



ACIP

Cranford Burns Middle School

Mobile County Board of Education

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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?

Cranford Burns Middle School is located in a growing suburban area of Mobile, Alabama. It is surrounded by several established neighborhoods and apartment complexes, some of which are quite new. Community demographics are close to 50% African American and 50% Caucasian. The Environmental Studies Center adjoins the campus. The student body consists of 845 students in grades 6th-8th. African Americans make up 63% of the student body. That is an increase of 2% from the previous school year. Caucasians account for 27.5% which is a 1.5% decrease. The remaining 9.5% include Hispanics, multi/bi-races, Indians, Hawaiian/Islanders, and Asians. For the third year in a row, Burns has had a significant amount of teacher turnover. We had two teachers retire, and one counselor who left the field of education completely. In addition, we had 8 more teachers leave the school but are working in other schools. We currently have 8 teachers new to Burns, 1 new counselor, and 1 new administrator. Burns currently has 3 administrators, 2 counselors, 1 librarian, 1 intervention teacher, 41 teachers, and 8 paraprofessionals. Our teaching and administrative staff is 67% Caucasian and 33% African American. Our staff has a significant amount of experience as well. Only 37% have been teaching 10 years or less. The many of our teachers (37%) have been teaching between 11-20 years. We have 26% of our staff who have been teaching 21 years or more. The majority of our teachers (59%) have a Master's degree. We have 31% with a Bachelor's, 5% with an Ed. S degree, and 6% have an Ed. D%. The main challenge at Burns is that we are not a true community school. We receive students from 5 elementary schools in our feeder pattern, as well as, transfers zoned to other middle schools. The rezoning that took place two summers ago might also have an impact. In addition, we lose several students to magnet and/or private schools each year. Our feeder pattern also includes 5 different high schools. For years Burns has set itself apart from other middle schools by providing numerous opportunities for students to experience technology. We currently have 5 computer labs and 2 mini labs, as well as, Smart boards in every classroom. Burns offers technology based electives in the 6th and 8th grades. We have a BEST Robotics team and a 3D printer. Another unique feature is our commitment to sports. Burns has proven year after year that we are competitive and successful in several of our sports programs. Some of our former student athletes are current playing at the collegiate level. We attribute some of our success to our numerous partners in education. The Circle K just down the road from the school has been instrumental in providing funding to the school for various programs, as well as, teacher incentives and rewards.

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 Cranford Burns Middle School is to provide a quality education in a safe, positive environment and to foster a sense of self worth that will enable all students to become skilled and productive members of society. Our vision is to create a desire for students to be life-long learners who are productive members of society. We believe in order to achieve that, we need to instill a love for learning and challenge our students to be real world problem solvers. In addition to the core subjects, Burns provides classes in art, chorus, band, robotics, STEM, Forensic Science, and technology project based strategies. Students have extra curricular opportunities that include academics, athletics, fine arts, and service activities. Burns strives to provide a safe environment at all times. Faculty and staff work diligently to make connections with students and provide guidance in areas outside the academic realm. Faculty members meet monthly to address student needs. The school embodies its purpose by providing a quality education in the core academic areas, providing relevant electives throughout the school day, and offering opportunities to participate and excel in academic, athletic, and social areas. The school clearly sets forth expectation for the students and holds each student to a high standard both academically and behaviorally.

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.

Cranford Burns Middle School has worked hard to be successful and provide opportunities for students to be well-rounded. The following is a list of recent accomplishments:

Academics

2 state winners National History Day 2017

3 students published in Both Sides of the Bay magazine

1 state winner and 3 county winners National History Day 2016

3 students won medals in the National History Day Fair summer 2015

Placed 2nd (website) and 3rd (documentary) in State History Fair and 2 students competed in National History Day Fair summer 2014

Athletics -

2016-2017 County Champions in football

2015-2016 Country Runner Up boys track

2014-2015 County Champions in football and boys track

2013-2014 Division Champions in Volleyball and Boy's and Girl's Track 2012-2013 Division Champions in Volleyball, Basketball, and Track

2011-2012 Division Champions in Football, 2nd in Volleyball, Basketball, and Track

Extra Curricular/Fine Arts -

2016-2017

sixteen blue ribbons and one White ribbon at the Greater Gulf State Fair

Four students' works were shown at the capital in the Alabama State Superintendent's Art Show and Contest

Visual Arts Achievement Competition - Five students showed their works and one Honorable Mention

Springhill Memorial Art Competition - first place in the 6th- 8th grade division and that piece will be on permanent display at the hospital

MCPSS The Best of the Best Art Show- 3 students had works selected in a juried art show to be shown at the Mobile Museum of Art from Feb.07, 2017-May 04, 2017

Arts Extravaganza Night showcased 400-500 pieces of student artwork 2015-2016

1 student won 1st place in the county Visual Arts Achievement and 11 ribbons were won in the Fair Art competition

2013-2014 Step by Step invited to perform and Mobile County Celebrate the Arts and Wind Ensemble

received perfect scores at county band competition

Academics - School-wide reduction in the number of course failures

Athletics - A number of students have made high school teams

Extra-curricular/Fine Arts - Students in Honor Choir have auditioned and been selected for solos

Additional Information

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

The 2018-2019 school year will be another year of change for Burns Middle School. We have one new administrator and 8 teachers new to the school. In addition, we have gone back to the rotating schedule. It is indeed a year of changes, but our staff has embraced the changes and are focused on having a positive, productive year!

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Stakeholders consist of subject department chairpersons, administrators, counselors, special education teachers, parents, students, School Improvement Specialist, and community members. Committee members are asked by the principal to become part of the process and inform them of their role in plan development, implementation, and evaluation. Meetings are generally scheduled after school hours and occur on a quarterly basis.

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

Stakeholder groups have members that are familiar with their subject area's objectives, strengths, and weaknesses. The groups include faculty members in Math, LA, Social Studies, Science, electives, counselors, administrators, parents, students, School Improvement Specialist, and community members. Faculty members on the committee are responsible for ensuring the plan is tailored to fit the learning needs of the students and that strategies are implemented within their departments and/or areas. The Title 1 facilitator is responsible for maintaining documentation for the ACIP and working with the School Improvement Specialist who provides support for the school. The role of administration is to facilitate the plan within the school as a whole. Parents provide valuable input and feedback.

Dr. Jason Lafitte - principal

Leigh Thompson - Title 1 facilitator

Karen Dawson- SIS

Cathy Jones- Special Education teacher

Nicole Boland - Counselor

Kem Griffin - Counselor

Melynda Strong Fox - Math dept. chair

Madison Lee- LA dept. chair

Ava Hallett- Science dept. chair

Tressler Laffiette- SS dept. chair

Tonikki Harris - parent

Krishalon Abrams-Davis - parent

students

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

The final plan was emailed to all stakeholders and placed on the school website. Information regarding progress is discussed in meetings and reviews, as well as, emailed and published on the school website. A final hard copy will be placed in the front office as well.

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	Yes, see attachments.	Student Performance Data science spring gains 17-18 math spring bands 17-18 Math fall 18-19 Reading fall 18-19 Reading spring 17-18 Science fall 18-19

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

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

Areas of Notable Achievement

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

Course passing rates continued to improve in 2017-2018

Reading - 6th -99%, 7th - 96%, 8th - 94%

Math - 6th -99%, 7th -96%, 8th - 99%

Science - 6th -100%, 7th - 99%, 8th - 96%

Social Studies - - 6th -100%, 7th - 99%, 8th - 96%

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

After the spring Scantron screening, 47% of students met their annual target for reading and 41% met their annual target for math. We also saw a decrease in failures in Language Arts and Social Studies.

Which area(s) indicate the overall highest performance?

End of the year Scantron data shows that all three grade levels scored highest in vocabulary for the reading test. In math, both the 7th and 8th grades scored highest in numbers and operations while the 6th grade scored highest in geometry.

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

More female students scored in the Above Average and Average High bands for math (spring - 56% to fall - 74%). More ESL students scored in the Above Average and Average High bands for reading (spring - 21% to fall - 24%).

Between which subgroups is the achievement gap closing?

Our scores do not indicate an area where the achievement gap is closing. Our scores reflect that each subgroup is performing about the same at each test administration.

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

Our scores show that males do not perform as well as females on test. Males scored 12% Above Average and 41% Average High on the 17-18 math scantron compared to females who scored 15% Above Average and 41% Average High. Males scored 16% Above Average and 34% Average High on the 18-19 math scantron compared to females who scored 19% Above Average and 55% Average High. Males scored SY 2018-2019

17% Above Average and 41% Average High on the 17-18 reading scantron compared to females who scored 27% Above Average and 59% Average High. Males scored 16% Above Average and 46% Average High on the 18-19 reading scantron compared to females who scored 33% Above Average and 40% Average High. This is consistent with the fact that we also had more male students fail courses as well.

Areas in Need of Improvement

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

Fewer male students scored in the Above Average and Average High bands on both the math and reading test from the spring to the fall. Males scored 12% Above Average and 41% Average High on the 17-18 math scantron compared to females who scored 15% Above Average and 41% Average High. Males scored 16% Above Average and 34% Average High on the 18-19 math scantron compared to females who scored 19% Above Average and 55% Average High. Males scored 17% Above Average and 41% Average High on the 17-18 reading scantron compared to females who scored 27% Above Average and 59% Average High. Males scored 16% Above Average and 46% Average High on the 18-19 reading scantron compared to females who scored 33% Above Average and 40% Average High.

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

Reading - long passages

Math - Data analysis and probability.

Which area(s) indicate the overall lowest performance?

In reading, the lowest area is long passages for both 6th and 7th grades but vocabulary was a weaker area for 8th grade. In math, 6th grade continues to struggle with data analysis and probability, 7th grade showed weakness in geometry, and 8th grade scored lowest in measurement.

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

The 7th grade as a whole tends to perform lowest on the scantron, as well as, male students and students with an IEP.

Between which subgroups is the achievement gap becoming greater?

