



ACIP

South Dale Middle School
Dale County Board of Education

Mr. Bucky Sconyers, Principal
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Executive Summary

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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.

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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?

South Dale Middle School is located in the rural town of Pinckard, Alabama in the southern part of Dale County. The town has a total area of 5.34 square miles. According to the 2010 census, Dale County has a total population of 50,251 with a racial make-up of 74% white/Caucasian and 26% non-white, and Pinckard has a population of 647 people. Pinckard has a total of 287 households. South Dale Middle School was established in 1971 and is the only middle school in our school system. Through the years South Dale has served various grade levels from fifth through eighth. At the present time South Dale has an enrollment of 435 students in grades 5-8, the enrollment has basically remained the same for the past three years. Our students are residents of several communities in the southern Dale County area and come from a variety of socioeconomic backgrounds. The feeder schools are Midland City Elementary School and Newton Elementary School. The student population is 69% Caucasian, 27% are African-American, and the remaining 4% are Asian, Hispanic, or mixed raced. The majority of the student population is from low-income families. This is reflected by 75% of our enrollment qualifying for free/reduced meals.

South Dale Middle School sits on approximately twenty acres of land. The school complex consists of two buildings. The main building is brick construction and contains an administrative office, band room, media center, classrooms, computer labs, and cafeteria. The gymnasium is self-contained with dressing rooms for boys and girls, staff offices, a stage area, and a regulation basketball court. Renovation of the main building, financed by a state bond issue of 1.5 million dollars, began in June of this year.

All teachers at South Dale Middle School are highly qualified. The faculty consists of a principal, an assistant principal, and 29 certified employees, to include regular classroom teachers, physical education teachers, a media specialist, special education teachers, and a counselor. We also have 10 support personnel to include office staff, custodians, lunchroom staff, a school nurse and instructional aides. South Dale Middle School has been fully accredited by our regional accrediting association since 1978.

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 South Dale Middle School is to facilitate the development of a self-disciplined, self-motivated, life-time learner. The aim of the faculty, staff, and community is to provide a safe, supportive, and challenging learning environment in which students acquire skills leading to appropriate life and career decisions needed to be members of a global society. We are committed to continuous academic improvement in our academic endeavors and facilities.

Recognizing the importance of developing life-long learners, the mission of South Dale Middle School is to provide a safe, positive educational environment where all children are valued and challenged to attain their highest academic potential in order to become responsible and respectful individuals who are committed to their own education and desire to contribute meaningfully to their community. We strive to provide the best education possible and promote academic success for all students through quality research-based instructional methods and best practices. We firmly believe that the acquisition of knowledge is certain through the combined efforts of the students, the teachers, the administration, the home, and the community.

The administration, faculty, and staff of South Dale Middle School are committed to creating a respectful environment that encourages learning, fostering a positive climate with identified core values, effectively monitoring student academic and behavioral progress, and celebrating the successes of all students.

With the support of administration, the teachers implement research-driven instructional approaches by providing differentiated instruction, rigorous and relevant curriculum, utilizing various assessment strategies, and reviewing assessment data for the purpose of meeting the academic needs of all students. Furthermore, teachers actively monitor student performance and assessment data to identify at-risk students and provide additional instructional intervention before, during, and after school. As a faculty, we are dedicated to the success of our students.

Notable Achievements and Areas of Improvement

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

South Dale Middle School has had several notable achievements and made a number of improvements in different areas over the past three years. In order to insure continuous improvement, staff members participate in programs of professional development that address the needs of the school in all areas. SDMS hosts vertical team meetings with Newton Elementary, Midland City Elementary, and Dale County High to ensure fluidity among classroom instruction. We also participate in reading collaborative meetings, county wide. Grade level, data, and problem-solving teams meet throughout the school year in order to ensure students are meeting goals and at-risk students are identified and obtain remediation. In 2015, ICU database was implemented to improve our percentage of student work completed.

The existence of efficient leadership is apparent in many areas of the school culture. Teachers assume roles on department level teams, school safety and security, Title 1 Budget Committee, Response to Intervention teams, College and Career Readiness Standards team, coaching, and extra-curricular activity sponsors. Not only do they serve in leadership roles in our school but also in our system.

Our faculty is continually striving to provide all students with a challenging learning experience that delivers sufficient opportunities for student learning and thinking. Our courses and curriculum are developed with high expectations for all students, so that they are fully prepared for the next level. School data is regularly monitored and evaluated in order to make needed adjustments to individual curriculum, instruction, and assessments. During the 2016-2017 school year we implemented Stride Academy as a progress monitoring and remediation tool. School leaders formally and informally monitor instructional practices through evaluation procedures. We continue our effort to incorporate math across the curriculum by incorporating a mathematical fact of the day on daily bulletins and announcements and are developing a plan to incorporate reading strategies in all subject areas. For the second year, we are able to have an instructional coach to help with vertical alignment in reading and math as well as to oversee intervention. The instructional coach will assist teachers in planning and delivery lessons as well as identify students in need of intervention.

A decrease in discipline issues reflects an improvement in student behavior and a more productive learning environment for students. SDMS has implemented multiple rewards, from student recognition and snack slips, to special trips for our students of the month. We have taken a proactive and positive approach to curb behavioral issues. During the 2016-2017 school year the number of Grade 8 referrals decreased by 10%.

Parental involvement has increased with more events added to the calendar such as the Back to School Coffee Break To Communicate, the BASIC Club prayer walk, grade level parent meetings, musical performances, family night at the book fair, and inviting parents to Thanksgiving and Christmas lunches. Our website, Schoolcast, NotifyMe, Remind, and ICU promotes a positive relationship by improving communication between the school, parents, and the community. Two years ago we spent \$10,000 to purchase a digital sign for the front of the school that scrolls school announcements, events, and achievements.

Studies find that, regardless of gender, ethnicity or socioeconomic status, youth who take field trips have better grades, higher graduation rates from high school and college, and greater incomes as adults. South Dale makes it a priority to offer a variety of field trips to its students every year. In the past three years, fifth grade students have traveled to Space Camp, Wonder Works, the Pumpkin Patch, and the Mabson Community Educational Forest. Since 2003, sixth graders at South Dale have had the opportunity to participate in a three day field trip to the Coosa River Science School, they have attended a theatrical production for the past three years as well. Last year seventh graders visited

Farley Nuclear Plant and Marine Science Adventures in Gulf Shores, Alabama. Eighth grade students attend Wiregrass Works and Career Day sponsored by Wallace College each year.

To promote the ideals of academic achievement, character, service and leadership among students, South Dale is proud to include Beta club as one of our extra-curricular offerings. Our organization has placed in the Dothan Botanical Gardens Scarecrow Competition two years and has won the Grand Champion Competition at the National Peanut Festival for two years, placed second for four years, third place for two years, and fourth place one year. In addition, over the past thirteen years Beta Club has had seven of our students hold state offices in the organization and has won numerous awards at state level competition. South Dale also offers 4-H Club, Brothers And Sisters In Christ (BASIC), and yearbook staff. In the spring of 2016, South Dale was awarded The CenturyLink Clarke M. Williams Foundation's Teachers and Technology grants that is designed to help fund projects that advance student success through the innovative use of technology. With this grant the news channel SDNN was created. Students write, edit, present, and produce a weekly news program.

Despite our successes, SDMS understands that there is always room to grow. We are considering and discussing more ways to positively impact the continuous issues that middle schools face. South Dale will continue to implement programs and practices to increase academic achievement. Our goal is to increase the proficiency of each student as demonstrated through the Scantron: Performance Series. In the next three years, we will continue finding ways to decrease behavioral issues, connect with the community, attend professional development that is productive for the school as a whole, and ultimately increase student achievement.

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Additional Information

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

In 2011 South Dale Middle School was listed in the Alabama Register of Landmarks and Heritage. The original part of the school building was home to one of the oldest African American schools in Dale County. It was constructed in 1949 and named Pinckard Colored School serving grades one through twelve. The Pinckard School building burned in 1959 and reopened in 1961. In 1965, both houses of the Alabama legislature passed a resolution supporting the name change to the Mack. M. Matthews School, in honor of the principal for his long time service to the school. He served as a teacher and administrator for over fifty years. In 1969, the segregated Mack M. Matthews School closed. In 1971, South Dale Middle School was reopened as an integrated middle school. The original building retains its historic exterior appearance from the period when it operated as a segregated black school from 1961-1969.

South Dale Middle School recently had an extensive renovation of existing classrooms and infrastructure. The renovations were part of a 1.6 million dollar QZAB grant that was secured by the school system. The renovations have included new HVAC, network infrastructure with increased bandwidth, new energy efficient windows, LED energy smart lighting and completely new wiring throughout the buildings. Also included in the project there has been an upgrade to the fire monitoring system, as well as the camera and intercom system in the school. New acoustical ceilings have been installed, new VCT flooring, new paint and interior/exterior doors. The offices, library, workrooms and computer labs have also been renovated. All asbestos on campus was abated as well and all areas involved in renovation have been brought up to current building codes.

SDMS has been an AMSTI school since the 2009-2010 school year. Some of our Science Teachers continue to use AMSTI materials. The Alabama Math, Science, and Technology Initiative is the Alabama Department of Education's initiative to improve math and science teaching statewide. Its mission is to provide all students in Grades K-12 with the knowledge and skills needed for success in the workforce and/or post secondary studies.

Improvement Plan Stakeholder Involvement

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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.

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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.

We have an improvement planning team at SDMS that has scheduled meetings twice, every nine weeks. The improvement planning team consists of the Principal, Assistant Principal, Counselor, Instructional Coach, 7th grade teacher, and two parents. Stakeholders were selected by the Principal and informed of their roles and meeting times after an introduction meeting about the improvement plan.

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

The representatives from the stakeholder group are the Principal, Assistant Principal, Instructional Coach, Counselor, 7th grade teacher, and two parents. As a team we used the schools vision to guide and develop the improvement plan. The responsibilities of the team are to work together to plan how to make continuous improvements to SDMS, academically and physically.

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

Stakeholders are informed of the final improvement plan and the progress of the plan through two Title I meetings and two PTO meetings that are scheduled in the fall and the spring.

Student Performance Diagnostic

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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.

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Student Performance Data

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

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Evaluative Criteria and Rubrics

Overall Rating: 2.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little 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 below what would otherwise be expected.	Level 2

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

Areas of Notable Achievement

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

On the 2017-2018 Scantron Performance Series test, there were no overall areas of math or reading that were above the expected levels of performance. However, the white students in 5th grade reading were at 54% proficient and the female students in 8th grade math increased to 47%.

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

For the four years prior to the 2017-2018 school year, 5th grade reading had been a notable weakness according to the ACT Aspire data. However, for the 2017-2018 school year 5th grade reading was the highest area for our school with 44% of students being proficient according to the Scantron Performance Series data.

Which area(s) indicate the overall highest performance?

The 2017-2018 Scantron Performance Series data indicates that 5th grade reading was the overall highest area of performance with 44% of students scoring above average and average high. In the area of math, 5th grade scored the highest overall with 40% of students scoring in the above average and high average categories.

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

In the area of reading, 5th grade girls showed an increase of 23% scoring proficient from the previous year. The number of black students scoring proficient in 7th grade reading increased by 22%.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between males and females in several areas including 5th grade math with 1% more of males scoring proficient than females, 5th grade reading with 3% more of females scoring proficient than males, 7th grade math with 2% more of females scoring proficient than males, and 7th grade reading with 3% more females scoring proficient than males.

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

Stride Academy progress monitoring data is consistent with 2016-2017 ACT Aspire data in the areas of 5th and 6th grade math. On the fourth and final PMA, 6th grade math scored 60% and 5th grade math scored 61%. The Stride data is inconsistent with ACT Aspire data, with the fourth Stride PMA being significantly higher.

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Areas in Need of Improvement

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

Across grades 5-8 both reading and math scores are below the expected level of performance. All grade levels are below 50% proficient in both subjects.

5th grade reading, 7th grade math, and 8th grade math made improvements from the previous year in the percentage of students scoring proficient, they were still below 50%. 5th grade reading had 17% more students scoring proficient than the previous year, 7th grade math had a 6% increase, and 8th grade math had a 5% increase.

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

5th and 6th grade math showed a significant drop in the number of students scoring proficient on the Scantron Performance Series test from the percentage of students scoring Ready on the previous year's ACT Aspire test. 5th grade math showed a 13% decrease in the number of students scoring proficient, while 6th grade math had a 30% drop.

Which area(s) indicate the overall lowest performance?

On the 2017-2018 Scantron Performance Series test, the lowest overall performance was in 6th grade math at 31% proficient. 7th and 8th grade math also scored low with 34% and 37% proficient. For the first time in four years, 5th and 6th grade math students scored lower than 5th and 6th grade reading.

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

The number of black students scoring proficient decreased 23% in 5th grade math and 21% in 6th grade math. The number of black students scoring proficient in 8th grade reading decreased by 16%.

Between which subgroups is the achievement gap becoming greater?

The achievement gap is becoming greater between black and white students. In every grade level in both math and reading, the white students out performed the black students. The gap increased in 5th, 6th, and 8th grade reading. The gap increased in 5th and 7th grade math.

