



ACIP

Chickasaw Middle School

Chickasaw City School System

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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?

Chickasaw Middle School is on the southern end of the city limits of Chickasaw, Alabama. Chickasaw City Schools broke away from Mobile County Schools in 2012 and in the process obtained Clarke Magnet School, the physical building where the high school now operates. Chickasaw Middle School separated from grades 9-12 and became an individual cost center for the 2017-2018 school year. Total enrollment for September of the 2018 - 2019 school year is 291 students, grades 6-8. Of the total school population, 113 are 6th, 94 7th, and 84 8th grade. Demographic breakdown for the student body is 73% African American, 23% Caucasian, and 4% Hispanic. Free and Reduced lunch rate is 73%.

School personnel includes 14 certified, and 18 non-certified/support staff members. Certified demographic breakdown includes 3 African American Females, 11 Caucasians (3 males and 8 females), for a total of 3 males and 11 females. Non-certified staff demographic breakdown includes 15 African Americans (3 males and 12 females), and 1 Caucasian male and 1 female for a total of 4 males and 13 females. Certified staff also includes 1 male and 1 female administrator (1 Caucasian male and 1 Caucasian female), 1 Caucasian female school counselor, and 1 male Caucasian media specialist. Non-certified staff members also include 7 front office female employees (4 Caucasian and 3 African American) which work in the following positions: 1 attendance clerk, 1 registrar, 2 school nurses, 1 behavior counselor, 1 behavior specialist, and 1 book keeper.

Chickasaw is located in Mobile County and is 5 miles north of the city of Mobile, which is one of the fastest growing cities in Alabama. As part of the Mobile metropolitan area, the Chickasaw is part of a fast-developing county that includes defense industry, civilian and military ship construction, comprehensive port commerce, a retail distribution hub, and new aerospace manufacturing. The city is situated a short distance from the intersection of two major interstates (I-65 and I-10), which provide a cross roads to commerce that completely spans the United States from east to west, and north to south.

The city population is comprised of 6,106 citizens. Of this population, demographic sub groups are comprised of 3,848 Caucasian (63%), 2,049 African American (33%), 142 Hispanic (2%), 63 multi-race (1%), and 46 American Indian (.8%). Gender population is made up of 46% male and 54% female. The community is made up of an eclectic cultural mixture that provides a variety of activities and civic opportunities for participation and enjoyment, as well as mutual respect for cultural diversity. Chickasaw is a close-knit community known for working together across ethnic and cultural backgrounds to provide positive opportunities for citizens of all ages. The community's major employers include: University of Mobile, Honeywell, Shell Industries, Zenith Industries, Baldwin Transport, Bishop State Community College, and InterTek Technology Industries.

The school has experienced rapid growth, since its creation in 2012. With this growth, the percentage of free and reduced lunch has grown, as well as student requiring academic support for both learning deficiencies and learning disabilities. Due to this fact, the school qualifies for federal assistance through Title funding and has also apply for and received multiple grants to support additional support for student learning and extra-curricular activities after school hours. The school also provides enrichment opportunities through advance placement, a career technical program, and various software-driven classes, Communication support delivery for community stakeholders and citizens provides up-to-date information regarding support activities, attendance, safety, behavior matters, and other important matters related to day-to-day school operations.

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.

Chickasaw City School's mission statement is, "For all children to obtain an education that will allow them to prosper in our changing world". Chickasaw High School's specific mission statement is, "to instill in its students high standards for scholarship, integrity, leadership, and responsible leadership. This will be achieved through partnerships with parents, teachers, school staff, and the Chickasaw community". The school purpose includes, but is not limited to: 1) Provide rigorous and challenging academic content, 2) develop classrooms in which equity and excellence are goals for each learner, 3) raise student achievement through assignments and assessments that are benchmarked to proficient and advanced levels, 4) use a variety of research-based instructional strategies and activities that engage students in their learning, 5) provide a system of extra support to aid students in meeting higher standards, 6) safeguard a school environment that promotes learning, discipline, raise expectations, encourages collaboration, and celebrates success, 7) cultivate positive relationships among students, faculty, staff, parents, and community, and 8) commit ourselves and our school to continual evaluation and improvement.

Chickasaw Middle School embodies its purpose by offering/servicing the following programs: Special Education/Special Needs for learning disabled and gifted students, Arts education that includes instrumental music (which includes a marching band made up of musicians, flag members, dance members, and majorettes), a choral program, and a class piano, and music theory classes. CMS also provides a variety of sports activities that include: Football, Volleyball, Basketball, Track, Soccer, Softball, and Cheerleading. CHS also has an active RTOC program with approximately 40 8th grade students participating.

Notable Achievements and Areas of Improvement

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

Notable Achievements

Chickasaw Middle School has amassed several awards and achievements in its short period of time as a separate school. Among these are:

- AdvancEd accreditation received in the 2016-17 school year
- AHSAA "Good Sportsmanship" Award received for the all sports during the 2016-17 year.
- Award-winning middle school robotics program
- Award-winning concert and marching band program
- Special Education life skills room established to train students with special needs basic life skills.
- Full-time RN and LPN, with Outstanding Student Medical Provider award received at MEGA conference.
- Acquisition of Alta Pointe for student psychiatric services.
- A 78% decrease in discipline write-ups since the 2015-2016 school year.
- Establishment of a student ambassador program to represent students at school functions and promote civic participation by the student body.
- JROTC - Numerous awards include: JLAB National Leadership Competition in Washington, D.C. (only 40 of 1780 programs worldwide to be accepted), Superior Cadet Decorations, Sone of the American Revolution, Military Order of World Wars, Daughters of the American Revolution, Military Excellence, Scholastic Excellence, National Sojourners Americanism, U. S. Army Recruiting Command, Veterans of Foreign Wars, Principal's Leadership, and Superintendent's Citizenship awards.

Areas of Improvement

Areas for improvement over the next three years include: (1) Continued enhancement of computer assisted instruction with updated technology and related infrastructure. This will include the replacement of tablets and addition of Chromebooks (2) Curriculum considerations that promote decreasing the achievement gap, (3) Continued professional development related to ESSA standards instruction and learning, (4) opportunities for continued enhancement of communication with parents and community stakeholders, (5) continued enhancement of activities that promote character education and civic responsibilities, (6) continued enhancement of school programs that assists in developing life-long learners, as well as successful members of society, (7) continuous monitoring of assessment scores to improve content standards achievement in core subjects, (8) updated pacing guides in 2018-2019 school year that reflect ESSA standards for all core subjects, (9) Update lesson plans that will also provide ESSA standards application, as well as to reflect response to intervention components that apply to content mastery, (10) review and update, as necessary, facilities and resources for science classes that enhance safety and functionality, (11) continue a media center campaign to update informational/nonfiction text and related resources, which would include magazines and e-books, and (12) work on school structure to decrease the number of discipline referrals/suspensions and to promote a culture of learning that aligns with grades 6 - 8 (Instruments have been put into place to assist in improving these items include the creation of a behavior resource room, increased structure in retract, implementation of a new attendance protocol with attendance clerk training, and a new proactive behavior program [PBIS] discipline flow chart to decrease minor offense discipline write-ups in INOW).

Additional Information

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

Chickasaw Middle School is committed to providing educational opportunities that train the mind and body for the purpose of producing life-long learners. Our team goal is to pass the baton of knowledge to future educational institutions and to provide the skills necessary to become well-educated, well-mannered, responsible, and productive adults in life. We want all students at Chickasaw Middle School to reach their full capacity of learning for future applications, which will include successful completion of their future high school classes. This can be accomplished through teacher and student collaboration, rigorous instruction to content standards, use of instructional strategies that promote higher order

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.

