readiness benchmarks..

Strategy1:

Vocabulary Development - All language arts teachers will increase vocabulary development by providing instruction in subcategories of poetry based on their characteristics.
Research Cited: Vocabulary Development, Steven Stahl, 1999.

Activity - Target Reading Passages	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language arts teachers will pre-teach vocabulary, utilize word walls, provide additional practice time, small group instructions, and monitor progress by testing skills on classroom tests.	Direct Instruction			08/12/2014	05/29/2015	$0 - No Funding Required	Language Arts teachers and principal

Activity - Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement instructional strategies to achieve vigorous and relevant learning in the classroom. All teachers will become familiar with instructional variety in facilitating learning opportunities that are sensitive to the needs of all learners and sustain student interest and motivation.	Professional Learning			08/12/2014	05/29/2015	$2000 - Title I Part A	All teachers, counselor and principal

Strategy2:

Common Core - Teachers will begin initial implementation of the common core standards in their reading curriculum.

Research Cited: Understanding Common Core Standards, John Kendall 2011.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided by the Conecuh County LEA to all classroom teachers to ensure knowledge and implementation of the state adopted common core standards.	Professional Learning			08/29/2014	05/29/2015	$1500 - Title I Schoolwide	LEA, Principal, Teachers, CCRS Implementation Team

Strategy3:

Target Reading Passages - All 6th, 7th and 8th grade teachers will target textual/informational and functional reading passages at a minimum of three times per week in all classes, and incorporate technology and developmental writing skills into reading instruction through Power Point, and word processing programs.

Research Cited: Reading Comprehension Strategies: Theories, Interventions, and Technologies, Danielle McNamara, 2007.

Activity - Improving Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 6th, 7th and 8th grade teachers will provide direct explicit comprehension instruction on strategies to comprehend the passages, monitor improvement of skills on class test and review data and plan at grade level meetings. Other actions are as follows: Create assessment profiles based on ASPIRE scores •Target lowest standards and begin school year teaching those standards•Guided practice •Modeling •Small group instruction •Independent practice	Direct Instruction			08/12/2014	05/29/2015	$0 - No Funding Required	All teachers, counselor and principal

Activity - Strategic Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI Team , including Counselor and Principal will establish an intervention team for Strategic tutoring which will be offered to students not mastering specific skills by training a tutor and/or utilizing peer tutors to work with students during the school day and after school. Principal and teachers may establish an extra block of time for intervention classes, if needed.	Tutoring			08/12/2014	05/29/2015	$0 - No Funding Required	All teachers, counselor, principal, RtI team

Narrative:

At this time we do not have any EL students at our school.

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

Goal 1:

All students at Thurgood Marshall Middle School will become proficient in mathematics.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in math on the Aspire assessment in Mathematics by 05/29/2015 as measured by the ACT Aspire readiness benchmarks.

Strategy1:

Common Core - The common core standards will continue to be implemented in the math curriculum.

Research Cited: Understanding Common Core Standards, John Kendall, 2011.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will continue for classroom teachers and other necessary staff to ensure that the common core standards are met.	Professional Learning			08/12/2014	05/29/2015	$1500 - Title II Part A	LEA, Principal, Teachers, CCRS Implementation Team, Counselor, Library Media Specialist

Strategy2:

Learning Strategies - Math teachers will encourage participation by all students in math class by addressing different learning styles and providing differentiated instruction on math standards.

Math teachers will incorporate technology to improve the lesson and facilitate students in using technology which will include Ipads, computers, projectors, smart boards , etc. Also accessories which will include but not limited to printers for reports, ink and toner for the printers, paper, copy machines, headphones and calculators.