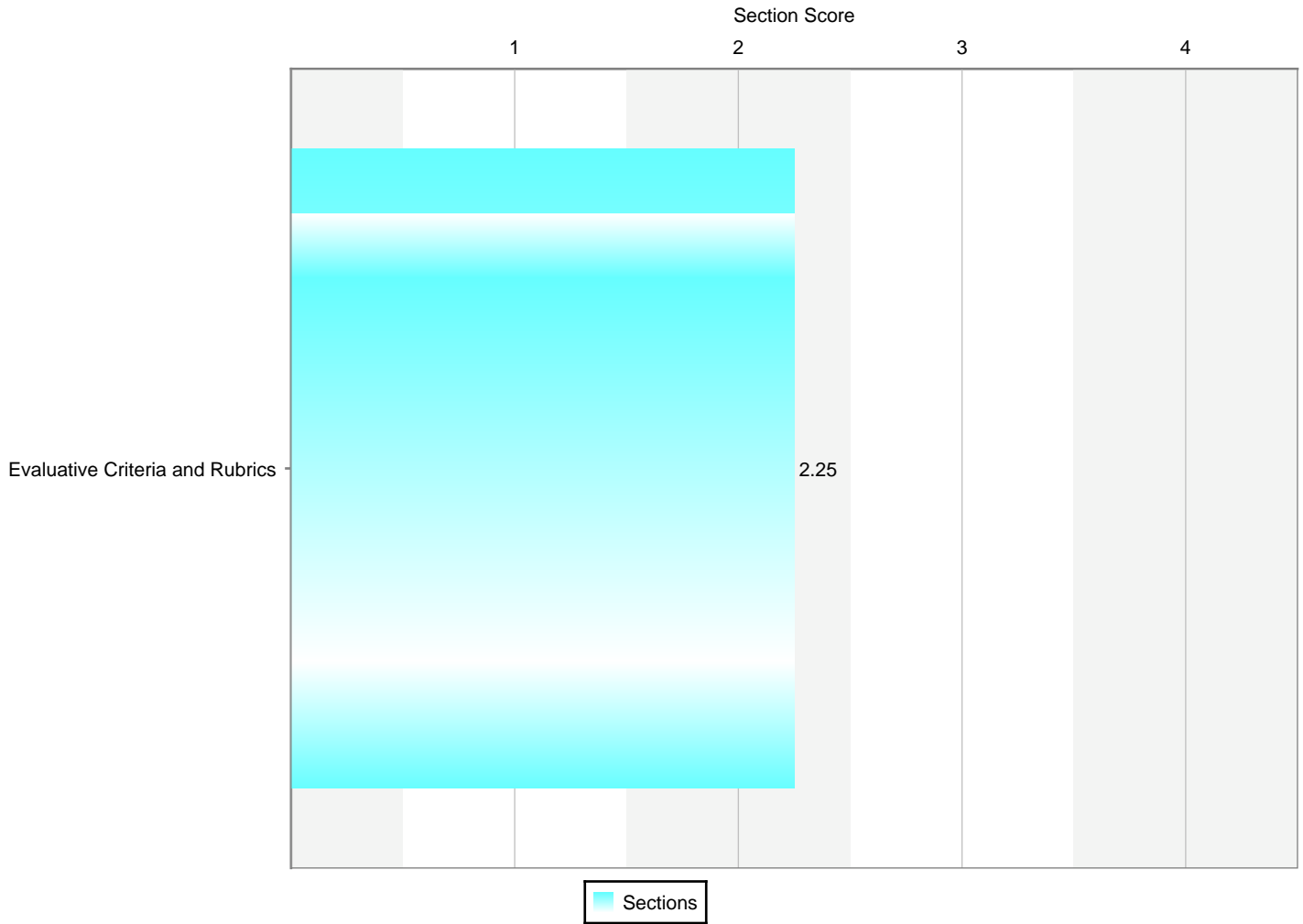
Which of the above reported findings are consistent with findings from other data sources?

The achievement gap between male and female students scoring ready has increased in 8th grade math from a difference of 6.5% in 2015-16 to 24% in 2016-2017. The gap between male and female in 7th grade reading also increased from a difference of 1.7% in 2015-16 to 15% in 2016-2017. In both grades the females had the higher percentage of ready.

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Report Summary

Scores By Section



ACIP Assurances

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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.

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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		Signature Page

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		Discrimination Policy

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		Nondiscrimination Policy

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		Engagement Policy

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		Parent Compact

2018-2019 Goals and Plans

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Overview

Plan Name

2018-2019 Goals and Plans

Plan Description

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Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at SDMS will become proficient readers.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$52500
2	Engage and Empower the Learner Through Technology	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$16000
3	Improve Student to computer ratio	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$9000
4	Improve stakeholder communication	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$1000
5	All students at SDMS will transition smoothly from grade level to grade level and smoothly transition to DCHS.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
6	Every student at SDMS completes every graded assignment.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$6000
7	Engage parents in a variety of ways that are meaningful and innovative	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
8	Provide English Language Learners with language skills necessary to be successful students and members of society.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
9	All students at South Dale Middle School will be proficient in the area of math.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$52500

Goal 1: All students at SDMS will become proficient readers.

Measurable Objective 1:

A 7% increase of All Students will demonstrate a proficiency in comprehension in Reading by 05/23/2019 as measured by Scantron Performance Series assessment scores..

Strategy 1:

Strategy 1- Stride Academy - STRIDE Academy software is being implemented in 2018-19 as a progress monitoring assessment for both reading and math. Teachers also use the program as a remediation tool for struggling learners. Our belief is that this program will increase reading proficiency in every learner. The Stride Adaptive Engine scaffolds curriculum up and down automatically to individualize learning and provide skills remediation and enrichment. This cross-platform adaptive learning solution is engineered to match the depth and rigor of higher learning standards.

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

Research Cited: STRIDE Academy is a state recommended program for progress monitoring and remediation. The software is obtained through a grant process.

Activity - Progress Monitoring Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading teachers will administer 3 times a year assessments to monitor growth in proficiency "Stride", beginning with a baseline assessment in October. Teachers should expect to see improvement on an individual basis. PMAs include three, parallel formative assessments per grade level, designed to be administered periodically throughout the school year. PMAs provide an integrated system to diagnose skill gaps, provide differentiated intervention, and continuously monitor student growth over the school year.	Academic Support Program, Technology	10/01/2018	05/24/2019	\$0	No Funding Required	Principal and teachers

Activity - Targeted Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Core content teachers will utilize STRIDE Academy to deliver targeted instruction to Tier II or small groups focusing on content standards identified on STRIDE Academy PMA's which align with the Scantron Performance scan.</p> <p>STEP 1: Gap Assessments for Tier II students will diagnose skill gaps, provide differentiated intervention, and measure progress between the beginning and end of a school year or summer program.</p> <p>STEP 2: Teachers will use the Quiz Builder tool for small or whole group instruction to target specific standards.</p> <p>STEP 3: Teachers will use diagnostics of students' mastery of essential skills to utilize customized instructional resources in one on one instruction during remediation.</p> <p>STEP 4: Teachers will use the Rewards tab to boost student engagement and morale after proof of growth has been shown.</p>	Direct Instruction	08/24/2018	05/24/2019	\$0	No Funding Required	Teachers

Activity - Analyzing Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>STRIDE Academy data analytics enable you to view exactly the data you need to continuously monitor progress toward desired outcomes and provide accountability for funding sources.</p> <p>STEP 1: Generate data in a variety of formats in real-time, then dive in for a deeper analysis with Outcomes Advisor.</p> <p>STEP 2: Access weekly emails to analyze usage, diagnostics, student grouping reports and assessment data for multiple levels: individual student, class, school/site, and district/organization.</p> <p>STEP 3: Identify trends in positive growth and areas of concern among Alabama Course of Study standards and reading proficiency.</p> <p>STEP 4: Adapt instruction to target areas of weakness.</p>	Professional Learning	08/10/2018	05/24/2019	\$0	Other	Principal and teachers

Strategy 2:

Vertical Curriculum Alignment in grades 5-8. - For the 2018-2019 school year South Dale Middle School has an Instructional Coach position, implements vertical alignment in reading curriculum, and provides 10 to 20 minutes of intervention per class daily.

Category: Develop/Implement College and Career Ready Standards

Research Cited: These strategies are aligned with State Standards and Guidelines.

Activity - Engage NY	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers at South Dale Middle School are implementing this curriculum that is aligned to the College and Career Ready Standards.	Direct Instruction	08/10/2018	05/24/2019	\$2500	Title I Schoolwide	5-8th grade ELA teachers and instructional coach.

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
South Dale Middle School has an Instructional Coach position. The Instructional Coach will provide support to ELA teachers.	Academic Support Program	08/10/2018	05/24/2019	\$50000	Title I Part A	Instructional Coach

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
South Dale Middle School provides small group instruction during the last 10 to 20 minutes of class for reading and math.	Academic Support Program	08/10/2018	05/23/2019	\$0	No Funding Required	All Faculty, 5th through 8th grade

Activity - Paired Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are paired with one teacher teaching reading to both sections and one teacher teaching math to both sections. There are two pairs in 5th grade and two pairs in 6th grade.	Academic Support Program	08/10/2018	05/23/2019	\$0	No Funding Required	5th and 6th Grade Teachers

Goal 2: Engage and Empower the Learner Through Technology

Measurable Objective 1:

collaborate to create effective, engaging, challenging, and empowering learning experiences both in and out of school that prepares them to be active, creative, knowledgeable, and ethical participants in our globally networked society by 05/24/2019 as measured by Course of Study Standards.

Strategy 1:

Strategy 1 - To increase availability of various technologies for student usage. District technology plan is to create a 1:1 initiative.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Technology Plan, CIP NETS-S

Activity - ACCESS LABS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rigorous, high quality, Web-based, and Interactive Video conferencing (VCI) courses are aligned with Alabama standards. We have a boys and girls club that is after school that helps out tutorial purposes for students at South Dale. 5th and 6th Grade teachers use the chrome books for a small group for reading support.	Tutoring, Academic Support Program, Technology	08/10/2018	05/24/2019	\$0	No Funding Required	Administration and teachers

Strategy 2:

Strategy 2 - Use technology to survey student's technology availability from home - get statistical information of educational technology usage from home and the number of hours on task per week.

Category:

Research Cited: CIP Plan

Activity - Technology Student Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate technology data analysis for the CIP and the availability of technology from home	Other	08/10/2018	05/22/2020	\$0	No Funding Required	Administration and teachers

Strategy 3:

Curriculum Programs - Through the use of computer assisted instruction students will improve their achievement scores.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Common Core Standards, CIP, Federal Programs

Activity - Online Curriculum Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A certified teacher assists students with personalized help and activity monitoring of growth. Placement test is administered to determine the starting point for all participants by using the results form Stride PMA's. Subject areas include Math, Language Art and Science.	Academic Support Program	08/10/2018	05/24/2019	\$0	No Funding Required	Administration, Technology Coordinator, and teachers

Activity - 7th Grade Project Lead the Way	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in Computer Science Innovators and Makers and App-Creator curriculum, both designed to increase student involvement and interest in technological fields and careers. This program will help increase student involvement in various academic classes.	Recruitment and Retention, Career Preparation/Orientation, Technology	08/10/2018	05/23/2019	\$10000	Career and Technical Education Funds	7th Grade Technology Teacher

Activity - 8th Grade Project Lead the Way	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be doing computer science innovators and makers and app-creator curriculum, both designed to increase student involvement and interest in technological fields and careers. This program will help increase student involvement in various academic classes.	Career Preparation/Orientation, Technology	08/10/2018	05/23/2019	\$6000	Career and Technical Education Funds	8th Grade Technology Teacher

Goal 3: Improve Student to computer ratio

Measurable Objective 1:

collaborate to procure additional computer resources for student use by 05/23/2019 as measured by a definitive improvement in the number of student accessible computers.

Strategy 1:

Computer Procurement - Through the use of Title 1 funds, and support from the central office, add additional Chromebooks and carts for student use

Category: Align Fiscal Resources

Research Cited: Technology Survey, Staff Survey

Activity - Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional Chromebooks and carts will be purchased from Title I funds. Also, support from central office	Technology	08/10/2018	05/24/2019	\$9000	Title I Schoolwide	Administration and teachers

Goal 4: Improve stakeholder communication

Measurable Objective 1:

collaborate to increase communications between stakeholders with special emphasis on student achievement by 05/23/2019 as measured by Technology Surveys and other local data.

Strategy 1:

Strategy 1 - Teachers have been given access to certain communication tools to utilize in the classroom. Teachers will utilize these tools to increase the level of communications between the home and school environments.

Category:

Research Cited: Technology survey and local data

Activity - Communication Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase stakeholder communications by adopting and implementing the use of websites such as: Schoolcast, INow, Notify Me, Remind101, the school website, Google Classroom, and individual teachers webpages to better facilitate communications and enhance student achievement.	Technology	08/10/2018	05/24/2019	\$0	No Funding Required	Administration and teachers

Strategy 2:

Strategy2 - In order to improve communications with parents, teachers will now enter any missing student assignments into the ICU Database. The database will automatically send an email and text message to the students parent/guardian notifying them of the missing assignment. Students will be pulled from activities to make up any missing assignments as needed. This database/program will be implemented by the entire faculty and staff.