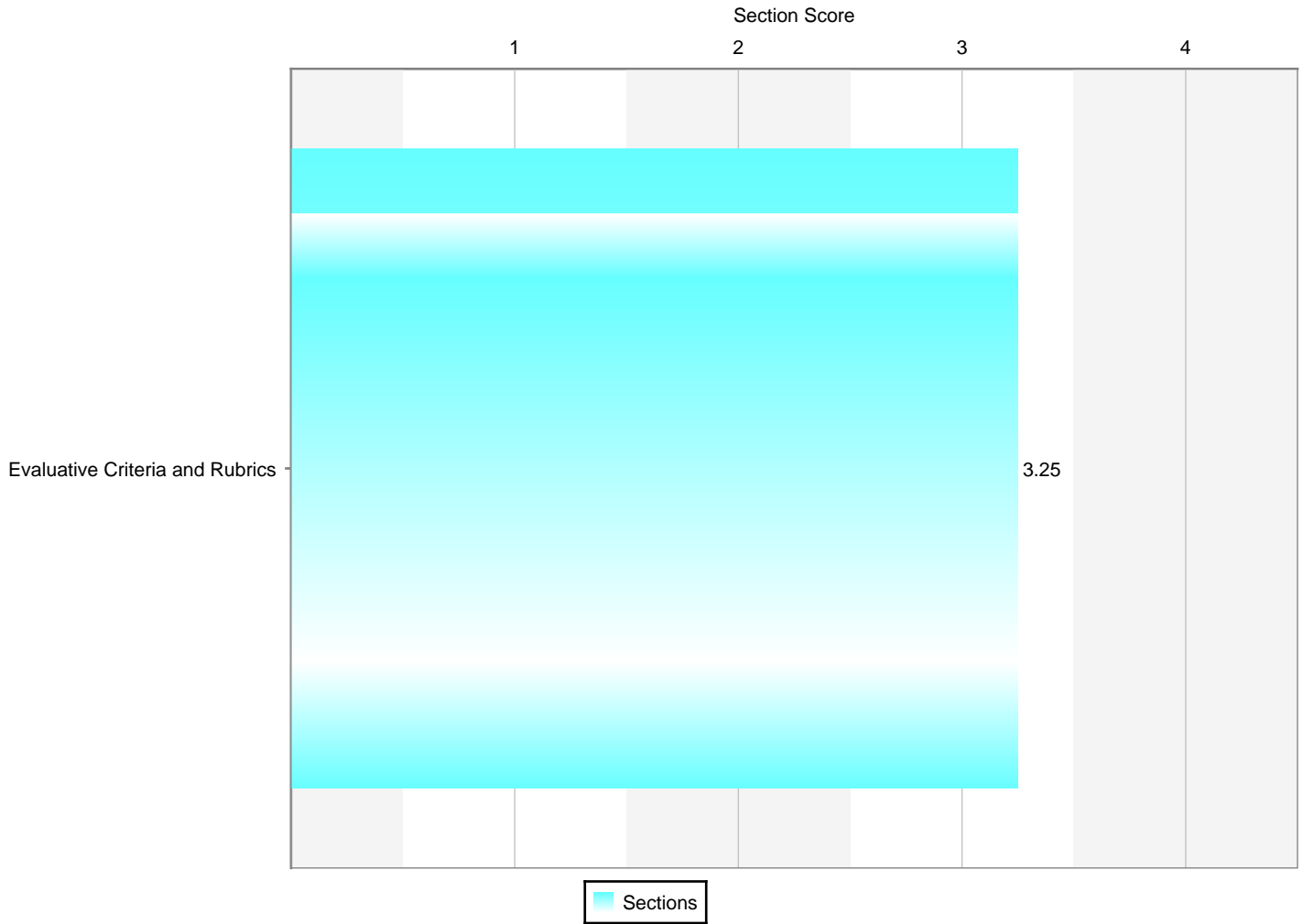
Males are still lagging behind females in scores. Males scored 12% Above Average and 41% Average High on the 17-18 math scantron compared to females who scored 15% Above Average and 41% Average High. Males scored 16% Above Average and 34% Average High on the 18-19 math scantron compared to females who scored 19% Above Average and 55% Average High. Males scored 17% Above Average and 41% Average High on the 17-18 reading scantron compared to females who scored 27% Above Average and 59% Average High. Males scored 16% Above Average and 46% Average High on the 18-19 reading scantron compared to females who scored 33% Above Average and 40% Average High.

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

The 7th grade performed lower on the scantron which is consistent with the fact the 7th grade had more students fail.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

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

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		Assurance 2

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes		Assurance 3

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		Parental Involvement Plan 18-19 Parent and Family Engagement Diagnostic

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes		18-19 compact

Plan for ACIP 2018-2019

Overview

Plan Name

Plan for ACIP 2018-2019

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	Engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.	Objectives: 4 Strategies: 5 Activities: 8	Academic	\$55797
2	Provide digital tools and resources to all educators and students. (All educators and students will have digital access to a comprehensive viable infrastructure when and where they need it.)	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$12250
3	Prepare and support students through student support services.	Objectives: 5 Strategies: 5 Activities: 8	Organizational	\$3085830
4	Prepare and support teachers to graduate college and career ready students.	Objectives: 3 Strategies: 3 Activities: 6	Organizational	\$23278

Goal 1: Engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

3% of All Students will increase student growth by increasing the overall scaled score from 2681 in the fall of 2018 to 2761 in the spring of 2019 in Reading by 05/24/2019 as measured by Scantron Performance Series.

Strategy 1:

Direct, Explicit Instruction - During the cycle of instruction, all teachers will utilize purposeful writing, close reading, and text-dependent questions to teach all students ELA concepts during instruction. All teachers will utilize MCPSS instructional guides, Scantron Performance results, and EQT required close reading results in planning and implementation of CCRS standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Multiple standards require students to determine meaning, analyze structures, and comprehend complex texts. Close readings coupled with the use of text, dependent questions facilitate the comprehension of text on a variety of levels. Close reading and text, dependent questions can be tailored to meet our specific educational standards while maintaining a connection to the text. The use of these strategies will guide students to examine specific portions of complex texts and then provide evidence for their answers. It is imperative that educators explicitly teach how to approach a text to uncover its multiple layers of meaning and come to class prepared to ask questions that foster a deep understanding. Writing as a critical literacy skill should be a daily activity in the classroom. Writing practice is thinking practice. According to research reported by Steve Graham and Michael Hebert in Writing to Read, from the 2010 report by the Carnegie Foundation, "increasing how much students write does in fact improve how well they read" (20).

Activity - Close Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in all ELA and Social Studies classes will close read passages and make claims by finding evidence within the passages when deemed necessary to meet curriculum standards.	Direct Instruction	08/06/2018	05/24/2019	\$5000	Title I Schoolwide	All ELA and SS content teachers and support staff

Status	Progress Notes	Created On	Created By
In Progress	EQT SS 2nd quarter 6 96% 7 78% 8 98% Course Passing Rate SS 2nd quarter 6 98% 7 92% 8 98% EQT LA 2nd quarter 6 93% 7 62% 8 81% Course Passing Rate LA 2nd quarter 6 86% 7 74% 8 81%	January 31, 2019	Leigh Thompson
In Progress	EQT SS 1st quarter 6 86% 7 93% 8 97% Course Passing Rate SS 1st quarter 6 97% 7 95% 8 99%	October 15, 2018	Leigh Thompson
In Progress	EQT LA 1st quarter 6 96% 7 78% 8 65% Course Passing Rate LA 1st quarter 6 92% 7 87% 8 90%	October 15, 2018	Leigh Thompson

Activity - Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in all ELA classes will utilize short and/or extended written responses during instruction and when creating formative and summative assessments as part of the 6 Traits Writing and Writing Portfolios standards process.	Direct Instruction	08/06/2018	05/24/2019	\$2250	District Funding	All ELA content teachers and support staff

Status	Progress Notes	Created On	Created By
In Progress	Lee: Explanatory - 70% proficient Wilson: Explanatory - 56% Johnson: Persuasive - 70% Plovovich: Persuasive - 35%	October 15, 2018	Leigh Thompson

Measurable Objective 2:

3% of All Students will increase student growth by increasing the overall scaled score from 2542 in the fall of 2018 to 2618 in the spring of 2019 in Mathematics by 05/24/2019 as measured by Scantron Performance Series.

Strategy 1:

Mathematics Design Collaborative - MDC strategies will be used to teach all students mathematics concepts during daily instruction while utilizing the MCPSS instructional guides and Scantron Performance results.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <https://www.sreb.org/publication/mathematics-design-collaborative>

Activity - MDC/FAL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All mathematics teachers will use the MDC instructional strategies daily and use one Formative Assessment Lesson per quarter. The Formative Assessment Lesson Pre/Post Test will be used to determine success with the lesson and standards addressed.	Direct Instruction	08/06/2018	05/24/2019	\$6242	Title I Schoolwide	All math content teachers and support staff

Status	Progress Notes	Created On	Created By
In Progress	EQT Math 2nd quarter 6 87% 7 74% 8 72% Course Passing Rate Math 2nd quarter 6 95% 7 77% 8 91% Other required documentation submitted to Math Curriculum Supervisor	January 31, 2019	Leigh Thompson
In Progress	EQT Math 1st quarter 6 73% 7 81% 8 74% Course Passing Rate Math 1st quarter 6 88% 7 86% 8 91% Other required documentation submitted to Math Curriculum Supervisor	October 15, 2018	Leigh Thompson

Activity - Requited Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Mathematics teachers of required courses will include 3 to 5 district created questions on the EQTs that will assess the overarching standards for the quarter along with the fluency test analysis to determine quarterly district...wide proficiency on priority standards.	Direct Instruction	08/06/2018	05/24/2019	\$0	No Funding Required	All math content teachers and support staff

Status	Progress Notes	Created On	Created By
In Progress	Documentation submitted to Math Curriculum supervisor	January 31, 2019	Leigh Thompson
In Progress	Documentation submitted to Math Curriculum supervisor	October 15, 2018	Leigh Thompson

Measurable Objective 3:

3% of Seventh grade students will increase student growth increasing the scaled score of 2490 from the fall 2018 to 2564 in the spring 2019 in Science by 05/24/2019 as measured by Scantron Performance Series.

Strategy 1:

Instructional Strategy - Science teachers will incorporate specific instructional strategies into their quarterly lesson plans.

Category: Develop/Implement College and Career Ready Standards

Research Cited: In response to our nation's declining competitiveness in the science, technology, engineering, and mathematics (STEM) fields, the National Research Council (NRC) published a research-based report on teaching and learning science in a 2012 document titled A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. This document proposes a new approach to K-12 science education through the integration of engineering design and engineering practices within the context of science content instruction. Supported by the NRC framework and our state's College- and Career-Readiness (CCR) Anchor Standards for Reading and for Writing, the goal of Alabama's K-12 science education standards is scientific and engineering literacy for all Alabama students.

Activity - 5E Instructional Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science teachers will utilize the SE instructional Model to deliver science instruction as evidenced by walk-throughs, lesson plans, curricular materials, and a consistent increase in benchmark assessments.	Other - Instructional	08/06/2018	05/24/2019	\$27125	State Funds	Science content area teachers, Department Chair, Administrators

Status	Progress Notes	Created On	Created By
In Progress	EQT Science 2nd quarter 6 74% 7 75% 8 86% Course Passing Rate Science 2nd quarter 6 95% 7 99% 8 92% 5E Instructional Model evidenced in lesson plans.	January 31, 2019	Leigh Thompson

ACIP

Cranford Burns Middle School

In Progress	EQT Science 1st quarter 6 80% 7 71% 8 88%	October 15, 2018	Leigh Thompson
	Course Passing Rate Science 1st quarter 6 97% 7 95% 8 93%		
	5E Instructional Model evidenced in lesson plans.		