Research Cited: Differentiated Instructional Strategies, One Size Doesn't Fit All by Gayle Gregory and Carolyn Chapman

Activity - Disaggregating data for most missed standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In August, the ACIP Team and Math teachers will disaggregate data on ARMT Math to target the most missed standards for their grade level and begin the year teaching and reviewing those standards and the standards set by ACT Aspire and adjust their pacing guides to incorporate the teaching and reteaching of the Standards by April 2014.	Other			08/12/2014	05/29/2015	$0 - No Funding Required	All teachers, counselor, principal, Library Media Specialist

Activity - Strategic Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement strategies to address the different learning styles, differentiated instruction and various instructional strategies, such as strategic teaching. Professional development will be provided for teachers on instructional strategies. Teachers will collaborate on teaching strategies to address standards at weekly grade level meetings and monthly PLC meetings.	Other			08/12/2014	05/29/2015	$1500 - Title II Part A $5000 - Title I Part A	All teachers, counselor, principal

Goal 2:

All of the students at Thurgood Marshall Middle School will become proficient in reading.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in reading on the Aspire assessment in Reading by 05/29/2015 as measured by the ACT readiness benchmarks..

Strategy1:

Vocabulary Development - All language arts teachers will increase vocabulary development by providing instruction in subcategories of

poetry based on their characteristics.

Research Cited: Vocabulary Development, Steven Stahl, 1999.

Activity - Target Reading Passages	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language arts teachers will pre-teach vocabulary, utilize word walls, provide additional practice time, small group instructions, and monitor progress by testing skills on classroom tests.	Direct Instruction			08/12/2014	05/29/2015	$0 - No Funding Required	Language Arts teachers and principal

Activity - Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement instructional strategies to achieve vigorous and relevant learning in the classroom. All teachers will become familiar with instructional variety in facilitating learning opportunities that are sensitive to the needs of all learners and sustain student interest and motivation.	Professional Learning			08/12/2014	05/29/2015	$2000 - Title I Part A	All teachers, counselor and principal

Strategy2:

Target Reading Passages - All 6th, 7th and 8th grade teachers will target textual/informational and functional reading passages at a minimum

of three times per week in all classes, and incorporate technology and developmental writing skills into reading instruction through Power

Point, and word processing programs.

Research Cited: Reading Comprehension Strategies: Theories, Interventions, and Technologies, Danielle McNamara, 2007.

Activity - Strategic Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI Team , including Counselor and Principal will establish an intervention team for Strategic tutoring which will be offered to students not mastering specific skills by training a tutor and/or utilizing peer tutors to work with students during the school day and after school. Principal and teachers may establish an extra block of time for intervention classes, if needed.	Tutoring			08/12/2014	05/29/2015	$0 - No Funding Required	All teachers, counselor, principal, RtI team

Activity - Improving Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 6th, 7th and 8th grade teachers will provide direct explicit comprehension instruction on strategies to comprehend the passages, monitor improvement of skills on class test and review data and plan at grade level meetings. Other actions are as follows: Create assessment profiles based on ASPIRE scores •Target lowest standards and begin school year teaching those standards•Guided practice •Modeling •Small group instruction •Independent practice	Direct Instruction			08/12/2014	05/29/2015	$0 - No Funding Required	All teachers, counselor and principal

Strategy3:

Common Core - Teachers will begin initial implementation of the common core standards in their reading curriculum.

Research Cited: Understanding Common Core Standards, John Kendall 2011.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided by the Conecuh County LEA to all classroom teachers to ensure knowledge and implementation of the state adopted common core standards.	Professional Learning			08/29/2014	05/29/2015	$1500 - Title I Schoolwide	LEA, Principal, Teachers, CCRS Implementation Team

Goal 3:

All of students at Thurgood Marshall Middle School will be proficient in science.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency on the state assement (formerly ARMT) in Science by 05/29/2015 as measured by the standards set by the state.

Strategy1:

Instruction and Technology Initiative - Science teachers will provide differentiated instruction for the science standards by incorporating a variety of instructional strategies, such as strategic teaching, cooperative grouping, and by teaching students assessment techniques. They also will provide extensive opportunities for the use of technology within the classroom.

Research Cited: The Research-Ready Classroom: Differentiating Instruction Across Content Areas, Mike Anderson, 2006.

