



# **ACIP**

## **Fairview Middle School**

### **Cullman County Board of Education**

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# **Executive Summary**

## **Introduction**

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

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

## Description of the School

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

Fairview Middle School is a rural school located in northeast Cullman County, Alabama. The actual town of Fairview holds a population of approximately 446; however, Fairview Middle School is comprised of students from surrounding communities such as Simcoe, Gold Ridge, Berlin, Etha, Baileyton, and Joppa. Fairview Middle School is located on the same campus with Fairview High School (5A) and Fairview Elementary School. Over the last three years, Fairview Middle School has averaged around 320 students per year. The majority of students are white. There are 15% Hispanic and 1% who are African American. The school has twenty-two faculty/staff members; sixteen of those are female and six are male. The average teaching experience among this faculty is approximately fifteen years, and the school currently has five non-tenured teachers. In 2017, Fairview Middle School received the Blue Ribbon Lighthouse School Award. As far as the Fairview town/community at large, the majority of the population is white with 11% Hispanic. The small town of Fairview has the largest population of people in the age-range of eighteen to sixty-four. The town of Fairview offers a few small business opportunities and is home to a limited number of restaurants, retail businesses, a bank, a grocery store, and agricultural-related businesses. Fairview is unique in that it is a very welcoming place with a great town council who continually provides support and funding for our beautiful parks and summer recreation programs. Our school also provides a great place for community events with its outstanding auditorium that features great lighting and sound equipment appropriate for supporting major events. The challenges of the town are very similar to those of other towns: poverty, single-parent families, truancy, students performing below grade level, etc.



## 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.**

At Fairview Middle School, our mission is to work together to create a safe, challenging environment for active lifelong learning that promotes excellence. Fairview Middle School believes that every individual has a right to an environment that promotes learning and that everyone needs consistent discipline. FMS also believes that every individual needs high expectations set within his/her reach. All people learn continuously, so we acknowledge that lifelong learning skills are essential. We also believe that each student is a valued individual of unique physical, social, emotional, and intellectual needs. The faculty and staff at FMS believe that students learn best when they are actively engaged in meaningful and challenging work created by the teacher and the student. Fairview Middle School strives for excellence in education by using a balanced approach with modern technologies along with a strong emphasis on the basics. Continuous efforts are made by faculty and staff of FMS through professional development and other learning opportunities to ensure that the teachers are up to date and always improving on the most current, effective teaching practices.

## **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.**

Fairview Middle School continues to show improvement in student achievement each year. We still have weaknesses in reading achievement with 47% of students meeting our annual target goal of 49% proficiency on Scantron for 2017-18. We have shown positive trends in growth over the past three years, but have not reached our 5 % increase goal per year. In math, we are showing a good increase of over our 5% goal for the past three years. Sixty-two percent scored proficient in the 2017-18. Sixth grade was our highest in student achievement in math with 71% percent of students scoring proficient or higher. Fairview Middle School has been identified as a FOCUS school and is working towards closing the gap in achievement by incorporating intervention classes and utilizing strategic teaching methods during instruction.

## Additional Information

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

Cullman County, particularly Fairview, Alabama, is a very safe, friendly environment in which to raise a family. We take pride in educating our children and are rewarded with producing life-long learners and productive members of society.

# Improvement Plan Stakeholder Involvement

## **Introduction**

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

## Improvement Planning Process

### Improvement Planning Process

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

Our school leadership team strives to engage a variety of stakeholders in the development, revision, and evaluation of our school's improvement plan. The school leadership team met and discussed the selection and involvement of potential stakeholders that could be involved in this process. Stakeholders were informed of their roles once the team was in place and meetings were scheduled at times when all participants could be present. Fortunately, our stakeholders outside of the school are readily available and can meet when our faculty has their meetings.

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

Our school leadership team consists of our Principal, Guidance Counselor, Media Specialist, Lead teachers from each grade level, parent representatives, and student representatives. This team was selected by our Administration and faculty. Parent representatives on this team are involved in our parent/teacher organization and students on this team serve as student council representatives. Our school board member serves as our community volunteer when he is available. In addition to our School leadership team, our faculty members are heavily involved in the development, revision, and evaluation of our plan. Members of the Instructional Leadership Team met during the summer of 2018 to explore ideas for improvement and revision of the Continuous Improvement Plan. The Instructional Leadership Team discussed suggestions made over the summer for improvement and the revisions began. On our first Early Release Professional Development, teachers and administrators met to discuss our Scantron Assessment results. The faculty met in grade levels during this time to identify strengths and weaknesses and to identify strategies to address weaknesses. We also met with the parent representatives and student representatives after this meeting to look at proposed plans. We also met with parents on August 21st to inform them of their rights as parents of a Title I school. We also continue to stress that implementation of any proposed strategies will require support from faculty and parents by addressing issues and publicizing the overall effectiveness of the plan through a team effort of faculty, parents, and students working together.

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

During the first month that school is in session, Fairview Middle School holds its annual meeting of Title I parents. Parents are notified of the meeting through our automated phone calling system, which calls the home and cell phone of every student in our school and gives the meeting information. Parents are also made aware through social media and our school website with the dates, times, and meeting information. A flyer is handed out to the students that day to take home and give to the parents. The meeting date and time is also posted on the school marquee so that parents can see it coming and going through car-line.

Fairview Middle School schedules flexible stakeholder meetings in that the meetings are not all scheduled at the same times in order to accommodate all stakeholders. Stakeholders may meet the teachers during Open House and at Parent/Teacher conferences. The Parent/Teacher conferences are scheduled at times that should accommodate stakeholders with different work schedules. The PTO

meetings are scheduled in the evening, once a month beginning, at 6:30 or during the day beginning at 3:15 so that the most stakeholders possible will be finished with work and able to attend the meeting or attend the meeting after car line pick up in the afternoons.

Communication between our school and stakeholders is an essential component of school success. Information regarding our school can be located on the school website. In addition, our school utilizes Facebook as well as Twitter to relay information regarding our school. The faculty at FMS is very flexible in accommodating the needs of parent/teacher communication issues. PTO meetings and school programs offer stakeholders the opportunity to stay informed and involved in the educational process and check on the progress our school is making.

# Student Performance Diagnostic



## **Introduction**

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

**Student Performance Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	See attached document	Student Performance Data Comparison 18-19

## Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

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

## Areas of Notable Achievement

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

According to 2017-2018 Scantron results, FMS exceeded the district in math. Our 6th grade scored seventy-one percent proficient, 7th grade scored forty-eight percent proficient, and 8th grade scored sixty-eight percent proficient. Only 8th grade exceeded the district in reading scoring fifty-eight percent proficient.

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

An analysis of the Scantron Performance Series test data indicates positive trends in sixth and eighth grade reading and math from end of year 2016/2017 results to end of year 2017/2018 results. Sixth grade reading increased from forty-five percent to forty-six percent and math increased by five percent going from sixty-seven percent proficiency to seventy-one percent proficiency. Eighth grade reading increased from fifty-six percent to fifty-eight percent and eighth grade math increased from sixty-three percent proficiency to sixty-eight percent proficiency. In addition, our sixth grade students continued to grow from fifth grade by three percent in reading and twenty-four percent in math.

### Which area(s) indicate the overall highest performance?

A review of Scantron data from 2017-2018 indicates our highest performance area is math. Overall, sixty-two percent of our students were proficient in math. Sixth grades proficiency was seventy-one percent and eighth grade scored sixty-eight percent proficiency.

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

Our minority, specifically our LEP students, have shown a slight trend toward increasing performance. Scantron math data shows an increase of scores among our LEP female population. Their scores increased from the fall administration of Scantron in 17-18 to the fall administration of 18-19. LEP female students went from a forty percent proficiency to forty-seven percent proficiency.

### Between which subgroups is the achievement gap closing?

According to the 2017 fall administration and the 2018 fall administration of Scantron data we have for analysis, we did not have a decrease in achievement gaps. Our sub-group populations including male and female, LEP, and meal assistance groups all indicated an increase in achievement gaps.

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

All of the above findings are consistent with data results from the SCANTRON administered in the fall of 2018, SCANTRON results from 2017-2018, and 2016-2017.

## Areas in Need of Improvement

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

An analysis of Scantron data from 2017/2018 indicated that overall fifty-three percent of our students were not proficient in reading and thirty-eight percent were not proficient in math.

Scantron data indicated that 7th grade students only reached a proficiency rate of forty-one percent in reading and forty-eight percent in math.

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

According to Scantron data our 2017-2018 seventh grade students are showing a negative trend in performance in Reading and Math. This group of students' Scantron reading scores have decreased by four percent and math scores saw a significant drop of nineteen percent.

### Which area(s) indicate the overall lowest performance?

Reading is the area indicated for overall lowest performance. The Scantron data indicates that fifty-three percent of our students are not proficient in reading. Seventh grade students only had a forty-one percent proficiency rate in reading on the Scantron reading test administered spring of 2018.

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

The two years of SCANTRON data indicates a trend toward decreasing performance among our subgroup populations: The data analyzed was from the fall administration of Scantron in 2017 and the fall administration of Scantron in 2018.

The following results are indicated:

Subgroups	Subject	2017-2018	2018-2019
Males	Reading	41	39
Males	Math	54	44
Female	Reading	51	50
Female	Math	54	49
LEP	Reading	32	17
LEP	Math	40	38
Meal Assist.	Reading	36	35
Meal Assist.	Math	46	38

### Between which subgroups is the achievement gap becoming greater?

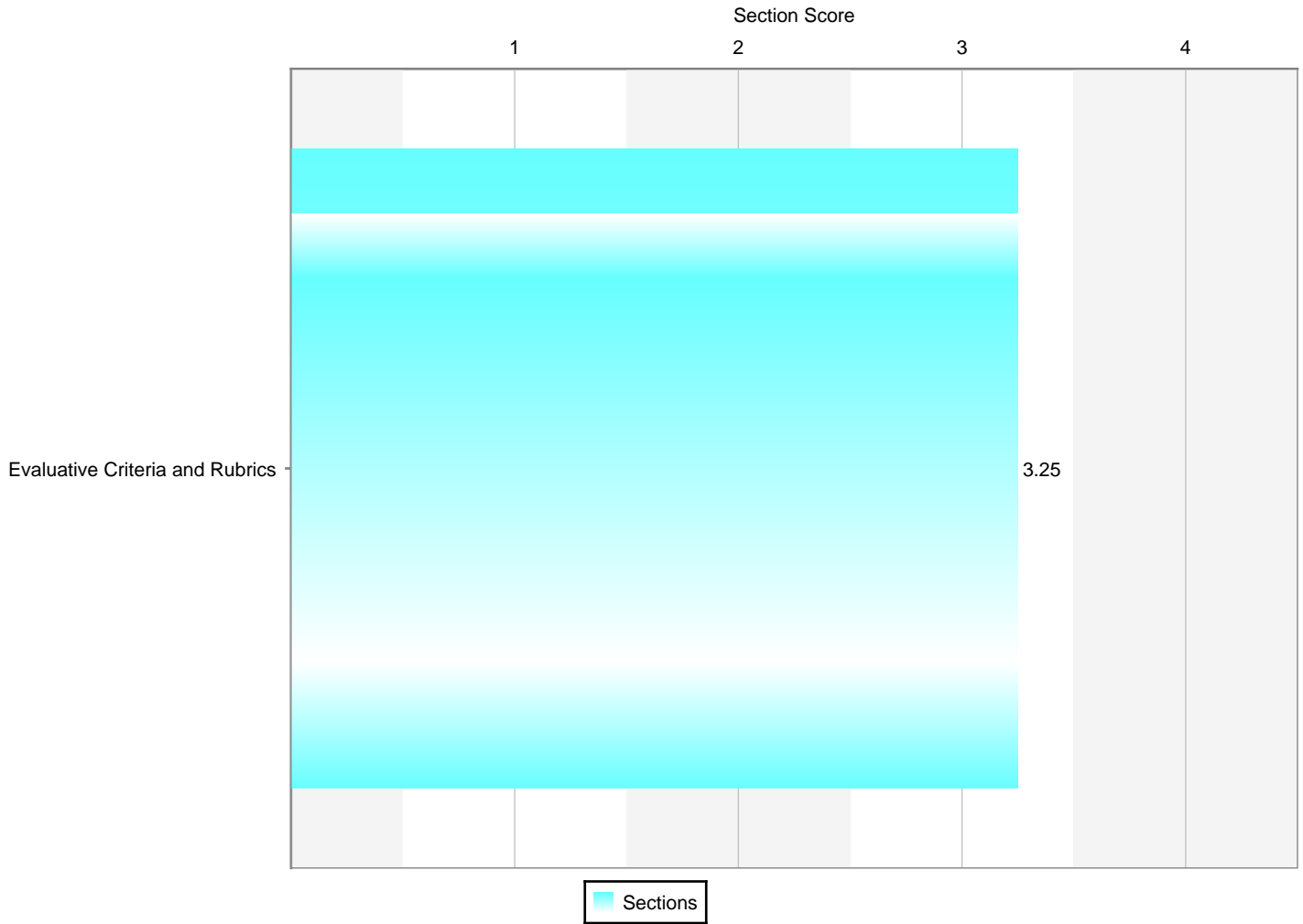
The achievement gap is becoming greater among the LEP subgroup population. This group saw a significant increase in the achievement gap between the 2017 fall administration of the Scantron reading test and the 2018 fall administration. The overall LEP subgroup went from a thirty-two percent proficiency to a seventeen percent proficiency. The male LEP population went from thirty percent proficient down to seventeen percent efficient and the female LEP population went from thirty-four percent proficient down to eighteen percent proficient.