Category:

Activity - ICU Database	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to improve communications with parents, teachers will now enter any missing student assignments into the ICU Database. The database will automatically send an email and text message to the students parent/guardian notifying them of the missing assignment. Students will be pulled from activities to make up any missing assignments as needed. This database/program will be implemented by the entire faculty and staff.	Academic Support Program	08/10/2018	05/24/2019	\$1000	Title I Schoolwide	Faculty and staff

Goal 5: All students at SDMS will transition smoothly from grade level to grade level and smoothly transition to DCHS.

Measurable Objective 1:

collaborate to ensure smooth transitions by 05/23/2019 as measured by Open House attendance.

Strategy 1:

Transitioning Students - Grade level orientation will be held for all students at Open House events or through school visits. This helps by allowing the parents and/or students meet the upcoming years' teachers and facilities. Student supply lists are sent to local stores and placed on the school's website to enable students to purchase supplies that are needed for the upcoming year.

Category: Develop/Implement Learning Supports

Research Cited: Guidelines for Counselors

Activity - Open House	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Open house is held before school starts for students and parents or guardians.	Other	08/06/2018	08/06/2018	\$0	No Funding Required	Principal, school staff and faculty
Activity - High School Visit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eighth grade students will visit the DCHS campus during the spring of each year for a walk-through and orientation.	Other	08/04/2017	05/24/2018	\$0	No Funding Required	Principal, teachers, and counselor
Activity - Middle School Visit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fourth grade students from MCES and sixth grade students from NES will visit the 5th and 7th grades respectively during the spring of school year.	Other	08/10/2018	05/23/2019	\$0	No Funding Required	Principal, teachers, and counselor

Goal 6: Every student at SDMS completes every graded assignment.**Measurable Objective 1:**

demonstrate a behavior of turning in every assignment in every class. Over time, students will become self-motivated to complete tasks that are expected of them, and not feel that they have the option to quit or opt out. by 05/23/2019 as measured by The Power of ICU Database .

Strategy 1:

Strategy 1- ICU - Teachers will use The Power of ICU Database to keep track of students missing assignments. Teachers will update this list weekly.

Category: Develop/Implement Student and School Culture Program

Research Cited: Teachers from SDMS attended SREB conference and a presentation on the Power of ICU database. Data from pilot schools showed missing assignments dramatically decreased or disappeared completely.

Activity - Extended Day Tutorial	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will compile a list of "repeat offender" students who frequent the list of missing assignments in several classes. These students will stay after school to complete missing assignments.	Academic Support Program, Behavioral Support Program	01/14/2019	04/12/2019	\$6000	Title I Schoolwide	Administration and Teachers

Goal 7: Engage parents in a variety of ways that are meaningful and innovative

Measurable Objective 1:

collaborate to address the needs of parents who may have schedules that prohibit attendance at traditional school functions by 05/17/2019 as measured by increased opportunities for parent engagement.

Strategy 1:

Establish a calendar of events of parent engagement opportunities - Establish a calendar of events that provide a variety of opportunities for increased parent engagement outside of the typical meetings

Category: Implement Community Based Support and Intervention System

Activity - PTO meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be a two brief meetings with the parents to go over information at South Dale around 6:00 p.m. The 1st meeting will be held on 12/13/18 and the other will be held on 03/07/18. Mr. Davis is our show choir sponsor. They will practice for several weeks after school and they will perform for the parents in the gym. At the end of the PTO perform the parents have an opportunity to ask if they have any questions or concerns.	Parent Involvement	08/10/2018	05/23/2019	\$0	No Funding Required	Administration will be involved. 5th Grade teacher Mr. Davis show choir sponsor 6th Grade teachers Ms. White show choir co-sponsor Several volunteer parents

Activity - Clubs and student organizations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Opportunities for parental engagement with club activities to include booster clubs or other special area clubs	Parent Involvement	08/10/2018	05/23/2019	\$0	No Funding Required	Principal, school staff, club sponsors
Activity - Home visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special home visits to attend to specific needs that regular parent meetings do not address	Parent Involvement	08/10/2018	05/23/2019	\$0	No Funding Required	Principal, school staff
Activity - Special assemblies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special assemblies to include : Award ceremonies that are apart from regular PTO meetings	Parent Involvement	08/10/2018	05/23/2019	\$0	No Funding Required	Principal, counselor, school staff

Goal 8: Provide English Language Learners with language skills necessary to be successful students and members of society.

Measurable Objective 1:

increase student growth by reaching a level of proficiency in the English Language by 05/23/2019 as measured by demonstrating an improved usage of the English Language in a social and academic setting.

Strategy 1:

Technology Based Resources - Students requiring ELL services will utilize technology resources as needed such as the Rosetta Stone language program and Spire. The technology may also be utilized for translation services.

Category: Develop/Implement Learning Supports

Research Cited: State approved accommodation

Activity - Rosetta Stone	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rosetta Stone is a computer assisted language program that helps students learn the English language.	Academic Support Program	08/10/2018	05/23/2019	\$0	Other	Principal, assistant principal, guidance, teachers, and other staff

Activity - Spire	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Spire will be used as a phonetic based reading program.	Academic Support Program	08/10/2018	05/23/2019	\$0	No Funding Required	Administrators, Teachers, Counselors, and other staff
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Goal 9: All students at South Dale Middle School will be proficient in the area of math.

Measurable Objective 1:

A 10% increase of All Students will achieve college and career readiness at the appropriate grade level in Mathematics by 05/23/2019 as measured by Scantron Performance Series.

Strategy 1:

STRIDE Academy - STRIDE Academy software is being implemented in 2018-2019 as a progress monitoring assessment for math. Teachers also use the program as a remediation tool for struggling learners. Our belief is that this program will increase math proficiency in every learner. The STRIDE Adaptive Engine scaffolds curriculum up and down automatically to individualize learning and provide skills remediation and enrichment. This cross-platform adaptive learning solution is engineered to match the depth and rigor of higher learning standards.

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

Research Cited: STRIDE Academy is a state recommended program for progress monitoring and remediation. The software is obtained through a grant process.

Activity - Analyzing Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STRIDE Academy data analytics enable you to view exactly the data you need to continuously monitor progress toward desired outcomes and provide accountability for funding sources. STEP 1: Generate data in a variety of formats in real-time, then dive in for a deeper analysis with Outcomes Advisor. STEP 2: Using STRIDE to analyze usage, diagnostics, student grouping reports and assessment data for multiple levels: individual student, class, school/site, and district/organization. STEP 3: Identify trends in positive growth and areas of concern among Alabama Course of Study standards and reading proficiency. STEP 4: Adapt instruction to target areas of weakness.	Professional Learning	10/08/2018	05/23/2019	\$0	No Funding Required	Principal and teachers

Activity - Progress Monitoring Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will administer periodic assessments to monitor growth in proficiency, beginning with a baseline assessment in September and October. Teachers should expect to see improvement on an individual basis. PMAs include three, parallel formative assessments per grade level, designed to be administered periodically throughout the school year. PMAs provide an integrated system to diagnose skill gaps, provide differentiated intervention, and continuously monitor student growth over the school year.	Academic Support Program, Technology	08/10/2018	05/23/2019	\$0	No Funding Required	Principal and teachers

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South Dale Middle School

Activity - Targeted Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Math teachers will utilize STRIDE Academy to deliver targeted instruction to Tier II or small groups focusing on content standards identified on STRIDE Academy PMAs which align with the Alabama Course of Study.</p> <p>STEP 1: Teachers will use the Quiz Builder Tool for small or whole group instruction to target specific standards</p> <p>STEP 2: Teachers will use diagnostics of students' mastery of essential skills to utilize customized instructional resources in one on one instruction during remediation.</p>	Direct Instruction	08/10/2018	05/23/2019	\$0	No Funding Required	Teachers

Strategy 2:

Vertical Curriculum Alignment in grades 5-8 - For the 2018-2019 school year South Dale Middle School has an Instructional Coach position, implements vertical alignment in reading curriculum, and provides 10 to 20 minutes of intervention per class daily.

Category: Develop/Implement College and Career Ready Standards

Research Cited: These strategies are aligned with state standards and guidelines.

Activity - ENGAGE NY	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Math teachers at South Dale Middle School are implementing this curriculum that is aligned to the College and Career Ready Standards.	Direct Instruction	08/10/2018	05/23/2019	\$2500	Title I Schoolwide	Math teachers grades 5-8 Instructional Coach

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
South Dale Middle School has an Instructional Coach position. The Instructional Coach will provide support to math teachers.	Academic Support Program	08/10/2018	05/23/2019	\$50000	Title I Part A	Instructional Coach

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
South Dale Middle School provides small group instruction during the last 10 to 20 minutes of class for reading and math.	Academic Support Program	08/10/2018	05/23/2019	\$0	No Funding Required	Math and Reading teachers grades 5-8 Instructional Coach

Activity - Paired Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

South Dale Middle School

Teachers are paired with one teacher teaching reading to both sections and one teacher teaching math to both sections. There are two pairs in 5th grade and two pairs in 6th grade.	Academic Support Program	08/10/2018	05/23/2019	\$0	No Funding Required	Math and Reading Teachers Grades 5-6 Instructional Coach
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Coach	South Dale Middle School has an Instructional Coach position. The Instructional Coach will provide support to math teachers.	Academic Support Program	08/10/2018	05/23/2019	\$50000	Instructional Coach
Instructional Coach	South Dale Middle School has an Instructional Coach position. The Instructional Coach will provide support to ELA teachers.	Academic Support Program	08/10/2018	05/24/2019	\$50000	Instructional Coach
Total					\$100000	

Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
7th Grade Project Lead the Way	Students will participate in Computer Science Innovators and Makers and App-Creator curriculum, both designed to increase student involvement and interest in technological fields and careers. This program will help increase student involvement in various academic classes.	Recruitment and Retention, Career Preparation/Orientation, Technology	08/10/2018	05/23/2019	\$10000	7th Grade Technology Teacher
8th Grade Project Lead the Way	Students will be doing computer science innovators and makers and app-creator curriculum, both designed to increase student involvement and interest in technological fields and careers. This program will help increase student involvement in various academic classes.	Career Preparation/Orientation, Technology	08/10/2018	05/23/2019	\$6000	8th Grade Technology Teacher
Total					\$16000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Spire	Spire will be used as a phonetic based reading program.	Academic Support Program	08/10/2018	05/23/2019	\$0	Administrators, Teachers, Counselors, and other staff

Paired Teaching	Teachers are paired with one teacher teaching reading to both sections and one teacher teaching math to both sections. There are two pairs in 5th grade and two pairs in 6th grade.	Academic Support Program	08/10/2018	05/23/2019	\$0	Math and Reading Teachers Grades 5-6 Instructional Coach
Analyzing Data	STRIDE Academy data analytics enable you to view exactly the data you need to continuously monitor progress toward desired outcomes and provide accountability for funding sources. STEP 1: Generate data in a variety of formats in real-time, then dive in for a deeper analysis with Outcomes Advisor. STEP 2: Using STRIDE to analyze usage, diagnostics, student grouping reports and assessment data for multiple levels: individual student, class, school/site, and district/organization. STEP 3: Identify trends in positive growth and areas of concern among Alabama Course of Study standards and reading proficiency. STEP 4: Adapt instruction to target areas of weakness.	Professional Learning	10/08/2018	05/23/2019	\$0	Principal and teachers
PTO meetings	There will be a two brief meetings with the parents to go over information at South Dale around 6:00 p.m. The 1st meeting will be held on 12/13/18 and the other will be held on 03/07/18. Mr. Davis is our show choir sponsor. They will practice for several weeks after school and they will perform for the parents in the gym. At the end of the PTO perform the parents have an opportunity to ask if they have any questions or concerns.	Parent Involvement	08/10/2018	05/23/2019	\$0	Administration will be involved. 5th Grade teacher Mr. Davis show choir sponsor 6th Grade teachers Ms. White show choir co-sponsor Several volunteer parents
High School Visit	Eighth grade students will visit the DCHS campus during the spring of each year for a walk-through and orientation.	Other	08/04/2017	05/24/2018	\$0	Principal, teachers, and counselor

ACIP

South Dale Middle School

Targeted Instruction	<p>Core content teachers will utilize STRIDE Academy to deliver targeted instruction to Tier II or small groups focusing on content standards identified on STRIDE Academy PMA's which align with the Scantron Performance scan.</p> <p>STEP 1: Gap Assessments for Tier II students will diagnose skill gaps, provide differentiated intervention, and measure progress between the beginning and end of a school year or summer program.</p> <p>STEP 2: Teachers will use the Quiz Builder tool for small or whole group instruction to target specific standards.</p> <p>STEP 3: Teachers will use diagnostics of students' mastery of essential skills to utilize customized instructional resources in one on one instruction during remediation.</p> <p>STEP 4: Teachers will use the Rewards tab to boost student engagement and morale after proof of growth has been shown.</p>	Direct Instruction	08/24/2018	05/24/2019	\$0	Teachers
ACCESS LABS	Rigorous, high quality, Web-based, and Interactive Video conferencing (VCI) courses are aligned with Alabama standards. We have a boys and girls club that is after school that helps out tutorial purposes for students at South Dale. 5th and 6th Grade teachers use the chrome books for a small group for reading support.	Tutoring, Academic Support Program, Technology	08/10/2018	05/24/2019	\$0	Administration and teachers
Open House	Open house is held before school starts for students and parents or guardians.	Other	08/06/2018	08/06/2018	\$0	Principal, school staff and faculty
Progress Monitoring Assessments	Math teachers will administer periodic assessments to monitor growth in proficiency, beginning with a baseline assessment in September and October. Teachers should expect to see improvement on an individual basis. PMAs include three, parallel formative assessments per grade level, designed to be administered periodically throughout the school year. PMAs provide an integrated system to diagnose skill gaps, provide differentiated intervention, and continuously monitor student growth over the school year.	Academic Support Program, Technology	08/10/2018	05/23/2019	\$0	Principal and teachers
Small Group Instruction	South Dale Middle School provides small group instruction during the last 10 to 20 minutes of class for reading and math.	Academic Support Program	08/10/2018	05/23/2019	\$0	All Faculty, 5th through 8th grade