Activity - Technology and struggling students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will organize and train peer tutors to coach struggling students. Teachers, Peer tutors and instructional aides will schedule struggling students a time to practice skills in the computer lab using A+ Solution Technology.	Technology			08/12/2014	05/29/2015	$2000 - Title I Part A	Science teachers, counselor, principal, library media specialist

Activity - Pacing Guides and Additional Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Both science teachers will disaggregate data from the Science Assessment (Grades 5 and 7) to interpret the most missed standards. Teachers will use this data to design a pacing guide to incorporate frequent opportunities to revisit the standards throughout the year. Upon assessing the data, AMSTI resources will be utilized. Teachers will continue to teach in the zone of proximal development, but will seek the assistance of the Inclusion teachers for strategies concerning appropriately tiered lessons. Science teachers will develop classroom settings that allow students to participate in hands-on-learning. This teaching technique has been shown to increase the retention of information among students, especially in math and science. Teachers will also present, more extensively, the real world application for the standards covered in the academic setting. Teachers will better incorporate technology in their quest for improving academic vigor. Teachers may also choose to assign student projects that must be completed using technology.	Professional Learning			08/12/2014	05/29/2015	$0 - No Funding Required	Science teachers, counselor, principal

Goal 4:

The principal, all teachers, library media specialist, and paraprofessionals will be proficient in emerging technology.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in using technology in Mathematics by 05/29/2015 as measured by completion of assignments.

Strategy1:

Instruction Through Technology - Teachers, library media specialist and paraprofessionals will assist students in using technology in the classroom, computer lab and on the ipads. Assessments will be given based on classroom activities and supplemented with STAR Math, A+ Learning, Global Scholar and additional websites as deemed necessary. Materials needed, but not limited to, are computers, ipads, laptops,

printers, ink/toner cartridges, projectors, smart boards, copy machines, headphones, paper, and writing utensils.

Research Cited: Laurits R. Christensen Associates. (2010). A cost analysis of early literacy, reading, and mathematics assessments: STAR, AIMSweb,

DIBELS, and TPRI. Madison, WI: Author.

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops to stay abreast of emerging technology.	Professional Learning			08/12/2014	05/29/2015	$500 - Title II Part A	Principal, teachers, library media specialist

Activity - Assist teachers in reviewing math skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The middle school instructional specialist will provide job-embedded coaching to assist new as well as seasoned teachers in order to improve instruction through technology.	Other			08/12/2014	05/29/2015	$0 - No Funding Required	Principal, teachers, library media specialist, paraprofessionals, middle school instructional specialist

Activity - Reinforcing Math Skill	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use A+ Learning and Renaissance Place and other software or programs deemed necessary to reinforce mathematics skills learned in the classroom such as basic math procedures as well as algebra skills.	Technology			08/12/2014	05/29/2015	$2500 - Title I Part A	Principal, teachers, library media specialist

Measurable Objective 2:

80% of All Students will demonstrate a proficiency in using technology in Reading by 05/29/2015 as measured by completion of assignments.

Strategy1:

Instruction in Reading through Technology - Teachers, library media specialist and paraprofessionals will assist students in using technology in the classroom, computer lab and on the ipads. Assessments will be given based on classroom activities and supplemented with STAR Reading, A+ Learning and additional websites as deemed necessary. Materials needed are computers, ipads, laptops, printers, ink/toner cartridges, projectors, smart boards, copy machines, headphones, paper, and writing utensils.

Research Cited: Laurits R. Christensen Associates. (2010). A cost analysis of early literacy, reading, and mathematics assessments: STAR, AIMSweb, DIBELS, and TPRI. Madison, WI: Author.

Activity - Reinforcing Reading Skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use A+ Learning, Renaissance Place and other software and programs deemed necessary to reinforce reading skills learned in the classroom.	Other			08/12/2014	05/29/2015	$2500 - Title I Part A	Principal, teachers, library media specialist, paraprofessionals

Activity - Assist teachers in reviewing reading skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The middle school instructional specialist will provide job-embedded coaching to assist new as well as seasoned teachers in order to improve instruction through technology.	Technology			08/12/2014	05/29/2015	$0 - No Funding Required	Principal, teachers, library media specialist, paraprofessionals, middle school instructional specialist

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend workshops to stay abreast of emerging technology.	Professional Learning			08/12/2014	05/29/2015	$500 - Title II Part A	Principal, teachers, counselor, library media specialist

Component 3: Instruction by Highly Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	No	TMMS has two teachers that are not highly qualified. They are both currently completing courses that will give them highly qualified status by the end of the school year.	