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

All of the above findings are consistent with data results from the SCANTRON assessment administered in September of 2018, SCANTRON results from 2017-2018, and SCANTRON results from April 2017 . Findings are also consistent with classroom assessments and standards mastery.

## Report Summary

### Scores By Section





# **ACIP Assurances**

## **Introduction**

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

## ACIP Assurances

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

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

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		Designated employee

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		Family Engagement 18-19

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		School-Parent Compact 18-19

# 2018-19 School Improvement Plan

## **Overview**

### **Plan Name**

2018-19 School Improvement Plan

### **Plan Description**

FMS Goals, Strategies, and Activities for 2018-19

## 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	EL Goal: Progression of EL students toward language acquisition	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
2	Instruction Goal: FMS will engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$25767
3	Learning Supports and Culture Goal: Identify barriers to teaching and learning and align support systems to address barriers	Objectives: 2 Strategies: 2 Activities: 8	Organizational	\$8785
4	Management Goal: Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

## Goal 1: EL Goal: Progression of EL students toward language acquisition

### Measurable Objective 1:

demonstrate a proficiency of all EL students meeting their cumulative target growth toward achievement of EL exit score of 4.8 or higher by 05/24/2019 as measured by ACCESS for ELLs 2.0.

### Strategy 1:

Core EL instruction - English as a Second Language (ESL) is the core program taught by regular education teachers. EL teachers collaborate with regular education teachers to use SDAIE (Specially Designed Academic Instruction in English) strategies, SI (Sheltered Instruction) model strategies, and ARI strategies to assure attainment of reading and math goals and English proficiency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Markos & Himmel. Using sheltered instruction to support English learners. March 2016. Washington, DC.

Willner & Monroe. The WIDA Accessibility and Accommodations Framework. 2015. WIDA Consortium. Madison, WI.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Administrator, EL and Classroom Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Professional Learning, Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	District support, EL and Classroom Teachers
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Activity - Overview of EL Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Professional Learning, Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	District support, Administration, EL and Classroom Teachers

## Goal 2: Instruction Goal: FMS will engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.

### Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Scantron Math from 62% to 67%, Scantron Reading from 47% to 52% by 05/24/2019 as measured by state assessments..

### Strategy 1:

Effective Instruction - Fairview Middle School has adopted the Instructional Framework.

Teachers will implement the Instructional Framework as they teach the college and career readiness standards across all content areas.

- 1) What do I want my students to know and be able to do?
- 2) How will I know if they know it?
- 3) What will I do if they don't?



## 4) What will I do if they already know it?

Category: Develop/Implement College and Career Ready Standards

Research Cited: Whatever it Takes by Richard Dufour

Activity - Implementing the Instructional Framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Lesson Plan Templates have been created to provide principals and teachers with a common tool for lesson development. Teachers have the option to use the daily or weekly template provided by the district or one that is principal approved. Lesson plans will be uploaded to Google Classroom weekly.	Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	Administrators and teachers

Activity - Educator Effectiveness/Leadership Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of Educator Effectiveness and Leadership Effectiveness will occur throughout the 2018-19 school year. The basis of the program is to improve practice of teachers and administrators in order to better serve the instructional needs of students and lead to continuous improvement of the school. Self assessments will occur and teachers/leaders will receive ongoing feedback with targeted suggestions for personal growth. Results will differentiate performance into four effectiveness groups: exemplary, effective, developing, and ineffective level of practice. Plans for growth will be developed and implemented throughout the year through their professional learning plans in order to increase performance.	Professional Learning, Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	Administrator and teachers

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>-Technology Conference - Cullman County Technology Department has held the CCETC since 2010 as an optional training for teachers and administrators to attend during the summer months. The last three years, CCETC was held on a teacher preservice day for all teachers, administrators, counselors, and staff. This year the conference will be held on January 9, 2019. Over 70 of the presenters at the conference were local classroom teachers which encouraged other teachers in the district to rise to the challenge of student engagement through the use of technology in the classroom.</p> <p>-i21 Zone Implementation - i21 Zone provided professional learning for educators through modeled lessons and by working side-by-side with teachers to develop and deliver engaging technology-based instruction to students during the 2016-17 school year. Job embedded professional learning occurred as feedback was provided to include instructional design, delivery, content, standards and technology integration. District instructional and FMS technology coaches will continue coaching teachers throughout the school year. The newly created Elet team from our school will represent the district in providing further training and implementation of the i21 Zone practices.</p> <p>-Digital Curriculum Implementation - District will become a more performance based school system by increasing student engagement and rigorous classroom instruction through using digital resources in daily lessons. Implementation will be evaluated through the use of Instructional Framework and Educator Effectiveness walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Edgenuity, Accelerated Reader, Study Island, Discovery Education, etc. Science teachers will utilize Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists. Chromebooks, carts, and additional materials and supplies will be purchased in order to meet 1:1 for our students in every classroom. Updates of current technologies and audio enhancement systems will be added to classrooms.</p> <p>--Access- Students in grade 8 will be given the opportunity to attend the virtual school through Access Distance Learning. This provides students a flexible learning environment for attendance and assignment completion. Guidelines have been outlined and approved by our District Board.</p>	<p>Professional Learning, Academic Support Program, Direct Instruction</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$25767</p>	<p>Title I Schoolwide</p>	<p>Administrators, teachers, technology coaches</p>
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Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will utilize pacing guides as they plan daily lessons based on the standards for their grade level content and requirements form LTF. Instructional guides will be used to direct teachers in teaching content standards. Scantron Achievement Series will be used to access the effectiveness of core instruction each nine weeks.	Professional Learning, Academic Support Program, Direct Instruction	08/09/2018	05/24/2019	\$0	No Funding Required	Administrators and teachers
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Activity - Reading Horizons/Elevate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elevate, an extension of Reading Horizons, is available for grades 4-12 as an online intervention resource for students with Dyslexic tendencies.	Academic Support Program, Direct Instruction, Technology, Tutoring	08/09/2018	05/24/2019	\$0	No Funding Required	Administrators and teachers

**Strategy 2:**

Engaging Students - Student engagement will take place through cooperative learning and celebrations of successes to improvement student achievement.

Category: Develop/Implement Learning Supports

Research Cited: BRSE, Blue Ribbon Schools of Excellence

Activity - Flexible Seating	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are adapting their classrooms to reflect a more comfortable, welcoming environment with flexible seating. Students may choose where they learn best from a variety of seating choices. These choices all adapt well to cooperative learning activities and group project efforts.	Academic Support Program, Behavioral Support Program	08/09/2018	05/24/2019	\$0	No Funding Required	Classroom teachers

Activity - Celebration of Successes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student successes will be celebrated through Celebration Days each nine weeks. Goals accomplished in regards to Accelerated Reader, Attendance, and student performance will be celebrated as well.	Academic Support Program, Community Engagement, Behavioral Support Program	08/09/2018	05/24/2019	\$0	No Funding Required	Teachers and administrators

### Goal 3: Learning Supports and Culture Goal: Identify barriers to teaching and learning and align support systems to address barriers

#### Measurable Objective 1:

collaborate to ensure that administrators, teachers, and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by data collected by implementation of specified activities.

#### Strategy 1:

Professional Learning - Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality professional learning. Educator Effectiveness promotes and supports the effective preparation, development, and improvement of Alabama's teachers and instructional leaders to insure that through effective professional practice, all students graduate college and/or career ready.

Category: Develop/Implement Learning Supports

Research Cited: Effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness. Teachers who set pedagogical growth goals and work to achieve them, either alone or with a coach or administrator, improve their expertise and instructional skill. Marzano

Activity - Ongoing technology integration training/support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Fairview Middle School

Fairview Middle School teachers and administrators attend the CCETC Conference annually where presenters from CCBOE and surrounding areas provide professional development in technology integration. Our local school technology coach also engages in meetings provided by CCBOE in order to assist teachers in the most current technology demands.	Professional Learning, Academic Support Program, Direct Instruction, Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Cullman County Schools technology department, FMS technology coach, and classroom teachers.
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Activity - Early Release	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers engage in professional development opportunities provided by CCBOE on regular basis. These professional development days allow teachers to participate in book studies, analyze data, engage indifferntiated instruction techniques and discussions, etc.	Academic Support Program, Direct Instruction, Technology, Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Cullman County Board of Education support, administrators, teachers, staff

Activity - School Improvement Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend a conferences geared toward overall school improvement in all areas including academic and social development	Professional Learning, Academic Support Program, Direct Instruction, Behavioral Support Program	08/08/2018	05/24/2019	\$7000	Title I Schoolwide	administration and teachers

**Measurable Objective 2:**

SY 2018-2019

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demonstrate a proficiency of a 5% increase in student growth: Scantron Math from 66% to 71%, Scantron Reading from 54% to 59% of students reaching their individual annual growth target by 05/24/2019 as measured by state assessments.

**Strategy 1:**

Student Supports - Fairview Middle School will implement student support teams and teacher advisory groups to support our students in the development of not only academic but also social and personal needs. The learning supports will address barriers to learning to promote student success.

Category: Develop/Implement Learning Supports

Research Cited: Unified and Comprehensive System of Learning Supports for Alabama Students, Alabama State Department of Education, 2013

Activity - Student Support Teams- RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FMS will follow the system -wide RTI plan, complete with criteria for referring, documentation required for referral and monitoring of student progress, interventions implemented and behavior plan. Monthly RTI meetings will take place to review student data including but not limited to Scantron, classroom performance, discipline, progress monitoring data, attendance, dyslexia specific screening, and parental input.	Academic Support Program, Direct Instruction, Tutoring, Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	principal, counselor, teachers

Activity - Teacher Advisory Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FMS will continue to implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. Adult Advisors will utilize the REACH curriculum for lessons. These advisory meetings give students the opportunity to gain information about careers and life skills and addresses social, academic, and personal/social needs. In addition, Second Steps will be implemented daily through the teacher advisory program. Online documentation will be used to monitor the implementation of the Teacher Advisor Program regularly by administrators, and students will keep notebooks to record goals, ideas and strategies shared with them.	Career Preparation/Orientation, Academic Support Program, Direct Instruction, Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	principal, counselor, teachers

Activity - Student Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming 6th grade students will participate in 6th grade orientation before the beginning of the school year. A career coach will introduce 8th grade students on how to use the Kuder Career system to complete a career interest inventory in the Career Preparation Class. Eighth grade students will meet with a counselor to learn high school requirements and will complete a four year plan for high school. They will also have the opportunity to attend freshman orientation.	Career Preparation/Orientation, Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	administration, counselor, teachers

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring in math and reading will be offered two days per week after school to assist students with homework, class work, make up work, standards mastery, etc.	Academic Support Program, Direct Instruction, Tutoring	08/08/2018	05/24/2019	\$1785	Title I Schoolwide	administration, after-school tutors

Activity - Parent and Family Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the school year, district leadership will conduct parent meetings for all schools. Training topics may include iNOW from home, state assessment score reports, study skills, technology safety, etc. FMS will provide planners for students to share with parents daily. Communication via our website, social media, school call-outs, and the Remind App will serve as information outlets for our community. Newsletters will also be sent home as needed. In addition to these activities, PTO meetings will be held monthly and parents will have the opportunities to volunteer on special occasions such as Super Hero Celebrations or Attendance Celebrations.	Parent Involvement, Academic Support Program, Technology, Community Engagement, Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	administrators, counselor, teachers

## Goal 4: Management Goal: Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction.

**Measurable Objective 1:**

collaborate to effectively collect, analyze, and use data to continuously improve teacher and learning experiences by 05/24/2019 as measured by agendas, sign in sheets, student performance, and walk-throughs.

**Strategy 1:**

Collect and Utilize Data sources - FMS will implement processes to collect, analyze, and apply findings from various data sources in order to continuously improve student achievement, teacher effectiveness, and stakeholder involvement.