Stakeholder Involvement

Mr. Chris Pennington, Chickasaw Middle School Principal, attended a meeting in September of 2018 at the Chickasaw City Schools Board of Education central office to review the AdvancED accreditation and ACIP processes. A follow up meeting occurred later that month for the CCSS leadership staff, in which part of the meeting was designated to work on the process to further construct the necessary information required for AdvancED accreditation and ACIP. Afterwards, a meeting was held that included stakeholders in September of 2018, to discuss stakeholder participation options for the Chickasaw City Schools System. During this meeting all parties involved discussed pertinent information that would ultimately be included in the ACIP executive summary. This information included notable areas of achievement, current goals, and long-term goals that contain components necessary to physically, cognitively, culturally, socially develop life-long learners, and the need for community partnerships to support these areas. A parent representative met with us during this meeting to review and refine any considerations towards the creation of partnerships with the school system.

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

Mrs. Kathy Odom (CCSS Superintendent) and Mrs. Jodie McPherson (CCSS Federal Programs) both provided training and support from central office in the September session. Mr. Chris Pennington (Chickasaw High School Principal) scheduled a stakeholder meeting in late October that invited school employees, parents, and community members to attend. These meetings are designed to establish a dialogue between all parties involved in the education of students at Chickasaw High School. This will allow for a collaborative construction of information relevant to the ACIP process. Also, during this time, Mr. Jason Petro (CCSS Curriculum Instructor) will assist in planning for goals related to College and Career Readiness Standards implementation. These goals will provide support for continued development of pacing guides and lesson plans that are standards content specific for all courses.

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

The Continuous Improvement Plan is to be published on the Chickasaw High School and CCSS websites. A copy of ACIP will be placed in the library for stakeholder access. Additional copies of the ACIP document will be maintained in both the CHS main office, and the office of the two guidance counselors. The plan was presented to the Board of Education.

Student Performance Diagnostic

Introduction

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

Student Performance Data

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

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the 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 have noticeably declined.	Level 3

Areas of Notable Achievement

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

Disaggregated data reveals that the Scantron 7th grade African American demographic subgroup scored much higher than expected in reading (49% met gain target). Additionally, the 7th grade Caucasian cohort score higher in math than expected (50% met gain target).

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

Areas showing a positive trend are: 1. African American 6th grade ACT Aspire to Scantron reading (05% to 40% growth), 2. 7th grade ACT Aspire to Scantron female math (08% to 48% growth), and African American ACT Aspire to Scantron reading (03% to 49%growth), and 3. 8th grade female ACT Aspire to Scantron math (03% to 37% growth).

Which area(s) indicate the overall highest performance?

Scantron reading shows the most growth in performance, with 6th grade overall at 39%, 7th grade at 48%, and 8th grade at 37%, for a total aggregate of 41%.

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

Caucasian reading subgroups 6-8 with an aggregate score of 46%, and 6-8 female reading subgroups with an aggregate score of 47% growth/annual target met.

Between which subgroups is the achievement gap closing?

The gap is closing between 6th grade Caucasian and African American reading subgroups (40% - 40%), 7th grade male and female reading subgroups (48% - 48%), 6th grade Caucasian and African American math subgroups (33% - 39%), 6th grade male and female math subgroups (40% - 38%), and 8th grade male and female subgroups (35% - 37%).

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

A comparison of ACT Aspire (2016 - 2017) and Scantron Performance Series (2017 - 2018) indicate a downward performance trend in Caucasian subgroups in two grade levels (6th and 8th grade math).

Areas in Need of Improvement

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

6th grade reading male subgroup at 32% growth, and 8th grade math Caucasian subgroup at 22% growth.

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

The minimal negative trend exists when comparing 2016 - 2017 ACT Aspire Caucasian cohorts with 2017 - 2018 Scantron, with the exception of an increase in 8th grade math (39%), and 6th grade female reading (54%).

Which area(s) indicate the overall lowest performance?

Overall lowest performance exists in the 8th grade Caucasian math subgroup (22%), the 6th grade male reading subgroup (32%), and followed by the 8th grade male reading and math subgroups (35% and 35%).

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

When comparing achievement between the 2016-2017 ACT Aspire and 2017-2018 Scantron data, the 8th grade Caucasian subgroup in math, 8th grade male subgroup in reading (35%) and 6th grade male subgroup in reading (32%) all show a downward trend of decreasing performance.

Between which subgroups is the achievement gap becoming greater?

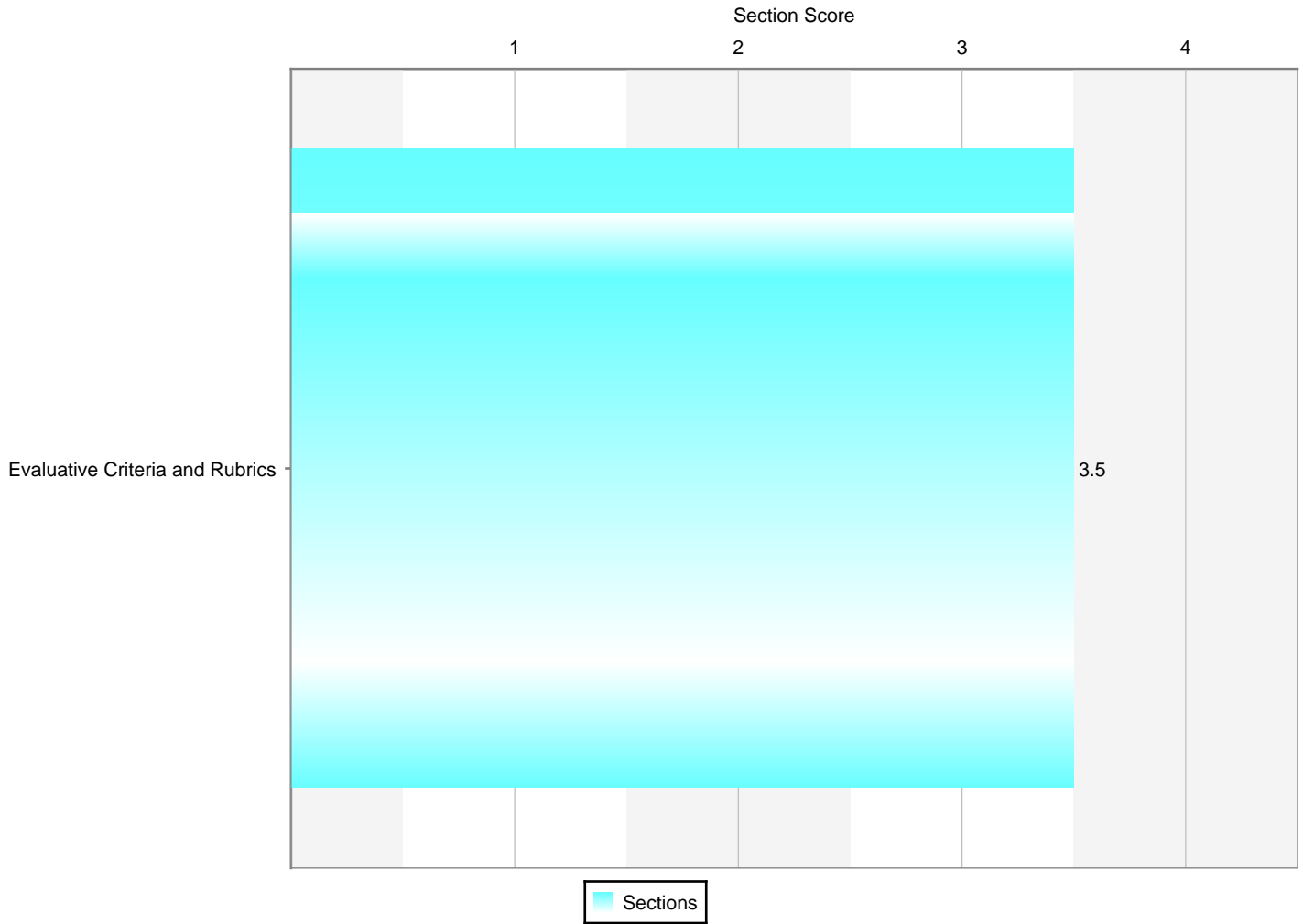
When comparing achievement between the e 2016-2017 ACT Aspire and 2017-2018 Scantron data, gap closure is not occurring between Caucasian to African American 8th grade reading (44% - 35%), 7th grade math (50% - 44%), 8th grade math (22% - 38%), and 6th grade gender reading (32% - 54%).