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

The school administrator works with the LEA in locating and attracting highly qualified teachers. Teachers are required to submit weekly lesson plans. Those plans are reviewed by the principal to ensure that the academic needs are being addressed. Observations are also conducted by the principal to ensure that teaching methods are appropriate and effective.

Component 4: Strategies to Attract Highly Qualified Teachers

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

For the 2014 school year there was an 18% turnover rate. There are two new teachers on staff as well as one new teaching unit.

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

The teachers at Thurgood Marshall Middle School are certified, trained and assigned to implement the reform strategies built on their strengths and the identified needs of students. TMMS is comprised of the following: 1 principal, 10 general education teachers, 1 1/2 special education teachers, 1/2 librarian, ½ counselor, 1 instructional specialist. The support staff consists of 3 aides, 1 secretary/book-keeper, 1 janitor and 3 child nutrition program workers. The nurse, gifted and speech teachers are shared with the other schools in the district.

A determination of teacher's highly qualified status to meet NCLB guidelines indicates that all of our staff are highly qualified with the exception of 2 teachers who will be highly qualified by May 2015. One instructional assistant has an associate's degree, 1 has highly qualified certifications and one has one year of college educational background. Paraprofessionals work under direct supervision of certified personnel. All teachers and paraprofessionals will receive ongoing training by attending professional development workshops on the state and local levels.
3 teachers have elementary education certification, 1 administrator has an Educational Specialist degree, 3 teachers and 1/2 counselor and 1/2 Library Media Specialist have a Masters degree, and 1 1/2 teachers have masters degrees in special education and may provide useful information on ways to assist the lower achiever and "at-risk" students. Four teachers have secondary certification. Three teachers have bachelors degrees. Four teachers hold certification in emergency medical techniques and provide useful information when formulating plans for school wide safety.
All teachers have computers skills and access to a computer in the classroom, library and computer lab.
The child nutrition staff has food permits and is able to implement the feeding program according to the federal guidelines. The janitorial staff has a high school diploma and many years of professional work experience. The secretary has an associate degree and technical training.

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

It is the principal, school district supervisors and coordinators' responsibility to become familiar with the highly qualified teacher and paraprofessional requirements of the NCLB standards. The district will then develop a plan with each teacher and document a process by which the teacher will become highly qualified. Those teachers who lack course work will be encouraged to enroll in the needed courses as soon as possible. Funds will be set aside to pay expenses for teachers seeking the highly qualified standards. Tuition support for Distance learning classes will be approved for eligible participants and offered by the district for participants to become highly qualified.

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

It is the principal, school district supervisors and coordinators' responsibility to become familiar with the highly qualified teacher and paraprofessional requirements of the NCLB standards. The district will then develop a plan with each teacher and document a process by which the teacher will become highly qualified. Those teachers who lack course work will be encouraged to enroll in the needed courses as soon as possible. Funds will be set aside to pay expenses for teachers seeking the highly qualified standards. Tuition support for Distance learning classes will be approved for eligible participants and offered by the district for participants to become highly qualified.

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

There is not a high turnover rate of highly qualified teachers.

Component 5: High Quality and Ongoing Professional Development

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

Teachers will receive professional development in reading and math strategies and activities at the school and county level that are aligned with the CCRS standards. Professional development in conjunction with new technology are all research-based and in alignment with CCRS to help achieve 21st Century Standards.

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

The professional development opportunities available are job imbedded training on differentiated instruction, strategic teaching and emerging technology. Opportunities for professional development outside of the school are available with money set aside in Title II funds. Parent workshops are offered throughout the school year to assist with emerging technologies and to increase their knowledge in the school's math and reading programs.

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

New or inexperienced teachers are partnered with master teachers at the beginning of the school year to assist with needs that arise. They also receive training provided by the county during the summer.