Strategy 2:

Digital Media - Expand accessibility and quantity of free or district provided, high-quality, engaging, standards-based digital media resources for students.

Category: Develop/Implement College and Career Ready Standards

Research Cited: NETS-S 2 CCRS Literacy Standards; Plan 2020 p. 14, 24, 26, 54, 78-79

Activity - Discovery Ed Usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will utilize Discovery Ed quarterly in their lesson plans.	Technology	08/06/2018	05/24/2019	\$15180	State Funds	Science teachers

Status	Progress Notes	Created On	Created By
In Progress	2nd quarter - 11,211	January 31, 2019	Leigh Thompson
In Progress	1st quarter - 4,175	October 15, 2018	Leigh Thompson

Measurable Objective 4:

55% of English Learners students will demonstrate a proficiency on Interim Progress in achieving English Language Proficiency in English Language Arts by 05/24/2019 as measured by WIDA ACCESS for ELLs 2.0.

Strategy 1:

Personalized Instruction - English language learners will receive appropriate accommodations on activities and assessments to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

Research Cited: WIDA Standards and Assessment

Activity - Accomodations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Learners will receive appropriate accommodations on activities and assessments to facilitate learner success in the content areas.	Academic Support Program	08/06/2018	05/24/2019	\$0	No Funding Required	EL staff, administrators, and all teachers of EL students

Status	Progress Notes	Created On	Created By
In Progress	Pass Rate – EL 27/30– 90%	January 31, 2019	Leigh Thompson
In Progress	Pass Rate – EL 26/28 – 93%	October 15, 2018	Leigh Thompson

Activity - Digital Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELs will receive differentiated instruction through Nearpod and Nearpod EL.	Technology	08/06/2018	05/24/2019	\$0	No Funding Required	EL staff and content area teachers

Status	Progress Notes	Created On	Created By
In Progress	Nearpod usage evidenced in lesson plans. Nearpod faculty training November 5, 2018.	January 31, 2019	Leigh Thompson
In Progress	Nearpod usage evidenced in lesson plans.	October 15, 2018	Leigh Thompson

Goal 2: Provide digital tools and resources to all educators and students. (All educators and students will have digital access to a comprehensive viable infrastructure when and where they need it.)

Measurable Objective 1:

collaborate to ensure that every student, teacher, and administrator has access to an internet connected device with viable access points and appropriate software and web-based resources for research, communication, multimedia content creation, and consumption by 05/24/2019 as measured by technology survey results.

Strategy 1:

Acquisition - Develop guidance documents to assist the district in developing policies for student use of both district-owned and mobile devices belonging to the student. Purchase computer hardware and devices to ensure all students and faculty will have access to technology throughout the day.

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

Research Cited: Transform 2020 survey results

Activity - miDevice/Computer Hardware	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students and faculty will have access to school owned devices throughout the day which have access to internet, as well as, being allowed to bring personal devices to school.	Technology	08/06/2018	05/24/2019	\$12250	Title I Schoolwide	teachers and administrators

Status	Progress Notes	Created On	Created By
In Progress	Labs 2nd quarter B 102 58% J244 100% 230 100%	January 31, 2019	Leigh Thompson
In Progress	Labs 1st quarter B 102 55% J244 55% 230 73%	October 15, 2018	Leigh Thompson

Goal 3: Prepare and support students through student support services.

Measurable Objective 1:

demonstrate a behavior that increases attendance from 95.44% in 2017-18 to 95.5% in 2018-2019 by 05/24/2019 as measured by attendance reports.

Strategy 1:

Attendance Tracking - Faculty, staff, and students will analyze and track attendance data to maintain or increase the attendance rate.

Category: Develop/Implement Student and School Culture Program

Research Cited: <http://www.americaspromise.org/news/why-school-attendance-matters-what-you-can-do-help>

Activity - Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with perfect attendance will be recognized quarterly.	Other - Reward	08/06/2018	05/24/2019	\$11000	Title I Schoolwide	All homeroom teachers, counselors, and administrators

Status	Progress Notes	Created On	Created By
In Progress	perfect attendance quarter 1 - 16% perfect attendance quarter 2 - 14%	January 31, 2019	Leigh Thompson
In Progress	Attendance 2nd quarter 6 93.44% 7 94.68% 8 94.46% School wide 94.22%	January 31, 2019	Leigh Thompson
In Progress	Attendance 1st quarter 6 94.66% 7 95.07% 8 96.08% School wide 95.27%	October 15, 2018	Leigh Thompson

Measurable Objective 2:

demonstrate a behavior that decreases out of school suspensions by 3% from 285 in 2017-2018 to 271 in 2018-2019 by 05/24/2019 as measured by discipline reports.

Strategy 1:

SY 2018-2019

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Discipline Plan - .All teachers and staff will adhere to the steps in the school-wide discipline plan and work diligently to assist students in modifying behaviors which have been identified as disruptive in school and on the bus.

Category: Develop/Implement Student and School Culture Program

Research Cited: <https://vtechworks.lib.vt.edu/bitstream/handle/10919/29293/dionneetd.pdf?sequence=1>

Activity - Retract	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In accordance with the discipline plan, students may be assigned to Retract for their inappropriate behaviors.	Behavioral Support Program	08/06/2018	05/24/2019	\$32734	Title I Schoolwide	Administrators and Retract Paraprofessional

Status	Progress Notes	Created On	Created By
In Progress	Retract # 2nd quarter 6-120, 7- 90, 8- 98 Total-308 Suspensions 2nd quarter 96	January 31, 2019	Leigh Thompson
In Progress	Retract # 1st quarter 6 86 7 41 8 22 Total 149 Suspensions 1st quarter 70	October 15, 2018	Leigh Thompson

Activity - Review 360	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavior Plans will be created for students with discipline issues. Strategies and behavior interventions will be implemented and tracked using Review 360.	Behavioral Support Program	08/06/2018	05/24/2019	\$0	No Funding Required	Administrators, Case Managers, any teacher of a student with a behavior plan

Status	Progress Notes	Created On	Created By
In Progress	Review 360 Plans 1st quarter 28	January 31, 2019	Leigh Thompson

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Cranford Burns Middle School

In Progress	Review 360 Plans 1st quarter 26	October 15, 2018	Leigh Thompson
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Measurable Objective 3:

collaborate to address the needs of At-Risk students by 05/24/2019 as measured by academic and/or behavioral progress.

Strategy 1:

At-Risk Support - Administrators and teachers will work together to identify and provide support for students who are considered At-Risk for academics, attendance, and/or behavior.

Category: Implement Community Based Support and Intervention System

Research Cited: <https://www.mdrc.org/publication/using-research-evidence-strengthen-support-risk-students>

Activity - PST	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as having attendance, behavioral, and/or academic issues will be referred to PST for interventions and monitoring through the PST process. The purpose of the RTI/PST team is to form a knowledgeable group of educational professionals to consider the needs of any student who may require special academic assistance.	Academic Support Program, Behavioral Support Program	08/06/2018	05/24/2019	\$2951172	District Funding, State Funds	Teachers, administration, PST team, and counselors

Status	Progress Notes	Created On	Created By
In Progress	PST 1st quarter 6-18, 7-12, 8 - 03 Total 33	January 31, 2019	Leigh Thompson
In Progress	PST 1st quarter 6 28 7 12 8 02 Total 42	October 15, 2018	Leigh Thompson

Activity - Extended Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted At-Risk students will receive individual learning paths in Edgenuity that identify weaknesses based upon their Scantron Performance scores.	Academic Support Program	09/25/2018	04/26/2019	\$4895	Title I Schoolwide	Extended Day tutors

Status	Progress Notes	Created On	Created By
In Progress	October 16 15 October 17 28 October 23 19 October 24 23 October 30 21 October 31 28 November 6 26 November 7 33 November 13 24 November 13 27 November 27 25 November 28 30 December 4 23 December 11 18 December 12 20	January 31, 2019	Leigh Thompson
In Progress	Extended Learning students scored in the Below Average band of the Math Scantron Performance test. 299 letters sent home. Tuesday Ext. Learning # out of 24 September 25 4 October 2 7 Wednesday Ext. Learning # out of 37 September 26 15 October 3 24 Students who have signed up but have not attended have had parent phone calls.	October 15, 2018	Leigh Thompson

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted At-Risk students as identified from Scantron Performance scores will participate in a pull out program to receive individual learning paths in Edgenuity to build skills in identified areas of weakness and receive small group instruction.	Academic Support Program	08/06/2018	05/24/2019	\$77439	Title I Schoolwide, Title I Schoolwide, Title I Schoolwide	Intervention teacher

Status	Progress Notes	Created On	Created By
In Progress	Monday-Thursday intervention students scored at the top of the Average Low band of the Math Scantron Performance test. Friday intervention students scored at the top of the Above Average band. Intervention Grade Monday/Wednesday Tuesday/Thursday Friday 6 0 20 10 7 10 10 10 8 20 0 10	October 15, 2018	Leigh Thompson

Measurable Objective 4:

collaborate to provide assistance for student transitions by 05/24/2019 as measured by Bridges program data.

Strategy 1:

Transitions - Students will have the opportunity to participate in transition activities from school to school and grade to grade through Blazer Dayz for incoming 6th graders, grade level visits and buddies, and high school visitations.

Category: Develop/Implement Student and School Culture Program

Research Cited: https://www.bakeru.edu/images/pdf/SOE/EdD_Theses/Rentie_Dianna.pdf

Activity - Blazer Dayz	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming 6th grade students will have the opportunity to preview the school, meet some of their teachers and classmates, and participate in activities in order to feel more comfortable and prepared for the beginning of school.	Other - Transition	07/01/2019	07/26/2019	\$4865	State Funds	Counselors and Blazer Dayz staff

Status	Progress Notes	Created On	Created By
In Progress	Blazer Dayz will be held in July 2019.	October 15, 2018	Leigh Thompson

Measurable Objective 5:

demonstrate a behavior that ensures the school has a system in place to increase community engagement by 05/24/2019 as measured by stakeholder survey results.

Strategy 1:

Parental Involvement - The school will provide several meetings and performances throughout the school year for parents to attend.