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

Research Cited: 7 Step Cycle for Continuous Improvement, Learning Forward

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school leaders will have a designated time for administrators and classroom teachers to collaborate and analyze data from multiple sources to include our Universal Screener- Scantron, Decision Ed, Educator Effectiveness as well as survey results to improve instruction and student achievement as well as discuss ideas to increase stakeholder involvement within the school. Principal and counselor will provide support in preparation for these meeting	Professional Learning, Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Administration , Counselor, Classroom teachers

Activity - Educator Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Educator Effectiveness walk-through observations will be conducted by the administration and teachers throughout the school year using the Instructional Framework WalkThrough form or a form previously created. Instructional Framework Lesson Plan Templates will also be monitored during observation time	Professional Learning, Direct Instruction, Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Administration , Classroom teachers





## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Improvement Professional Development	Teachers will attend a conferences geared toward overall school improvement in all areas including academic and social development	Professional Learning, Academic Support Program, Direct Instruction, Behavioral Support Program	08/08/2018	05/24/2019	\$7000	administration and teachers
After School Tutoring	Tutoring in math and reading will be offered two days per week after school to assist students with homework, class work, make up work, standards mastery, etc.	Academic Support Program, Direct Instruction, Tutoring	08/08/2018	05/24/2019	\$1785	administration , after-school tutors

<p>Technology Integration</p>	<p>-Technology Conference - Cullman County Technology Department has held the CCETC since 2010 as an optional training for teachers and administrators to attend during the summer months. The last three years, CCETC was held on a teacher preservice day for all teachers, administrators, counselors, and staff. This year the conference will be held on January 9, 2019. Over 70 of the presenters at the conference were local classroom teachers which encouraged other teachers in the district to rise to the challenge of student engagement through the use of technology in the classroom.</p> <p>-i21 Zone Implementation - i21 Zone provided professional learning for educators through modeled lessons and by working side-by-side with teachers to develop and deliver engaging technology-based instruction to students during the 2016-17 school year. Job embedded professional learning occurred as feedback was provided to include instructional design, delivery, content, standards and technology integration. District instructional and FMS technology coaches will continue coaching teachers throughout the school year. The newly created Elet team from our school will represent the district in providing further training and implementation of the i21 Zone practices.</p> <p>-Digital Curriculum Implementation - District will become a more performance based school system by increasing student engagement and rigorous classroom instruction through using digital resources in daily lessons. Implementation will be evaluated through the use of Instructional Framework and Educator Effectiveness walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Edgenuity, Accelerated Reader, Study Island, Discovery Education, etc. Science teachers will utilize Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists. Chromebooks, carts, and additional materials and supplies will be purchased in order to meet 1:1 for our students in every classroom. Updates of current technologies and audio enhancement systems will be added to classrooms.</p> <p>--Access- Students in grade 8 will be given the opportunity to attend the virtual school through Access Distance Learning. This provides students a flexible learning environment for attendance and assignment completion. Guidelines have been outlined and approved by our District</p>	<p>Professional Learning, Academic Support Program, Direct Instruction</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$25767</p>	<p>Administrators, teachers, technology coaches</p>
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**ACIP**

Fairview Middle School

	Guidelines have been outlined and approved by our District Board.					
					<b>Total</b>	\$34552

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Ongoing technology integration training/support	Fairview Middle School teachers and administrators attend the CCETC Conference annually where presenters from CCBOE and surrounding areas provide professional development in technology integration. Our local school technology coach also engages in meetings provided by CCBOE in order to assist teachers in the most current technology demands.	Professional Learning, Academic Support Program, Direct Instruction, Behavioral Support Program	08/08/2018	05/24/2019	\$0	Cullman County Schools technology department, FMS technology coach, and classroom teachers.
Educator Effectiveness/Leadership Effectiveness	Implementation of Educator Effectiveness and Leadership Effectiveness will occur throughout the 2018-19 school year. The basis of the program is to improve practice of teachers and administrators in order to better serve the instructional needs of students and lead to continuous improvement of the school. Self assessments will occur and teachers/leaders will receive ongoing feedback with targeted suggestions for personal growth. Results will differentiate performance into four effectiveness groups: exemplary, effective, developing, and ineffective level of practice. Plans for growth will be developed and implemented throughout the year through their professional learning plans in order to increase performance.	Professional Learning, Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	\$0	Administrator and teachers
Parent and Family Engagement	Throughout the school year, district leadership will conduct parent meetings for all schools. Training topics may include iNOW from home, state assessment score reports, study skills, technology safety, etc. FMS will provide planners for students to share with parents daily. Communication via our website, social media, school call-outs, and the Remind App will serve as information outlets for our community. Newsletters will also be sent home as needed. In addition to these activities, PTO meetings will be held monthly and parents will have the opportunities to volunteer on special occasions such as Super Hero Celebrations or Attendance Celebrations.	Parent Involvement, Academic Support Program, Technology, Community Engagement, Behavioral Support Program	08/08/2018	05/24/2019	\$0	administrators, counselor, teachers

**ACIP**

Fairview Middle School

Flexible Seating	Teachers are adapting their classrooms to reflect a more comfortable, welcoming environment with flexible seating. Students may choose where they learn best from a variety of seating choices. These choices all adapt well to cooperative learning activities and group project efforts.	Academic Support Program, Behavioral Support Program	08/09/2018	05/24/2019	\$0	Classroom teachers
Overview of EL Program	An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Professional Learning, Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	\$0	District support, Administration, EL and Classroom Teachers
Data Analysis	At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	\$0	Administrator, EL and Classroom Teachers
Reading Horizons/Elevate	Elevate, an extension of Reading Horizons, is available for grades 4-12 as an online intervention resource for students with Dyslexic tendencies.	Academic Support Program, Direct Instruction, Technology, Tutoring	08/09/2018	05/24/2019	\$0	Administrators and teachers
Student Support Teams- RTI	FMS will follow the system -wide RTI plan, complete with criteria for referring, documentation required for referral and monitoring of student progress, interventions implemented and behavior plan. Monthly RTI meetings will take place to review student data including but not limited to Scantron, classroom performance, discipline, progress monitoring data, attendance, dyslexia specific screening, and parental input.	Academic Support Program, Direct Instruction, Tutoring, Behavioral Support Program	08/08/2018	05/24/2019	\$0	principal, counselor, teachers
Student Transition	Incoming 6th grade students will participate in 6th grade orientation before the beginning of the school year. A career coach will introduce 8th grade students on how to use the Kuder Career system to complete a career interest inventory in the Career Preparation Class. Eighth grade students will meet with a counselor to learn high school requirements and will complete a four year plan for high school. They will also have the opportunity to attend freshman orientation.	Career Preparation/Orientation, Academic Support Program	08/08/2018	05/24/2019	\$0	administration, counselor, teachers

**ACIP**

Fairview Middle School

Teacher Advisory Groups	FMS will continue to implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. Adult Advisors will utilize the REACH curriculum for lessons. These advisory meetings give students the opportunity to gain information about careers and life skills and addresses social, academic, and personal/social needs. In addition, Second Steps will be implemented daily through the teacher advisory program. Online documentation will be used to monitor the implementation of the Teacher Advisor Program regularly by administrators, and students will keep notebooks to record goals, ideas and strategies shared with them.	Career Preparation/Orientation, Academic Support Program, Direct Instruction, Behavioral Support Program	08/08/2018	05/24/2019	\$0	principal, counselor, teachers
Professional Development	EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Professional Learning, Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	\$0	District support, EL and Classroom Teachers
Early Release	Teachers engage in professional development opportunities provided by CCBOE on regular basis. These professional development days allow teachers to participate in book studies, analyze data, engage in differentiated instruction techniques and discussions, etc.	Academic Support Program, Direct Instruction, Technology, Behavioral Support Program	08/08/2018	05/24/2019	\$0	Cullman County Board of Education support, administrators, teachers, staff
Implementing the Instructional Framework	District Lesson Plan Templates have been created to provide principals and teachers with a common tool for lesson development. Teachers have the option to use the daily or weekly template provided by the district or one that is principal approved. Lesson plans will be uploaded to Google Classroom weekly.	Academic Support Program, Direct Instruction	08/08/2018	05/24/2019	\$0	Administrators and teachers
Educator Effectiveness	Educator Effectiveness walk-through observations will be conducted by the administration and teachers throughout the school year using the Instructional Framework WalkThrough form or a form previously created. Instructional Framework Lesson Plan Templates will also be monitored during observation time	Professional Learning, Direct Instruction, Behavioral Support Program	08/08/2018	05/24/2019	\$0	Administration, Classroom teachers

**ACIP**

Fairview Middle School

Standards Based Instruction	Teachers will utilize pacing guides as they plan daily lessons based on the standards for their grade level content and requirements form LTF. Instructional guides will be used to direct teachers in teaching content standards. Scantron Achievement Series will be used to access the effectiveness of core instruction each nine weeks.	Professional Learning, Academic Support Program, Direct Instruction	08/09/2018	05/24/2019	\$0	Administrators and teachers
Data Meetings	Our school leaders will have a designated time for administrators and classroom teachers to collaborate and analyze data from multiple sources to include our Universal Screener- Scantron, Decision Ed, Educator Effectiveness as well as survey results to improve instruction and student achievement as well as discuss ideas to increase stakeholder involvement within the school. Principal and counselor will provide support in preparation for these meeting	Professional Learning, Academic Support Program, Behavioral Support Program	08/08/2018	05/24/2019	\$0	Administration, Counselor, Classroom teachers
Celebration of Successes	Student successes will be celebrated through Celebration Days each nine weeks. Goals accomplished in regards to Accelerated Reader, Attendance, and student performance will be celebrated as well.	Academic Support Program, Community Engagement, Behavioral Support Program	08/09/2018	05/24/2019	\$0	Teachers and administrators
<b>Total</b>					<b>\$0</b>	

# Stakeholder Feedback Diagnostic



## **Introduction**

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

**Stakeholder Feedback Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	See attached Stakeholder Feedback Worksheet.	FVM stakeholder-feedback-worksheet

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

## Areas of Notable Achievement

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

The climate and Culture survey for parents provided the following data: Parents chose 4 answer choices for 3 questions.

C1 - Things teachers say to students

- 76% - Explain your work
- 56% - We will be working on
- 46% - You got it right!
- 33% - You could do it this way
- 30% - You are learning....

C2 - Things students are most often doing at school

- 80% - Listening to teacher
- 70% - Working with others
- 61% - Taking tests
- 54% - Thinking
- 26% - Writing

C3 - Interactions with staff

- 78% - Respectful
- 67% - Helpful
- 57% - Supportive
- 43% - Trusting
- 33% - Brief

The teacher Inventory provided the following teacher data: (by question number)

- C2 - 89% - My actions in and out of the classroom are aligned to the strategic direction of the school.
- C4 - 89% - My lessons are based on high expectations for students.
- E5 - 89% - I receive formal training in the interpretation and use of student assessment data.
- C8 - 84% - I structure lessons, tasks and activities that require students' use of digital tools for learning.
- C12 - 84% - I use formative assessments to monitor student progress.

The Student Engagement surveys provided the following data:

- C1 - 69% - When I'm in class I work as hard as I can.
- C2 - 65% - If the classwork is hard to do, I try my very best.
- C17 - 57% - Enjoy being with friends
- C4 - 48% - Participating in before or after school clubs is something I look forward to doing.
- C13 - 48% - The activities I do in class are not always fun, but I have to participate.

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

Promoting higher-order thinking skills is important to our school. While 80% of parents say students spend most of their class time listening to teachers, 54% say that students spend most of their class time using thinking skills. Teachers concur with this with 89% of teachers reporting that lessons are almost always based on high expectations for students, thus promoting higher-order thinking. Students react well to this instruction with 69% reporting that they work as hard as they can while in class. This is consistent with past data that reports that a variety of media and information is used to support the school's educational programs, which continues to support higher-order thinking and problem solving.

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

All of the above reported findings are consistent with findings from stakeholder feedback sources such as interviews with parents at parent/teacher conferences, observations, Blue Ribbon survey results from parents, teachers, and students as well as other surveys conducted by our school or district for parents, teachers, and students.

## Areas in Need of Improvement

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

The Climate and Culture Survey for parents provided the following data: Parents chose four answer choices for three questions with sixty-seven parents responding.

C2 - Things your child is most often doing at school

2% - Completing long projects

4% - Completing easy work

C3 - The interactions you have with staff at your child's school

2% - Isolating

2% - Useless

The Teacher Inventory provided the following teacher data: (by question number)

C5 - 26% - Learning goals are different for each student in my class/course

C6 - 42% - My lessons include opportunities for students to express individual creativity

C13-42% - Use a formal, two-way process to communicate with the parents, families, and/or legal guardians of my students

D2 - 37% - Provide multiple opportunities for parents, families and legal guardians to engage in meaningful activities that support student success

E1 - 32% - Plan lessons that increase students' awareness of and appreciation for other cultures

The Middle School Student Engagement Survey provided the following data: (305 students)

C3 - 33% of students say it is boring doing the same type activity every day...