Progress Monitoring Assessments	Reading teachers will administer 3 times a year assessments to monitor growth in proficiency "Stride", beginning with a baseline assessment in October. Teachers should expect to see improvement on an individual basis. PMAs include three, parallel formative assessments per grade level, designed to be administered periodically throughout the school year. PMAs provide an integrated system to diagnose skill gaps, provide differentiated intervention, and continuously monitor student growth over the school year.	Academic Support Program, Technology	10/01/2018	05/24/2019	\$0	Principal and teachers
Home visits	Special home visits to attend to specific needs that regular parent meetings do not address	Parent Involvement	08/10/2018	05/23/2019	\$0	Principal, school staff
Online Curriculum Programs	A certified teacher assists students with personalized help and activity monitoring of growth. Placement test is administered to determine the starting point for all participants by using the results from Stride PMA's. Subject areas include Math, Language Art and Science.	Academic Support Program	08/10/2018	05/24/2019	\$0	Administration, Technology Coordinator, and teachers
Targeted Instruction	Math teachers will utilize STRIDE Academy to deliver targeted instruction to Tier II or small groups focusing on content standards identified on STRIDE Academy PMAs which align with the Alabama Course of Study. STEP 1: Teachers will use the Quiz Builder Tool for small or whole group instruction to target specific standards STEP 2: Teachers will use diagnostics of students' mastery of essential skills to utilize customized instructional resources in one on one instruction during remediation.	Direct Instruction	08/10/2018	05/23/2019	\$0	Teachers
Paired Teaching	Teachers are paired with one teacher teaching reading to both sections and one teacher teaching math to both sections. There are two pairs in 5th grade and two pairs in 6th grade.	Academic Support Program	08/10/2018	05/23/2019	\$0	5th and 6th Grade Teachers
Special assemblies	Special assemblies to include : Award ceremonies that are apart from regular PTO meetings	Parent Involvement	08/10/2018	05/23/2019	\$0	Principal, counselor, school staff
Small Group Instruction	South Dale Middle School provides small group instruction during the last 10 to 20 minutes of class for reading and math.	Academic Support Program	08/10/2018	05/23/2019	\$0	Math and Reading teachers grades 5-8 Instructional Coach
Technology Student Survey	Incorporate technology data analysis for the CIP and the availability of technology from home	Other	08/10/2018	05/22/2020	\$0	Administration and teachers
Clubs and student organizations	Opportunities for parental engagement with club activities to include booster clubs or other special area clubs	Parent Involvement	08/10/2018	05/23/2019	\$0	Principal, school staff, club sponsors

ACIP

South Dale Middle School

Communication Tools	Teachers will increase stakeholder communications by adopting and implementing the use of websites such as: Schoolcast, INow, Notify Me, Remind101, the school website, Google Classroom, and individual teachers webpages to better facilitate communications and enhance student achievement.	Technology	08/10/2018	05/24/2019	\$0	Administration and teachers
Middle School Visit	Fourth grade students from MCES and sixth grade students from NES will visit the 5th and 7th grades respectively during the spring of school year.	Other	08/10/2018	05/23/2019	\$0	Principal, teachers, and counselor
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ENGAGE NY	All Math teachers at South Dale Middle School are implementing this curriculum that is aligned to the College and Career Ready Standards.	Direct Instruction	08/10/2018	05/23/2019	\$2500	Math teachers grades 5-8 Instructional Coach
Extended Day Tutorial	Administration will compile a list of "repeat offender" students who frequent the list of missing assignments in several classes. These students will stay after school to complete missing assignments.	Academic Support Program, Behavioral Support Program	01/14/2019	04/12/2019	\$6000	Administration and Teachers
Engage NY	All ELA teachers at South Dale Middle School are implementing this curriculum that is aligned to the College and Career Ready Standards.	Direct Instruction	08/10/2018	05/24/2019	\$2500	5-8th grade ELA teachers and instructional coach.
ICU Database	In order to improve communications with parents, teachers will now enter any missing student assignments into the ICU Database. The database will automatically send an email and text message to the students parent/guardian notifying them of the missing assignment. Students will be pulled from activities to make up any missing assignments as needed. This database/program will be implemented by the entire faculty and staff.	Academic Support Program	08/10/2018	05/24/2019	\$1000	Faculty and staff
Activity 1	Additional Chromebooks and carts will be purchased from Title I funds. Also, support from central office	Technology	08/10/2018	05/24/2019	\$9000	Administration and teachers
Total					\$21000	

Other

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

South Dale Middle School

Rosetta Stone	Rosetta Stone is a computer assisted language program that helps students learn the English language.	Academic Support Program	08/10/2018	05/23/2019	\$0	Principal, assistant principal, guidance, teachers, and other staff
Analyzing Data	<p>STRIDE Academy data analytics enable you to view exactly the data you need to continuously monitor progress toward desired outcomes and provide accountability for funding sources.</p> <p>STEP 1: Generate data in a variety of formats in real-time, then dive in for a deeper analysis with Outcomes Advisor.</p> <p>STEP 2: Access weekly emails to analyze usage, diagnostics, student grouping reports and assessment data for multiple levels: individual student, class, school/site, and district/organization.</p> <p>STEP 3: Identify trends in positive growth and areas of concern among Alabama Course of Study standards and reading proficiency.</p> <p>STEP 4: Adapt instruction to target areas of weakness.</p>	Professional Learning	08/10/2018	05/24/2019	\$0	Principal and teachers
Total					\$0	

Stakeholder Feedback Diagnostic

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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.

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Stakeholder Feedback Data

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

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Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Some required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with modest fidelity to the administrative procedures appropriate for each assessment. In some instances, the stakeholders to whom these questionnaires were administered somewhat represented the populations served by the institution. Appropriate accommodations were provided for some participants.	Level 2

	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

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Areas of Notable Achievement

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

Student survey results were high on Indicator 5.4, "The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level." Parent and staff both gave their highest marks to Indicator 1.1 "The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success."

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

SDMS teachers are highly satisfied with the continued growth of 21st Century tools in the classroom. As funding becomes available, new technologies are added throughout the system. Students are pleased with the increasing number of extracurricular activities being offered. The addition of voluntary Performing Arts activities for our fifth grade students has provided students with an additional creative avenue. Building on the successes of the fifth grade program, an additional band unit was added for sixth grade students. All existing clubs continue to grow. SDMS added another student club, SDNN student news production. This club allows students to provide SDMS with a weekly news broadcast.

During the summer of 2017, SDMS began a renovation of the school valued at approximately 1.5 million dollars. Additional technology infrastructure upgrades occurred along with renovation.

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

Surveys given to staff, students, and parents all reflect fairly consistent levels of stakeholder satisfaction.

Areas in Need of Improvement

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

Differences exist in the areas primary stakeholder groups noted as areas in need of improvement. . Staff perceptions were that Indicator 4.6 (The school provides support services to meet the physical, social and emotional needs of the student population being served) was an area of deficiency for the school. Parents identified Indicator 3.12 (The school provides and coordinates learning support services to meet the unique learning needs of students) as an area of deficiency. While students identified Indicator 4.3 (The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.) as an area in need of improvement.

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

Staff members have requested more training on RTI, vertical alignment and on the utilization and availability of technology. Parent surveys indicate a growing dissatisfaction with support services not meeting the unique learning needs of students. Both stakeholder groups need training on the new and forthcoming technologies that exist for stakeholder communications.

What are the implications for these stakeholder perceptions?

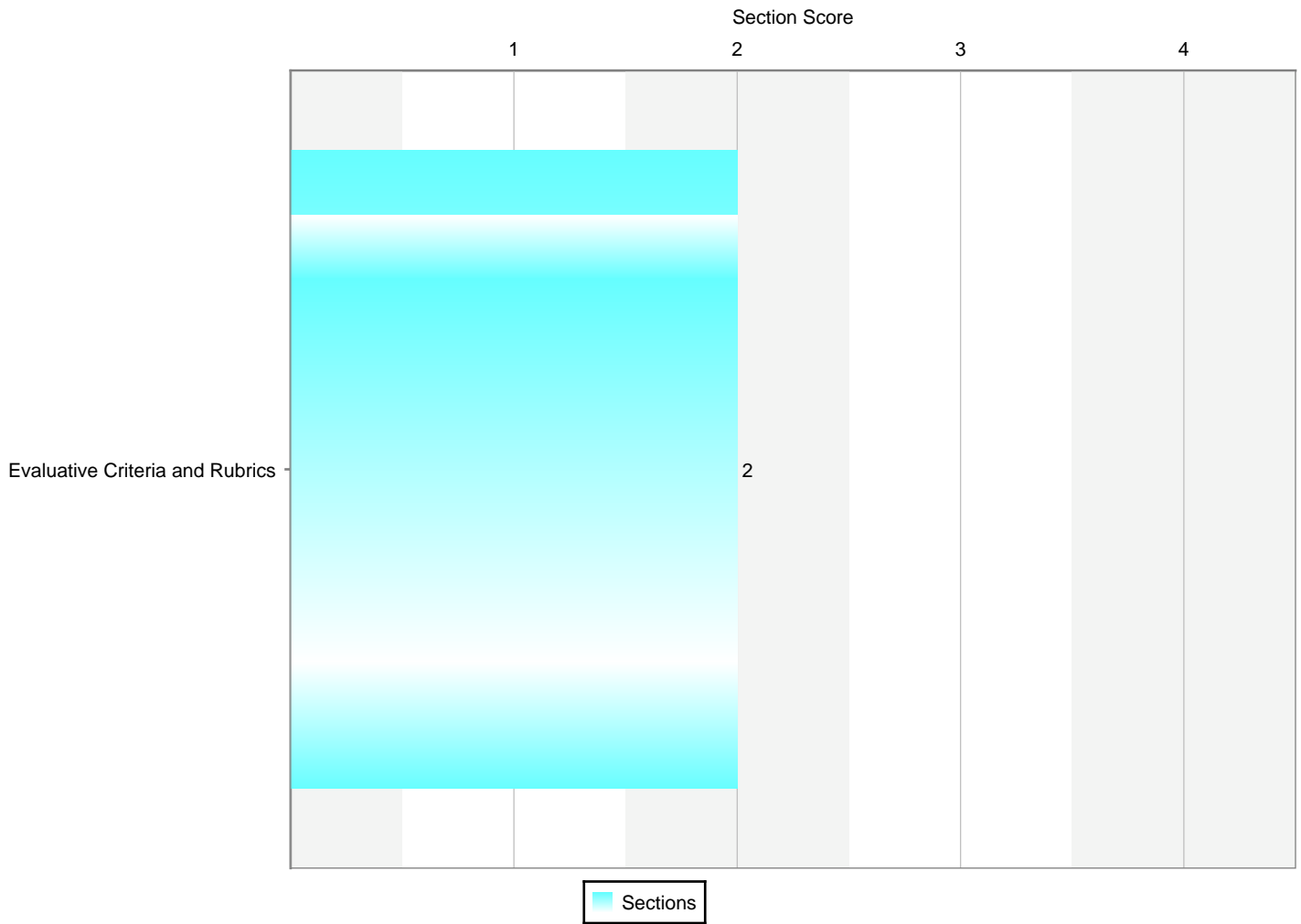
Parents are overall satisfied with the school system and the care and attention their student receives. Teachers are still concerned about supporting the staff and peer coaching among faculty members. Students are concerned that the school does not ask them what they think about their school.

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

The only other feedback source is various internal surveys conducted by local and district levels.

Report Summary

Scores By Section



D

Title I Schoolwide Diagnostic

DRAFT

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).

DRAFT

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

How was the comprehensive needs assessment conducted?

Data from various instruments was used to conduct the needs assessment. Data was obtained from iNow, Performance Series, Stride Academy, surveys, and various other sources. Staff members analyzed assessment data to determine strengths and weaknesses.

What were the results of the comprehensive needs assessment?

Strengths and weaknesses were identified according to the student assessment data, including ELL students. Educate Alabama was analyzed and strengths and weaknesses were determined. Additional strengths and weaknesses were identified using student discipline, student attendance, teacher attendance, and teacher turnover data. Survey's from stakeholders were analyzed for perception of the school and the its needs. Analysis of the curriculum alignment, instructional materials, instructional strategies, and/or extended learning opportunities were also conducted.

What conclusions were drawn from the results?