Category: Develop/Implement Student and School Culture Program

Research Cited: <https://educationnorthwest.org/sites/default/files/parent-involvement-in-education.pdf>

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Activity - Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Quarterly parent meetings will be held at the school and/or online to increase parental involvement.	Parent Involvement	08/06/2018	05/24/2019	\$3725	Title I Schoolwide	Title 1 Facilitator, Counselors, Administrators, and Teachers

Status	Progress Notes	Created On	Created By
In Progress	Parent Meeting held November 28, 2018 "Student Success Night"	January 31, 2019	Leigh Thompson
In Progress	Annual Title 1 Parent Meeting held August 28, 2018. Meeting was also provided in digital format via facebook for those that could not attend the traditional meeting.	October 15, 2018	Leigh Thompson

Goal 4: Prepare and support teachers to graduate college and career ready students.

Measurable Objective 1:

collaborate to provide professional development, training, and instructional planning by 05/24/2019 as measured by sign in sheets and/or agendas and PLCIAs.

Strategy 1:

Collaboration/Planning - Provide teachers with an opportunity to participate in professional development opportunities including collaborative activities to plan effective instruction to support all students.

Category: Develop/Implement Professional Learning and Support

Research Cited: <https://learningforward.org/docs/default-source/jsd-october-2015/high-quality-collaboration-benefits-teachers-and-students.pdf>

Activity - Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Cranford Burns Middle School

Teachers will participate in various meetings including faculty, data, grade level, collaboration, and professional learning as evidenced by sign in sheets and/or agendas/PLCIAs.	Professional Learning	08/06/2018	05/24/2019	\$6000	Title I Schoolwide	All teachers, administrators, and staff
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Status	Progress Notes	Created On	Created By
In Progress	Meeting documentation in the Burns Documentation OneNote.	January 31, 2019	Leigh Thompson
In Progress	Meeting documentation in the Burns Documentation OneNote.	October 15, 2018	Leigh Thompson

Activity - Research-based PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Language Arts teachers will participate monthly in the Fisher & Frey Professional Development Resource Center where the department chair as the facilitator will discuss text complexity, text-dependent questions, and reading comprehension, etc	Professional Learning	08/06/2018	05/24/2019	\$8778	State Funds, Title I Schoolwide	All Language Arts content teachers, LA Department Chair, and administrators

Status	Progress Notes	Created On	Created By
In Progress	Meeting documentation in the Burns Documentation OneNote.	January 31, 2019	Leigh Thompson
In Progress	No training held during 1st quarter.	October 15, 2018	Leigh Thompson

Activity - EL Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the school year. teachers of English Learners will engage in a minimum of one professional learning session lead by the EL staff, with a focus on strengthening professional knowledge of strategies designed to support EL students during Tier 1 instructional content delivery.	Professional Learning	08/06/2018	05/24/2019	\$0	No Funding Required	EL staff, administration, and teachers

Status	Progress Notes	Created On	Created By
In Progress	Meeting documentation in the Burns Documentation OneNote.	January 31, 2019	Leigh Thompson
In Progress	Training to be held October 15, 2018	October 15, 2018	Leigh Thompson

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Cranford Burns Middle School

Activity - Comprehensive Behavior Management Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The program is based on the premise that in order for learning to take place a school must have a safe, orderly, civil, and academically strong environment.	Professional Learning	10/10/2018	05/24/2019	\$8000	Title II Part A	all staff members

Status	Progress Notes	Created On	Created By
In Progress	Initial training provided January 4, 2019. Meeting documentation in the Burns Documentation OneNote.	January 31, 2019	Leigh Thompson
In Progress	Training to be rescheduled due to cancelled flights during hurricane Michael.	October 15, 2018	Leigh Thompson

Measurable Objective 2:

demonstrate a behavior that indicates the positive impact of the Alabama Mentoring Program by 05/24/2019 as measured by certificate of completion, sign in sheets, agendas and/or PLCIA/meeting notes. .

Strategy 1:

Alabama Mentoring Program - Educators will participate in professional learning covering the following topics: Professionalism (Code of Ethics, Parent Conferences, Confidentiality, & Communication), Teaching and Learning (Feedback to Students, Implementing Technology, Differentiated Instruction, Understanding College and Career Ready Standards, Developing Lesson Plans, & Using Pacing Guides), and Classroom Management (Classroom Rules/Procedures/Arrangement, Discipline Plan, Positive Reinforcement, Motivating Students, Transition Time and Time Management, & Assessing and Grading Student Work).

Category: Develop/Implement Professional Learning and Support

Research Cited: <http://www.nasdse.org/Portals/0/Documents/08%20conference/Presentations/Mabrey%20Whetstone%20Presentation.pdf>

Activity - Online Teacher Mentor Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher mentors will participate in an EngagePD online teacher mentor training by September 28, 2018..	Professional Learning	08/06/2018	05/24/2019	\$0	No Funding Required	Mentors and mentees

Status	Progress Notes	Created On	Created By
In Progress	Meeting documentation in the Burns Documentation OneNote.	January 31, 2019	Leigh Thompson
In Progress	Documentation in the Burns Documentation OneNote	October 15, 2018	Leigh Thompson

Measurable Objective 3:

collaborate to use technology and digital resources to utilize standards-based instruction and authentic learning activities in all content areas by 05/24/2019 as measured by lesson plans.

Strategy 1:

Integrate Technology - Teachers use technology and digital resources to utilize standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning, creativity, and innovation in all learning environments.

Category: Develop/Implement Learning Supports

Research Cited: <https://www.discoveryeducation.com/what-we-offer/partner-success-stories/>

Activity - Digital Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support professional learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered devices that engage, challenge, and empower students to learn in a variety of ways.	Technology	08/06/2018	05/24/2019	\$500	Title I Schoolwide	teachers

Status	Progress Notes	Created On	Created By
In Progress	Edgenuity Training October 17, 18, & November 9 Nearpod and Google Training November 5 Meeting documentation in the Burns Documentation OneNote.	January 31, 2019	Leigh Thompson
In Progress	Training to be rescheduled due to to hurricane Michael	October 15, 2018	Leigh Thompson

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Requited Questions	All Mathematics teachers of required courses will include 3 to 5 district created questions on the EQTs that will assess the overarching standards for the quarter along with the fluency test analysis to determine quarterly district...wide proficiency on priority standards.	Direct Instruction	08/06/2018	05/24/2019	\$0	All math content teachers and support staff
Accomodations	English Learners will receive appropriate accommodations on activities and assessments to facilitate learner success in the content areas.	Academic Support Program	08/06/2018	05/24/2019	\$0	EL staff, administrators , and all teachers of EL students
EL Training	During the school year. teachers of English Learners will engage in a minimum of one professional learning session lead by the EL staff, with a focus on strengthening professional knowledge of strategies designed to support EL students during Tier 1 instructional content delivery.	Professional Learning	08/06/2018	05/24/2019	\$0	EL staff, administration , and teachers
Review 360	Behavior Plans will be created for students with discipline issues. Strategies and behavior interventions will be implemented and tracked using Review 360.	Behavioral Support Program	08/06/2018	05/24/2019	\$0	Administrator s, Case Managers, any teacher of a student with a behavior plan
Online Teacher Mentor Training	Teacher mentors will participate in an EngagePD online teacher mentor training by September 28, 2018..	Professional Learning	08/06/2018	05/24/2019	\$0	Mentors and mentees
Digital Resources	ELs will receive differentiated instruction through Nearpod and Nearpod EL.	Technology	08/06/2018	05/24/2019	\$0	EL staff and content area teachers
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Writing	Students in all ELA classes will utilize short and/or extended written responses during instruction and when creating formative and summative assessments as part of the 6 Traits Writing and Writing Portfolios standards process.	Direct Instruction	08/06/2018	05/24/2019	\$2250	All ELA content teachers and support staff
PST	Students identified as having attendance, behavioral, and/or academic issues will be referred to PST for interventions and monitoring through the PST process. The purpose of the RTI/PST team is to form a knowledgeable group of educational professionals to consider the needs of any student who may require special academic assistance.	Academic Support Program, Behavioral Support Program	08/06/2018	05/24/2019	\$437280	Teachers, administration, PST team, and counselors
Total					\$439530	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Comprehensive Behavior Management Training	The program is based on the premise that in order for learning to take place a school must have a safe, orderly, civil, and academically strong environment.	Professional Learning	10/10/2018	05/24/2019	\$8000	all staff members
Total					\$8000	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MDC/FAL	All mathematics teachers will use the MDC instructional strategies daily and use one Formative Assessment Lesson per quarter. The Formative Assessment Lesson Pre/Post Test will be used to determine success with the lesson and standards addressed.	Direct Instruction	08/06/2018	05/24/2019	\$6242	All math content teachers and support staff
Intervention	Targeted At-Risk students as identified from Scantron Performance scores will participate in a pull out program to receive individual learning paths in Edgenuity to build skills in identified areas of weakness and receive small group instruction.	Academic Support Program	08/06/2018	05/24/2019	\$688	Intervention teacher
Intervention	Targeted At-Risk students as identified from Scantron Performance scores will participate in a pull out program to receive individual learning paths in Edgenuity to build skills in identified areas of weakness and receive small group instruction.	Academic Support Program	08/06/2018	05/24/2019	\$76215	Intervention teacher
Retract	In accordance with the discipline plan, students may be assigned to Retract for their inappropriate behaviors.	Behavioral Support Program	08/06/2018	05/24/2019	\$32734	Administrators and Retract Paraprofessional