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

Comparison of 2016-2017 ACT Aspire and 2017-2018 Scantron Performance Series show a consistency in performance in Female reading at the 8th grade level (decreasing growth), male math in all three grades (increase in performance), and African American reading in 6th and 7th grades (increasing performance).

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	Chris Pennington Annette Anderson Wendy Singleton Jacob Hayden Donna Morgan	CMS ACIP 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		CMS non-discrimination policy

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Chris Arras, CSFO and Human Resources 201 North Craft Hwy Chickasaw, AL 36611 251-452-2256	non-discrimination

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		CMS Parent & Family Engagement Plan

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		Middle School Compact

Plan for ACIP 2018-19

Overview

Plan Name

Plan for ACIP 2018-19

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	To Improve positive two-way communication with all families.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$2000
2	To increase parents' knowledge and skills to support their child's education.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	Engage and empower the learner through high quality 6th - 8th grade aligned CCRS instruction and assessment for the areas of math and ELA,	Objectives: 2 Strategies: 2 Activities: 8	Academic	\$115879
4	Prepare students for college and career opportunities through student support services.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$83013
5	Provide digital tools and resources to all educators and students.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$56758
6	Prepare and support teachers in order to graduate college and career ready students.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$54000

Goal 1: To Improve positive two-way communication with all families.

Measurable Objective 1:

collaborate to create a system of communication for all parents by 05/31/2019 as measured by an increase in the number of positive teacher/parent contacts from a baseline of 8 per student to 16 per student..

Strategy 1:

communication opportunities - Teachers and school administrators will provide parent activities/opportunities in an effort to positively communicate and build positive relationships with families.

Category: Other - Parent Engagement

Research Cited: Parent Engagement

Activity - newsletters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administration will send home quarterly newsletters.	Parent Involvement	08/06/2018	05/24/2019	\$500	Title I Part A	teachers admin

Activity - conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are available for conferences either by phone or face to face and encourage parents to meet to discuss their child's progress.	Parent Involvement	08/10/2017	05/25/2018	\$0	No Funding Required	teachers

Activity - Schoolcast	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will communicate with parents via SCHOOLCAST system. Important information about school events will be sent via text, phone call, and / or email.	Parent Involvement	08/06/2018	05/24/2019	\$1500	Title I Part A	admin

Goal 2: To increase parents' knowledge and skills to support their child's education.

Measurable Objective 1:

collaborate to assist parents' understanding of the Alabama Course of Study Standards and skills in helping their child succeed by 05/25/2018 as measured by the number of opportunities provided to parents..

Strategy 1:

monitoring progress - Staff will assist parents in monitoring their child's progress and their understanding of AL CCRS.

Category: Other - Parent Engagement

Research Cited: Parent Engagement

Activity - Parent Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will assist parents in monitoring their child's progress through Parent Portal, website, meetings, and conferences.	Parent Involvement	08/10/2017	05/25/2018	\$0	No Funding Required	Admin, teachers

Goal 3: Engage and empower the learner through high quality 6th - 8th grade aligned CCRS instruction and assessment for the areas of math and ELA,

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency benchmark from the fall assessment in Mathematics by 05/31/2019 as measured by Scantron.

Strategy 1:

Intervention and Support - Identified students will receive additional support and intervention strategies in mathematics.

Category: Develop/Implement Learning Supports

Research Cited: intervention

Activity - V-Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
V-math program will be implemented as a math club for students. V-Math delivers focused, standards-based instruction, while also providing foundation skills necessary for grade-level success	Academic Support Program	08/13/2018	05/31/2019	\$2000	Title I Part A	admin

Activity - Instructional Supplies and Textbooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional supplies and math textbooks will be replenished for teachers to conduct explicit direct instruction.	Academic Support Program	10/08/2018	05/24/2019	\$22500	Title I Part A, Title I Part A	admin

Activity - Library Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional library resources will be purchased to supplement reading instruction.	Academic Support Program	10/08/2018	05/24/2019	\$5000	Title I Part A	admin librarian

Measurable Objective 2:

A 2% increase of All Students will demonstrate a proficiency benchmark score from the fall assessment in Reading by 05/31/2019 as measured by Scantron.

Strategy 1:

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Reading Intervention - Identified students will be provided dyslexia intervention strategies and support in reading.

Category: Develop/Implement Learning Supports

Research Cited: intervention

Activity - iSPIRE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will be assigned to a reading intervention class where they will receive targeted intervention strategies through the iSPIRE program. Students testing out will be monitored and recorded under Progress Notes, ClassWorks performance data, Reading Intervention, After School Tutoring (with lesson plans identifying domains), Scantron, and classroom performance data.	Academic Support Program	08/06/2018	05/31/2019	\$7000	Title I Part A	reading intervention teacher

Activity - Reading Intervention Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will receive Tier II interventions in assigned reading class.	Academic Support Program	08/06/2018	05/31/2019	\$60000	Other	Reading intervention teacher Admin

Activity - Classworks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have individual learning plans (ILP) based on Classworks screener assessment. Students have opportunities during reading class to advance their progress on their ILPs	Academic Support Program	08/06/2018	05/31/2019	\$7000	Title I Part A	ELA teachers Admin

Activity - ESL Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL students will receive additional support on EL standards and objectives through Tier II and III interventions. Students will be provided tutoring, interventions using Reading Eggs, and extended day services.	Academic Support Program	10/08/2018	05/24/2019	\$615	Title I Part A	admin

Activity - Instructional Materials and Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional supplies will be purchased to supplement instruction.	Academic Support Program	10/08/2018	05/24/2019	\$11764	Title I Part A	admin

Goal 4: Prepare students for college and career opportunities through student support services.

Measurable Objective 1:

2% of All Students will demonstrate a behavior adhering to rules and regulations of the school while being successful in academics and in in Practical Living by 05/31/2019 as measured by out of school suspensions on SIR Report for behavior and Scantron for academics. .

Strategy 1:

Preventative Actions - Students will be referred to one or more of our programs to prevent risks of failure and to be closely monitored to seek improvement.

Category: Develop/Implement Learning Supports

Research Cited: Preventative Measures

Activity - PST	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet as a Problem Solving Team to discuss students at risk of failing and refer those students to the appropriate intervention program. This will be assessed (and progress-monitored) using grade verification sheets, discipline infractions, ClassWorks program data, attendance information, and individual classwork.	Academic Support Program	09/03/2018	05/31/2019	\$0	No Funding Required	admin teachers

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Activity - Retract	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to reduce the amount of out of school suspensions, students above 5 minor offense form referrals will first attend retract. Parents will be contacted at MOF #5. Behavior intervention will be provided for student attending retract in the for of the ABE program. Severe write ups may be placed directly in ISS, or OSS, at administrative discretion.	Behavioral Support Program	08/06/2018	05/31/2019	\$30000	Other	retract para admin

Activity - Safe and Civil Schools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement positive strategies through the information received from Safe and Civil Schools. Use of signage in both common areas and classrooms will provide a consistent approach to expectations for each are. Guidelines for Success will also be incorporated in advisory lessons and student compliance with expectations will be supported through the PRIDE ticket program that is awarded to students by teachers each week. A quarterly drawing will occur during an assembly in which tickets will be randomly drawn for prizes. Foundations team training will occur 3 times during the school year. Positive behavior when a substitute teacher is in a classroom will be supported by having a "Moonpie Moment", which will occur twice per week (Monday and Friday).	Behavioral Support Program	08/06/2018	05/31/2019	\$40000	Other	Safe and Civil School PD team

Activity - ABE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will assigned specific modules in the behavioral program ABE.	Behavioral Support Program	08/06/2018	05/31/2019	\$2000	Title I Part A	admin

Activity - Extended Day Opprtunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as at risk of failing will have extended day tutoring opportunities, based on assessments from ClassWorks program, Scantron data, and classroom performance data..Enrichment opportunities and academic assistance are available through our 21st CCLC program as well.	Academic Support Program, Behavioral Support Program	09/03/2018	05/24/2019	\$6013	Title I Part A	admin

Strategy 2:

Transition Activities - Transition activities will occur for students transitioning from 5th to 6th grade and from 8th to 9th grade.