After initial review of the data, LEA and the District Level, several conclusions were agreed upon: additional units were needed, continued use of instructional coach, rigorous Tier II small group instruction, and reducing the number of referrals by using PBS program/incentives and small group intervention by the counselor.

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

On the 2017-2018 Scantron Performance Series test, there were no overall areas of math or reading that were above the expected levels of performance. However, the white students in 5th grade reading were at 54% proficient and the female students in 8th grade math increased to 47%.

Across grades 5-8 both reading and math scores are below the expected level of performance. All grade levels are below 50% proficient in both subjects.

5th grade reading, 7th grade math, and 8th grade math made improvements from the previous year in the percentage of students scoring proficient, they were still below 50%. 5th grade reading had 17% more students scoring proficient than the previous year, 7th grade math had a 6% increase, and 8th grade math had a 5% increase.

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

Our goals at South Dale Middle School have been determined by our needs assessment, current data, and committee input.

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

Goals are precisely determined by data from various instruments used to conduct the needs assessment. Data was obtained from iNow, Stride Academy, Scantron Performance Series, surveys, and various other sources. Staff members analyze assessment data to determine weaknesses and strengths individually and by data meetings.

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

As a Title I school, South Dale Middle School utilizes technology, when available, to assist the learning of all students. Accommodations are made as needed for children who are disadvantaged. IEP's are strictly followed for special education students.

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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:

All students at SDMS will become proficient readers.

Measurable Objective 1:

A 7% increase of All Students will demonstrate a proficiency in comprehension in Reading by 05/23/2019 as measured by Scantron Performance Series assessment scores..

Strategy1:

Strategy 1- Stride Academy - STRIDE Academy software is being implemented in 2018-19 as a progress monitoring assessment for both reading and math. Teachers also use the program as a remediation tool for struggling learners. Our belief is that this program will increase reading proficiency in every learner. The Stride Adaptive Engine scaffolds curriculum up and down automatically to individualize learning and provide skills remediation and enrichment. This cross-platform adaptive learning solution is engineered to match the depth and rigor of higher learning standards.

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

Research Cited: STRIDE Academy is a state recommended program for progress monitoring and remediation. The software is obtained through a grant process.

Activity - Analyzing Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>STRIDE Academy data analytics enable you to view exactly the data you need to continuously monitor progress toward desired outcomes and provide accountability for funding sources.</p> <p>STEP 1: Generate data in a variety of formats in real-time, then dive in for a deeper analysis with Outcomes Advisor.</p> <p>STEP 2: Access weekly emails to analyze usage, diagnostics, student grouping reports and assessment data for multiple levels: individual student, class, school/site, and district/organization.</p> <p>STEP 3: Identify trends in positive growth and areas of concern among Alabama Course of Study standards and reading proficiency.</p> <p>STEP 4: Adapt instruction to target areas of weakness.</p>	Professional Learning	08/10/2018	05/24/2019	\$0 - Other	Principal and teachers

Activity - Progress Monitoring Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading teachers will administer 3 times a year assessments to monitor growth in proficiency "Stride", beginning with a baseline assessment in October. Teachers should expect to see improvement on an individual basis. PMAs include three, parallel formative assessments per grade level, designed to be administered periodically throughout the school year. PMAs provide an integrated system to diagnose skill gaps, provide differentiated intervention, and continuously monitor student growth over the school year.	Academic Support Program Technology	10/01/2018	05/24/2019	\$0 - No Funding Required	Principal and teachers

Activity - Targeted Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Core content teachers will utilize STRIDE Academy to deliver targeted instruction to Tier II or small groups focusing on content standards identified on STRIDE Academy PMA's which align with the Scantron Performance scan.</p> <p>STEP 1: Gap Assessments for Tier II students will diagnose skill gaps, provide differentiated intervention, and measure progress between the beginning and end of a school year or summer program.</p> <p>STEP 2: Teachers will use the Quiz Builder tool for small or whole group instruction to target specific standards.</p> <p>STEP 3: Teachers will use diagnostics of students' mastery of essential skills to utilize customized instructional resources in one on one instruction during remediation.</p> <p>STEP 4: Teachers will use the Rewards tab to boost student engagement and morale after proof of growth has been shown.</p>	Direct Instruction	08/24/2018	05/24/2019	\$0 - No Funding Required	Teachers

Strategy2:

Vertical Curriculum Alignment in grades 5-8. - For the 2018-2019 school year South Dale Middle School has an Instructional Coach position, implements vertical alignment in reading curriculum, and provides 10 to 20 minutes of intervention per class daily.

Category: Develop/Implement College and Career Ready Standards

Research Cited: These strategies are aligned with State Standards and Guidelines.

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
South Dale Middle School has an Instructional Coach position. The Instructional Coach will provide support to ELA teachers.	Academic Support Program	08/10/2018	05/24/2019	\$50000 - Title I Part A	Instructional Coach

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South Dale Middle School

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
South Dale Middle School provides small group instruction during the last 10 to 20 minutes of class for reading and math.	Academic Support Program	08/10/2018	05/23/2019	\$0 - No Funding Required	All Faculty, 5th through 8th grade

Activity - Engage NY	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA teachers at South Dale Middle School are implementing this curriculum that is aligned to the College and Career Ready Standards.	Direct Instruction	08/10/2018	05/24/2019	\$2500 - Title I Schoolwide	5-8th grade ELA teachers and instructional coach.

Activity - Paired Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are paired with one teacher teaching reading to both sections and one teacher teaching math to both sections. There are two pairs in 5th grade and two pairs in 6th grade.	Academic Support Program	08/10/2018	05/23/2019	\$0 - No Funding Required	5th and 6th Grade Teachers

Goal 2:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

collaborate to create effective, engaging, challenging, and empowering learning experiences both in and out of school that prepares them to be active, creative, knowledgeable, and ethical participants in our globally networked society by 05/24/2019 as measured by Course of Study Standards.

Strategy1:

Strategy 1 - To increase availability of various technologies for student usage. District technology plan is to create a 1:1 initiative.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Technology Plan, CIP NETS-S

Activity - ACCESS LABS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rigorous, high quality, Web-based, and Interactive Video conferencing (VCI) courses are aligned with Alabama standards. We have a boys and girls club that is after school that helps out tutorial purposes for students at South Dale. 5th and 6th Grade teachers use the chrome books for a small group for reading support.	Technology Academic Support Program Tutoring	08/10/2018	05/24/2019	\$0 - No Funding Required	Administration and teachers

Strategy2:

Strategy 2 - Use technology to survey student's technology availability from home - get statistical information of educational technology usage from home and the number of hours on task per week.

Category:

Research Cited: CIP Plan

Activity - Technology Student Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate technology data analysis for the CIP and the availability of technology from home	Other	08/10/2018	05/22/2020	\$0 - No Funding Required	Administration and teachers

Strategy3:

Curriculum Programs - Through the use of computer assisted instruction students will improve their achievement scores.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Common Core Standards, CIP, Federal Programs

Activity - 8th Grade Project Lead the Way	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be doing computer science innovators and makers and app-creator curriculum, both designed to increase student involvement and interest in technological fields and careers. This program will help increase student involvement in various academic classes.	Career Preparation/Orientation Technology	08/10/2018	05/23/2019	\$6000 - Career and Technical Education Funds	8th Grade Technology Teacher

Activity - 7th Grade Project Lead the Way	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Computer Science Innovators and Makers and App-Creator curriculum, both designed to increase student involvement and interest in technological fields and careers. This program will help increase student involvement in various academic classes.	Recruitment and Retention Technology Career Preparation/Orientation	08/10/2018	05/23/2019	\$10000 - Career and Technical Education Funds	7th Grade Technology Teacher

Activity - Online Curriculum Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A certified teacher assists students with personalized help and activity monitoring of growth. Placement test is administered to determine the starting point for all participants by using the results from Stride PMA's. Subject areas include Math, Language Art and Science.	Academic Support Program	08/10/2018	05/24/2019	\$0 - No Funding Required	Administration, Technology Coordinator, and teachers

Goal 3:

Improve Student to computer ratio

Measurable Objective 1:

collaborate to procure additional computer resources for student use by 05/23/2019 as measured by a definitive improvement in the number of student accessible computers.

Strategy1:

Computer Procurement - Through the use of Title 1 funds, and support from the central office, add additional Chromebooks and carts for student use

Category: Align Fiscal Resources

Research Cited: Technology Survey, Staff Survey

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional Chromebooks and carts will be purchased from Title I funds. Also, support from central office	Technology	08/10/2018	05/24/2019	\$9000 - Title I Schoolwide	Administration and teachers

Goal 4:

Every student at SDMS completes every graded assignment.

Measurable Objective 1:

demonstrate a behavior of turning in every assignment in every class. Over time, students will become self-motivated to complete tasks that are expected of them, and not feel that they have the option to quit or opt out. by 05/23/2019 as measured by The Power of ICU Database .

Strategy1:

Strategy 1- ICU - Teachers will use The Power of ICU Database to keep track of students missing assignments. Teachers will update this list weekly.

Category: Develop/Implement Student and School Culture Program

Research Cited: Teachers from SDMS attended SREB conference and a presentation on the Power of ICU database. Data from pilot schools showed missing assignments dramatically decreased or disappeared completely.

Activity - Extended Day Tutorial	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will compile a list of "repeat offender" students who frequent the list of missing assignments in several classes. These students will stay after school to complete missing assignments.	Academic Support Program Behavioral Support Program	01/14/2019	04/12/2019	\$6000 - Title I Schoolwide	Administration and Teachers

Goal 5:

All students at South Dale Middle School will be proficient in the area of math.

Measurable Objective 1:

A 10% increase of All Students will achieve college and career readiness at the appropriate grade level in Mathematics by 05/23/2019 as measured by Scantron Performance Series.

Strategy1:

Vertical Curriculum Alignment in grades 5-8 - For the 2018-2019 school year South Dale Middle School has an Instructional Coach position, implements vertical alignment in reading curriculum, and provides 10 to 20 minutes of intervention per class daily.

Category: Develop/Implement College and Career Ready Standards

Research Cited: These strategies are aligned with state standards and guidelines.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
South Dale Middle School provides small group instruction during the last 10 to 20 minutes of class for reading and math.	Academic Support Program	08/10/2018	05/23/2019	\$0 - No Funding Required	Math and Reading teachers grades 5-8 Instructional Coach

Activity - ENGAGE NY	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Math teachers at South Dale Middle School are implementing this curriculum that is aligned to the College and Career Ready Standards.	Direct Instruction	08/10/2018	05/23/2019	\$2500 - Title I Schoolwide	Math teachers grades 5-8 Instructional Coach

Activity - Paired Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are paired with one teacher teaching reading to both sections and one teacher teaching math to both sections. There are two pairs in 5th grade and two pairs in 6th grade.	Academic Support Program	08/10/2018	05/23/2019	\$0 - No Funding Required	Math and Reading Teachers Grades 5-6 Instructional Coach

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
South Dale Middle School has an Instructional Coach position. The Instructional Coach will provide support to math teachers.	Academic Support Program	08/10/2018	05/23/2019	\$50000 - Title I Part A	Instructional Coach

Strategy2:

STRIDE Academy - STRIDE Academy software is being implemented in 2018-2019 as a progress monitoring assessment for math.

Teachers also use the program as a remediation tool for struggling learners. Our belief is that this program will increase math proficiency in every learner. The STRIDE Adaptive Engine scaffolds curriculum up and down automatically to individualize learning and provide skills remediation and enrichment. This cross-platform adaptive learning solution is engineered to match the depth and rigor of higher learning standards.

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

Research Cited: STRIDE Academy is a state recommended program for progress monitoring and remediation. The software is obtained through a grant process.

ACIP

South Dale Middle School

Activity - Analyzing Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>STRIDE Academy data analytics enable you to view exactly the data you need to continuously monitor progress toward desired outcomes and provide accountability for funding sources.</p> <p>STEP 1: Generate data in a variety of formats in real-time, then dive in for a deeper analysis with Outcomes Advisor.</p> <p>STEP 2: Using STRIDE to analyze usage, diagnostics, student grouping reports and assessment data for multiple levels: individual student, class, school/site, and district/organization.</p> <p>STEP 3: Identify trends in positive growth and areas of concern among Alabama Course of Study standards and reading proficiency.</p> <p>STEP 4: Adapt instruction to target areas of weakness.</p>	Professional Learning	10/08/2018	05/23/2019	\$0 - No Funding Required	Principal and teachers

Activity - Progress Monitoring Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Math teachers will administer periodic assessments to monitor growth in proficiency, beginning with a baseline assessment in September and October. Teachers should expect to see improvement on an individual basis. PMAs include three, parallel formative assessments per grade level, designed to be administered periodically throughout the school year. PMAs provide an integrated system to diagnose skill gaps, provide differentiated intervention, and continuously monitor student growth over the school year.</p>	Academic Support Program Technology	08/10/2018	05/23/2019	\$0 - No Funding Required	Principal and teachers

Activity - Targeted Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Math teachers will utilize STRIDE Academy to deliver targeted instruction to Tier II or small groups focusing on content standards identified on STRIDE Academy PMAs which align with the Alabama Course of Study.</p> <p>STEP 1: Teachers will use the Quiz Builder Tool for small or whole group instruction to target specific standards</p> <p>STEP 2: Teachers will use diagnostics of students' mastery of essential skills to utilize customized instructional resources in one on one instruction during remediation.</p>	Direct Instruction	08/10/2018	05/23/2019	\$0 - No Funding Required	Teachers

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:

All students at SDMS will become proficient readers.