ACIP

Cranford Burns Middle School

Close Reading	Students in all ELA and Social Studies classes will close read passages and make claims by finding evidence within the passages when deemed necessary to meet curriculum standards.	Direct Instruction	08/06/2018	05/24/2019	\$5000	All ELA and SS content teachers and support staff
Incentives	Students with perfect attendance will be recognized quarterly.	Other - Reward	08/06/2018	05/24/2019	\$11000	All homeroom teachers, counselors, and administrators
Meetings	Quarterly parent meetings will be held at the school and/or online to increase parental involvement.	Parent Involvement	08/06/2018	05/24/2019	\$3725	Title 1 Facilitator, Counselors, Administrators, and Teachers
Research-based PD	All Language Arts teachers will participate monthly in the Fisher & Frey Professional Development Resource Center where the department chair as the facilitator will discuss text complexity, text-dependent questions, and reading comprehension, etc	Professional Learning	08/06/2018	05/24/2019	\$90	All Language Arts content teachers, LA Department Chair, and administrators
Intervention	Targeted At-Risk students as identified from Scantron Performance scores will participate in a pull out program to receive individual learning paths in Edgenuity to build skills in identified areas of weakness and receive small group instruction.	Academic Support Program	08/06/2018	05/24/2019	\$536	Intervention teacher
Digital Training	Support professional learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered devices that engage, challenge, and empower students to learn in a variety of ways.	Technology	08/06/2018	05/24/2019	\$500	teachers
Meetings	Teachers will participate in various meetings including faculty, data, grade level, collaboration, and professional learning as evidenced by sign in sheets and/or agendas/PLCIAs.	Professional Learning	08/06/2018	05/24/2019	\$6000	All teachers, administrators, and staff
Extended Learning	Targeted At-Risk students will receive individual learning paths in Edgenuity that identify weaknesses based upon their Scantron Performance scores.	Academic Support Program	09/25/2018	04/26/2019	\$4895	Extended Day tutors
miDevice/Computer Hardware	All students and faculty will have access to school owned devices throughout the day which have access to internet, as well as, being allowed to bring personal devices to school.	Technology	08/06/2018	05/24/2019	\$12250	teachers and administrators
Total					\$159875	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Blazer Dayz	Incoming 6th grade students will have the opportunity to preview the school, meet some of their teachers and classmates, and participate in activities in order to feel more comfortable and prepared for the beginning of school.	Other - Transition	07/01/2019	07/26/2019	\$4865	Counselors and Blazer Dayz staff
PST	Students identified as having attendance, behavioral, and/or academic issues will be referred to PST for interventions and monitoring through the PST process. The purpose of the RTI/PST team is to form a knowledgeable group of educational professionals to consider the needs of any student who may require special academic assistance.	Academic Support Program, Behavioral Support Program	08/06/2018	05/24/2019	\$2513892	Teachers, administration, PST team, and counselors
5E Instructional Model	All science teachers will utilize the SE instructional Model to deliver science instruction as evidenced by walk-throughs, lesson plans, curricular materials, and a consistent increase in benchmark assessments.	Other - Instructional	08/06/2018	05/24/2019	\$27125	Science content area teachers, Department Chair, Administrators
Discovery Ed Usage	Science teachers will utilize Discovery Ed quarterly in their lesson plans.	Technology	08/06/2018	05/24/2019	\$15180	Science teachers
Research-based PD	All Language Arts teachers will participate monthly in the Fisher & Frey Professional Development Resource Center where the department chair as the facilitator will discuss text complexity, text-dependent questions, and reading comprehension, etc	Professional Learning	08/06/2018	05/24/2019	\$8688	All Language Arts content teachers, LA Department Chair, and administrators
Total					\$2569750	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

Evaluative Criteria and Rubrics

Overall Rating: 1.5

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

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

Areas of Notable Achievement

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

Student Survey - In my school, programs and services are available to help me succeed.

Staff Survey - Our school uses data to monitor student readiness and success at the next level, and our school leaders monitor data related to student achievement.

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

According to information in the student survey, students are satisfied with the programs and services available to help them succeed. Also scoring high in satisfaction was that the principal had high expectations of the students. The staff was equally satisfied with the acquisition and support of technology for student learning, as well as, for the school's operational needs.

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

Teachers have been increasingly more satisfied with the amount of technology at our school.

Areas in Need of Improvement

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

The lowest level of satisfaction for students was students respect the property of others. For staff, the following areas scored the lowest: 1. all teachers in our school personalize instructional strategies and interventions to address individual learning needs of students and 2. all teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.

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

Students seem to be increasingly more dissatisfied with how students treat each other and respect of property.

What are the implications for these stakeholder perceptions?

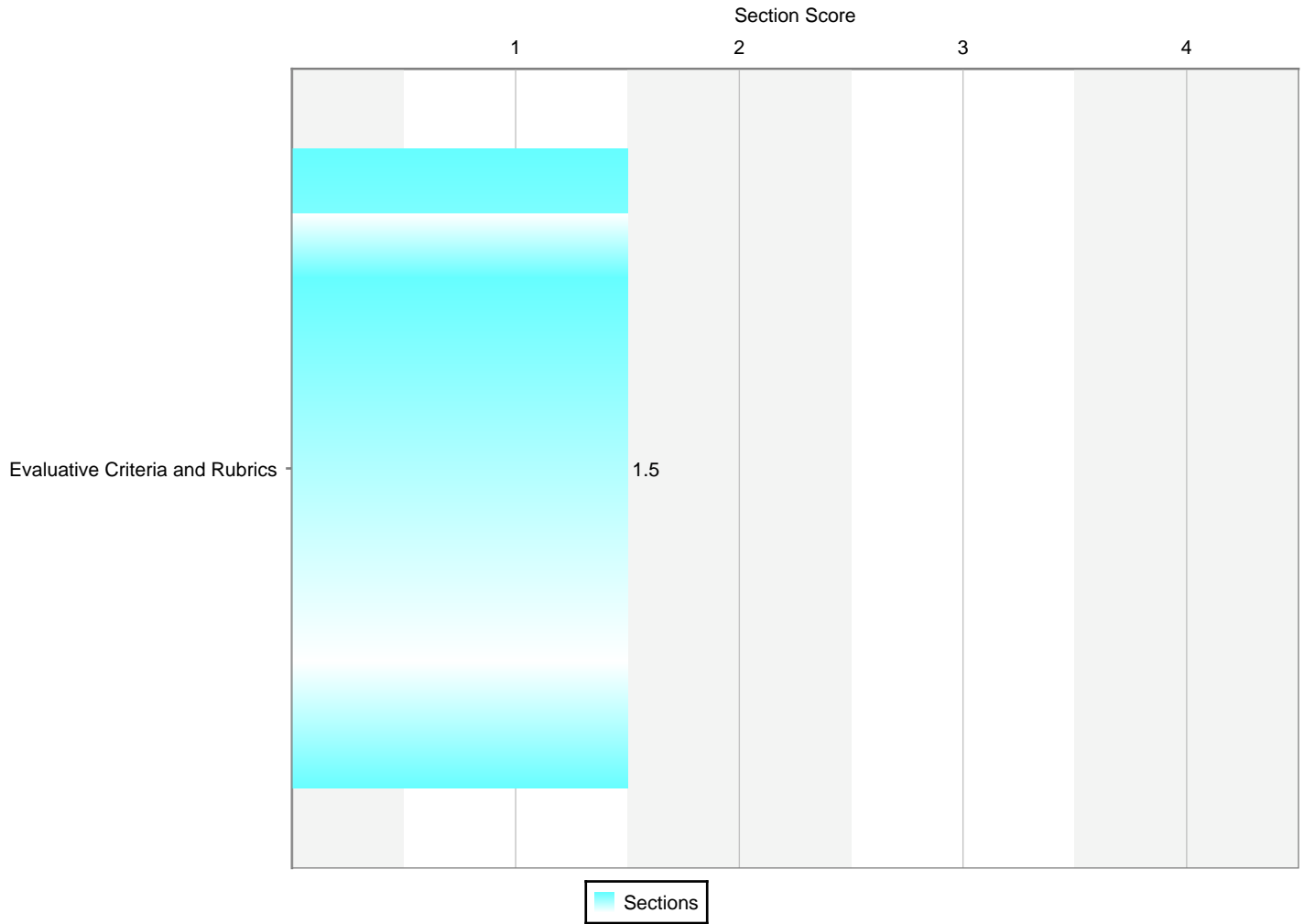
Burns has decided to make some changes in daily routines this school year in order to try to increase safety in the classroom, hallways, cafeteria, and gym. In addition, we will have more counseling to try to promote good character traits. We hope that these efforts will help students feel safer at school.

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

In past surveys, students have been concerned about safety issues at school. This includes safety for themselves and their property.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

Discussing the needs of our students occurs at several different meetings including whole group faculty meetings, department meetings, ACIP meetings, and PST meetings. Input is brought forward to the committee. Special populations of students are/were also discussed including repeaters, overage, PST, and those who attended summer school. Many of these students have already been placed in monitoring programs.

What were the results of the comprehensive needs assessment?

Scantron results for the 2017-2018 school year show that 47% of students met their annual target for reading and 31% scored in the Above Average and Average High performance bands. In math, only 41% of students met their annual target and 24% scored in the Above Average and Average High performance bands. After the 2017-2018 school year, 747 students out of 832 were promoted to the next grade. We had an increase in the number of students eligible for summer school up to 72 from 45 the previous year, but that is a positive since we saw a decrease in the number of students retained down to 13 from 22 the year before.

What conclusions were drawn from the results?

A total of 747 out of 832 students were promoted, 72 were sent to summer school, and 13 were retained. We had 9 less students retained than in the previous school year. The number of failures for the 2017-2018 school year was a little more than the previous school year. We had more students attended summer school and less students were retained in 2018 than in 2017. Consistent with previous years, more students failed Math (56 up from 38 the previous year) than Language Arts (25 down from 25 the previous year). In addition, science failures increased from 11 to 13, but social studies failures decreased from 10 to 9. The 7th grade had the most students fail math and Language Arts, but the 8th grade had more students fail science and social studies. These results are consistent with the 2016-2017 school year as well. We saw a significant drop in 8th grade math failures as well.

Suspensions decreased in the 2017-2018 from 276 the year before to 57. This significant decrease is attributed to having a full-time retract program.

The 2017-2018 ADM improved to 95.44% from 94.64% in 2016-2017 and 95.08% ADM in 2015-2016.

47% of students met their annual target on the Scantron Reading, and 41% of students met their annual target on the Scantron Math.

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

Our areas of weakness continue to be in math and language arts. We have more boys in our school, so they are also the main population with failure and retention issues.

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

The school's goals focus on improving math and reading which area always areas of need for our students as reflected in the Scantron Performance data. The goals also include activities to reduce suspensions which is also a need in our school.

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

Data sources demonstrate the same areas of focus year after year....math and reading.

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

The goals address the needs of the school as a whole by addressing the need to decrease course failures and providing resources to increase student achievement. Students who are disadvantaged have been identified by their test scores. These students will be given opportunities to receive extra support services like during the day intervention and after school tutoring.

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

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

Goal 1:

Engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency on Interim Progress in achieving English Language Proficiency in English Language Arts by 05/24/2019 as measured by WIDA ACCESS for ELLs 2.0.

Strategy1:

Personalized Instruction - English language learners will receive appropriate accommodations on activities and assessments to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

Research Cited: WIDA Standards and Assessment

Activity - Digital Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELs will receive differentiated instruction through Nearpod and Nearpod EL.	Technology	08/06/2018	05/24/2019	\$0 - No Funding Required	EL staff and content area teachers

Activity - Accomodations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will receive appropriate accommodations on activities and assessments to facilitate learner success in the content areas.	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	EL staff, administrators, and all teachers of EL students

Measurable Objective 2:

3% of All Students will increase student growth by increasing the overall scaled score from 2681 in the fall of 2018 to 2761 in the spring of 2019 in Reading by 05/24/2019 as measured by Scantron Performance Series.