Category: Develop/Implement Learning Supports

Research Cited: transition

Activity - Summer Transition Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming 6th grade students and outgoing 8th grade students will receive additional support to help with transitioning to middle and high school. Orientation sessions will be held for both grade levels and information will be distributed to parents of each group.	Academic Support Program	05/06/2019	07/18/2019	\$5000	Other	admin counselors

Goal 5: Provide digital tools and resources to all educators and students.**Measurable Objective 1:**

2% of All Students will increase student growth in reading and in Mathematics by 05/31/2019 as measured by Scantron.

Strategy 1:

Purchase Needed Equipment - Teachers and students will have access to 21st century technology equipment to implement engaging lessons in all content areas.

Category: Align Fiscal Resources

Research Cited: technology

Activity - Purchase Technology Equipment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Purchase classroom technology equipment for classrooms.	Academic Support Program, Technology	10/22/2018	05/31/2019	\$56758	Title I Part A	admin
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Goal 6: Prepare and support teachers in order to graduate college and career ready students.

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in reading/language arts in English Language Arts by 05/31/2019 as measured by Scantron.

Strategy 1:

Professional Development - Teachers will have professional development opportunities and support based on individual and / or school wide needs.

Category: Develop/Implement Professional Learning and Support

Research Cited: Professional Development

Activity - Foundations for Behavior	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive on going support and turn around training from our traveling Safe and Civil Schools PD team through the following programs: Scantron, Erin's Law Jason Flatt, Anti-Bullying, Google Classroom, Viewsonic Training, Health Services, SPED, McKinney Vento, Curriculum Meetings, and Foundations Training and Periodic Updates	Behavioral Support Program	08/06/2018	05/31/2019	\$20000	Other	admin

Activity - Classworks PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have PD and ongoing support in using the Classworks program to fidelity.	Academic Support Program	11/05/2018	05/31/2019	\$14000	Title II Part A, Title I Part A	admin

Activity - Dyslexia Intervention PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified teachers will attend training on the implementation of dyslexia interventions.	Academic Support Program	10/08/2018	05/31/2019	\$5000	Title I Part A	admin

Activity - Formative Assessment and Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development on Scantron assessments. The data from assessments will be analysed in order to make decisions on any needed interventions.	Academic Support Program, Behavioral Support Program	10/15/2018	05/24/2019	\$10000	Title II Part A	admin

Activity - PowerSchools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on new student information system by train the trainers attending conference.	Professional Learning	07/08/2019	08/30/2019	\$5000	Title II Part A	team

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer Transition Program	Incoming 6th grade students and outgoing 8th grade students will receive additional support to help with transitioning to middle and high school. Orientation sessions will be held for both grade levels and information will be distributed to parents of each group.	Academic Support Program	05/06/2019	07/18/2019	\$5000	admin counselors
Foundations for Behavior	Teachers will receive on going support and turn around training from our traveling Safe and Civil Schools PD team through the following programs: Scantron, Erin's Law Jason Flatt, Anti-Bullying, Google Classroom, Viewsonic Training, Health Services, SPED, McKinney Vento, Curriculum Meetings, and Foundations Training and Periodic Updates	Behavioral Support Program	08/06/2018	05/31/2019	\$20000	admin
Retract	In order to reduce the amount of out of school suspensions, students above 5 minor offense form referrals will first attend retract. Parents will be contacted at MOF #5. Behavior intervention will be provided for student attending retract in the for of the ABE program. Severe write ups may be placed directly in ISS, or OSS, at administrative discretion.	Behavioral Support Program	08/06/2018	05/31/2019	\$30000	retract para admin
Reading Intervention Class	Identified students will receive Tier II interventions in assigned reading class.	Academic Support Program	08/06/2018	05/31/2019	\$60000	Reading intervention teacher Admin
Safe and Civil Schools	Teachers will implement positive strategies through the information received from Safe and Civil Schools. Use of signage in both common areas and classrooms will provide a consistent approach to expectations for each are. Guidelines for Success will also be incorporated in advisory lessons and student compliance with expectations will be supported through the PRIDE ticket program that is awarded to students by teachers each week. A quarterly drawing will occur during an assembly in which tickets will be randomly drawn for prizes. Foundations team training will occur 3 times during the school year. Positive behavior when a substitute teacher is in a classroom will be supported by having a "Moonpie Moment", which will occur twice per week (Monday and Friday).	Behavioral Support Program	08/06/2018	05/31/2019	\$40000	Safe and Civil School PD team
Total					\$155000	

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Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PowerSchools	Teachers will receive training on new student information system by train the trainers attending conference.	Professional Learning	07/08/2019	08/30/2019	\$5000	team
Classworks PD	Teachers will have PD and ongoing support in using the Classworks program to fidelity.	Academic Support Program	11/05/2018	05/31/2019	\$10000	admin
Formative Assessment and Data Meetings	Teachers will receive professional development on Scantron assessments. The data from assessments will be analysed in order to make decisions on any needed interventions.	Academic Support Program, Behavioral Support Program	10/15/2018	05/24/2019	\$10000	admin
Total					\$25000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Monitoring	Staff will assist parents in monitoring their child's progress through Parent Portal, website, meetings, and conferences.	Parent Involvement	08/10/2017	05/25/2018	\$0	Admin, teachers
conferences	Teachers are available for conferences either by phone or face to face and encourage parents to meet to discuss their child's progress.	Parent Involvement	08/10/2017	05/25/2018	\$0	teachers
PST	Teachers will meet as a Problem Solving Team to discuss students at risk of failing and refer those students to the appropriate intervention program. This will be assessed (and progress-monitored) using grade verification sheets, discipline infractions, ClassWorks program data, attendance information, and individual classwork.	Academic Support Program	09/03/2018	05/31/2019	\$0	admin teachers
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Day Opportunities	Students identified as at risk of failing will have extended day tutoring opportunities, based on assessments from ClassWorks program, Scantron data, and classroom performance data. Enrichment opportunities and academic assistance are available through our 21st CCLC program as well.	Academic Support Program, Behavioral Support Program	09/03/2018	05/24/2019	\$6013	admin