Measurable Objective 1:

A 7% increase of All Students will demonstrate a proficiency in comprehension in Reading by 05/23/2019 as measured by Scantron Performance Series assessment scores..

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Strategy 1- Stride Academy - STRIDE Academy software is being implemented in 2018-19 as a progress monitoring assessment for both reading and math. Teachers also use the program as a remediation tool for struggling learners. Our belief is that this program will increase reading proficiency in every learner. The Stride Adaptive Engine scaffolds curriculum up and down automatically to individualize learning and provide skills remediation and enrichment. This cross-platform adaptive learning solution is engineered to match the depth and rigor of higher learning standards.

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Activity - Targeted Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Core content teachers will utilize STRIDE Academy to deliver targeted instruction to Tier II or small groups focusing on content standards identified on STRIDE Academy PMA's which align with the Scantron Performance scan.</p> <p>STEP 1: Gap Assessments for Tier II students will diagnose skill gaps, provide differentiated intervention, and measure progress between the beginning and end of a school year or summer program.</p> <p>STEP 2: Teachers will use the Quiz Builder tool for small or whole group instruction to target specific standards.</p> <p>STEP 3: Teachers will use diagnostics of students' mastery of essential skills to utilize customized instructional resources in one on one instruction during remediation.</p> <p>STEP 4: Teachers will use the Rewards tab to boost student engagement and morale after proof of growth has been shown.</p>	Direct Instruction	08/24/2018	05/24/2019	\$0 - No Funding Required	Teachers

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<p>STRIDE Academy data analytics enable you to view exactly the data you need to continuously monitor progress toward desired outcomes and provide accountability for funding sources.</p> <p>STEP 1: Generate data in a variety of formats in real-time, then dive in for a deeper analysis with Outcomes Advisor.</p> <p>STEP 2: Access weekly emails to analyze usage, diagnostics, student grouping reports and assessment data for multiple levels: individual student, class, school/site, and district/organization.</p> <p>STEP 3: Identify trends in positive growth and areas of concern among Alabama Course of Study standards and reading proficiency.</p> <p>STEP 4: Adapt instruction to target areas of weakness.</p>	Professional Learning	08/10/2018	05/24/2019	\$0 - Other	Principal and teachers

Strategy2:

Vertical Curriculum Alignment in grades 5-8. - For the 2018-2019 school year South Dale Middle School has an Instructional Coach position, implements vertical alignment in reading curriculum, and provides 10 to 20 minutes of intervention per class daily.

Category: Develop/Implement College and Career Ready Standards

Research Cited: These strategies are aligned with State Standards and Guidelines.

Activity - Engage NY	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA teachers at South Dale Middle School are implementing this curriculum that is aligned to the College and Career Ready Standards.	Direct Instruction	08/10/2018	05/24/2019	\$2500 - Title I Schoolwide	5-8th grade ELA teachers and instructional coach.

Activity - Paired Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are paired with one teacher teaching reading to both sections and one teacher teaching math to both sections. There are two pairs in 5th grade and two pairs in 6th grade.	Academic Support Program	08/10/2018	05/23/2019	\$0 - No Funding Required	5th and 6th Grade Teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
South Dale Middle School provides small group instruction during the last 10 to 20 minutes of class for reading and math.	Academic Support Program	08/10/2018	05/23/2019	\$0 - No Funding Required	All Faculty, 5th through 8th grade

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
South Dale Middle School has an Instructional Coach position. The Instructional Coach will provide support to ELA teachers.	Academic Support Program	08/10/2018	05/24/2019	\$50000 - Title I Part A	Instructional Coach

Goal 2:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

collaborate to create effective, engaging, challenging, and empowering learning experiences both in and out of school that prepares them to be active, creative, knowledgeable, and ethical participants in our globally networked society by 05/24/2019 as measured by Course of Study Standards.

Strategy1:

Curriculum Programs - Through the use of computer assisted instruction students will improve their achievement scores.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Common Core Standards, CIP, Federal Programs

Activity - 8th Grade Project Lead the Way	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be doing computer science innovators and makers and app-creator curriculum, both designed to increase student involvement and interest in technological fields and careers. This program will help increase student involvement in various academic classes.	Technology Career Preparation/Orientation	08/10/2018	05/23/2019	\$6000 - Career and Technical Education Funds	8th Grade Technology Teacher

Activity - Online Curriculum Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A certified teacher assists students with personalized help and activity monitoring of growth. Placement test is administered to determine the starting point for all participants by using the results form Stride PMA's. Subject areas include Math, Language Art and Science.	Academic Support Program	08/10/2018	05/24/2019	\$0 - No Funding Required	Administration, Technology Coordinator, and teachers

Activity - 7th Grade Project Lead the Way	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Computer Science Innovators and Makers and App-Creator curriculum, both designed to increase student involvement and interest in technological fields and careers. This program will help increase student involvement in various academic classes.	Recruitment and Retention Technology Career Preparation/Orientation	08/10/2018	05/23/2019	\$10000 - Career and Technical Education Funds	7th Grade Technology Teacher

Strategy2:

Strategy 2 - Use technology to survey student's technology availability from home - get statistical information of educational technology usage from home and the number of hours on task per week.

Category:

Research Cited: CIP Plan

Activity - Technology Student Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate technology data analysis for the CIP and the availability of technology from home	Other	08/10/2018	05/22/2020	\$0 - No Funding Required	Administration and teachers

Strategy3:

Strategy 1 - To increase availability of various technologies for student usage. District technology plan is to create a 1:1 initiative.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Technology Plan, CIP NETS-S

Activity - ACCESS LABS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rigorous, high quality, Web-based, and Interactive Video conferencing (VCI) courses are aligned with Alabama standards. We have a boys and girls club that is after school that helps out tutorial purposes for students at South Dale. 5th and 6th Grade teachers use the chrome books for a small group for reading support.	Tutoring Technology Academic Support Program	08/10/2018	05/24/2019	\$0 - No Funding Required	Administration and teachers

Goal 3:

Improve Student to computer ratio

Measurable Objective 1:

collaborate to procure additional computer resources for student use by 05/23/2019 as measured by a definitive improvement in the number of student accessible computers.

Strategy1:

Computer Procurement - Through the use of Title 1 funds, and support from the central office, add additional Chromebooks and carts for student use

Category: Align Fiscal Resources

Research Cited: Technology Survey, Staff Survey

ACIP

South Dale Middle School

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional Chromebooks and carts will be purchased from Title I funds. Also, support from central office	Technology	08/10/2018	05/24/2019	\$9000 - Title I Schoolwide	Administration and teachers

Goal 4:

All students at South Dale Middle School will be proficient in the area of math.

Measurable Objective 1:

A 10% increase of All Students will achieve college and career readiness at the appropriate grade level in Mathematics by 05/23/2019 as measured by Scantron Performance Series.

Strategy1:

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South Dale Middle School provides small group instruction during the last 10 to 20 minutes of class for reading and math.	Academic Support Program	08/10/2018	05/23/2019	\$0 - No Funding Required	Math and Reading teachers grades 5-8 Instructional Coach

Activity - Paired Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are paired with one teacher teaching reading to both sections and one teacher teaching math to both sections. There are two pairs in 5th grade and two pairs in 6th grade.	Academic Support Program	08/10/2018	05/23/2019	\$0 - No Funding Required	Math and Reading Teachers Grades 5-6 Instructional Coach

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All Math teachers at South Dale Middle School are implementing this curriculum that is aligned to the College and Career Ready Standards.	Direct Instruction	08/10/2018	05/23/2019	\$2500 - Title I Schoolwide	Math teachers grades 5-8 Instructional Coach

Strategy2:

STRIDE Academy - STRIDE Academy software is being implemented in 2018-2019 as a progress monitoring assessment for math.

SY 2018-2019

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Teachers also use the program as a remediation tool for struggling learners. Our belief is that this program will increase math proficiency in every learner. The STRIDE Adaptive Engine scaffolds curriculum up and down automatically to individualize learning and provide skills remediation and enrichment. This cross-platform adaptive learning solution is engineered to match the depth and rigor of higher learning standards.

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Activity - Progress Monitoring Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Targeted Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Math teachers will utilize STRIDE Academy to deliver targeted instruction to Tier II or small groups focusing on content standards identified on STRIDE Academy PMAs which align with the Alabama Course of Study.</p> <p>STEP 1: Teachers will use the Quiz Builder Tool for small or whole group instruction to target specific standards</p> <p>STEP 2: Teachers will use diagnostics of students' mastery of essential skills to utilize customized instructional resources in one on one instruction during remediation.</p>	Direct Instruction	08/10/2018	05/23/2019	\$0 - No Funding Required	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:

All students at SDMS will become proficient readers.

Measurable Objective 1:

A 7% increase of All Students will demonstrate a proficiency in comprehension in Reading by 05/23/2019 as measured by Scantron Performance Series assessment scores..

Strategy1:

Strategy 1- Stride Academy - STRIDE Academy software is being implemented in 2018-19 as a progress monitoring assessment for both reading and math. Teachers also use the program as a remediation tool for struggling learners. Our belief is that this program will increase reading proficiency in every learner. The Stride Adaptive Engine scaffolds curriculum up and down automatically to individualize learning and provide skills remediation and enrichment. This cross-platform adaptive learning solution is engineered to match the depth and rigor of higher learning standards.

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

Research Cited: STRIDE Academy is a state recommended program for progress monitoring and remediation. The software is obtained through a grant process.

ACIP

South Dale Middle School

Activity - Targeted Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Core content teachers will utilize STRIDE Academy to deliver targeted instruction to Tier II or small groups focusing on content standards identified on STRIDE Academy PMA's which align with the Scantron Performance scan.</p> <p>STEP 1: Gap Assessments for Tier II students will diagnose skill gaps, provide differentiated intervention, and measure progress between the beginning and end of a school year or summer program.</p> <p>STEP 2: Teachers will use the Quiz Builder tool for small or whole group instruction to target specific standards.</p> <p>STEP 3: Teachers will use diagnostics of students' mastery of essential skills to utilize customized instructional resources in one on one instruction during remediation.</p> <p>STEP 4: Teachers will use the Rewards tab to boost student engagement and morale after proof of growth has been shown.</p>	Direct Instruction	08/24/2018	05/24/2019	\$0 - No Funding Required	Teachers

Activity - Progress Monitoring Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Reading teachers will administer 3 times a year assessments to monitor growth in proficiency "Stride", beginning with a baseline assessment in October. Teachers should expect to see improvement on an individual basis. PMAs include three, parallel formative assessments per grade level, designed to be administered periodically throughout the school year. PMAs provide an integrated system to diagnose skill gaps, provide differentiated intervention, and continuously monitor student growth over the school year.</p>	Technology Academic Support Program	10/01/2018	05/24/2019	\$0 - No Funding Required	Principal and teachers

Activity - Analyzing Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>STRIDE Academy data analytics enable you to view exactly the data you need to continuously monitor progress toward desired outcomes and provide accountability for funding sources.</p> <p>STEP 1: Generate data in a variety of formats in real-time, then dive in for a deeper analysis with Outcomes Advisor.</p> <p>STEP 2: Access weekly emails to analyze usage, diagnostics, student grouping reports and assessment data for multiple levels: individual student, class, school/site, and district/organization.</p> <p>STEP 3: Identify trends in positive growth and areas of concern among Alabama Course of Study standards and reading proficiency.</p> <p>STEP 4: Adapt instruction to target areas of weakness.</p>	Professional Learning	08/10/2018	05/24/2019	\$0 - Other	Principal and teachers

Strategy2:

SY 2018-2019

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Vertical Curriculum Alignment in grades 5-8. - For the 2018-2019 school year South Dale Middle School has an Instructional Coach position, implements vertical alignment in reading curriculum, and provides 10 to 20 minutes of intervention per class daily.

Category: Develop/Implement College and Career Ready Standards

Research Cited: These strategies are aligned with State Standards and Guidelines.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
South Dale Middle School provides small group instruction during the last 10 to 20 minutes of class for reading and math.	Academic Support Program	08/10/2018	05/23/2019	\$0 - No Funding Required	All Faculty, 5th through 8th grade

Activity - Engage NY	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA teachers at South Dale Middle School are implementing this curriculum that is aligned to the College and Career Ready Standards.	Direct Instruction	08/10/2018	05/24/2019	\$2500 - Title I Schoolwide	5-8th grade ELA teachers and instructional coach.

Activity - Paired Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are paired with one teacher teaching reading to both sections and one teacher teaching math to both sections. There are two pairs in 5th grade and two pairs in 6th grade.	Academic Support Program	08/10/2018	05/23/2019	\$0 - No Funding Required	5th and 6th Grade Teachers

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
South Dale Middle School has an Instructional Coach position. The Instructional Coach will provide support to ELA teachers.	Academic Support Program	08/10/2018	05/24/2019	\$50000 - Title I Part A	Instructional Coach

Goal 2:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

collaborate to create effective, engaging, challenging, and empowering learning experiences both in and out of school that prepares them to be active, creative, knowledgeable, and ethical participants in our globally networked society by 05/24/2019 as measured by Course of Study Standards.