Strategy1:

Direct, Explicit Instruction - During the cycle of instruction, all teachers will utilize purposeful writing, close reading, and text-dependent questions to teach all students ELA concepts during instruction. All teachers will utilize MCPSS instructional guides, Scantron Performance

results, and EQT required close reading results in planning and implementation of CCRS standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Multiple standards require students to determine meaning, analyze structures, and comprehend complex texts. Close readings coupled with the use of text, dependent questions facilitate the comprehension of text on a variety of levels. Close reading and text, dependent questions can be tailored to meet our specific educational standards while maintaining a connection to the text. The use of these strategies will guide students to examine specific portions of complex texts and then provide evidence for their answers. It is imperative that educators explicitly teach how to approach a text to uncover its multiple layers of meaning and come to class prepared to ask questions that foster a deep understanding. Writing as a critical literacy skill should be a daily activity in the classroom. Writing practice is thinking practice. According to research reported by Steve Graham and Michael Hebert in Writing to Read, from the 2010 report by the Carnegie Foundation, "increasing how much students write does in fact improve how well they read" (20).

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all ELA and Social Studies classes will close read passages and make claims by finding evidence within the passages when deemed necessary to meet curriculum standards.	Direct Instruction	08/06/2018	05/24/2019	\$5000 - Title I Schoolwide	All ELA and SS content teachers and support staff

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all ELA classes will utilize short and/or extended written responses during instruction and when creating formative and summative assessments as part of the 6 Traits Writing and Writing Portfolios standards process.	Direct Instruction	08/06/2018	05/24/2019	\$2250 - District Funding	All ELA content teachers and support staff

Measurable Objective 3:

3% of All Students will increase student growth by increasing the overall scaled score from 2542 in the fall of 2018 to 2618 in the spring of 2019 in Mathematics by 05/24/2019 as measured by Scantron Performance Series.

Strategy1:

Mathematics Design Collaborative - MDC strategies will be used to teach all students mathematics concepts during daily instruction while utilizing the MCPSS

instructional guides and Scantron Performance results.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <https://www.sreb.org/publication/mathematics-design-collaborative>

Activity - MDC/FAL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All mathematics teachers will use the MDC instructional strategies daily and use one Formative Assessment Lesson per quarter. The Formative Assessment Lesson Pre/Post Test will be used to determine success with the lesson and standards addressed.	Direct Instruction	08/06/2018	05/24/2019	\$6242 - Title I Schoolwide	All math content teachers and support staff

Activity - Required Questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Mathematics teachers of required courses will include 3 to 5 district created questions on the EQTs that will assess the overarching standards for the quarter along with the fluency test analysis to determine quarterly district...wide proficiency on priority standards.	Direct Instruction	08/06/2018	05/24/2019	\$0 - No Funding Required	All math content teachers and support staff

Measurable Objective 4:

3% of Seventh grade students will increase student growth increasing the scaled score of 2490 from the fall 2018 to 2564 in the spring 2019 in Science by 05/24/2019 as measured by Scantron Performance Series.

Strategy1:

Digital Media - Expand accessibility and quantity of free or district provided, high-quality, engaging, standards-based digital media resources for students.

Category: Develop/Implement College and Career Ready Standards

Research Cited: NETS-S 2 CCRS Literacy Standards; Plan 2020 p. 14, 24, 26, 54, 78-79

Activity - Discovery Ed Usage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will utilize Discovery Ed quarterly in their lesson plans.	Technology	08/06/2018	05/24/2019	\$15180 - District Funding	Science teachers

Strategy2:

Instructional Strategy - Science teachers will incorporate specific instructional strategies into their quarterly lesson plans.

Category: Develop/Implement College and Career Ready Standards

Research Cited: In response to our nation's declining competitiveness in the science, technology, engineering, and mathematics (STEM) fields, the National Research Council (NRC) published a research-based report on teaching and learning science in a 2012 document titled A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. This document proposes a new approach to K-12 science education through the integration of engineering design and engineering practices within the context of science content instruction. Supported by the NRC framework and our state's College- and Career-Readiness (CCR) Anchor Standards for Reading and for Writing, the goal of Alabama's K-12 science education standards is scientific and engineering literacy for all Alabama students.

Activity - 5E Instructional Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All science teachers will utilize the 5E instructional Model to deliver science instruction as evidenced by walk-throughs, lesson plans, curricular materials, and a consistent increase in benchmark assessments.	Other - Instructional	08/06/2018	05/24/2019	\$27125 - State Funds	Science content area teachers, Department Chair, Administrators

Goal 2:

Prepare and support students through student support services.

Measurable Objective 1:

collaborate to address the needs of At-Risk students by 05/24/2019 as measured by academic and/or behavioral progress.

Strategy1:

At-Risk Support - Administrators and teachers will work together to identify and provide support for students who are considered At-Risk for academics, attendance, and/or behavior.

Category: Implement Community Based Support and Intervention System

Research Cited: <https://www.mdrc.org/publication/using-research-evidence-strengthen-support-risk-students>

Activity - Extended Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted At-Risk students will receive individual learning paths in Edgenuity that identify weaknesses based upon their Scantron Performance scores.	Academic Support Program	09/25/2018	04/26/2019	\$4895 - Title I Schoolwide	Extended Day tutors

Activity - PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as having attendance, behavioral, and/or academic issues will be referred to PST for interventions and monitoring through the PST process. The purpose of the RTI/PST team is to form a knowledgeable group of educational professionals to consider the needs of any student who may require special academic assistance.	Academic Support Program Behavioral Support Program	08/06/2018	05/24/2019	\$2513892 - State Funds \$437280 - District Funding	Teachers, administration, PST team, and counselors

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted At-Risk students as identified from Scantron Performance scores will participate in a pull out program to receive individual learning paths in Edgenuity to build skills in identified areas of weakness and receive small group instruction.	Academic Support Program	08/06/2018	05/24/2019	\$536 - Title I Schoolwide \$688 - Title I Schoolwide \$76215 - Title I Schoolwide	Intervention teacher

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

Goal 1:

Engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

3% of All Students will increase student growth by increasing the overall scaled score from 2542 in the fall of 2018 to 2618 in the spring of 2019 in Mathematics by 05/24/2019 as measured by Scantron Performance Series.

Strategy1:

Mathematics Design Collaborative - MDC strategies will be used to teach all students mathematics concepts during daily instruction while utilizing the MCPSS

instructional guides and Scantron Performance results.

Category: Develop/Implement College and Career Ready Standards

Research Cited: <https://www.sreb.org/publication/mathematics-design-collaborative>

Activity - Requited Questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Mathematics teachers of required courses will include 3 to 5 district created questions on the EQTs that will assess the overarching standards for the quarter along with the fluency test analysis to determine quarterly district...wide proficiency on priority standards.	Direct Instruction	08/06/2018	05/24/2019	\$0 - No Funding Required	All math content teachers and support staff

Activity - MDC/FAL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All mathematics teachers will use the MDC instructional strategies daily and use one Formative Assessment Lesson per quarter. The Formative Assessment Lesson Pre/Post Test will be used to determine success with the lesson and standards addressed.	Direct Instruction	08/06/2018	05/24/2019	\$6242 - Title I Schoolwide	All math content teachers and support staff

Measurable Objective 2:

3% of All Students will increase student growth by increasing the overall scaled score from 2681 in the fall of 2018 to 2761 in the spring of 2019 in Reading by 05/24/2019 as measured by Scantron Performance Series.

Strategy1:

Direct, Explicit Instruction - During the cycle of instruction, all teachers will utilize purposeful writing, close reading, and text-dependent questions to teach all students ELA concepts during instruction. All teachers will utilize MCPSS instructional guides, Scantron Performance results, and EQT required close reading results in planning and implementation of CCRS standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Multiple standards require students to determine meaning, analyze structures, and comprehend complex texts. Close readings coupled with the use of text, dependent questions facilitate the comprehension of text on a variety of levels. Close reading and text, dependent questions can be tailored to meet our specific educational standards while maintaining a connection to the text. The use of these strategies will guide students to examine specific portions of complex texts and then provide evidence for their answers. It is imperative that educators explicitly teach how to approach a text to uncover its multiple layers of meaning and come to class prepared to ask questions that foster a deep understanding. Writing as a critical literacy skill should be a daily activity in the classroom. Writing practice is thinking practice. According to research reported by Steve Graham and Michael Hebert in Writing to Read, from the 2010 report by the Carnegie Foundation,

"increasing how much students write does in fact improve how well they read" (20).

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all ELA classes will utilize short and/or extended written responses during instruction and when creating formative and summative assessments as part of the 6 Traits Writing and Writing Portfolios standards process.	Direct Instruction	08/06/2018	05/24/2019	\$2250 - District Funding	All ELA content teachers and support staff

Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in all ELA and Social Studies classes will close read passages and make claims by finding evidence within the passages when deemed necessary to meet curriculum standards.	Direct Instruction	08/06/2018	05/24/2019	\$5000 - Title I Schoolwide	All ELA and SS content teachers and support staff

Measurable Objective 3:

55% of English Learners students will demonstrate a proficiency on Interim Progress in achieving English Language Proficiency in English Language Arts by 05/24/2019 as measured by WIDA ACCESS for ELLs 2.0.

Strategy1:

Personalized Instruction - English language learners will receive appropriate accommodations on activities and assessments to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

Research Cited: WIDA Standards and Assessment

Activity - Accommodations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will receive appropriate accommodations on activities and assessments to facilitate learner success in the content areas.	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	EL staff, administrators, and all teachers of EL students

Activity - Digital Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELs will receive differentiated instruction through Nearpod and Nearpod EL.	Technology	08/06/2018	05/24/2019	\$0 - No Funding Required	EL staff and content area teachers

Measurable Objective 4:

3% of Seventh grade students will increase student growth increasing the scaled score of 2490 from the fall 2018 to 2564 in the spring 2019 in Science by 05/24/2019 as measured by Scantron Performance Series.

Strategy1:

Instructional Strategy - Science teachers will incorporate specific instructional strategies into their quarterly lesson plans.

Category: Develop/Implement College and Career Ready Standards

Research Cited: In response to our nation's declining competitiveness in the science, technology, engineering, and mathematics (STEM) fields, the National Research Council (NRC) published a research-based report on teaching and learning science in a 2012 document titled A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. This document proposes a new approach to K-12 science education through the integration of engineering design and engineering practices within the context of science content instruction. Supported by the NRC framework and our state's College- and Career-Readiness (CCR) Anchor Standards for Reading and for Writing, the goal of Alabama's K-12 science education standards is scientific and engineering literacy for all Alabama students.