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Instructional Supplies and Textbooks	Instructional supplies and math textbooks will be replenished for teachers to conduct explicit direct instruction.	Academic Support Program	10/08/2018	05/24/2019	\$6249	admin
ABE	Identified students will assigned specific modules in the behavioral program ABE.	Behavioral Support Program	08/06/2018	05/31/2019	\$2000	admin
V-Math	V-math program will be implemented as a math club for students. V-Math delivers focused, standards-based instruction, while also providing foundation skills necessary for grade-level success	Academic Support Program	08/13/2018	05/31/2019	\$2000	admin
Schoolcast	School will communicate with parents via SCHOOLCAST system. Important information about school events will be sent via text, phone call, and / or email.	Parent Involvement	08/06/2018	05/24/2019	\$1500	admin
Classworks PD	Teachers will have PD and ongoing support in using the Classworks program to fidelity.	Academic Support Program	11/05/2018	05/31/2019	\$4000	admin
Purchase Technology Equipment	Purchase classroom technology equipment for classrooms.	Academic Support Program, Technology	10/22/2018	05/31/2019	\$56758	admin
ESL Support	EL students will receive additional support on standards and objectives through Tier II and III interventions. Students will be provided tutoring, interventions using Reading Eggs, and extended day services.	Academic Support Program	10/08/2018	05/24/2019	\$615	admin
Instructional Materials and Tools	Instructional supplies will be purchased to supplement instruction.	Academic Support Program	10/08/2018	05/24/2019	\$11764	admin
Library Resources	Additional library resources will be purchased to supplement reading instruction.	Academic Support Program	10/08/2018	05/24/2019	\$5000	admin librarian
newsletters	Teachers and administration will send home quarterly newsletters.	Parent Involvement	08/06/2018	05/24/2019	\$500	teachers admin
iSPIRE	Identified students will be assigned to a reading intervention class where they will receive targeted intervention strategies through the iSPIRE program. Students testing out will be monitored and recorded under Progress Notes, ClassWorks performance data, Reading Intervention, After School Tutoring (with lesson plans identifying domains), Scantron, and classroom performance data.	Academic Support Program	08/06/2018	05/31/2019	\$7000	reading intervention teacher
Dyslexia Intervention PD	Identified teachers will attend training on the implementation of dyslexia interventions.	Academic Support Program	10/08/2018	05/31/2019	\$5000	admin
Instructional Supplies and Textbooks	Instructional supplies and math textbooks will be replenished for teachers to conduct explicit direct instruction.	Academic Support Program	10/08/2018	05/24/2019	\$16251	admin

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Classworks	Students have individual learning plans (ILP) based on Classworks screener assessment. Students have opportunities during reading class to advance their progress on their ILPs	Academic Support Program	08/06/2018	05/31/2019	\$7000	ELA teachers Admin
					Total	\$131650

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Stakeholder survey results below.	2019 Title I Parent Survey 2019 Safe & Civil School Parent Survey

Evaluative Criteria and Rubrics

Overall Rating: 2.0

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

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

Areas of Notable Achievement

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

83% of the parents who completed the survey answered yes to the questions:

Do you feel welcomed in your child's school.

Do you understand your child's report card.

90% of the parents who completed the Safe & Civil Schools survey agreed to the questions:

Students generally feel safe at school.

The school staff has done a good job of making the school a safe place for students to be.

Staff members encourage students to do their best

Staff members treat students respectfully

100% of the parents who completed the Safe & Civil Schools survey agreed to the question:

The staff provides help when parents/families ask for or need it.

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

- * Parent feeling welcome in the school.
- * Staff provision of support for students.
- * Staff communication with parents/families.
- * Parents/families are informed about the rules and expectation for student behavior.

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

The Safe and Civil Parent survey reports consistent findings.

Areas in Need of Improvement

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

Participation in the school's Annual Title I meeting.
Bullying situation with the school day.

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

There is a significant trend in low participation from parents in school meetings, training, and events.
Student misbehavior in classrooms (such as disruptions) make it difficult for students to learn at the school.

What are the implications for these stakeholder perceptions?

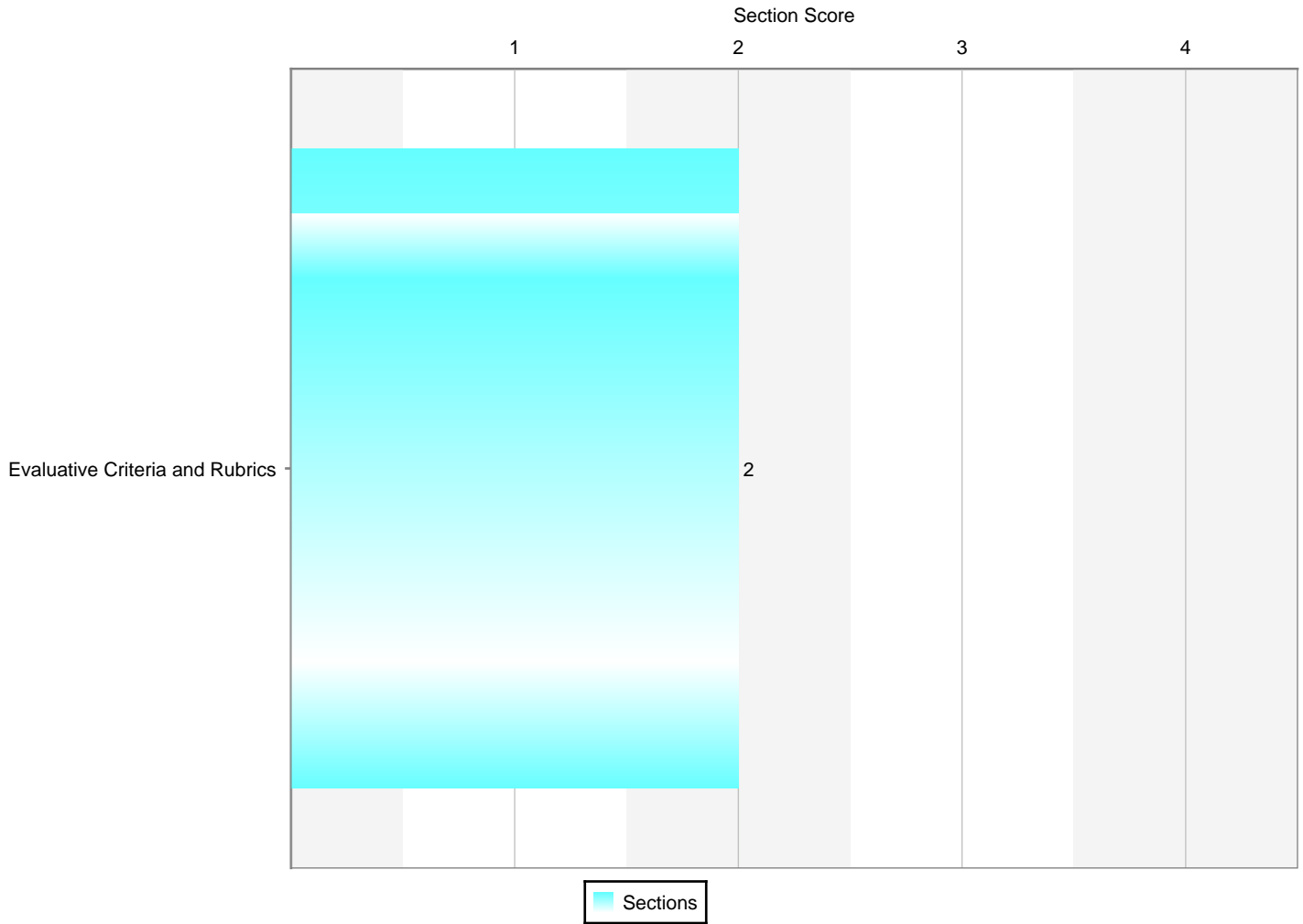
We need to continue our efforts in increasing parent participation.
School has made significant progress in most areas, when compared to previous years' surveys

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

Safe and Civil Schools survey reports

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?

The ACIP Committee meets at the beginning of the school year and quarterly during the school year. Data that includes all students is disaggregated to show academic performance of students as well as attendance and discipline. After an analysis of the data is complete, a needs assessment is developed.

What were the results of the comprehensive needs assessment?

Current data shows the need to target areas as follows:

Attain growth on Scantron tests from all students.

Improvement performance on assessments of EL students

Support and remove social barriers that impede attendance daily

Improve rigor and quality of instruction in all classes

Decrease discipline referrals

Growth in Performance/Gap Closure has occurred in the following areas:

* Disaggregated data reveals that the Scantron 7th grade African American demographic subgroup scored much higher than expected in reading (49% met gain target). Additionally the 7th grade Caucasian cohort scored higher in math than expected (50% met gain target).