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

Throughout the school year there are many meetings in which teachers collaborate. There are faculty meetings, grade level meetings, and data meetings held on a regular basis at the school level. Professional development is offered throughout the year in house and in the surrounding areas that teachers and staff have the opportunity to attend. Educational Impact is used county wide to keep teachers current in PD and is linked to Educate Alabama.

Component 6: Transition Strategies

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

In transition from fifth grade to sixth grade, at TMMS, effort is made to assist students and parents to become familiar with a new campus. We believe that this will make our students confident about the move, which will lead to them becoming more successful from the beginning. The sixth grade teachers and counselor will visit the elementary school to talk with the fifth grade students about expectations and ways to make an easy transition. The students will receive information from the school counselor about TMMS. The transition for eighth grade students from Marshall Middle School will be made smoother by arranging for a visit to Hillcrest High School at least once per year. Students will be provided an opportunity to tour the school and/or visit a school-wide assembly program and talk with the counselor or designee.

Parents are encouraged to participate when the activities are scheduled for the fifth and eighth grade students. The band director and athletic department have been helpful with the transition of 8th grade students to the 9th
grade at Hillcrest High. The band director, coaches and student liaison from HHS are included in the orientation process. In addition to an orientation and recruitment process, the band director schedules beginner band classes
for 6th, 7th, and 8th grades at TMMS. 6th grade students at Marshall are involved in the Peer Tutoring Program (TGIF) led by the student leaders from the high school which allows appropriate feedback on students' roles at
the high school.

Component 7: Teacher Participation in Making Assessment Decisions

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

Faculty meetings are scheduled once per week but are held any time that is needed. The principal distributes information during these meetings as well as receives teacher input. Each grade level meets one day each week; minutes from the meetings are recorded and shared with the principal at a later time. At this meeting teachers share concerns that they may have with the group and plan grade level appropriate activities. They analyze data and implement, review, compile and interpret the results of surveys. Grade level chairpersons meet with the principal to share each grade level issues and concerns. Grade level meeting are also utilized to determine student placement, monitor discipline referrals, report and interpret test data to parents and review records/profiles of students who are retained.

Response to Instruction (RtI) promotes open discussion of alternative assessment methods, strategies for helping students that are experiencing difficulties and recommendation for retention or special service evaluation.

TMMS has established professional community learning centers compromised of faculty members. This group of people has selected favorite subject areas and meets at least once a month to share a goal for increased learning of all members. Teachers and staff offer input on professional development in conjunction with Troy State University. College courses and computer courses (Distance Learning) are available to faculty members. Staff completes surveys and selects areas in which they want to grow professionally. They are involved in selecting local and state workshops to attend that relates to their instructional or leadership area and recommends consultants to lead professional development sessions.

Teachers play an active and major role in assessment decisions. They work together as a team in deciding which assessment to administer to students in addition to state's mandatory assessment (ASPIRE). For example, the STAR (Standardized Test for the Assessment of Reading) was selected by the faculty for measuring reading progress while implementing the school-wide Accelerated Reading Program. Teachers provide input in self-help strategies, such as, computer programs, including A+ Solution, Global Scholar, textbook adoptions and workbooks.

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

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

Students who are experiencing difficulty with any subject will be given timely assistance to help them achieve mastery of the subject matter. To accomplish the timely assistance goal, principal, teachers, counselors, instructional specialist and program administrators will:
1. Review pertinent information which will help to identify the strengths and weaknesses of students, such as, the student's permanent records and previous test data prior to the initial enrollment if possible.
2. Compile grades/class profiles by using data to focus on individual students and class strengths in all subject areas.
3. Communicate findings with assigned teachers and participate in ongoing conferences with parents of students.
4. Keep a list of students who scored in low levels and monitor students closely.