Activity - 5E Instructional Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All science teachers will utilize the SE instructional Model to deliver science instruction as evidenced by walk-throughs, lesson plans, curricular materials, and a consistent increase in benchmark assessments.	Other - Instructional	08/06/2018	05/24/2019	\$27125 - State Funds	Science content area teachers, Department Chair, Administrators

Strategy2:

Digital Media - Expand accessibility and quantity of free or district provided, high-quality, engaging, standards-based digital media resources for students.

Category: Develop/Implement College and Career Ready Standards

Research Cited: NETS-S 2 CCRS Literacy Standards; Plan 2020 p. 14, 24, 26, 54, 78-79

Activity - Discovery Ed Usage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will utilize Discovery Ed quarterly in their lesson plans.	Technology	08/06/2018	05/24/2019	\$15180 - District Funding	Science teachers

Goal 2:

Provide digital tools and resources to all educators and students. (All educators and students will have digital access to a comprehensive viable infrastructure when and where they need it.)

Measurable Objective 1:

collaborate to ensure that every student, teacher, and administrator has access to an internet connected device with viable access points and appropriate software and web-based resources for research, communication, multimedia content creation, and consumption by 05/24/2019 as measured by technology survey results.

Strategy1:

Acquisition - Develop guidance documents to assist the district in developing policies for student use of both district-owned and mobile devices belonging to the student. Purchase computer hardware and devices to ensure all students and faculty will have access to technology throughout the day.

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

Research Cited: Transform 2020 survey results

Activity - miDevice/Computer Hardware	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students and faculty will have access to school owned devices throughout the day which have access to internet, as well as, being allowed to bring personal devices to school.	Technology	08/06/2018	05/24/2019	\$12250 - Title I Schoolwide	teachers and administrators

Goal 3:

Prepare and support students through student support services.

Measurable Objective 1:

collaborate to address the needs of At-Risk students by 05/24/2019 as measured by academic and/or behavioral progress.

Strategy1:

At-Risk Support - Administrators and teachers will work together to identify and provide support for students who are considered At-Risk for academics, attendance, and/or behavior.

Category: Implement Community Based Support and Intervention System

Research Cited: <https://www.mdrc.org/publication/using-research-evidence-strengthen-support-risk-students>

Activity - PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as having attendance, behavioral, and/or academic issues will be referred to PST for interventions and monitoring through the PST process. The purpose of the RTI/PST team is to form a knowledgeable group of educational professionals to consider the needs of any student who may require special academic assistance.	Academic Support Program Behavioral Support Program	08/06/2018	05/24/2019	\$2513892 - State Funds \$437280 - District Funding	Teachers, administration, PST team, and counselors

Activity - Extended Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted At-Risk students will receive individual learning paths in Edgenuity that identify weaknesses based upon their Scantron Performance scores.	Academic Support Program	09/25/2018	04/26/2019	\$4895 - Title I Schoolwide	Extended Day tutors

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted At-Risk students as identified from Scantron Performance scores will participate in a pull out program to receive individual learning paths in Edgenuity to build skills in identified areas of weakness and receive small group instruction.	Academic Support Program	08/06/2018	05/24/2019	\$536 - Title I Schoolwide \$76215 - Title I Schoolwide \$688 - Title I Schoolwide	Intervention teacher

Goal 4:

Prepare and support teachers to graduate college and career ready students.

Measurable Objective 1:

collaborate to use technology and digital resources to utilize standards-based instruction and authentic learning activities in all content areas by 05/24/2019 as measured by lesson plans.

Strategy1:

Integrate Technology - Teachers use technology and digital resources to utilize standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning, creativity, and innovation in all learning environments.

Category: Develop/Implement Learning Supports

Research Cited: <https://www.discoveryeducation.com/what-we-offer/partner-success-stories/>

Activity - Digital Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support professional learning designed to help teachers move from static, text-based resources to effective, dynamic, interactive, adaptive, multimedia/digital content powered devices that engage, challenge, and empower students to learn in a variety of ways.	Technology	08/06/2018	05/24/2019	\$500 - Title I Schoolwide	teachers

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

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

Goal 1:

Engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency on Interim Progress in achieving English Language Proficiency in English Language Arts by 05/24/2019 as measured by WIDA ACCESS for ELLs 2.0.

Strategy1:

Personalized Instruction - English language learners will receive appropriate accommodations on activities and assessments to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

Research Cited: WIDA Standards and Assessment

Activity - Accomodations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will receive appropriate accommodations on activities and assessments to facilitate learner success in the content areas.	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	EL staff, administrators, and all teachers of EL students

Activity - Digital Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELs will receive differentiated instruction through Nearpod and Nearpod EL.	Technology	08/06/2018	05/24/2019	\$0 - No Funding Required	EL staff and content area teachers

Goal 2:

Prepare and support students through student support services.

Measurable Objective 1:

demonstrate a behavior that increases attendance from 95.44% in 2017-18 to 95.5% in 2018-2019 by 05/24/2019 as measured by attendance reports.

Strategy1:

Attendance Tracking - Faculty, staff, and students will analyze and track attendance data to maintain or increase the attendance rate.

Category: Develop/Implement Student and School Culture Program

Research Cited: <http://www.americaspromise.org/news/why-school-attendance-matters-what-you-can-do-help>

Activity - Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with perfect attendance will be recognized quarterly.	Other - Reward	08/06/2018	05/24/2019	\$11000 - Title I Schoolwide	All homeroom teachers, counselors, and administrators

Measurable Objective 2:

collaborate to address the needs of At-Risk students by 05/24/2019 as measured by academic and/or behavioral progress.

Strategy1:

At-Risk Support - Administrators and teachers will work together to identify and provide support for students who are considered At-Risk for academics, attendance, and/or behavior.

Category: Implement Community Based Support and Intervention System

Research Cited: <https://www.mdrc.org/publication/using-research-evidence-strengthen-support-risk-students>

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted At-Risk students as identified from Scantron Performance scores will participate in a pull out program to receive individual learning paths in Edgenuity to build skills in identified areas of weakness and receive small group instruction.	Academic Support Program	08/06/2018	05/24/2019	\$76215 - Title I Schoolwide \$688 - Title I Schoolwide \$536 - Title I Schoolwide	Intervention teacher

Activity - Extended Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted At-Risk students will receive individual learning paths in Edgenuity that identify weaknesses based upon their Scantron Performance scores.	Academic Support Program	09/25/2018	04/26/2019	\$4895 - Title I Schoolwide	Extended Day tutors

Activity - PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as having attendance, behavioral, and/or academic issues will be referred to PST for interventions and monitoring through the PST process. The purpose of the RTI/PST team is to form a knowledgeable group of educational professionals to consider the needs of any student who may require special academic assistance.	Academic Support Program Behavioral Support Program	08/06/2018	05/24/2019	\$2513892 - State Funds \$437280 - District Funding	Teachers, administration, PST team, and counselors

Measurable Objective 3:

demonstrate a behavior that decreases out of school suspensions by 3% from 285 in 2017-2018 to 271 in 2018-2019 by 05/24/2019 as measured by discipline reports.

Strategy1:

Discipline Plan - .All teachers and staff will adhere to the steps in the school-wide discipline plan and work diligently to assist students in modifying behaviors which have been identified as disruptive in school and on the bus.

Category: Develop/Implement Student and School Culture Program

Research Cited: <https://vtechworks.lib.vt.edu/bitstream/handle/10919/29293/dionneetd.pdf?sequence=1>

ACIP

Cranford Burns Middle School

Activity - Review 360	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Behavior Plans will be created for students with discipline issues. Strategies and behavior interventions will be implemented and tracked using Review 360.	Behavioral Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	Administrators, Case Managers, any teacher of a student with a behavior plan

Activity - Retract	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In accordance with the discipline plan, students may be assigned to Retract for their inappropriate behaviors.	Behavioral Support Program	08/06/2018	05/24/2019	\$32734 - Title I Schoolwide	Administrators and Retract Paraprofessional

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

Engage and empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

Measurable Objective 1:

55% of English Learners students will demonstrate a proficiency on Interim Progress in achieving English Language Proficiency in English Language Arts by 05/24/2019 as measured by WIDA ACCESS for ELLs 2.0.

Strategy1:

Personalized Instruction - English language learners will receive appropriate accommodations on activities and assessments to facilitate learner success in the content areas.

Category: Develop/Implement Learning Supports

Research Cited: WIDA Standards and Assessment

Activity - Accommodations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Learners will receive appropriate accommodations on activities and assessments to facilitate learner success in the content areas.	Academic Support Program	08/06/2018	05/24/2019	\$0 - No Funding Required	EL staff, administrators, and all teachers of EL students

Activity - Digital Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELs will receive differentiated instruction through Nearpod and Nearpod EL.	Technology	08/06/2018	05/24/2019	\$0 - No Funding Required	EL staff and content area teachers

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

When applicable and/or requested, achievement results can be translated into the language requested by the parent/guardian.

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

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

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

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

Teaching applicants in the Mobile County Public School System must be licensed and certified before being interviewed and approved by the Human Resources Department before applying for a position in a school. Applicants must then interview with the school's principal. Once an applicant is requested by a principal, the applicant must be approved by the School Board in order to be hired. This system helps ensure the quality of teachers hired by recruiting and holding job fairs.

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

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

For the third year in a row, Burns Middle School saw major changes in staffing. We had 9 teachers, 1 counselor, and one administrator leave. Only two were through retirement, and one was a mandatory transfer. One employee left the field of education completely. The rest were voluntary transfers. We have 11 new people on our staff this year.

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

Many of our teachers (37%) have been teaching between 11-20 years. We have 26% of our staff who have been teaching 21 years or more. The majority of our teachers (59%) have a Master's degree. We have 31% with a Bachelor's, 5% with an Ed. S degree, and 6% have an Ed. D%.

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

Then district offers training and mentoring programs to new teachers. The district also provides assistance for Praxis tests.

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

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

Data from academic assessments determines professional development by identifying areas of weaknesses that need to be addressed. This includes implementing training for a Comprehensive Behavior Management Plan to improve the environment in order to achieve more academic success.

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

Fisher and Frey for LA, EL Training, Digital Resources, and Comprehensive Behavior Management

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

Educators will participate in the Alabama Mentoring Program that includes professional learning covering the following topics: Professionalism (Code of Ethics, Parent Conferences, Confidentiality, & Communication), Teaching and Learning (Feedback to Students, Implementing Technology, Differentiated Instruction, Understanding College and Career Ready Standards, Developing Lesson Plans, & Using Pacing Guides), and Classroom Management (Classroom Rules/Procedures/Arrangement, Discipline Plan, Positive Reinforcement,

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

Professional Development is sustained and ongoing in that our school system offers training throughout the school year. In addition, veteran teachers provide one on one or small group training to new teachers at our school through faculty meetings or department meetings.