* Areas showing a positive trend are: 1. African American 6th grade ACT Aspire to Scantron reading (05% to 40% growth), 2. 7th grade ACT Aspire to Scantron female math (08% to 48% growth), and African American ACT Aspire to Scantron reading (03% to 49% growth), and 3. 8th grade female ACT Aspire to Scantron math (03% to 37% growth).

* Scantron reading shows the most growth in performance, with 6th grade overall at 39%, 7th grade at 48%, and 8th grade at 37%, for a total aggregate of 41%.

* Caucasian reading subgroups 6-8 with an aggregate score of 46% and 6-8 female reading subgroups with an aggregate score 47% show a trend toward increasing performance.

* Subgroup gap closure is occurring between 6th grade Caucasian and African American reading subgroups (40%-40%), 7th grade male and female reading subgroups (48%-48%), 6th grade Caucasian and African American math subgroups (33%-39%), 6th grade male and female math subgroups (40%-38%), and 8th grade male and female subgroups (35%-37%).

Area of Need and/or Under-Performing are as follows:

* 6th grade reading male subgroup at 32% growth, and 8th grade math Caucasian subgroup at 22% growth

* A negative trend exists when comparing 2016-17 ACT Caucasian cohorts with 2017-18 Scantron (exceptions are an increase in 8th grade math (39%), and 6th grade female reading (54%).)

* Overall lowest performance exists in the 8th grade Caucasian math subgroup (22%), the 6th grade male reading subgroup (32%), and the 8th grade male reading and math subgroups (35% and 35%, respectively)

* Groups that show a decreasing trend in performance are 8th grade Caucasian subgroup in math (32%), 8th grade male subgroup in reading (35%), and 6th grade male subgroup in reading (32%)

* Achievement comparison between ACT Aspire and Scantron test data indicates that gap closure is not occurring between Caucasian to African American 8th grade reading (44%-35%), 7th grade math (50%-44%), 8th grade math (22%-38%), and 6th grade gender reading (32%-54%).

A comparison of SIR reports between 2017 and 2018 school years indicates:

- * An 8% decrease in discipline write ups, which includes fights, insubordination, willful disobedience, and bullying.

What conclusions were drawn from the results?

Current data shows the need to target areas as follows:

Attain growth on Scantron tests from all students.

Improvement performance on assessments of EL students

Support and remove social barriers that impede attendance daily

Improve rigor and quality of instruction in all classes

Decrease discipline referrals

Growth in Performance/Gap Closure has occurred in the following areas:

- * Disaggregated data reveals that the Scantron 7th grade African American demographic subgroup scored much higher than expected in reading (49% met gain target). Additionally the 7th grade Caucasian cohort scored higher in math than expected (50% met gain target).

- * Areas showing a positive trend are: 1. African American 6th grade ACT Aspire to Scantron reading (05% to 40% growth), 2. 7th grade ACT Aspire to Scantron female math (08% to 48% growth), and African American ACT Aspire to Scantron reading (03% to 49% growth), and 3. 8th grade female ACT Aspire to Scantron math (03% to 37% growth).

- * Scantron reading shows the most growth in performance, with 6th grade overall at 39%, 7th grade at 48%, and 8th grade at 37%, for a total aggregate of 41%.

- * Caucasian reading subgroups 6-8 with an aggregate score of 46% and 6-8 female reading subgroups with an aggregate score 47% show a trend toward increasing performance.

- * Subgroup gap closure is occurring between 6th grade Caucasian and African American reading subgroups (40%-40%), 7th grade male and female reading subgroups (48%-48%), 6th grade Caucasian and African American math subgroups (33%-39%), 6th grade male and female math subgroups (40%-38%), and 8th grade male and female subgroups (35%-37%).

Area of Need and/or Under-Performing are as follows:

- * 6th grade reading male subgroup at 32% growth, and 8th grade math Caucasian subgroup at 22% growth

- * A negative trend exists when comparing 2016-17 ACT Caucasian cohorts with 2017-18 Scantron (exceptions are an increase in 8th grade math (39%), and 6th grade female reading (54%).)

- * Overall lowest performance exists in the 8th grade Caucasian math subgroup (22%), the 6th grade male reading subgroup (32%), and the 8th grade male reading and math subgroups (35% and 35%, respectively)

- * Groups that show a decreasing trend in performance are 8th grade Caucasian subgroup in math (32%), 8th grade male subgroup in reading (35%), and 6th grade male subgroup in reading (32%)

- * Achievement comparison between ACT Aspire and Scantron test data indicates that gap closure is not occurring between Caucasian to African American 8th grade reading (44%-35%), 7th grade math (50%-44%), 8th grade math (22%-38%), and 6th grade gender reading (32%-54%).

A comparison of SIR reports between 2017 and 2018 school years indicates:

- * An 8% decrease in discipline write ups, which includes fights, insubordination, willful disobedience, and bullying.

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

Collaborate to clarify the school's vision, core values, and commitment to equity.

Collaborate on grade level to open dialogue about instructional practices, surface assumptions about student learning, and build commitment to equity.

Seek out collaborative opportunities and professional learning team membership outside of the district to facilitate professional growth.

Schedule department collaboration, schedule PD focused on needs of individual teachers and/or grade levels/departments

Provide more training opportunities to increase the use of technology in the content areas.

Increase opportunities to participate in STEM and science/math lab experiences to improve student learning.

Revisit problem-solving team approach to ensure that multiple types of RTI are utilized to improve retention

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

School-wide academic goals are set using the previous year's assessment data. Using this data allows for the CIP Team to measure growth each year to evaluate adequate progress to reaching the goal for an increase in students reaching benchmarks. One priority was to target students in the "close" range of meeting Scantron benchmark expectations in order to provide interventions specifically designed to strengthen areas of academic weakness. While the CIP team will look for overall percentages of students falling in the all categories to measure growth in student performance levels, they will also monitor the students falling into the "in need of support" category to provide intensive interventions. In doing so, the goal of increasing student performance in both growth and achievement categories will be reached.

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

Goals as listed will allow staff and administrative team to analyze data and determine progress with the following:

ELA and math goals include the following types of data:

Formative assessment data - Scantron Achievement Series, classroom performance data and Classworks

Survey data - Safe and Civil Schools Survey

Title I Parent Survey

Attendance Data

SIR Reports

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

ELA and math goals target all students, particularly non-proficient students for Tier II and III interventions as outlined in the Continuous Improvement Plan.

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

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

Goal 1:
Engage and empower the learner through high quality 6th - 8th grade aligned CCRS instruction and assessment for the areas of math and ELA,

Measurable Objective 1:
A 2% increase of All Students will demonstrate a proficiency benchmark from the fall assessment in Mathematics by 05/31/2019 as measured by Scantron.

Strategy1:
Intervention and Support - Identified students will receive additional support and intervention strategies in mathematics.
Category: Develop/Implement Learning Supports
Research Cited: intervention

Activity - V-Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
V-math program will be implemented as a math club for students. V-Math delivers focused, standards-based instruction, while also providing foundation skills necessary for grade-level success	Academic Support Program	08/13/2018	05/31/2019	\$2000 - Title I Part A	admin

Activity - Library Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional library resources will be purchased to supplement reading instruction.	Academic Support Program	10/08/2018	05/24/2019	\$5000 - Title I Part A	admin librarian

Activity - Instructional Supplies and Textbooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional supplies and math textbooks will be replenished for teachers to conduct explicit direct instruction.	Academic Support Program	10/08/2018	05/24/2019	\$6249 - Title I Part A \$16251 - Title I Part A	admin

Measurable Objective 2:
A 2% increase of All Students will demonstrate a proficiency benchmark score from the fall assessment in Reading by 05/31/2019 as

measured by Scantron.

Strategy1:

Reading Intervention - Identified students will be provided dyslexia intervention strategies and support in reading.