C4 - 26% of students are not interesting in participating in before or after school clubs

C7 - 14% of students see themselves as the type student that only participates if teachers make them or works outside of the classroom to help them learn more about their lessons

C10- 3% of students participate in study groups outside of school

C14- 30% of students have learned that it is better to be quiet instead of saying something in front of class

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

Parent and student surveys have a trend of only 3% of students participating in study groups outside of school and 21% of parents saying that these opportunities are rarely available. This is still consistent with previous years where teachers and parents showed the lowest level of satisfaction in the area of engaging families in meaningful ways. Students have entered this trend with 26% of students saying they are not interested in activities beyond the school day.

**What are the implications for these stakeholder perceptions?**

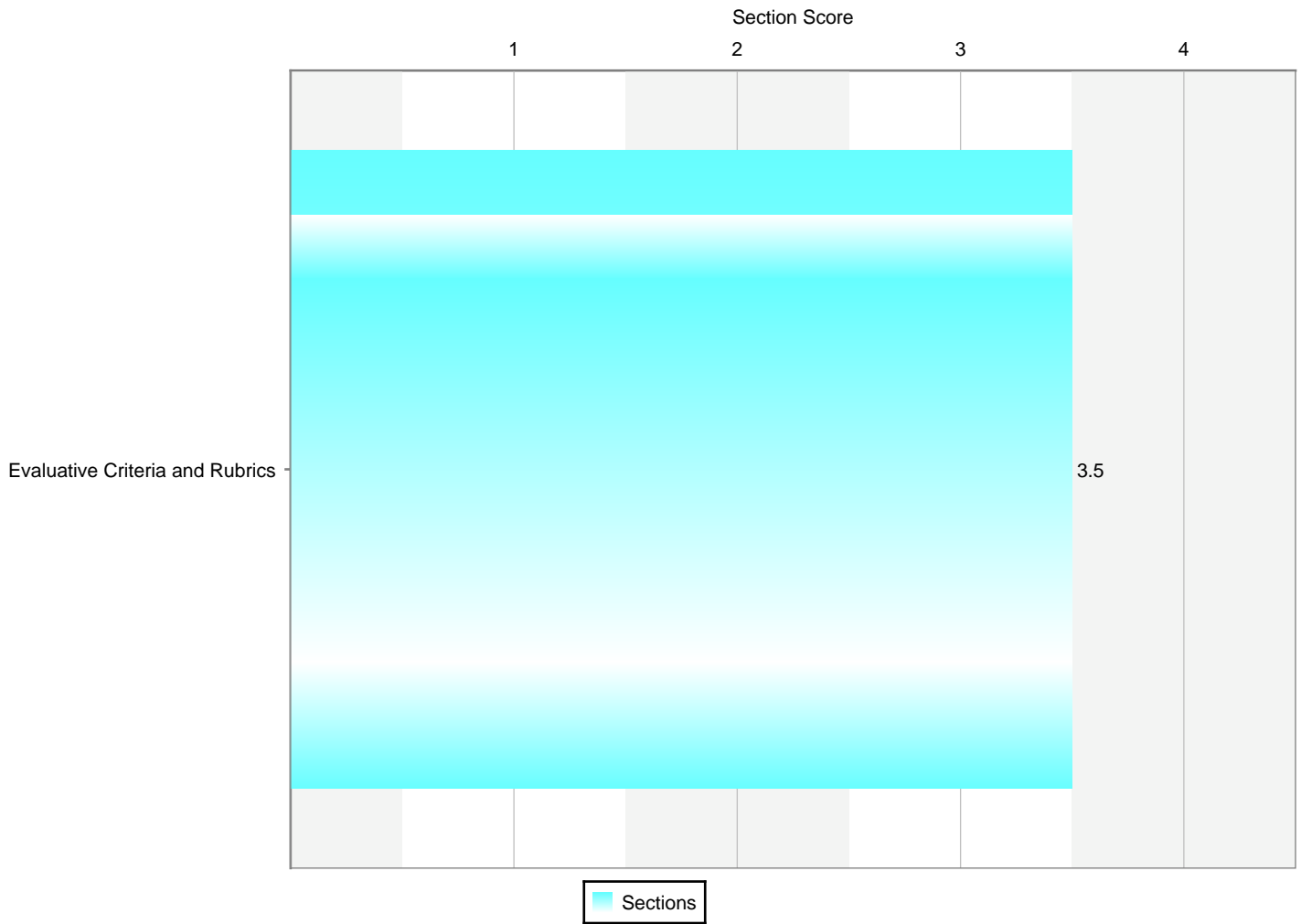
Stakeholder perceptions are continuing to move in a positive direction, but perceptions indicate a need for improvement in ways to engage families. To effectively engage parents, we will continue to offer parent tutorials on INow in order to look at student progress. This tutorial will also be available on our website. Newsletters will be sent out regularly offering tips on having success in middle school. We are planning to showcase student activities and projects for parents at PTO meetings and/or parent nights. This will offer more opportunities for students to participate in activities outside of the school day. We will continue to communicate with our parents in a variety of ways to include parent communication through student planners, emails, remind app, social media, and school call outs.

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

All of the above findings are consistent with findings from feedback sources such as parent interviews, student interviews, parent/teacher conferences, observations, Blue Ribbon survey results from parents, teachers, and students, as well as results of surveys given by our local school or district from parents, teachers, and students.

## Report Summary

### Scores By Section





# Title I Schoolwide Diagnostic

## **Introduction**

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

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

### How was the comprehensive needs assessment conducted?

We began conducting our needs assessment by having our staff members, teachers, and students complete an online survey based on the AdvancED Standards for Quality Schools. Next, we gathered and evaluated attendance data and discipline data for the year. An in depth data analysis of our academic achievement as measured from Scantron was conducted. The leadership team met and compiled all of this data and conducted an analysis to identify strengths and weaknesses in all aspects of the school setting. Once this analysis was completed, the results were evaluated and shared with all of the faculty and plans were made to address the strengths and weaknesses within our school.

### What were the results of the comprehensive needs assessment?

After analyzing results from both Blue Ribbon and AdvanED surveys with the school's Leadership Team and our faculty, we found that we have a strong vision and mission and that we teach using effective, structured, standards-based strategies. Survey results indicated that FMS provides a curriculum that is engaging, challenging, and research-based and that teachers strive to provide learning of life skills to prepare students for the world beyond high school. Survey results from students did show a need to promote or encourage students to be active in extracurricular activities with 26% of students reporting that they had no interests at all in activities outside the normal school day. Feeling safe and comfortable in our school setting continues to show a positive trend with 80% of students reporting that the rules at our school are beneficial to them. In comparing results from 2017-18 data, students showed a much more positive perception in the ways they were treated by their peers and the ways in which respect was given to both peers and teachers. Survey results indicated the need for our school to establish more efficient ways of increasing family engagement. Academically, measurement of student progress was noted as being consistent across the curriculum with gains being made in many areas tested; however, a trend seems to be forming in student progress within our special education and LEP student populations by showing decreased or little growth in both math and reading. Our academic data revealed that our strength is in the area of math and our weakness is in the area of reading. Our attendance rates were at ninety-four percent, and our discipline reports indicated that most incidences were minor infractions with only a few infractions serious enough to warrant alternative school or suspensions.

### What conclusions were drawn from the results?

We concluded that parent and family engagement is still a weakness and we will continue following our action plan to address this concern. We will continue to increase parent communications through the use of student planners, email, social media, our school website and student call outs. We will also provide additional opportunities for parents to be involved in volunteering on an as-needed basis. Teachers will continue to have data meetings to maintain assurance that they are using the most recent, effective data analysis and teaching practices for students. We also concluded that a plan needs to be activated to encourage students to find an activity to be involved in to increase extracurricular participation. Our academic data indicates the need to continue implementing effective teaching strategies and to provide intervention opportunities to increase the number of students who are proficient in reading and math.

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

The comprehensive needs assessment concluded that our school is moving in the right direction. Parents report a high confidence in our school programs and processes and recognized that we are implementing enrichment opportunities as well as extra help for struggling students. Student perception of our school is also very positive. Student perceptions regarding atmosphere, grading, and attitude toward school were positive. Students perceptions of respect among their peers has greatly improved. We will continue to teach how to establish and maintain positive peer relationships. This is very important to us and this will be addressed through our daily second steps lessons and through REACH lessons presented in our teacher advisory program. We will continue using a school theme, "Respect is our Super Power," to encourage students to exhibit behavior that reflects a respectful demeanor towards self and others. All but three teachers at FMS have 5 or more years experience teaching. Our teachers have a very positive perception of our schools beliefs, visions, and goals. The teacher survey indicated that teachers are focusing their lessons and decisions on the strategic directions of our schools's high expectations on increasing student achievement. Our comprehensive needs assessment concluded that student achievement is improving in some areas. However, a negative trend in student achievement has occurred in our special ed population as well as our Hispanic population in reading. Our test scores indicate a need to continue to focus goals on continual improvement of reading and math. We started this school year with 323 students. Student attendance as well as teacher attendance has been acceptable with a ninety-four to ninety-five percent average daily attendance. Most absences have been due to sickness for students and sickness and professional development for teachers. Instances of major student infractions are continuing to diminish and office referrals have dropped.

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

Our schools goals are directly connected to the priority needs and the needs assessment. Our goals are a direct result of looking at the comprehensive needs assessment as well as information from academic achievement. Student performance showed low scores in Reading. We will be focusing on increasing student performance through effective instructional strategies and intervention support. We will continue our after school tutoring service two days per week will also help improve student achievement.

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

Fairview Middle School has many avenues from which to gather data. Multiple types of school level data are collected and used in the development of our school goals. School data is collected through standardized testing. Grade level assessments are given throughout the school year with SCANTRON, as well as mid-term progress reports, and nine week report cards. The Problem Solving Team monitors its RTI students monthly with grade level meetings, and data meetings are held weekly for teachers to analyze data and determine intervention strategies. Program-specific assessments are given in the forms of SCANTRON and Edgenuity and Study Island software. Surveys are taken through Advance-Ed to determine student perceptions regarding atmosphere, grading, attitude, etc. Advance-Ed parent and teacher surveys are also conducted to determine school perception as well as monitor our progress. After looking at these multiple types of data, we develop our vision of what our needs and goals will be for the year.

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

The goals we select for our school are based upon the needs of our whole school population. Within these goals there are components that directly relate to children who are disadvantaged. The goals are meant to address all components of the culture of our school, the

academic needs of our students, and the professional needs of our faculty with regards to equipping them with the best possible instructional practices that will promote the needs of all students within our school population.

## 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:**

Instruction Goal: FMS will engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.

**Measurable Objective 1:**

demonstrate a proficiency of a 5% increase in student achievement: Scantron Math from 62% to 67%, Scantron Reading from 47% to 52% by 05/24/2019 as measured by state assessments..

**Strategy1:**

Engaging Students - Student engagement will take place through cooperative learning and celebrations of successes to improvement student achievement.

Category: Develop/Implement Learning Supports

Research Cited: BRSE, Blue Ribbon Schools of Excellence

Activity - Celebration of Successes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student successes will be celebrated through Celebration Days each nine weeks. Goals accomplished in regards to Accelerated Reader, Attendance, and student performance will be celebrated as well.	Behavioral Support Program Community Engagement Academic Support Program	08/09/2018	05/24/2019	\$0 - No Funding Required	Teachers and administrators

Activity - Flexible Seating	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are adapting their classrooms to reflect a more comfortable, welcoming environment with flexible seating. Students may choose where they learn best from a variety of seating choices. These choices all adapt well to cooperative learning activities and group project efforts.	Behavioral Support Program Academic Support Program	08/09/2018	05/24/2019	\$0 - No Funding Required	Classroom teachers

**Strategy2:**

Effective Instruction - Fairview Middle School has adopted the Instructional Framework.

Teachers will implement the Instructional Framework as they teach the college and career readiness standards across all content areas.

**ACIP**

Fairview Middle School

- 1) What do I want my students to know and be able to do?
- 2) How will I know if they know it?
- 3) What will I do if they don't?
- 4) What will I do if they already know it?