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

Develop activities for students with deficiencies to work within the regular classroom along with work folders for practice at home. Keep parents informed of any problem and ask for help. Provide conferences with students about progress. Use highly qualified paraprofessionals to work with students under teacher's supervision. Monitor student's progress weekly by sending home graded papers, progress reports every 4 weeks and report cards every 9 weeks. Encourage parental involvement in student education through conferences, telephone calls and notes. Conduct biweekly/ monthly data meetings to discuss strategies and procedures that would encourage student's success and to review student's progress and revise as needed. Use computer based learning programs and assistance from personnel such as the Instructional Specialist. Use appropriate pre and post tests and progress monitoring for academic growth. If feasible, pair students with a buddy or utilize peer tutors when possible. Refer students to the problem solving team (RtI).

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

Students who are experiencing difficulty with any subject will be given timely assistance to help them achieve mastery of the subject matter. To accomplish the timely assistance goal, principal, teachers, counselors and program administrators will:
1. Review pertinent information which will help to identify the strengths and weaknesses of students, such as, the student's permanent records and previous test data prior to the initial enrollment if possible.
2. Compile grades/class profiles by using data to focus on individual students and class strengths in all subject areas.
3. Communicate findings with assigned teachers and participate in ongoing conferences with parents of students.
4. Keep a list of students who scored in low levels and monitor students closely.
5. Develop activities for students with deficiencies to work within the regular classroom along with work folders for practice at home.
6. Keep parents informed of any problem and ask for help. Provide conferences with students about progress.

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

Students who are experiencing difficulty with any subject will be given timely assistance to help them achieve mastery of the subject matter. To accomplish the timely assistance goal, principal, teachers, counselors and program administrators will:

1. Review pertinent information which will help to identify the strengths and weaknesses of students, such as, the student's permanent records and previous test data prior to the initial enrollment if possible.

2. Compile grades/class profiles by using data to focus on individual students and class strengths in all subject areas.

3. Communicate findings with assigned teachers and participate in ongoing conferences with parents of students.

4. Keep a list of students who scored in low levels and monitor students closely.

5. Develop activities for students with deficiencies to work within the regular classroom along with work folders for practice at home.

6. Keep parents informed of any problem and ask for help. Provide conferences with students about progress.

7. Use highly qualified paraprofessionals to work with students under teacher's supervision.

8. Monitor student's progress weekly by sending home graded papers, progress reports every 4 weeks and report cards every 9 weeks.

9. Encourage parental involvement in student education through conferences, telephone calls and notes.

10. Conduct bi-weekly/ monthly data meetings to discuss strategies and procedures that would encourage student's success and to review student's progress and revise as needed.

11. Use computer based learning programs that are accessible outside of the school environment such as Global Scholar and assistance from personnel such as the Instructional Coach.

12. Use appropriate pre and post tests and progress monitoring for academic growth.

13. If feasible, pair students with a buddy or utilize peer tutors when possible.

14. Refer students to the problem solving team (RtI).

15. Celebrate and reward success!

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

All students enrolled at TMMS have access to all services and programs available. Upon enrollment, the student and family receives a package consisting of information and forms to help identify the groups and assist families with participation with the various programs. Some of the programs addressed are as follows:

1.Reduced/Free breakfast and lunch

2. Special Education Services

3. Schoolwide Title I Program with Parental Involvement component

4. School-Parent Contract

5. Although, we do not have students identified as homeless, ELL or migrant, the district has plans and procedures to address these groups.

The school district has a partnership and receives services from the Department of Mental Health, Department of Human Resources for "at-risk" students. The attendance officer monitors truancy and notifies parents. The EPD offers Play By The Rules to grade 7.

The Auburn Extension Office supports the 4-H Program and TGIF. The school principal, counselor and teachers do the initial orientation, disseminates the necessary information and forms to collect information required for identifying families so they will be sure to receive or be included in these services.

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

N/A

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

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

After a review of all school's CIP plans, the LEA presents the school with programs or resources that coordinate with the achievement goals that are included in the schoolwide plan. Decisions are then made collaboratively on funding options. All schools receive the services and training provided by the program.