Category: Develop/Implement Learning Supports

Research Cited: intervention

Activity - Classworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students have individual learning plans (ILP) based on Classworks screener assessment. Students have opportunities during reading class to advance their progress on their ILPs	Academic Support Program	08/06/2018	05/31/2019	\$7000 - Title I Part A	ELA teachers Admin

Activity - ESL Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL students will receive additional support on standards and objectives through Tier II and III interventions. Students will be provided tutoring, interventions using Reading Eggs, and extended day services.	Academic Support Program	10/08/2018	05/24/2019	\$615 - Title I Part A	admin

Activity - Instructional Materials and Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional supplies will be purchased to supplement instruction.	Academic Support Program	10/08/2018	05/24/2019	\$11764 - Title I Part A	admin

Activity - Reading Intervention Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive Tier II interventions in assigned reading class.	Academic Support Program	08/06/2018	05/31/2019	\$60000 - Other	Reading intervention teacher Admin

Activity - iSPIRE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will be assigned to a reading intervention class where they will receive targeted intervention strategies through the iSPIRE program. Students testing out will be monitored and recorded under Progress Notes, ClassWorks performance data, Reading Intervention, After School Tutoring (with lesson plans identifying domains), Scantron, and classroom performance data.	Academic Support Program	08/06/2018	05/31/2019	\$7000 - Title I Part A	reading intervention teacher

Goal 2:

Prepare students for college and career opportunities through student support services.

Measurable Objective 1:

2% of All Students will demonstrate a behavior adhering to rules and regulations of the school while being successful in academics and in in Practical Living by 05/31/2019 as measured by out of school suspensions on SIR Report for behavior and Scantron for academics. .

Strategy1:

Preventative Actions - Students will be referred to one or more of our programs to prevent risks of failure and to be closely monitored to seek improvement.

Category: Develop/Implement Learning Supports

Research Cited: Preventative Measures

Activity - Safe and Civil Schools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement positive strategies through the information received from Safe and Civil Schools. Use of signage in both common areas and classrooms will provide a consistent approach to expectations for each are. Guidelines for Success will also be incorporated in advisory lessons and student compliance with expectations will be supported through the PRIDE ticket program that is awarded to students by teachers each week. A quarterly drawing will occur during an assembly in which tickets will be randomly drawn for prizes. Foundations team training will occur 3 times during the school year. Positive behavior when a substitute teacher is in a classroom will be supported by having a "Moonpie Moment", which will occur twice per week (Monday and Friday).	Behavioral Support Program	08/06/2018	05/31/2019	\$40000 - Other	Safe and Civil School PD team

Activity - PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet as a Problem Solving Team to discuss students at risk of failing and refer those students to the appropriate intervention program. This will be assessed (and progress-monitored) using grade verification sheets, discipline infractions, ClassWorks program data, attendance information, and individual classwork.	Academic Support Program	09/03/2018	05/31/2019	\$0 - No Funding Required	admin teachers

Activity - Extended Day Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as at risk of failing will have extended day tutoring opportunities, based on assessments from ClassWorks program, Scantron data, and classroom performance data..Enrichment opportunities and academic assistance are available through our 21st CCLC program as well.	Academic Support Program	10/22/2018	03/18/2019	\$150000 - Title IV Part B \$6013 - Title I Part A	admin

ACIP

Chickasaw Middle School

Activity - ABE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will assigned specific modules in the behavioral program ABE.	Behavioral Support Program	08/06/2018	05/31/2019	\$2000 - Title I Part A	admin

Activity - Retract	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to reduce the amount of out of school suspensions, students above 5 minor offense form referrals will first attend retract. Parents will be contacted at MOF #5. Behavior intervention will be provided for student attending retract in the for of the ABE program. Severe write ups may be placed directly in ISS, or OSS, at administrative discretion.	Behavioral Support Program	08/06/2018	05/31/2019	\$30000 - Other	retract para admin

Strategy2:

Transition Activities - Transition activities will occur for students transitioning from 5th to 6th grade and from 8th to 9th grade.

Category: Develop/Implement Learning Supports

Research Cited: transition

Activity - Summer Transition Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming 6th grade students and outgoing 8th grade students will receive additional support to help with transitioning to middle and high school. Orientation sessions will be held for both grade levels and information will be distributed to parents of each group.	Academic Support Program	05/06/2019	07/18/2019	\$5000 - Other	admin counselors

Goal 3:

Provide digital tools and resources to all educators and students.

Measurable Objective 1:

2% of All Students will increase student growth in reading and in Mathematics by 05/31/2019 as measured by Scantron.

Strategy1:

Purchase Needed Equipment - Teachers and students will have access to 21st century technology equipment to implement engaging lessons in all content areas.

Category: Align Fiscal Resources

Research Cited: technology

Activity - Purchase Technology Equipment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase classroom technology equipment for classrooms.	Academic Support Program Technology	10/22/2018	05/31/2019	\$56758 - Title I Part A	admin

Goal 4:

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

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency in reading/language arts in English Language Arts by 05/31/2019 as measured by Scantron.

Strategy1:

Professional Development - Teachers will have professional development opportunities and support based on individual and / or school wide needs.

Category: Develop/Implement Professional Learning and Support

Research Cited: Professional Development

Activity - Classworks PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have PD and ongoing support in using the Classworks program to fidelity.	Academic Support Program	11/05/2018	05/31/2019	\$10000 - Title II Part A \$4000 - Title I Part A	admin

Activity - Dyslexia Intervention PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified teachers will attend training on the implementation of dyslexia interventions.	Academic Support Program	10/08/2018	05/31/2019	\$5000 - Title I Part A	admin

Activity - Foundations for Behavior	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive on going support and turn around training from our traveling Safe and Civil Schools PD team through the following programs: Scantron, Erin's Law Jason Flatt, Anti-Bullying, Google Classroom, Viewsonic Training, Health Services, SPED, McKinney Vento, Curriculum Meetings, and Foundations Training and Periodic Updates	Behavioral Support Program	08/06/2018	05/31/2019	\$20000 - Other	admin

Activity - Formative Assessment and Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development on Scantron assessments. The data from assessments will be analysed in order to make decisions on any needed interventions.	Academic Support Program Behavioral Support Program	10/15/2018	05/24/2019	\$10000 - Title II Part A	admin

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

Goal 1:

Engage and empower the learner through high quality 6th - 8th grade aligned CCRS instruction and assessment for the areas of math and ELA,

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency benchmark score from the fall assessment in Reading by 05/31/2019 as measured by Scantron.

Strategy1:

Reading Intervention - Identified students will be provided dyslexia intervention strategies and support in reading.

Category: Develop/Implement Learning Supports

Research Cited: intervention

Activity - Classworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students have individual learning plans (ILP)based on Classworks screener assessment. Students have opportunities during reading class to advance their progress on their ILPs	Academic Support Program	08/06/2018	05/31/2019	\$7000 - Title I Part A	ELA teachers Admin

Activity - Reading Intervention Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive Tier II interventions in assigned reading class.	Academic Support Program	08/06/2018	05/31/2019	\$60000 - Other	Reading intervention teacher Admin

Activity - Instructional Materials and Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional supplies will be purchased to supplement instruction.	Academic Support Program	10/08/2018	05/24/2019	\$11764 - Title I Part A	admin

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Activity - iSPIRE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will be assigned to a reading intervention class where they will receive targeted intervention strategies through the iSPIRE program. Students testing out will be monitored and recorded under Progress Notes, ClassWorks performance data, Reading Intervention, After School Tutoring (with lesson plans identifying domains), Scantron, and classroom performance data.	Academic Support Program	08/06/2018	05/31/2019	\$7000 - Title I Part A	reading intervention teacher

Activity - ESL Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL students will receive additional support on standards and objectives through Tier II and III interventions. Students will be provided tutoring, interventions using Reading Eggs, and extended day services.	Academic Support Program	10/08/2018	05/24/2019	\$615 - Title I Part A	admin

Measurable Objective 2:

A 2% increase of All Students will demonstrate a proficiency benchmark from the fall assessment in Mathematics by 05/31/2019 as measured by Scantron.