Strategy1:

Strategy 1 - To increase availability of various technologies for student usage. District technology plan is to create a 1:1 initiative.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Technology Plan, CIP NETS-S

ACIP

South Dale Middle School

Activity - ACCESS LABS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rigorous, high quality, Web-based, and Interactive Video conferencing (VCI) courses are aligned with Alabama standards. We have a boys and girls club that is after school that helps out tutorial purposes for students at South Dale. 5th and 6th Grade teachers use the chrome books for a small group for reading support.	Academic Support Program Tutoring Technology	08/10/2018	05/24/2019	\$0 - No Funding Required	Administration and teachers

Strategy2:

Strategy 2 - Use technology to survey student's technology availability from home - get statistical information of educational technology usage from home and the number of hours on task per week.

Category:

Research Cited: CIP Plan

Activity - Technology Student Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate technology data analysis for the CIP and the availability of technology from home	Other	08/10/2018	05/22/2020	\$0 - No Funding Required	Administration and teachers

Strategy3:

Curriculum Programs - Through the use of computer assisted instruction students will improve their achievement scores.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Common Core Standards, CIP, Federal Programs

Activity - 7th Grade Project Lead the Way	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Computer Science Innovators and Makers and App-Creator curriculum, both designed to increase student involvement and interest in technological fields and careers. This program will help increase student involvement in various academic classes.	Career Preparation/ Orientation Technology Recruitment and Retention	08/10/2018	05/23/2019	\$10000 - Career and Technical Education Funds	7th Grade Technology Teacher

Activity - 8th Grade Project Lead the Way	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be doing computer science innovators and makers and app-creator curriculum, both designed to increase student involvement and interest in technological fields and careers. This program will help increase student involvement in various academic classes.	Technology Career Preparation/ Orientation	08/10/2018	05/23/2019	\$6000 - Career and Technical Education Funds	8th Grade Technology Teacher

ACIP

South Dale Middle School

Activity - Online Curriculum Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A certified teacher assists students with personalized help and activity monitoring of growth. Placement test is administered to determine the starting point for all participants by using the results form Stride PMA's. . Subject areas include Math, Language Art and Science.	Academic Support Program	08/10/2018	05/24/2019	\$0 - No Funding Required	Administration, Technology Coordinator, and teachers

Goal 3:

Improve Student to computer ratio

Measurable Objective 1:

collaborate to procure additional computer resources for student use by 05/23/2019 as measured by a definitive improvement in the number of student accessible computers.

Strategy1:

Computer Procurement - Through the use of Title 1 funds, and support from the central office, add additional Chromebooks and carts for student use

Category: Align Fiscal Resources

Research Cited: Technology Survey, Staff Survey

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional Chromebooks and carts will be purchased from Title I funds. Also, support from central office	Technology	08/10/2018	05/24/2019	\$9000 - Title I Schoolwide	Administration and teachers

Goal 4:

Every student at SDMS completes every graded assignment.

Measurable Objective 1:

demonstrate a behavior of turning in every assignment in every class. Over time, students will become self-motivated to complete tasks that are expected of them, and not feel that they have the option to quit or opt out. by 05/23/2019 as measured by The Power of ICU Database .

Strategy1:

Strategy 1- ICU - Teachers will use The Power of ICU Database to keep track of students missing assignments. Teachers will update this list weekly.

Category: Develop/Implement Student and School Culture Program

Research Cited: Teachers from SDMS attended SREB conference and a presentation on the Power of ICU database. Data from pilot schools showed missing assignments dramatically decreased or disappeared completely.

ACIP

South Dale Middle School

Activity - Extended Day Tutorial	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will compile a list of "repeat offender" students who frequent the list of missing assignments in several classes. These students will stay after school to complete missing assignments.	Academic Support Program Behavioral Support Program	01/14/2019	04/12/2019	\$6000 - Title I Schoolwide	Administration and Teachers

Goal 5:

All students at South Dale Middle School will be proficient in the area of math.

Measurable Objective 1:

A 10% increase of All Students will achieve college and career readiness at the appropriate grade level in Mathematics by 05/23/2019 as measured by Scantron Performance Series.

Strategy1:

STRIDE Academy - STRIDE Academy software is being implemented in 2018-2019 as a progress monitoring assessment for math.

Teachers also use the program as a remediation tool for struggling learners. Our belief is that this program will increase math proficiency in every learner. The STRIDE Adaptive Engine scaffolds curriculum up and down automatically to individualize learning and provide skills remediation and enrichment. This cross-platform adaptive learning solution is engineered to match the depth and rigor of higher learning standards.

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

Research Cited: STRIDE Academy is a state recommended program for progress monitoring and remediation. The software is obtained through a grant process.

Activity - Progress Monitoring Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will administer periodic assessments to monitor growth in proficiency, beginning with a baseline assessment in September and October. Teachers should expect to see improvement on an individual basis. PMAs include three, parallel formative assessments per grade level, designed to be administered periodically throughout the school year. PMAs provide an integrated system to diagnose skill gaps, provide differentiated intervention, and continuously monitor student growth over the school year.	Technology Academic Support Program	08/10/2018	05/23/2019	\$0 - No Funding Required	Principal and teachers

ACIP

South Dale Middle School

Activity - Analyzing Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>STRIDE Academy data analytics enable you to view exactly the data you need to continuously monitor progress toward desired outcomes and provide accountability for funding sources.</p> <p>STEP 1: Generate data in a variety of formats in real-time, then dive in for a deeper analysis with Outcomes Advisor.</p> <p>STEP 2: Using STRIDE to analyze usage, diagnostics, student grouping reports and assessment data for multiple levels: individual student, class, school/site, and district/organization.</p> <p>STEP 3: Identify trends in positive growth and areas of concern among Alabama Course of Study standards and reading proficiency.</p> <p>STEP 4: Adapt instruction to target areas of weakness.</p>	Professional Learning	10/08/2018	05/23/2019	\$0 - No Funding Required	Principal and teachers

Activity - Targeted Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Math teachers will utilize STRIDE Academy to deliver targeted instruction to Tier II or small groups focusing on content standards identified on STRIDE Academy PMAs which align with the Alabama Course of Study.</p> <p>STEP 1: Teachers will use the Quiz Builder Tool for small or whole group instruction to target specific standards</p> <p>STEP 2: Teachers will use diagnostics of students' mastery of essential skills to utilize customized instructional resources in one on one instruction during remediation.</p>	Direct Instruction	08/10/2018	05/23/2019	\$0 - No Funding Required	Teachers

Strategy2:

Vertical Curriculum Alignment in grades 5-8 - For the 2018-2019 school year South Dale Middle School has an Instructional Coach position, implements vertical alignment in reading curriculum, and provides 10 to 20 minutes of intervention per class daily.

Category: Develop/Implement College and Career Ready Standards

Research Cited: These strategies are aligned with state standards and guidelines.

Activity - ENGAGE NY	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Math teachers at South Dale Middle School are implementing this curriculum that is aligned to the College and Career Ready Standards.	Direct Instruction	08/10/2018	05/23/2019	\$2500 - Title I Schoolwide	Math teachers grades 5-8 Instructional Coach

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
South Dale Middle School has an Instructional Coach position. The Instructional Coach will provide support to math teachers.	Academic Support Program	08/10/2018	05/23/2019	\$50000 - Title I Part A	Instructional Coach

ACIP

South Dale Middle School

Activity - Paired Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are paired with one teacher teaching reading to both sections and one teacher teaching math to both sections. There are two pairs in 5th grade and two pairs in 6th grade.	Academic Support Program	08/10/2018	05/23/2019	\$0 - No Funding Required	Math and Reading Teachers Grades 5-6 Instructional Coach

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
South Dale Middle School provides small group instruction during the last 10 to 20 minutes of class for reading and math.	Academic Support Program	08/10/2018	05/23/2019	\$0 - No Funding Required	Math and Reading teachers grades 5-8 Instructional Coach

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

Improve Student to computer ratio

Measurable Objective 1:

collaborate to procure additional computer resources for student use by 05/23/2019 as measured by a definitive improvement in the number of student accessible computers.

Strategy1:

Computer Procurement - Through the use of Title 1 funds, and support from the central office, add additional Chromebooks and carts for student use

Category: Align Fiscal Resources

Research Cited: Technology Survey, Staff Survey

Activity - Activity 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional Chromebooks and carts will be purchased from Title I funds. Also, support from central office	Technology	08/10/2018	05/24/2019	\$9000 - Title I Schoolwide	Administration and teachers

Goal 2:

Provide English Language Learners with language skills necessary to be successful students and members of society.

Measurable Objective 1:

increase student growth by reaching a level of proficiency in the English Language by 05/23/2019 as measured by demonstrating an improved usage of the English Language in a social and academic setting.

Strategy1:

Technology Based Resources - Students requiring ELL services will utilize technology resources as needed such as the Rosetta Stone language program and Spire. The technology may also be utilized for translation services.

Category: Develop/Implement Learning Supports

Research Cited: State approved accommodation

Activity - Spire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Spire will be used as a phonetic based reading program.	Academic Support Program	08/10/2018	05/23/2019	\$0 - No Funding Required	Administrators, Teachers, Counselors, and other staff

Activity - Rosetta Stone	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rosetta Stone is a computer assisted language program that helps students learn the English language.	Academic Support Program	08/10/2018	05/23/2019	\$0 - Other	Principal, assistant principal, guidance, teachers, and other staff

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

The ELL Coordinator provides necessary reporting to parents. Translation services are available upon request.

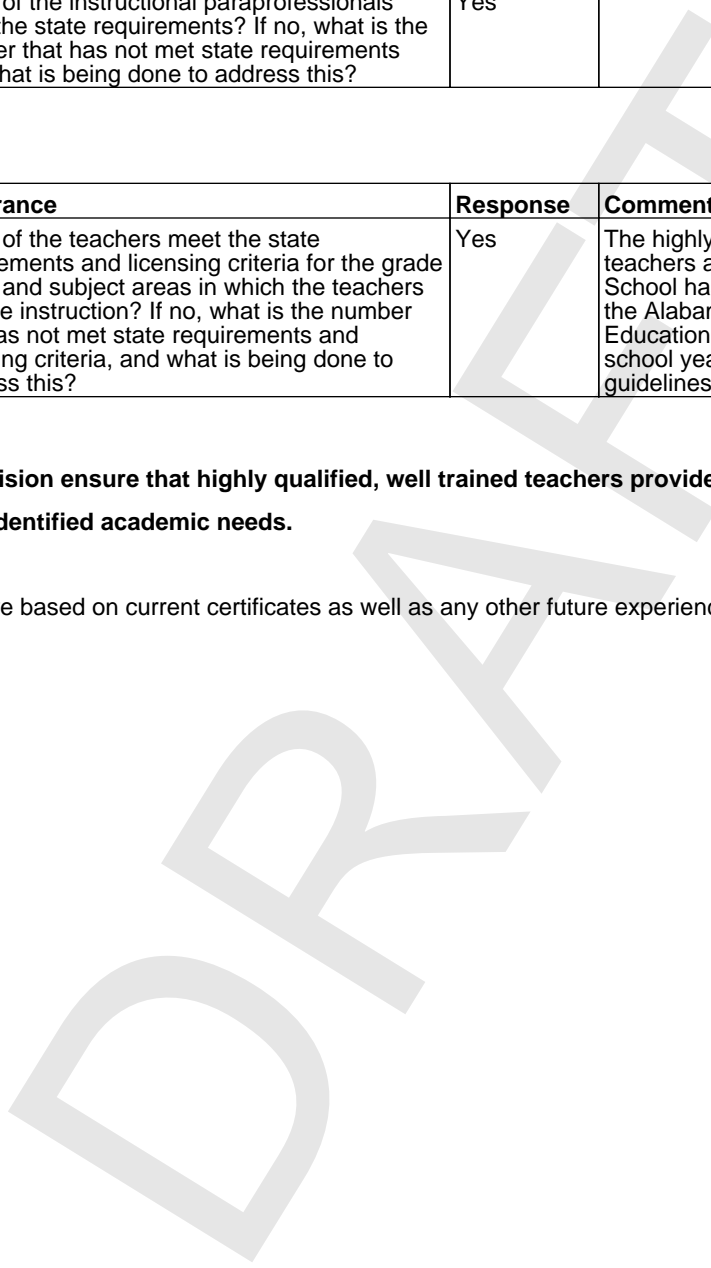
Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

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	The highly qualified status of the teachers at South Dale Middle School has been determined by the Alabama State Department of Education for the 2018-2019 school year according to federal guidelines.	

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

All teacher's assignments are based on current certificates as well as any other future experience or training.



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?

From the 2017-2018 school year to the 2018-2019 school year there was a 17% turnover rate

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

The range of teaching experience ranges from 1-23 years with an average experience level of 9 years.

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).

This school year we have hired an instructional coach to assist new teachers and teachers that are teaching in a new subject area. The local University partners with our district for teacher internships and clinical experiences. These experiences are used as teacher recruitment opportunities. Local Alma mater are encouraged and enlisted in community actions and are heavily weighted in the recruitment process.

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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.

Monthly reviews of data assist in the determination of the ongoing professional development needs of personnel. Such reviews have highlighted the need for ongoing professional development in the analyzing and utilizing of various student performance data, training and implementation of STEM based curriculum, incorporation of existing and emerging technologies in the classroom, and the addition of four PLTW curriculum to seventh and eighth grades.