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

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

Goal 1:

Prepare and support students through student support services.

Measurable Objective 1:

collaborate to provide assistance for student transitions by 05/24/2019 as measured by Bridges program data.

Strategy1:

Transitions - Students will have the opportunity to participate in transition activities from school to school and grade to grade through Blazer Dayz for incoming 6th graders, grade level visits and buddies, and high school visitations.

Category: Develop/Implement Student and School Culture Program

Research Cited: https://www.bakeru.edu/images/pdf/SOE/EdD_Theses/Rentie_Dianna.pdf

Activity - Blazer Dayz	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming 6th grade students will have the opportunity to preview the school, meet some of their teachers and classmates, and participate in activities in order to feel more comfortable and prepared for the beginning of school.	Other - Transition	07/01/2019	07/26/2019	\$4865 - State Funds	Counselors and Blazer Dayz staff

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

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

Teachers are included in decision making processes by participating in PST, data, faculty, and ACIP meetings. They will be informed of decisions in various types of meetings.

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

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

Data from the Scantron Performance Series testing, EQT data, and course failure rates are used to identify students who experience difficulty mastering standards.

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

Students experiencing difficulty mastering standards are offered reteaching/retesting as per the district guideline. In addition in school interventions are offered, as well as, extended day opportunities. Review 360 is utilized for students needing behavior plans. Guidance services are also available through our counselors and other outside sources.

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.

Extended Day tutoring is offered in math and reading after the regular school day has ended to provide support and reinforcement of skills to academically needy students. In addition all students will have access to Edgenuity.com for math and reading.

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

Migrant, economically disadvantaged, neglected and/or delinquent, and homeless students are referred to the counselors to receive help and services in their areas of need if available. EL students receive services from the ESL teacher. Special Education students are identified and given a case manager. Documentation for the aforementioned groups is housed in our "Evidence Box/OneNote".

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.

Burns does not receive any funding through the Carl Perkins Career and Technical Education Act of 2006.

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

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

Intervention, Edgenuity, and Extended Day are coordinated into the school wide program and funded through Title 1 and/or the district. These programs are designed to increase academic performance and provide support for non proficient students. Guidance services are also available. Review 360 is utilized for students who need behavior plans. There are also services available for students who are homeless. All funding sources serve to provide support to increase academic performance for all of our students.

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

All students are eligible to receive free breakfast and free lunch.

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

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

The ACIP committee which includes the principal, Title 1 Facilitator, department chairs (teachers), counselors, parents, students, and SIS meets throughout the school year and during quarterly reviews to discuss, update, revise, and evaluate the school's data (Scantron, EQT, course pass rate, attendance, and discipline) and plan. In addition data is discussed at faculty meetings and department meetings in order to include the entire staff. The school wide program is evaluated throughout the school year during meetings and reviews, as well as, during the end of the year committee meetings.

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?

The school will comparing Scantron Performance Series Data from the fall screening to the spring screening. Discipline data, pass/failure rates, course failure rates, and attendance are also instrumental in evaluating programs.

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

The school determines program effectiveness in the most non proficient students by considering progress made by said students and consideration of the individual students' abilities versus the expectations.

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?

After a plan evaluation or committee meeting and/or, revisions are made based upon data, MCPSS Central Office staff suggestions, and committee member discussions.

Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	42.97

Provide the number of classroom teachers.

42

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2108557.0

Total

2,108,557.00

Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	105161.0

Total

105,161.00

Assistant Principal

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

Provide the number of Assistant Principals.

1.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	103149.0

Total

103,149.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	2.0

Provide the number of Counselors.

2

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	108051.0

Total

108,051.00

Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	56852.0

Total

56,852.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	15180.0

Total

15,180.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	8688.0

Total

8,688.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	27125.0

Total

27,125.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	4865.0

Total

4,865.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	159875.0

Provide a brief explanation and breakdown of expenses.

Intervention teacher/Title 1 Facilitator - \$76,214.67

Retract Paraprofessional - \$32,734.23

Extended Day tutors and bus drivers/mileage - \$4,895.00

Allocation for Instructional Substitutes - \$687.61

Substitutes for PD - \$500.00

Classroom Instructional Appropriation- \$536.00

Technology Appropriation - \$300.00

Professional Development Appropriation - \$90.00

Library Appropriation - \$96.00

Parenting - \$3,725.33

Technology - \$11,950.00

Library Books - \$4,904.00

Classroom Instructional Supplies - \$6,242.49

Berney Contract - \$11,000

Funding for travel (TBD) - \$6,000

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	8000.0

Provide a brief explanation and a breakdown of expenses.

\$7000 for presenter from The Education Company

\$1000 for materials from The Education Company

Title III

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

Provide a brief explanation and a breakdown of expenses.

NA

Title IV

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

Provide a brief explanation and a breakdown of expenses.

NA

Title V

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

Provide a brief explanation and a breakdown of expenses.

NA

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

NA

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

Other

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

Provide a brief explanation and a breakdown of expenses.

NA

Local Funds

Label	Question	Value
1.	Provide the total	607405.33

Provide a brief explanation and breakdown of expenses.

Teacher 2.00 114,868.00

Asst Principal 0.50 34,383.00

Aide 6.25 144,863.00

Suppl/OT/Other 250.00

Health Insurance 84,000.00

Retirement 36,531.00

Social Security 18,251.00

Medicare 4,268.00

Unemployment 116.00

Instruction Supplies 2,000.00

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

The Annual Title 1 Parent Meeting was held August 28, 2018 at 5:30 PM in the library. In addition, a non-traditional meeting was posted on the school website and shared numerous times on the school's Facebook page. The non-traditional meeting was a google doc that included a video presentation of the Annual Title 1 Meeting power point, as well as, sections for signing in, leaving feedback, and providing contact information. The link is listed below.

<https://goo.gl/forms/LklrbUFkit1Jipna2>

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

Parent meetings will be offered at various times including, mornings, afternoons, and evenings. In addition, some parent meetings will be non-traditional and include presentations available on social media and our school website. These formats allow the meeting to come to the parent if the parent is unable to come to the school. All parents are encouraged to take an active part in the school and its programs. Parents may serve on the parental advisory committee and participate in surveys in order to stay engaged in all decision making processes. Parental Involvement funds (\$3,725.33) are used in various ways to engage parents with the school.

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

Burns Middle School employs several methods of communication to convey academic, social, athletic, and other pertinent school information. School messenger calls parents with a prerecorded message. Newsletters and other notes are sent home. The school website is constantly updated by teachers and administration to display current information. We also have a Facebook page. Each teacher has a page on the school website to help make class information easily accessible to all parents. In many cases forms and documents are readily available from the website. Our ESL teacher is excellent at making sure our students have access to information in a language they can understand. Teachers can also use Google translate to aid in sending home information. Parents are welcome on campus at any time but most follow protocol for checking in the front office as a safety precaution to students and staff. They are encouraged to make appointments for conferences. Parents may call teachers or send notes/email.

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

The School-Parent Compact is an agreement signed by the principal, a parent, and a student that details the role of the school, the role of the parent, and the role of the student for the academic year. These documents are printed in triplicate. Parents should maintain a copy. The homeroom teachers retains a copy, and the Title 1 Facilitator keeps the final copy. Parents are asked every year for input on the compact and, if needed, revisions are made for the new school year. Teachers may write conference dates on their copy of the Compact or conference records may be maintained on the Parent Contact Log which is turned in every quarter to the Title 1 facilitator to be calculated in the Quarterly Baseline Data Report.

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

Parents may submit comments of dissatisfaction with the ACIP in writing or verbally. Burns welcomes parental feedback. Comments are addressed in an appropriate and timely manner.

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

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

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

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

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve

student academic achievement, our school:

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

Burns Middle School will accomplish much of this through its annual parenting meeting held at the beginning of the school year. At that time, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their child's education. Burns Middle School will hold an Open House to give parents the opportunity to meet their child's teachers and learn about individual class requirements, our local school policies, and what their role will be in helping their child to succeed. Any parents not signing the Parent Compact at registration will be encouraged to do so at this time. In addition to the Annual Title I Meeting, Burns Middle School will hold quarterly Title I parent meetings. During the first semester parents are strongly encouraged to participate in "Partner with Parent" conferences. Throughout the school year, teachers will schedule parent conferences as needed and send home written correspondence. Parent and Family Engagement Day will be October 15, 2018 this year.

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

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

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

Burns Middle will continue to work with its teachers through in-services, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and emphasize that parents are our partners. This year, our aCIP committee placed special emphasis on the need to ensure a closer connection between our schools identified goals and our parent involvement activities. Office personnel and staff members are included in some faculty meetings. This year our principal will be working closely with each lead teacher to ensure that grade-level meetings include a parent involvement focus . The principal will set the expectation that teachers work closely with our Title I Facilitator and counselors to welcome parents to school as appropriate, in planning parent involvement activities, and meeting parents' needs for their children.

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

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

Shall 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)

Burns Middle coordinates its parent involvement program for all parents through the counselors and Title 1 Facilitator who strongly support parent involvement. We presently have 29 EL students and many of these parents are actively involved in our parenting activities. Our Title 1 Facilitator and counselors regularly meet with the PAC Committee and the aCIP Committee in an effort to maximize the benefit of all offered parental involvement activities and to ensure that all activities are aligned with our aCIP goals. Our counselor includes activities with such outside agencies as SWAT (Students Working Against Tobacco), Mobile Police Department - Crime Prevention, South Alabama, Helping Families Initiative and the Family Counseling Center throughout the year. Burns also integrates activities from the Alabama PIRC (Parent Involvement Resource Center) and the MCPSS Office of Home School Involvement.

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

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

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

Parents of all participating children are informed on school and parent activities through diverse communications. School websites, teacher websites, school messenger, MCPSS website, newsletters, and social media are used to contact parents regarding any activities they should be involved in for the benefit of their child. At the present time, Burns Middle has 29 EL students. Information is provided to parents of these children in necessary languages. In addition, the EL resource teacher provides all parent information in other languages. Burns Middle makes every effort to work with parents meeting their requests as related to their involvement and their child's education. A parent survey will be given to parents in the spring of 2019. Parent needs and activity suggestions will be reviewed by the aCIP committee and parent advisory committee. Parental decisions will be planned for the school year as activities were planned for this current year based on the parent survey from Spring 2018.

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

Burns Middle School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. Burns Middle School presently has 29 EL students: therefore, all parent notifications will be available, upon request, to parents of these children in their home language when practicable. In addition, we have an EL teacher who is available to obtain assistance in verbal and/or written communications with these EL parents. Every effort is made to accommodate parents and students with special needs.