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

Title I funds are used to supplement teacher salary and benefits , parental involvement , instructional materials and supplies, teacher allocation money, computer instruction and software, classroom equipment and professional development. Title II funds pay for class size reduction and professional development. Local Funds pay for personnel services, employee benefits, purchased services and materials and supplies. State Foundation Funds pay for teaching units

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

Counselors - DHR provides services to students regarding home life, school counselors provide character education and bullying counseling.
CNP - provides breakfast and lunch
Head Start - provides early education to students before entering kindergarten.
Reid State - adult education, vocational and technical education
HIPPY Program - provides home services for students before entering formal schooling
Conecuh County Extension Service - 4-H, Nutrition, and TGIF Program

Component 10: Evaluation

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

The ACIP team meets to evaluate the success of the strategies that have been put in to place and makes adjustments where necessary.

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

Regular meetings are held to review data from the state and local assessments to determine if growth is being made in student achievement. Revisions in teaching strategies are made where deemed necessary.

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

The RtI team meets to review student achievement. For those that are struggling the team will ensure that strategies have been put in place to support student success.

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

The school's ACIP is reviewed monthly to determine the success of the implementation of the strategies and make adjustments where necessary. The principal will do regular walk-throughs to ensure that the plan is being utilized.

Coordination of Resources-Comprehensive Budget

Introduction

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

I. State Foundation Funds: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	9.699999809265137

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

Label	Question	Value
3.	Provide the number of Assistant Principal assigned units.	0.0

Label	Question	Value
4.	Provide the number of Counselor assigned units.	0.5

Label	Question	Value
5.	Provide the number of Librarian assigned units.	0.5

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

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

I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	11.0

Label	Question	Value
2.	Provide the number of Administrators.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principals.	0.0

Label	Question	Value
4.	Provide the number of Counselors.	0.5

Label	Question	Value
5.	Provide the number of Librarians.	0.5

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselors.	0.0

I. State Foundation Funds:Total Salaries

Once all questions within Section I. State Foundation Funds: Total Salaries have been completed, a total for all salaries will appear in the PDF only.

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	470154.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	74331.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	0.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	21198.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	25686.0

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

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

Label	Question	Value
8.	Provide the total of all salaries for Technology.	0.0

Label	Question	Value
9.	Provide the total of all salaries for Professional Development.	0.0

Label	Question	Value
10.	Provide the total of all salaries for State ELL Funds.	0.0

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	3844.0

Label	Question	Value
12.	Provide the total of all salaries for Library Enhancement.	25686.0

Total   620,899.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

Title I funds include several different areas. The money will be spent on the following:

Materials and Supplies	$4000.00
Teacher Classroom Supply	$310.00
Non Capitalized Computer/Instruction	$12,000.00
Classroom Equipment	$9,249.82
Travel and Training	$5000.00
Teacher and Salary Benefits	$72,611.32
Parental Involvement	$1214.72

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	104385.859375

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

NA

Label	Question	Value
4.	Title I: ARRA Funds Provide the total.	0.0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

Title II funds will be spent as follows:

Teacher and Salary Benefits: $58,863.56

Travel and Training Professional Development: $6,824.46

Substitutes for Professional Development: $500.00

Teacher Classroom Supply Allocation: $248.00

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	66436.0234375

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

NA

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	0.0

Title IV: For Safe and Frug-free Schools

Provide a brief explanation and a breakdown of expenses.

NA

Label	Question	Value
10.	Title IV: For Safe and Frug-free Schools Provide the total.	0.0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

NA

Label	Question	Value
12.	Title VI: For Rural and Low-income Schools Provide the total	0.0

Career and Technical Education-Perkins IV: Basic Grant (Title I)

Provide a brief explanation and a breakdown of expenses.

NA

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	0.0

Career and Technical Education-Perkins IV: Tech Prep (Title II)

Provide a brief explanation and a breakdown of expenses.

NA

Label	Question	Value
16.	Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total.	0.0

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant

Provide a brief explanation and a breakdown of expenses.

NA

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

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

The total Local funds allocated: $205,955.00 The breakdown of these funds: $55,440 - Personnel Services, $36,500 - Employee Benefits, $83,000 - Purchased Services, $29,315 - Materials & Supplies, $1,700 - Other.

Label	Question	Value
2.	Local Funds Provide the total.	205955.0