Category: Develop/Implement College and Career Ready Standards

Research Cited: Whatever it Takes by Richard Dufour

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize pacing guides as they plan daily lessons based on the standards for their grade level content and requirements form LTF. Instructional guides will be used to direct teachers in teaching content standards. Scantron Achievement Series will be used to access the effectiveness of core instruction each nine weeks.	Direct Instruction Academic Support Program Professional Learning	08/09/2018	05/24/2019	\$0 - No Funding Required	Administrators and teachers

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>-Technology Conference - Cullman County Technology Department has held the CCETC since 2010 as an optional training for teachers and administrators to attend during the summer months. The last three years, CCETC was held on a teacher preservice day for all teachers, administrators, counselors, and staff. This year the conference will be held on January 9, 2019. Over 70 of the presenters at the conference were local classroom teachers which encouraged other teachers in the district to rise to the challenge of student engagement through the use of technology in the classroom.</p> <p>-i21 Zone Implementation - i21 Zone provided professional learning for educators through modeled lessons and by working side-by-side with teachers to develop and deliver engaging technology-based instruction to students during the 2016-17 school year. Job embedded professional learning occurred as feedback was provided to include instructional design, delivery, content, standards and technology integration. District instructional and FMS technology coaches will continue coaching teachers throughout the school year. The newly created Elet team from our school will represent the district in providing further training and implementation of the i21 Zone practices.</p> <p>-Digital Curriculum Implementation - District will become a more performance based school system by increasing student engagement and rigorous classroom instruction through using digital resources in daily lessons. Implementation will be evaluated through the use of Instructional Framework and Educator Effectiveness walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Edgenuity, Accelerated Reader, Study Island, Discovery Education, etc. Science teachers will utilize Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists. Chromebooks, carts, and additional materials and supplies will be purchased in order to meet 1:1 for our students in every classroom. Updates of current technologies and audio enhancement systems will be added to classrooms.</p> <p>--Access- Students in grade 8 will be given the opportunity to attend the virtual school through Access Distance Learning. This provides students a flexible learning environment for attendance and assignment completion. Guidelines have been outlined and approved by our District Board.</p>	<p>Academic Support Program Professional Learning Direct Instruction</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$25767 - Title I Schoolwide</p>	<p>Administrators, teachers, technology coaches</p>



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Fairview Middle School

Activity - Reading Horizons/Elevate	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elevate, an extension of Reading Horizons, is available for grades 4-12 as an online intervention resource for students with Dyslexic tendencies.	Tutoring Academic Support Program Technology Direct Instruction	08/09/2018	05/24/2019	\$0 - No Funding Required	Administrators and teachers

Activity - Implementing the Instructional Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Lesson Plan Templates have been created to provide principals and teachers with a common tool for lesson development. Teachers have the option to use the daily or weekly template provided by the district or one that is principal approved. Lesson plans will be uploaded to Google Classroom weekly.	Direct Instruction Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrators and teachers

Activity - Educator Effectiveness/Leadership Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of Educator Effectiveness and Leadership Effectiveness will occur throughout the 2018-19 school year. The basis of the program is to improve practice of teachers and administrators in order to better serve the instructional needs of students and lead to continuous improvement of the school. Self assessments will occur and teachers/leaders will receive ongoing feedback with targeted suggestions for personal growth. Results will differentiate performance into four effectiveness groups: exemplary, effective, developing, and ineffective level of practice. Plans for growth will be developed and implemented throughout the year through their professional learning plans in order to increase performance.	Direct Instruction Academic Support Program Professional Learning	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrator and teachers

**Goal 2:**

Learning Supports and Culture Goal: Identify barriers to teaching and learning and align support systems to address barriers

**Measurable Objective 1:**

collaborate to ensure that administrators, teachers, and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by data collected by implementation of specified activities.

**Strategy1:**

Professional Learning - Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality professional learning. Educator Effectiveness promotes and supports the effective

preparation, development, and improvement of Alabama's teachers and instructional leaders to insure that through effective professional practice, all students graduate college and/or career ready.

Category: Develop/Implement Learning Supports

Research Cited: Effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness. Teachers who set pedagogical growth goals and work to achieve them, either alone or with a coach or administrator, improve their expertise and instructional skill. Marzano

Activity - Ongoing technology integration training/support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fairview Middle School teachers and administrators attend the CCETC Conference annually where presenters from CCBOE and surrounding areas provide professional development in technology integration. Our local school technology coach also engages in meetings provided by CCBOE in order to assist teachers in the most current technology demands.	Behavioral Support Program Professional Learning Direct Instruction Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Cullman County Schools technology department, FMS technology coach, and classroom teachers.

Activity - Early Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers engage in professional development opportunities provided by CCBOE on regular basis. These professional development days allow teachers to participate in book studies, analyze data, engage in differentiated instruction techniques and discussions, etc.	Direct Instruction Behavioral Support Program Technology Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Cullman County Board of Education support, administrators, teachers, staff

Activity - School Improvement Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend a conferences geared toward overall school improvement in all areas including academic and social development	Academic Support Program Behavioral Support Program Professional Learning Direct Instruction	08/08/2018	05/24/2019	\$7000 - Title I Schoolwide	administration and teachers

**Measurable Objective 2:**

demonstrate a proficiency of a 5% increase in student growth: Scantron Math from 66% to 71%, Scantron Reading from 54% to 59% of students reaching their individual annual growth target by 05/24/2019 as measured by state assessments.

**Strategy1:**

Student Supports - Fairview Middle School will implement student support teams and teacher advisory groups to support our students in the

development of not only academic but also social and personal needs. The learning supports will address barriers to learning to promote student success.

Category: Develop/Implement Learning Supports

Research Cited: Unified and Comprehensive System of Learning Supports for Alabama Students, Alabama State Department of Education, 2013

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutoring in math and reading will be offered two days per week after school to assist students with homework, class work, make up work, standards mastery, etc.	Academic Support Program Tutoring Direct Instruction	08/08/2018	05/24/2019	\$1785 - Title I Schoolwide	administration, after-school tutors

Activity - Parent and Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the school year, district leadership will conduct parent meetings for all schools. Training topics may include iNOW from home, state assessment score reports, study skills, technology safety, etc. FMS will provide planners for students to share with parents daily. Communication via our website, social media, school call-outs, and the Remind App will serve as information outlets for our community. Newsletters will also be sent home as needed. In addition to these activities, PTO meetings will be held monthly and parents will have the opportunities to volunteer on special occasions such as Super Hero Celebrations or Attendance Celebrations.	Behavioral Support Program Technology Parent Involvement Academic Support Program Community Engagement	08/08/2018	05/24/2019	\$0 - No Funding Required	administrators, counselor, teachers

Activity - Student Support Teams- RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FMS will follow the system -wide RTI plan, complete with criteria for referring, documentation required for referral and monitoring of student progress, interventions implemented and behavior plan. Monthly RTI meetings will take place to review student data including but not limited to Scantron, classroom performance, discipline, progress monitoring data, attendance, dyslexia specific screening, and parental input.	Direct Instruction Academic Support Program Tutoring Behavioral Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	principal, counselor, teachers

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Fairview Middle School

Activity - Teacher Advisory Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FMS will continue to implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. Adult Advisors will utilize the REACH curriculum for lessons. These advisory meetings give students the opportunity to gain information about careers and life skills and addresses social, academic, and personal/social needs. In addition, Second Steps will be implemented daily through the teacher advisory program. Online documentation will be used to monitor the implementation of the Teacher Advisor Program regularly by administrators, and students will keep notebooks to record goals, ideas and strategies shared with them.	Career Preparation/ Orientation Direct Instruction Academic Support Program Behavioral Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	principal, counselor, teachers

Activity - Student Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming 6th grade students will participate in 6th grade orientation before the beginning of the school year. A career coach will introduce 8th grade students on how to use the Kuder Career system to complete a career interest inventory in the Career Preparation Class. Eighth grade students will meet with a counselor to learn high school requirements and will complete a four year plan for high school. They will also have the opportunity to attend freshman orientation.	Career Preparation/ Orientation Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	administration, counselor, teachers

**Goal 3:**

Management Goal: Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction.

**Measurable Objective 1:**

collaborate to effectively collect, analyze, and use data to continuously improve teacher and learning experiences by 05/24/2019 as measured by agendas, sign in sheets, student performance, and walk-throughs.

**Strategy1:**

Collect and Utilize Data sources - FMS will implement processes to collect, analyze, and apply findings from various data sources in order to continuously improve student achievement, teacher effectiveness, and stakeholder involvement.

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

Research Cited: 7 Step Cycle for Continuous Improvement, Learning Forward

Activity - Educator Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Educator Effectiveness walk-through observations will be conducted by the administration and teachers throughout the school year using the Instructional Framework WalkThrough form or a form previously created. Instructional Framework Lesson Plan Templates will also be monitored during observation time	Behavioral Support Program Direct Instruction Professional Learning	08/08/2018	05/24/2019	\$0 - No Funding Required	Administration, Classroom teachers

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school leaders will have a designated time for administrators and classroom teachers to collaborate and analyze data from multiple sources to include our Universal Screener- Scantron, Decision Ed, Educator Effectiveness as well as survey results to improve instruction and student achievement as well as discuss ideas to increase stakeholder involvement within the school. Principal and counselor will provide support in preparation for these meeting	Academic Support Program Behavioral Support Program Professional Learning	08/08/2018	05/24/2019	\$481 - Title I Schoolwide	Administration, Counselor, Classroom 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:**

Instruction Goal: FMS will engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.

**Measurable Objective 1:**

demonstrate a proficiency of a 5% increase in student achievement: Scantron Math from 62% to 67%, Scantron Reading from 47% to 52% by 05/24/2019 as measured by state assessments..

**Strategy1:**

Engaging Students - Student engagement will take place through cooperative learning and celebrations of successes to improvement student achievement.

Category: Develop/Implement Learning Supports

Research Cited: BRSE, Blue Ribbon Schools of Excellence

**ACIP**

Fairview Middle School

Activity - Celebration of Successes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student successes will be celebrated through Celebration Days each nine weeks. Goals accomplished in regards to Accelerated Reader, Attendance, and student performance will be celebrated as well.	Behavioral Support Program Academic Support Program Community Engagement	08/09/2018	05/24/2019	\$0 - No Funding Required	Teachers and administrators

Activity - Flexible Seating	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are adapting their classrooms to reflect a more comfortable, welcoming environment with flexible seating. Students may choose where they learn best from a variety of seating choices. These choices all adapt well to cooperative learning activities and group project efforts.	Behavioral Support Program Academic Support Program	08/09/2018	05/24/2019	\$0 - No Funding Required	Classroom teachers

**Strategy2:**

Effective Instruction - Fairview Middle School has adopted the Instructional Framework.

Teachers will implement the Instructional Framework as they teach the college and career readiness standards across all content areas.

- 1) What do I want my students to know and be able to do?
- 2) How will I know if they know it?
- 3) What will I do if they don't?
- 4) What will I do if they already know it?

Category: Develop/Implement College and Career Ready Standards

Research Cited: Whatever it Takes by Richard Dufour

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>-Technology Conference - Cullman County Technology Department has held the CCETC since 2010 as an optional training for teachers and administrators to attend during the summer months. The last three years, CCETC was held on a teacher preservice day for all teachers, administrators, counselors, and staff. This year the conference will be held on January 9, 2019. Over 70 of the presenters at the conference were local classroom teachers which encouraged other teachers in the district to rise to the challenge of student engagement through the use of technology in the classroom.</p> <p>-i21 Zone Implementation - i21 Zone provided professional learning for educators through modeled lessons and by working side-by-side with teachers to develop and deliver engaging technology-based instruction to students during the 2016-17 school year. Job embedded professional learning occurred as feedback was provided to include instructional design, delivery, content, standards and technology integration. District instructional and FMS technology coaches will continue coaching teachers throughout the school year. The newly created Elet team from our school will represent the district in providing further training and implementation of the i21 Zone practices.</p> <p>-Digital Curriculum Implementation - District will become a more performance based school system by increasing student engagement and rigorous classroom instruction through using digital resources in daily lessons. Implementation will be evaluated through the use of Instructional Framework and Educator Effectiveness walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Edgenuity, Accelerated Reader, Study Island, Discovery Education, etc. Science teachers will utilize Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists. Chromebooks, carts, and additional materials and supplies will be purchased in order to meet 1:1 for our students in every classroom. Updates of current technologies and audio enhancement systems will be added to classrooms.</p> <p>--Access- Students in grade 8 will be given the opportunity to attend the virtual school through Access Distance Learning. This provides students a flexible learning environment for attendance and assignment completion. Guidelines have been outlined and approved by our District Board.</p>	<p>Direct Instruction Professional Learning Academic Support Program</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$25767 - Title I Schoolwide</p>	<p>Administrators, teachers, technology coaches</p>

**ACIP**

Fairview Middle School

Activity - Educator Effectiveness/Leadership Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of Educator Effectiveness and Leadership Effectiveness will occur throughout the 2018-19 school year. The basis of the program is to improve practice of teachers and administrators in order to better serve the instructional needs of students and lead to continuous improvement of the school. Self assessments will occur and teachers/leaders will receive ongoing feedback with targeted suggestions for personal growth. Results will differentiate performance into four effectiveness groups: exemplary, effective, developing, and ineffective level of practice. Plans for growth will be developed and implemented throughout the year through their professional learning plans in order to increase performance.	Academic Support Program Direct Instruction Professional Learning	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrator and teachers

Activity - Reading Horizons/Elevate	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elevate, an extension of Reading Horizons, is available for grades 4-12 as an online intervention resource for students with Dyslexic tendencies.	Tutoring Technology Direct Instruction Academic Support Program	08/09/2018	05/24/2019	\$0 - No Funding Required	Administrators and teachers

Activity - Implementing the Instructional Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Lesson Plan Templates have been created to provide principals and teachers with a common tool for lesson development. Teachers have the option to use the daily or weekly template provided by the district or one that is principal approved. Lesson plans will be uploaded to Google Classroom weekly.	Direct Instruction Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrators and teachers

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize pacing guides as they plan daily lessons based on the standards for their grade level content and requirements from LTF. Instructional guides will be used to direct teachers in teaching content standards. Scantron Achievement Series will be used to access the effectiveness of core instruction each nine weeks.	Direct Instruction Academic Support Program Professional Learning	08/09/2018	05/24/2019	\$0 - No Funding Required	Administrators and teachers

**Goal 2:**

Learning Supports and Culture Goal: Identify barriers to teaching and learning and align support systems to address barriers

**Measurable Objective 1:**

SY 2018-2019

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demonstrate a proficiency of a 5% increase in student growth: Scantron Math from 66% to 71%, Scantron Reading from 54% to 59% of students reaching their individual annual growth target by 05/24/2019 as measured by state assessments.