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

Programs such as ICU, Edmodo, and Stride Academy will be implemented with continued training occurring as required. Vertical team planning will be utilized with our feeder schools and within our school. Professional development such as AETC Mega-conference, local colleges and universities Continuing Education Unit offerings, administrative Professional Learning Units offerings, and on-going local collaborative training exchanging best practices among teachers will be available. Teachers also can be enrolled in training and development of new curriculum items as determined by ongoing development needs.

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

A new teacher orientation seminar is held annually before the opening of school to familiarize them with system-wide procedures and policies. Professional development opportunities will be available to strengthen content skills, classroom management, and effective strategies utilized in the classroom.

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

SDMS receives sustained and ongoing professional development that is aligned with the comprehensive needs assessment and the goals of the school improvement plan. The staff has participated in technology workshops, College and Career Readiness Standards training, and local collaborative exchanges. The staff is encouraged to attend conferences and workshops to assist with their instructional strategies.

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:

All students at SDMS will transition smoothly from grade level to grade level and smoothly transition to DCHS.

Measurable Objective 1:

collaborate to ensure smooth transitions by 05/23/2019 as measured by Open House attendance.

Strategy1:

Transitioning Students - Grade level orientation will be held for all students at Open House events or through school visits. This helps by allowing the parents and/or students meet the upcoming years' teachers and facilities. Student supply lists are sent to local stores and placed on the school's website to enable students to purchase supplies that are needed for the upcoming year.

Category: Develop/Implement Learning Supports

Research Cited: Guidelines for Counselors

Activity - Middle School Visit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fourth grade students from MCES and sixth grade students from NES will visit the 5th and 7th grades respectively during the spring of school year.	Other	08/10/2018	05/23/2019	\$0 - No Funding Required	Principal, teachers, and counselor

Activity - High School Visit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Eighth grade students will visit the DCHS campus during the spring of each year for a walk-through and orientation.	Other	08/10/2018	05/23/2019	\$0 - No Funding Required	Principal, teachers, and counselor

Activity - Open House	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Open house is held before school starts for students and parents or guardians.	Other	08/06/2018	08/06/2018	\$0 - No Funding Required	Principal, school staff and faculty

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?

Grade level data meetings are held monthly to discuss current assessments including state-wide academic results as well as progress monitoring data.

DRAFT

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?

Testing data from state directed achievement tests are analyzed by members of administration and staff. Additional data is included in the analysis to include, but not limited, to Stride Academy scores, individual class grades, and other local assessments to identify students who are at-risk of performing below appropriate age level academic 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 who are identified as being at-risk or performing below age level appropriate academic standards are placed in intervention classes. This placement may be individualized, small group, or computer assisted remediation. Students placed in these courses will receive additional instruction daily. Extended Day instruction may be offered after school for students who need additional time to complete assignments based upon the ICU database as well as students who need additional instruction in math and reading studies.

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.

Funding is allocated for after school tutorial services in math and reading as appropriate. Stride Academy is available to students after school hours.

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.

English Language Learner (ELL) plans are developed to meet specific needs of students with ELL issues. Individualized Education Programs (IEP) plans are developed to meet specific needs of students with special needs.

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

N/A

DRAFT

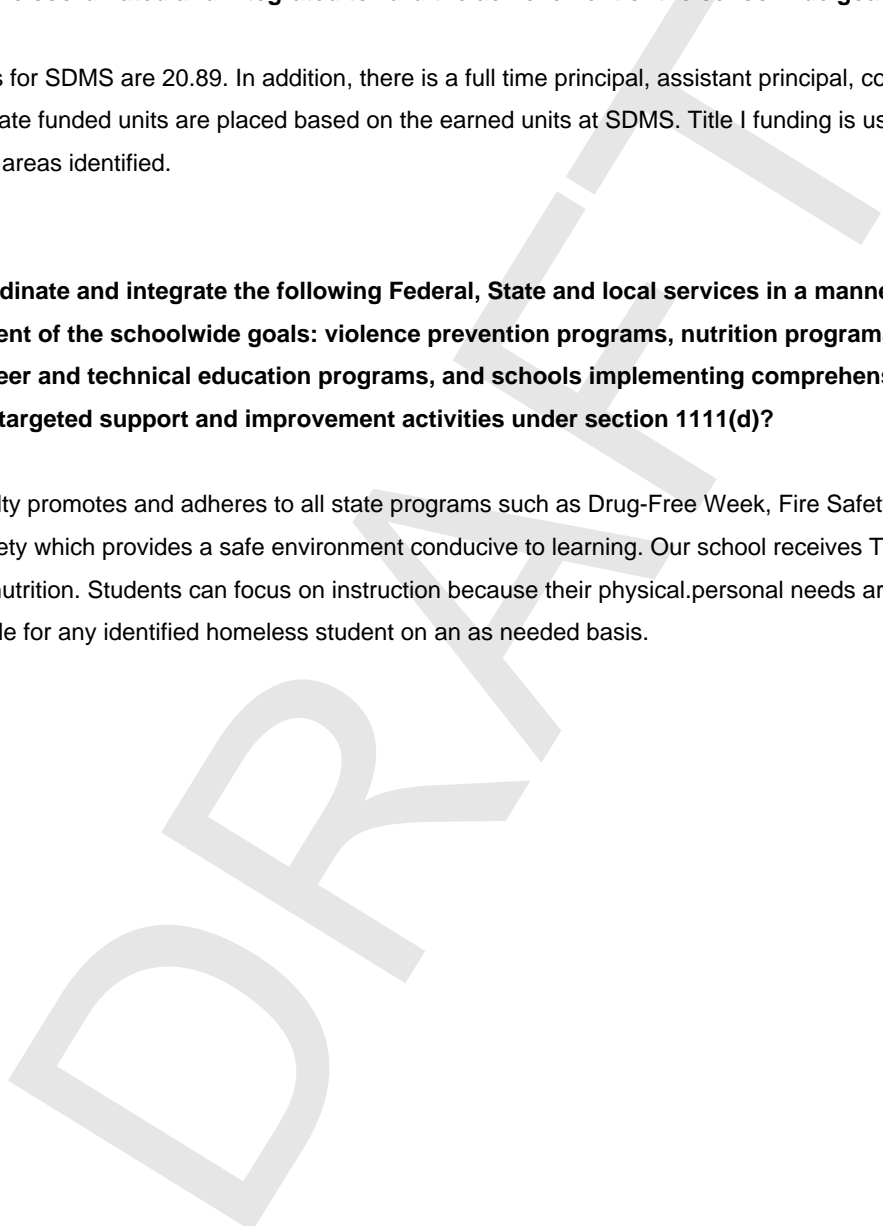
**Component 9: Coordination and Integration of Federal, State and Local Programs and Resources
(Sec.1114(b)(V))**

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.

State allocated teacher units for SDMS are 20.89. In addition, there is a full time principal, assistant principal, counselor, instructional coach, and media specialist. The state funded units are placed based on the earned units at SDMS. Title I funding is used to supplement salaries, material/supplies, and other areas identified.

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

The administration and faculty promotes and adheres to all state programs such as Drug-Free Week, Fire Safety, Lock Down Safety Procedure, and Internet Safety which provides a safe environment conducive to learning. Our school receives Title I funding providing low income students adequate nutrition. Students can focus on instruction because their physical.personal needs are being met. As a Title I school, funds will be available for any identified homeless student on an as needed basis.



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

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

SDMS conducts regularly scheduled meetings including, but not limited to, grade level, grade level data, general faculty, vertical articulation (grade level to grade level and subject areas) to analyze student performance data on various assessments. The meetings drive adjustments to curriculum as needed to match the performance levels.

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?

As differing assessment data is received, grade level teachers, counselors, and administration review and analyze the data. The analysis includes not only the assessment data, but other contributing factors involving student achievement. Upon completion of that analysis a determination is made as to the overall effectiveness of the school wide program, and adjustments are made to any necessary strategies or activities.

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?

SDMS is dedicated to student achievement. All assessments given are analyzed to help identify the students that are struggling. Formative and summative assessment results are resource to determine if achievement is occurring, especially with struggling students. When state assessment results are available, students are tracked/monitored for success.

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

The ACIP team members change as required. All stakeholders are selected, chosen, or recruited based upon input that they may contribute to the team. Revisions may be made at any time if a concern arises because the ACIP is a working document. If a concern arises, the ACIP team will meet and the necessary changes will be made.

Coordination of Resources - Comprehensive Budget

DRAFT

Introduction

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

DRAFT

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	20.89

Provide the number of classroom teachers.

20.89

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	983760.78

Total

983,760.78

DRAFT

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.	85972.3

Total

85,972.30

DRAFT

Assistant Principal

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

Provide the number of Assistant Principals.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	71738.22

Total

71,738.22

DRAFT

Counselor

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

Provide the number of Counselors.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	57900.55

Total

57,900.55

DRAFT

Librarian

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

Provide the number of Librarians.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	56177.0

Total

56,177.00

DRAFT

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

DRAFT

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

DRAFT

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.	7467.0

Total

7,467.00

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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.	2240.0

Total

2,240.00

DRAFT

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

DRAFT

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.	13343.0

Total

13,343.00

DRAFT

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.	2393.0

Total

2,393.00

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Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	120357.77

Provide a brief explanation and breakdown of expenses.

Salary and Benefits - \$102,072.35

Parental Involvement- \$1,216.75

Other - \$17,068.67

DRAFT

Title II

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

Provide a brief explanation and a breakdown of expenses.

Distributed at Central Office

DRAFT

Title III

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

Provide a brief explanation and a breakdown of expenses.

Distributed at Central Office

DRAFT

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	17600.0

Provide a brief explanation and a breakdown of expenses.

STEM - \$17,600.00 Materials and Supplies

DRAFT

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.

N/A

DRAFT

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.

Distributed at Central Office

DRAFT

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.

Distributed at Central Office

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

Provide a brief explanation and breakdown of expenses.

Distributed at Central Office

DRAFT

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.

N/A

DRAFT

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A

DRAFT

Parent and Family Engagement

DRAFT

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.

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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))

SDMS has "Coffee Break to Communicate" twice a year where parents are informed of where Title I monies will be spent. Each Title I area is discussed and explained in detail to the parents. Parents have the right to know how much monies are available through Title I and where the monies are being spent. Title I requirements are as follows: Title I committee and two Title I parent meetings in the fall, and a parent meeting in the spring discussing carryover monies.

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))

We schedule "Coffee Break to Communicate" on two different mornings for parents to attend. Parents are welcome to bring their children to the meetings. During the parent meetings, parents are allowed to discuss any ideas and/or concerns they may have about the Title I plan that is presented. At this time we have an open communication environment. Funds allocated for parent involvement are being used to purchase SDMS student/parent planners. The planners are given out to students in the beginning of the school year for teacher, student, and parent communication.

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))

SDMS provides teacher, student/parent planners that include the student/parent handbook. Teachers are required to give a detailed syllabus with an explanation of the curriculum, assessments and expectations. Teachers are also required to set up parent/teacher conferences for students that are struggling. Parents are always welcome to request a conference with their child's teacher.

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))

SDMS uses student and parent surveys to get feedback from these stakeholders. When surveys are collected the improvement planning team meets and gathers the data and then implements this data into the School-Parent Compact. The results of these surveys are used in the improvement plan to achieve academic excellence.

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

Parents are able to express their dissatisfaction concerns and comments through the parent survey. Parents are also encouraged to email administrators with concerns about the CIP.

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)

SDMS has many different ways for parents to be involved with their children's education. We have PTO meetings along with choir performances that are held twice a year. We also have Title I meetings, including Coffee Break to Communicate that are held three times a year. During Thanksgiving and Christmas we invite parents to each lunch with their children. We are currently starting a new volunteer program, bringing parents in as reading buddies to help with raising our annual assessment scores. Many of our teachers incorporate teacher websites, daily, to help parents in following along with the lessons being taught in the classroom.

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)

Here at SDMS we have PTO/choir performances, "Coffee Break to Communicate, and Thanksgiving and Christmas dinner where parents come to school to eat with their children. Along with that teachers are always encouraged to have teacher/parent conferences through email, phone calls or in person. We also use an ICU database that contact parents through e-mail or/and text when students do not complete assignments. The ICU database also contacts parents again when the assignment is turned in. The ICU database is a great communication tool for teachers and parents.

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)

We have a scheduled open house in the beginning of the year for parents to come in and be introduced to the school and their child's teachers. Teachers at this time go over expectations, rules, ICU database and other informative details for their child's school year. Throughout the school year we have PTO/choir performances, teachers use educational technology resources for parents to follow along with their class activities and lessons.

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)

When we have programs or activities at the school for students and parents to attend we use school cast, newsletters and teachers send out class reminds.

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)

When we have a parent request on any activities we sit down as a team to discuss what activities the parent brought to the table. Once we meet and discuss the topic we then make a decision on whether or not it will benefit our students and our school academically. All requests are taken in consideration and welcomed.

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))

At SDMS we do not have many parents that do not speak or read the English language. In the past when we have had a family who has limited English proficiency, we have had letters and information translated into their language in order to accommodate their needs.

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