**Strategy1:**

Student Supports - Fairview Middle School will implement student support teams and teacher advisory groups to support our students in the development of not only academic but also social and personal needs. The learning supports will address barriers to learning to promote student success.

Category: Develop/Implement Learning Supports

Research Cited: Unified and Comprehensive System of Learning Supports for Alabama Students, Alabama State Department of Education, 2013

Activity - Teacher Advisory Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FMS will continue to implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. Adult Advisors will utilize the REACH curriculum for lessons. These advisory meetings give students the opportunity to gain information about careers and life skills and addresses social, academic, and personal/social needs. In addition, Second Steps will be implemented daily through the teacher advisory program. Online documentation will be used to monitor the implementation of the Teacher Advisor Program regularly by administrators, and students will keep notebooks to record goals, ideas and strategies shared with them.	Direct Instruction Academic Support Program Behavioral Support Program Career Preparation/ Orientation	08/08/2018	05/24/2019	\$0 - No Funding Required	principal, counselor, teachers

Activity - Student Support Teams- RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FMS will follow the system -wide RTI plan, complete with criteria for referring, documentation required for referral and monitoring of student progress, interventions implemented and behavior plan. Monthly RTI meetings will take place to review student data including but not limited to Scantron, classroom performance, discipline, progress monitoring data, attendance, dyslexia specific screening, and parental input.	Tutoring Direct Instruction Behavioral Support Program Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	principal, counselor, teachers

Activity - Parent and Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the school year, district leadership will conduct parent meetings for all schools. Training topics may include iNOW from home, state assessment score reports, study skills, technology safety, etc. FMS will provide planners for students to share with parents daily. Communication via our website, social media, school call-outs, and the Remind App will serve as information outlets for our community. Newsletters will also be sent home as needed. In addition to these activities, PTO meetings will be held monthly and parents will have the opportunities to volunteer on special occasions such as Super Hero Celebrations or Attendance Celebrations.	Technology Behavioral Support Program Community Engagement Parent Involvement Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	administrators, counselor, teachers

Activity - Student Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming 6th grade students will participate in 6th grade orientation before the beginning of the school year. A career coach will introduce 8th grade students on how to use the Kuder Career system to complete a career interest inventory in the Career Preparation Class. Eighth grade students will meet with a counselor to learn high school requirements and will complete a four year plan for high school. They will also have the opportunity to attend freshman orientation.	Career Preparation/ Orientation Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	administration, counselor, teachers

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutoring in math and reading will be offered two days per week after school to assist students with homework, class work, make up work, standards mastery, etc.	Academic Support Program Direct Instruction Tutoring	08/08/2018	05/24/2019	\$1785 - Title I Schoolwide	administration, after-school tutors

**Measurable Objective 2:**

collaborate to ensure that administrators, teachers, and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by data collected by implementation of specified activities.

**Strategy1:**

Professional Learning - Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality professional learning. Educator Effectiveness promotes and supports the effective preparation, development, and improvement of Alabama's teachers and instructional leaders to insure that through effective professional practice, all students graduate college and/or career ready.

Category: Develop/Implement Learning Supports

Research Cited: Effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness. Teachers who set pedagogical growth goals and work to achieve them, either alone or with a coach or administrator, improve

their expertise and instructional skill. Marzano

Activity - School Improvement Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend a conferences geared toward overall school improvement in all areas including academic and social development	Professional Learning Academic Support Program Direct Instruction Behavioral Support Program	08/08/2018	05/24/2019	\$7000 - Title I Schoolwide	administration and teachers

Activity - Early Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers engage in professional development opportunities provided by CCBOE on regular basis. These professional development days allow teachers to participate in book studies, analyze data, engage indifferntiated instruction techniques and discussions, etc.	Technology Academic Support Program Direct Instruction Behavioral Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Cullman County Board of Education support, administrators, teachers, staff

Activity - Ongoing technology integration training/support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fairview Middle School teachers and administrators attend the CCETC Conference annually where presenters from CCBOE and surrounding areas provide professional development in technology integration. Our local school technology coach also engages in meetings provided by CCBOE in order to assist teachers in the most current technology demands.	Academic Support Program Direct Instruction Behavioral Support Program Professional Learning	08/08/2018	05/24/2019	\$0 - No Funding Required	Cullman County Schools technology department, FMS technology coach, and classroom teachers.

**Goal 3:**

Management Goal: Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction.

**Measurable Objective 1:**

collaborate to effectively collect, analyze, and use data to continuously improve teacher and learning experiences by 05/24/2019 as measured by agendas, sign in sheets, student performance, and walk-throughs.

**Strategy1:**

Collect and Utilize Data sources - FMS will implement processes to collect, analyze, and apply findings from various data sources in order to continuously improve student achievement, teacher effectiveness, and stakeholder involvement.

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

Research Cited: 7 Step Cycle for Continuous Improvement, Learning Forward

Activity - Educator Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Educator Effectiveness walk-through observations will be conducted by the administration and teachers throughout the school year using the Instructional Framework WalkThrough form or a form previously created. Instructional Framework Lesson Plan Templates will also be monitored during observation time	Direct Instruction Behavioral Support Program Professional Learning	08/08/2018	05/24/2019	\$0 - No Funding Required	Administration, Classroom teachers

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school leaders will have a designated time for administrators and classroom teachers to collaborate and analyze data from multiple sources to include our Universal Screener- Scantron, Decision Ed, Educator Effectiveness as well as survey results to improve instruction and student achievement as well as discuss ideas to increase stakeholder involvement within the school. Principal and counselor will provide support in preparation for these meeting	Professional Learning Academic Support Program Behavioral Support Program	08/08/2018	05/24/2019	\$481 - Title I Schoolwide	Administration, Counselor, Classroom 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:**

Instruction Goal: FMS will engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas.

**Measurable Objective 1:**

demonstrate a proficiency of a 5% increase in student achievement: Scantron Math from 62% to 67%, Scantron Reading from 47% to 52% by 05/24/2019 as measured by state assessments..

**Strategy1:**

Effective Instruction - Fairview Middle School has adopted the Instructional Framework.

Teachers will implement the Instructional Framework as they teach the college and career readiness standards across all content areas.

- 1) What do I want my students to know and be able to do?
- 2) How will I know if they know it?
- 3) What will I do if they don't?
- 4) What will I do if they already know it?

Category: Develop/Implement College and Career Ready Standards

Research Cited: Whatever it Takes by Richard Dufour

Activity - Reading Horizons/Elevate	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elevate, an extension of Reading Horizons, is available for grades 4-12 as an online intervention resource for students with Dyslexic tendencies.	Direct Instruction Academic Support Program Tutoring Technology	08/09/2018	05/24/2019	\$0 - No Funding Required	Administrators and teachers

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize pacing guides as they plan daily lessons based on the standards for their grade level content and requirements form LTF. Instructional guides will be used to direct teachers in teaching content standards. Scantron Achievement Series will be used to access the effectiveness of core instruction each nine weeks.	Professional Learning Academic Support Program Direct Instruction	08/09/2018	05/24/2019	\$0 - No Funding Required	Administrators and teachers

Activity - Implementing the Instructional Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Lesson Plan Templates have been created to provide principals and teachers with a common tool for lesson development. Teachers have the option to use the daily or weekly template provided by the district or one that is principal approved. Lesson plans will be uploaded to Google Classroom weekly.	Direct Instruction Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrators and teachers

**ACIP**

Fairview Middle School

Activity - Educator Effectiveness/Leadership Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Implementation of Educator Effectiveness and Leadership Effectiveness will occur throughout the 2018-19 school year. The basis of the program is to improve practice of teachers and administrators in order to better serve the instructional needs of students and lead to continuous improvement of the school. Self assessments will occur and teachers/leaders will receive ongoing feedback with targeted suggestions for personal growth. Results will differentiate performance into four effectiveness groups: exemplary, effective, developing, and ineffective level of practice. Plans for growth will be developed and implemented throughout the year through their professional learning plans in order to increase performance.</p>	Professional Learning Direct Instruction Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrator and teachers

**ACIP**

Fairview Middle School

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>-Technology Conference - Cullman County Technology Department has held the CCETC since 2010 as an optional training for teachers and administrators to attend during the summer months. The last three years, CCETC was held on a teacher preservice day for all teachers, administrators, counselors, and staff. This year the conference will be held on January 9, 2019. Over 70 of the presenters at the conference were local classroom teachers which encouraged other teachers in the district to rise to the challenge of student engagement through the use of technology in the classroom.</p> <p>-i21 Zone Implementation - i21 Zone provided professional learning for educators through modeled lessons and by working side-by-side with teachers to develop and deliver engaging technology-based instruction to students during the 2016-17 school year. Job embedded professional learning occurred as feedback was provided to include instructional design, delivery, content, standards and technology integration. District instructional and FMS technology coaches will continue coaching teachers throughout the school year. The newly created Elet team from our school will represent the district in providing further training and implementation of the i21 Zone practices.</p> <p>-Digital Curriculum Implementation - District will become a more performance based school system by increasing student engagement and rigorous classroom instruction through using digital resources in daily lessons. Implementation will be evaluated through the use of Instructional Framework and Educator Effectiveness walk throughs. Teachers will be utilizing MacBook Air computers as they investigate digital curriculum such as Edgenuity, Accelerated Reader, Study Island, Discovery Education, etc. Science teachers will utilize Discovery Education Science Techbook which will be supported by school technology coaches and District Instructional Technology Support Specialists. Chromebooks, carts, and additional materials and supplies will be purchased in order to meet 1:1 for our students in every classroom. Updates of current technologies and audio enhancement systems will be added to classrooms.</p> <p>--Access- Students in grade 8 will be given the opportunity to attend the virtual school through Access Distance Learning. This provides students a flexible learning environment for attendance and assignment completion. Guidelines have been outlined and approved by our District Board.</p>	<p>Direct Instruction Academic Support Program Professional Learning</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$25767 - Title I Schoolwide</p>	<p>Administrators, teachers, technology coaches</p>

**Strategy2:**

Engaging Students - Student engagement will take place through cooperative learning and celebrations of successes to improvement student achievement.

Category: Develop/Implement Learning Supports

Research Cited: BRSE, Blue Ribbon Schools of Excellence

Activity - Celebration of Successes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student successes will be celebrated through Celebration Days each nine weeks. Goals accomplished in regards to Accelerated Reader, Attendance, and student performance will be celebrated as well.	Behavioral Support Program Community Engagement Academic Support Program	08/09/2018	05/24/2019	\$0 - No Funding Required	Teachers and administrators

Activity - Flexible Seating	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are adapting their classrooms to reflect a more comfortable, welcoming environment with flexible seating. Students may choose where they learn best from a variety of seating choices. These choices all adapt well to cooperative learning activities and group project efforts.	Behavioral Support Program Academic Support Program	08/09/2018	05/24/2019	\$0 - No Funding Required	Classroom teachers

**Goal 2:**

Learning Supports and Culture Goal: Identify barriers to teaching and learning and align support systems to address barriers

**Measurable Objective 1:**

collaborate to ensure that administrators, teachers, and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by data collected by implementation of specified activities.

**Strategy1:**

Professional Learning - Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality professional learning. Educator Effectiveness promotes and supports the effective preparation, development, and improvement of Alabama's teachers and instructional leaders to insure that through effective professional practice, all students graduate college and/or career ready.

Category: Develop/Implement Learning Supports

Research Cited: Effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness. Teachers who set pedagogical growth goals and work to achieve them, either alone or with a coach or administrator, improve their expertise and instructional skill. Marzano



**ACIP**

Fairview Middle School

Activity - Early Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers engage in professional development opportunities provided by CCBOE on regular basis. These professional development days allow teachers to participate in book studies, analyze data, engage indifferntiated instruction techniques and discussions, etc.	Academic Support Program Direct Instruction Behavioral Support Program Technology	08/08/2018	05/24/2019	\$0 - No Funding Required	Cullman County Board of Education support, administrators, teachers, staff

Activity - School Improvement Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend a conferences geared toward overall school improvement in all areas including academic and social development	Professional Learning Academic Support Program Direct Instruction Behavioral Support Program	08/08/2018	05/24/2019	\$7000 - Title I Schoolwide	administration and teachers

Activity - Ongoing technology integration training/support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fairview Middle School teachers and administrators attend the CCETC Conference annually where presenters from CCBOE and surrounding areas provide professional development in technology integration. Our local school technology coach also engages in meetings provided by CCBOE in order to assist teachers in the most current technology demands.	Professional Learning Direct Instruction Behavioral Support Program Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Cullman County Schools technology department, FMS technology coach, and classroom teachers.

**Measurable Objective 2:**

demonstrate a proficiency of a 5% increase in student growth: Scantron Math from 66% to 71%, Scantron Reading from 54% to 59% of students reaching their individual annual growth target by 05/24/2019 as measured by state assessments.

**Strategy1:**

Student Supports - Fairview Middle School will implement student support teams and teacher advisory groups to support our students in the development of not only academic but also social and personal needs. The learning supports will address barriers to learning to promote student success.

Category: Develop/Implement Learning Supports

Research Cited: Unified and Comprehensive System of Learning Supports for Alabama Students, Alabama State Department of Education, 2013

**ACIP**

Fairview Middle School

Activity - Teacher Advisory Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FMS will continue to implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. Adult Advisors will utilize the REACH curriculum for lessons. These advisory meetings give students the opportunity to gain information about careers and life skills and addresses social, academic, and personal/social needs. In addition, Second Steps will be implemented daily through the teacher advisory program. Online documentation will be used to monitor the implementation of the Teacher Advisor Program regularly by administrators, and students will keep notebooks to record goals, ideas and strategies shared with them.	Academic Support Program Behavioral Support Program Career Preparation/ Orientation Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	principal, counselor, teachers

Activity - Student Support Teams- RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FMS will follow the system -wide RTI plan, complete with criteria for referring, documentation required for referral and monitoring of student progress, interventions implemented and behavior plan. Monthly RTI meetings will take place to review student data including but not limited to Scantron, classroom performance, discipline, progress monitoring data, attendance, dyslexia specific screening, and parental input.	Tutoring Behavioral Support Program Direct Instruction Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	principal, counselor, teachers

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutoring in math and reading will be offered two days per week after school to assist students with homework, class work, make up work, standards mastery, etc.	Academic Support Program Tutoring Direct Instruction	08/08/2018	05/24/2019	\$1785 - Title I Schoolwide	administration, after-school tutors

Activity - Parent and Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the school year, district leadership will conduct parent meetings for all schools. Training topics may include iNOW from home, state assessment score reports, study skills, technology safety, etc. FMS will provide planners for students to share with parents daily. Communication via our website, social media, school call-outs, and the Remind App will serve as information outlets for our community. Newsletters will also be sent home as needed. In addition to these activities, PTO meetings will be held monthly and parents will have the opportunities to volunteer on special occasions such as Super Hero Celebrations or Attendance Celebrations.	Academic Support Program Community Engagement Parent Involvement Technology Behavioral Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	administrators, counselor, teachers

**ACIP**

Fairview Middle School

Activity - Student Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming 6th grade students will participate in 6th grade orientation before the beginning of the school year. A career coach will introduce 8th grade students on how to use the Kuder Career system to complete a career interest inventory in the Career Preparation Class. Eighth grade students will meet with a counselor to learn high school requirements and will complete a four year plan for high school. They will also have the opportunity to attend freshman orientation.	Career Preparation/ Orientation Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	administration, counselor, teachers

**Goal 3:**

Management Goal: Effectively use our teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction.

**Measurable Objective 1:**

collaborate to effectively collect, analyze, and use data to continuously improve teacher and learning experiences by 05/24/2019 as measured by agendas, sign in sheets, student performance, and walk-throughs.

**Strategy1:**

Collect and Utilize Data sources - FMS will implement processes to collect, analyze, and apply findings from various data sources in order to continuously improve student achievement, teacher effectiveness, and stakeholder involvement.

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

Research Cited: 7 Step Cycle for Continuous Improvement, Learning Forward

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school leaders will have a designated time for administrators and classroom teachers to collaborate and analyze data from multiple sources to include our Universal Screener- Scantron, Decision Ed, Educator Effectiveness as well as survey results to improve instruction and student achievement as well as discuss ideas to increase stakeholder involvement within the school. Principal and counselor will provide support in preparation for these meeting	Academic Support Program Behavioral Support Program Professional Learning	08/08/2018	05/24/2019	\$481 - Title I Schoolwide	Administration, Counselor, Classroom teachers

Activity - Educator Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Educator Effectiveness walk-through observations will be conducted by the administration and teachers throughout the school year using the Instructional Framework WalkThrough form or a form previously created. Instructional Framework Lesson Plan Templates will also be monitored during observation time	Behavioral Support Program Direct Instruction Professional Learning	08/08/2018	05/24/2019	\$0 - No Funding Required	Administration, Classroom teachers

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

**Goal 1:**

EL Goal: Progression of EL students toward language acquisition

**Measurable Objective 1:**

demonstrate a proficiency of all EL students meeting their cumulative target growth toward achievement of EL exit score of 4.8 or higher by 05/24/2019 as measured by ACCESS for ELLs 2.0.

**Strategy1:**

Core EL instruction - English as a Second Language (ESL) is the core program taught by regular education teachers. EL teachers collaborate with regular education teachers to use SDAIE (Specially Designed Academic Instruction in English) strategies, SI (Sheltered Instruction) model strategies, and ARI strategies to assure attainment of reading and math goals and English proficiency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Markos & Himmel. Using sheltered instruction to support English learners. March 2016. Washington, DC.

Willner & Monroe. The WIDA Accessibility and Accommodations Framework. 2015. WIDA Consortium. Madison, WI.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrator, EL and Classroom Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Professional Learning Academic Support Program Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	District support, EL and Classroom Teachers

Activity - Overview of EL Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Academic Support Program Direct Instruction Professional Learning	08/08/2018	05/24/2019	\$0 - No Funding Required	District support, Administration, EL and Classroom Teachers

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

FMS provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. With the assistance and support from the LEA, FMS will provide full opportunities for participation of parents with limited-English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports in a format and to the extent practicable, in a language that parents can understand. All parent notifications, student handbooks, lunch forms, important school information, etc., are sent to parents of these children in Spanish. In addition we have a system-wide parent liaison who is available to assist these parents. The liaison is available at Parent teacher conferences to translate test scores as well as teacher comments. Forms and letters are also edited in the student's home language when needed. Additional support for parental involvement will be developed at the request of the parents. Every effort is made to accommodate parents with disabilities. Handicapped parking is marked in all areas for handicapped ramps into buildings and the library is handicapped accessible.

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

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

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

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

Fairview Middle School's teachers all meet the requirements to be "highly effective" teachers.. All vacant positions at Fairview Middle School are filled based on criteria required for highly effective teachers. Only individuals who hold a valid teaching certificate in the appropriate field are considered for employment. FMS teachers are trained in best practice methods from AMSTI (science teachers) and ARI (reading teachers). They have also been trained in implementing the common core standards of instruction for reading and math. The teachers have been trained in administering the state mandated tests which also serves as our benchmark assessment tool for reading, math, and science. In addition our faculty has been trained on the use of Edgenuity. Our instructional coach and district level instructional and technology coaches meet with the classroom teachers on a regular basis to assist them with problems, concerns, resources, and instructional planning.

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

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

This year at FMS we gained a new 7th grade Computer Science unit. We had two teachers to leave our school as well as a 1/2 time special education teacher to transfer to another school. The two teachers that left were replaced.

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

To begin the 2018-2019 school year, FMS has sixteen full time teachers, one half time teacher, a guidance counselor, a library media specialist and two administrators for a total of twenty-one faculty members. Fourteen of them have five or more years experience in a public setting.

### **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).**

Positions are posted and filled according to the current state personnel laws in conjunction with the local policy. Safe, productive, positive work environments with a very close-knit community are all attractions for employment at Fairview Middle School.

## **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.**

Our school analyzes data from the State's annual SCANTRON Reading and Math Assessments along with RTI data to evaluate our schoolwide program. This data is used to look at achieved academic progression and regression of our student population to plan for appropriate professional development activities for our students.

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

All teachers at FMS will participate in professional development that is geared at raising student achievement. Teachers have participated in outside professional development offered by Blue Ribbons Schools, Nuts and Bolts, MMGW, AMSTI, 7 Habits of Highly Effective Teens, and Strategic Teaching. Our teachers will continue to attend outside professional development as it becomes offered and available by 05/24/2019. Our teachers participate in district and local professional development opportunities on a continual basis to support sustainable growth within our school. Some of these opportunities include a continuation of i21 Zone coaching, technology conference, digital curriculum implementation, LEP training, Scantron universal screener training, Edgeunity training, Laying the foundation training, Early release professional development, and data meetings.

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

Our first year teachers are assigned a mentor teacher to help them throughout the school year with any questions, concerns, policies, or procedures. They work on educator effectiveness, classroom strategies, classroom management, etc..according to teacher need. Teachers will be supported this year through intensive coaching to increase student achievement. Strategies will be implemented to decrease the achievement gap between our special education sub group and all student achievement.

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

Fairview Middle School has been an AMSTI school for several years where all math and science teachers have been AMSTI trained. The majority of our teachers have completed ARI training and have attended Content Literacy training. Our faculty continues to seek opportunities to attend outside professional development on Strategic Teaching and Student Engagement, and we continue to evaluate our latest practices. Our use of technology within our curriculum is monitored on a regular basis through lesson plans and administrative walk- thrus. We are continuing to receive i21 Zone coaching and Laying the foundation courses are monitored with sustainability supported through vertical teams. We make it a priority to continue to be life-long learners because we lead by example and that is what we expect out of our students.



## 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:**

Learning Supports and Culture Goal: Identify barriers to teaching and learning and align support systems to address barriers

**Measurable Objective 1:**

demonstrate a proficiency of a 5% increase in student growth: Scantron Math from 66% to 71%, Scantron Reading from 54% to 59% of students reaching their individual annual growth target by 05/24/2019 as measured by state assessments.

**Strategy1:**

Student Supports - Fairview Middle School will implement student support teams and teacher advisory groups to support our students in the development of not only academic but also social and personal needs. The learning supports will address barriers to learning to promote student success.

Category: Develop/Implement Learning Supports

Research Cited: Unified and Comprehensive System of Learning Supports for Alabama Students, Alabama State Department of Education, 2013

Activity - Student Support Teams- RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FMS will follow the system -wide RTI plan, complete with criteria for referring, documentation required for referral and monitoring of student progress, interventions implemented and behavior plan. Monthly RTI meetings will take place to review student data including but not limited to Scantron, classroom performance, discipline, progress monitoring data, attendance, dyslexia specific screening, and parental input.	Academic Support Program Tutoring Direct Instruction Behavioral Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	principal, counselor, teachers

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutoring in math and reading will be offered two days per week after school to assist students with homework, class work, make up work, standards mastery, etc.	Tutoring Direct Instruction Academic Support Program	08/08/2018	05/24/2019	\$1785 - Title I Schoolwide	administration, after-school tutors

**ACIP**

Fairview Middle School

Activity - Teacher Advisory Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>FMS will continue to implement teacher advisory groups so that all students feel they are well-known by at least one adult at school. Adult Advisors will utilize the REACH curriculum for lessons. These advisory meetings give students the opportunity to gain information about careers and life skills and addresses social, academic, and personal/social needs. In addition, Second Steps will be implemented daily through the teacher advisory program. Online documentation will be used to monitor the implementation of the Teacher Advisor Program regularly by administrators, and students will keep notebooks to record goals, ideas and strategies shared with them.</p>	<p>Behavioral Support Program Direct Instruction Academic Support Program Career Preparation/Orientation</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0 - No Funding Required</p>	<p>principal, counselor, teachers</p>

Activity - Student Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Incoming 6th grade students will participate in 6th grade orientation before the beginning of the school year. A career coach will introduce 8th grade students on how to use the Kuder Career system to complete a career interest inventory in the Career Preparation Class. Eighth grade students will meet with a counselor to learn high school requirements and will complete a four year plan for high school. They will also have the opportunity to attend freshman orientation.</p>	<p>Career Preparation/Orientation Academic Support Program</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0 - No Funding Required</p>	<p>administration, counselor, teachers</p>

Activity - Parent and Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Throughout the school year, district leadership will conduct parent meetings for all schools. Training topics may include iNOW from home, state assessment score reports, study skills, technology safety, etc. FMS will provide planners for students to share with parents daily. Communication via our website, social media, school call-outs, and the Remind App will serve as information outlets for our community. Newsletters will also be sent home as needed. In addition to these activities, PTO meetings will be held monthly and parents will have the opportunities to volunteer on special occasions such as Super Hero Celebrations or Attendance Celebrations.</p>	<p>Academic Support Program Behavioral Support Program Technology Parent Involvement Community Engagement</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0 - No Funding Required</p>	<p>administrators, counselor, teachers</p>

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

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

Teachers provide their input into the decisions regarding the use of school-based academic assessments through grade level meetings, data meetings, and professional learning teams. During these meetings teachers have the opportunity to discuss school based academic assessments and make suggestions and recommendations regarding the administration and results from these tests.

## **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?**

Throughout each school year, our teachers meet in grade level and subject area teams to analysis SCANTRON Reading and Math assessment results. Teachers use this data to direct RTI instruction. This data also helps teachers better understand the culture of the classroom and teach to individual needs. In order to identify students who experience difficulty, teachers meet in grade level meeting/data meetings and look at data from SCANTRON reading and math assessments and classroom grades/performance. Teachers discuss students response to instruction and make a decision on how best to help each individual student improve

### **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?**

All students are enrolled in an enrichment/intervention class as part of their weekly schedule. During this class period, deficit skills are taught and individual assistance is available as needed. In addition, our advanced students have the opportunity to participate in enrichment activities during this time. Students have the opportunity to receive additional assistance during elective classes and before school each morning .

### **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.**

At FMS we provide before school morning tutoring. Students have the opportunity to receive support and reinforcement of academic skills from teachers. We also have teachers who assign modules in Google Classroom where students can practice skills on an individual basis. Students who are struggling academically also have the opportunity to attend after school tutoring two days per week.

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

All students at FMS including those identified as migrant, English language learners, special education students, economically disadvantaged, neglected and/ or delinquent, and homeless students have access to all services and programs available. Programs specifically designed include services from federal programs such as free/reduced lunch, ELL services, Special Education services as well as counseling services. Also, FMS uses the Department of Human Resources, the Department of Mental Health, and various community resources to provide students with necessary school supplies, food, clothing, and shelter.

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

N/A

## **Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (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.**

Federal, State, and Local Programs and Resources are taken advantage of in every way possible at FMS. Providing the latest technology and offering training to our teachers on how to use it effectively in the classroom will definitely show a growth in student achievement. If we want our students to grow, we have to be the best we can to grow with society and teach our students how to succeed in a fast-paced, ever changing, technological, and global society.

**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)?**

FMS receives state funds applicable through the ALSDE. We also receive federal funds based on our free and reduced lunch ratio. Local funds are obtained through sales taxes, local grants (Cullman Jefferson Gas and Cullman Electric Cooperative), and other classroom contributions given by various donors. Because of these donations and funds all students have access to technology devices.

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

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

A comprehensive needs assessment of the entire school is conducted to include information from AdvancED surveys conducted with faculty, parents, and students, information and suggestions from parents, and the achievement of children in relation to the state academic content standards plus the state student academic achievement standards. The leadership team met and conducted a data analysis of strengths and weaknesses and made recommendations for changes. We will meet mid year to determine progress and review our data and will evaluate the plan at the end of the year.

### **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?**

Our school analyzes data from the State's annual SCANTRON Reading and Math Assessments along with RTI data to evaluate our schoolwide program. This data is used to look at achieved academic progression and regression of our student population.

### **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?**

We look at each individual student's academic progression or regression as measured by State SCANTRON Reading and Math Assessments and RTI data. We look for positive or negative trends in those furthest from achieving the standards..

### **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?**

A comprehensive needs assessment of the entire school is conducted to include information from Advance-ed surveys conducted with faculty, parents, and students, the Title I parent meeting, as well as information on the achievement of children in relation to the state academic content standards and the state student academic achievement standards. The leadership team met and conducted a data analysis of strengths and weaknesses and made recommendations for changes.

# Coordination of Resources - Comprehensive Budget



## **Introduction**

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

### FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	16.25

Provide the number of classroom teachers.

16.25

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	777341.0

Total

777,341.00

### Administrator Units

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

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	94812.0

Total

94,812.00

### Assistant Principal

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

Provide the number of Assistant Principals.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	29400.0

Total

29,400.00

### Counselor

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

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	56784.0

Total

56,784.00

## Librarian

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

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	56196.0

Total

56,196.00

### Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0

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

Total

0.00

### Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total

0.00



## Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	5925.0

Total

5,925.00

### Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	1778.0

Total

1,778.00

### EL Teachers

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

Provide the number of EL Teachers.

0

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

Total

0.00

### Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	10587.0

Total

10,587.00

### Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1899.0

Total

1,899.00

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**Title I**

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	86632.0

**Provide a brief explanation and breakdown of expenses.**

T-1 (85,260.00)

P/I (1372.00)

1100 - Teacher = 1 FTE = .89 Salary and Benefits (010),( 200 - 299) = 50,707.73

1100 - Part time Intervention Teacher (018),(200 - 299) = 0

1100 - Classroom Materials and Supplies - (400 - 499) = 25,766.82

1100 - SPUR Aide (319) = 0

2190 - Tutoring, Parent Engagement , Folders, Planners, Colored Paper, etc (191), (200 - 299) = 1,785.45

(413) = 1372.00

2215 - Professional Development - Registration, Travel, &amp; other Purchased Services (180 &amp; 200 - 299) = 0

(300 - 399) = 7,000.00

**Title II**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

**Title III**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A



**Title IV**

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

**Provide a brief explanation and a breakdown of expenses.**

N/A

**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

### 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.**

N/A

### 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.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

**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

### Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A

# Parent and Family Engagement

## **Introduction**

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



## Parent and Family Engagement

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

Fairview Middle School holds an annual meeting during the first month of school in order to provide parents with information regarding our Title I school and the expenditure of the 1% set aside for parental involvement. Parents learn about the Student/Parent/Teacher compacts as well as other aspects of being a Title I school. They are also made aware of various ways to communicate with teachers/administrators if they desire to individually. Our teachers are dedicated to involving parents in the education of our students because we realize the value of having the parents' support in every aspect of their child's education. This meeting announcement is posted on the school website, on the school marquee, and on our social media pages. In addition, the school-wide calling system also reminds parents of this meeting and fliers are sent home with students to invite parents to attend.

**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))**

Fairview Middle School strives to be flexible when planning for parental meetings. Open house is held at the beginning of each school year in the late afternoon/early evening hours so that most parents can attend after work. Also, an Open House is offered to incoming sixth grade students on a Sunday afternoon as well. Fairview Middle School has a parent/teacher conference day on which parents are encouraged to meet with teachers to discuss student performance. Meeting times are available from twelve noon until seven p.m. PTO meetings are also held monthly at varying times so that all parents will have the opportunity to attend some of the meetings. In addition, parents are encouraged to call and set up individual appointments with teachers as needed.

Parents are encouraged to participate in the planning of school programs. A parental involvement committee has been established to communicate the needs of our students. In addition, parent surveys will be conducted to gain insight on ways to improve student achievement and gain more parental and community involvement ideas. Parents are encouraged to make suggestions and report opinions after reviewing the school-wide plan. These suggestions may be submitted in writing to administration at Fairview Middle School. Parents on the School Improvement Committee meet annually to review surveys and feedback from other community stakeholders to help decide where improvements need to be made. Throughout the school year, PTO meetings, Parent/Teacher Conference, etc... are held, and parents are always encouraged to express any concerns, improvements, strengths, weaknesses, or other areas of concern that may need to be addressed. These concerns or request may be submitted to Trina Walker, Principal of Fairview Middle School.

Parental involvement funds are spent to provide planners for students to take home for parents. This years' planners were made specifically to include important/updated/new school policies and procedures, character education, and room for communication between parents and teachers. Paper products were also purchased to send communications home to parents in written form.

**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))**

Our school shall ensure that information related to school programs, parent meetings, curriculum, academic assessments, and achievement expectations are sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. FMS has print information for both English and Spanish speaking students/parents. All students have access to the Cullman County Schools Student Handbook which contains information regarding assessment dates, gifted education, parental involvement, and information on how to resolve issues at the school. In addition, the school phone system contacts parents to inform them of upcoming events, important announcements, school closings, etc. Our county also employs a parent liaison that helps in relating information to parents in a language they can understand when needed. Parents are given the opportunity to meet with teachers during the month of October on parent/teacher conference day. After this initial meeting with teachers, parents may request regular meetings with their child's teacher to discuss academic progress after mid-nine weeks progress reports and each nine-week grading period. Explanations of curriculum may be discussed with faculty members during open house and conferences. Academic assessments may be discussed with the guidance counselor after students are given test results. High expectations of our students are also expressed through the Fairview Middle School Student Handbook, which is located in the student planners.

**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))**

Our parental involvement committee, leadership team and student representatives meet to discuss areas of strengths and weaknesses. All of these members are also members of our Continuous Improvement Plan committee. Part of the responsibility of our team members is to develop and revise the School-Parent Compacts. After the revisions are made, a consensus is taken on whether the draft should become our compact. The team uses survey results, assessment results, and submitted concerns or suggestions to make revisions to the compact. Copies of other compacts from different schools also serve as models for development. These compacts are sent home at the opening of school and must be returned to each child's homeroom teacher. The compacts will be discussed with parents during open house, sixth grade orientation, and/or parent/teacher conferences. Parents will be asked to read the compact, explain to their children their part of the compact, and both parents and student will sign the compact. A faculty representative also signs the compact agreeing to do our part to provide a quality education to every student. This document holds every member involved in education accountable for insuring a quality education for our students.

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

Parents are encouraged to make suggestions and report opinions after reviewing the school-wide plan. These suggestions may be submitted in writing to Trina Walker, Principal at Fairview Middle School.

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

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

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

FMS shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. We accomplish this through several ways. Open house is held at the beginning of each school year in which parents are encouraged to meet with their child's teachers to discuss expectations according to state standards, ways to help their child be a successful student, and classroom procedures and expectations. INow is also presented at Open House and parents are encouraged to monitor their child's grades, assignments, and progress on a regular basis. Throughout the school year, district leadership will conduct training for parents. Training topics include iNOW from home, study skills, technology safety etc.

**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)**

The school counselor provides education opportunities to teachers, office personnel, and other school staff in the value and utility of contributions of parents through a discussion on effective communication skills and different ways to reach out to our parents and involve them in the education of our students. Our teachers, office personnel, and school staff members realize the importance of the parent/school relationship and we are dedicated in working with parents in a professional manner. Our faculty meets and discusses ways to increase parental involvement through many types of communication including school call outs, email, Remind, Schoology, social media, and/or Parent/Teacher conferences. In addition, the faculty and administration continually seek new ways to involve parents as active members through activities such as parental workshops, PTO meetings, field trip activities, and fundraisers which encourage parent volunteerism.

**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)**

FMS shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities and resources such as parent resource centers, that encourage and support parents in fully participating in the education of their children. The parents can come and check out materials from the guidance office for college and career readiness information, as well as materials regarding positive study habits, habits of highly effective people, bullying, drug abuse, and internet safety.

**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)**

FMS provides opportunities for the participation of parents with limited English proficiency. All parent notifications, student handbooks, lunch forms, important school information, etc are sent to parents of these children in Spanish. In addition we have a system-wide liaison who is available to assist verbal communications with these parents as well.

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

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

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

Parents surveys are given each school year so that parents have input regarding their perception of how they feel their children are improving academically, socially, and physically. This input is taken into consideration upon each revision of our Continuous Improvement Plan.

**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))**

FMS provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. With the assistance and support from the LEA, FMS will provide full opportunities for participation of parents with limited-English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports in a format and to the extent practicable, in a language that parents can understand. All parent notifications, student handbooks, lunch forms, important school information, etc., are sent to parents of these children in Spanish. In addition we have a system-wide parent liaison who is available to assist these parents. The liaison is available at Parent teacher conferences to translate test scores as well as teacher comments. Forms and letters are also edited in the student's home language when needed. Additional support for parental involvement will be developed at the request of the parents. Every effort is made to accommodate parents with disabilities. Handicapped parking is marked in all areas for handicapped ramps into buildings and the library is handicapped accessible.