Strategy1:

Intervention and Support - Identified students will receive additional support and intervention strategies in mathematics.

Category: Develop/Implement Learning Supports

Research Cited: intervention

Activity - Instructional Supplies and Textbooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional supplies and math textbooks will be replenished for teachers to conduct explicit direct instruction.	Academic Support Program	10/08/2018	05/24/2019	\$16251 - Title I Part A \$6249 - Title I Part A	admin

Activity - V-Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
V-math program will be implemented as a math club for students. V-Math delivers focused, standards-based instruction, while also providing foundation skills necessary for grade-level success	Academic Support Program	08/13/2018	05/31/2019	\$2000 - Title I Part A	admin

Activity - Library Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional library resources will be purchased to supplement reading instruction.	Academic Support Program	10/08/2018	05/24/2019	\$5000 - Title I Part A	admin librarian

Goal 2:

Prepare students for college and career opportunities through student support services.

Measurable Objective 1:

2% of All Students will demonstrate a behavior adhering to rules and regulations of the school while being successful in academics and in in Practical Living by 05/31/2019 as measured by out of school suspensions on SIR Report for behavior and Scantron for academics. .

Strategy1:

Preventative Actions - Students will be referred to one or more of our programs to prevent risks of failure and to be closely monitored to seek improvement.

Category: Develop/Implement Learning Supports

Research Cited: Preventative Measures

Activity - Safe and Civil Schools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement positive strategies through the information received from Safe and Civil Schools. Use of signage in both common areas and classrooms will provide a consistent approach to expectations for each are. Guidelines for Success will also be incorporated in advisory lessons and student compliance with expectations will be supported through the PRIDE ticket program that is awarded to students by teachers each week. A quarterly drawing will occur during an assembly in which tickets will be randomly drawn for prizes. Foundations team training will occur 3 times during the school year. Positive behavior when a substitute teacher is in a classroom will be supported by having a "Moonpie Moment", which will occur twice per week (Monday and Friday).	Behavioral Support Program	08/06/2018	05/31/2019	\$40000 - Other	Safe and Civil School PD team

Activity - Retract	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to reduce the amount of out of school suspensions, students above 5 minor offense form referrals will first attend retract. Parents will be contacted at MOF #5. Behavior intervention will be provided for student attending retract in the for of the ABE program. Severe write ups may be placed directly in ISS, or OSS, at administrative discretion.	Behavioral Support Program	08/06/2018	05/31/2019	\$30000 - Other	retract para admin

Activity - ABE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will assigned specific modules in the behavioral program ABE.	Behavioral Support Program	08/06/2018	05/31/2019	\$2000 - Title I Part A	admin

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Activity - PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet as a Problem Solving Team to discuss students at risk of failing and refer those students to the appropriate intervention program. This will be assessed (and progress-monitored) using grade verification sheets, discipline infractions, ClassWorks program data, attendance information, and individual classwork.	Academic Support Program	09/03/2018	05/31/2019	\$0 - No Funding Required	admin teachers

Activity - Extended Day Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as at risk of failing will have extended day tutoring opportunities, based on assessments from ClassWorks program, Scantron data, and classroom performance data..Enrichment opportunities and academic assistance are available through our 21st CCLC program as well.	Academic Support Program	10/22/2018	03/18/2019	\$150000 - Title IV Part B \$6013 - Title I Part A	admin

Strategy2:

Transition Activities - Transition activities will occur for students transitioning from 5th to 6th grade and from 8th to 9th grade.

Category: Develop/Implement Learning Supports

Research Cited: transition

Activity - Summer Transition Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming 6th grade students and outgoing 8th grade students will receive additional support to help with transitioning to middle and high school. Orientation sessions will be held for both grade levels and information will be distributed to parents of each group.	Academic Support Program	05/06/2019	07/18/2019	\$5000 - Other	admin counselors

Goal 3:

Provide digital tools and resources to all educators and students.

Measurable Objective 1:

2% of All Students will increase student growth in reading and in Mathematics by 05/31/2019 as measured by Scantron.

Strategy1:

Purchase Needed Equipment - Teachers and students will have access to 21st century technology equipment to implement engaging lessons in all content areas.

Category: Align Fiscal Resources

Research Cited: technology

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Activity - Purchase Technology Equipment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase classroom technology equipment for classrooms.	Technology Academic Support Program	10/22/2018	05/31/2019	\$56758 - Title I Part A	admin

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

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

Engage and empower the learner through high quality 6th - 8th grade aligned CCRS instruction and assessment for the areas of math and ELA,

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency benchmark score from the fall assessment in Reading by 05/31/2019 as measured by Scantron.

Strategy1:

Reading Intervention - Identified students will be provided dyslexia intervention strategies and support in reading.

Category: Develop/Implement Learning Supports

Research Cited: intervention

Activity - ESL Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL students will receive additional support on standards and objectives through Tier II and III interventions. Students will be provided tutoring, interventions using Reading Eggs, and extended day services.	Academic Support Program	10/08/2018	05/24/2019	\$615 - Title I Part A	admin

Activity - Classworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students have individual learning plans (ILP) based on Classworks screener assessment. Students have opportunities during reading class to advance their progress on their ILPs	Academic Support Program	08/06/2018	05/31/2019	\$7000 - Title I Part A	ELA teachers Admin

Activity - Instructional Materials and Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional supplies will be purchased to supplement instruction.	Academic Support Program	10/08/2018	05/24/2019	\$11764 - Title I Part A	admin

Activity - Reading Intervention Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will receive Tier II interventions in assigned reading class.	Academic Support Program	08/06/2018	05/31/2019	\$60000 - Other	Reading intervention teacher Admin

Activity - iSPIRE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will be assigned to a reading intervention class where they will receive targeted intervention strategies through the iSPIRE program. Students testing out will be monitored and recorded under Progress Notes, ClassWorks performance data, Reading Intervention, After School Tutoring (with lesson plans identifying domains), Scantron, and classroom performance data.	Academic Support Program	08/06/2018	05/31/2019	\$7000 - Title I Part A	reading intervention teacher

Measurable Objective 2:

A 2% increase of All Students will demonstrate a proficiency benchmark from the fall assessment in Mathematics by 05/31/2019 as measured by Scantron.

Strategy1:

Intervention and Support - Identified students will receive additional support and intervention strategies in mathematics.

Category: Develop/Implement Learning Supports

Research Cited: intervention

Activity - Instructional Supplies and Textbooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional supplies and math textbooks will be replenished for teachers to conduct explicit direct instruction.	Academic Support Program	10/08/2018	05/24/2019	\$6249 - Title I Part A \$16251 - Title I Part A	admin

Activity - V-Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
V-math program will be implemented as a math club for students. V-Math delivers focused, standards-based instruction, while also providing foundation skills necessary for grade-level success	Academic Support Program	08/13/2018	05/31/2019	\$2000 - Title I Part A	admin

Activity - Library Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional library resources will be purchased to supplement reading instruction.	Academic Support Program	10/08/2018	05/24/2019	\$5000 - Title I Part A	admin librarian

Goal 2:

Prepare students for college and career opportunities through student support services.

Measurable Objective 1:

2% of All Students will demonstrate a behavior adhering to rules and regulations of the school while being successful in academics and in in Practical Living by 05/31/2019 as measured by out of school suspensions on SIR Report for behavior and Scantron for academics. .

Strategy1:

Preventative Actions - Students will be referred to one or more of our programs to prevent risks of failure and to be closely monitored to seek improvement.

Category: Develop/Implement Learning Supports

Research Cited: Preventative Measures

Activity - ABE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will assigned specific modules in the behavioral program ABE.	Behavioral Support Program	08/06/2018	05/31/2019	\$2000 - Title I Part A	admin

Activity - Retract	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to reduce the amount of out of school suspensions, students above 5 minor offense form referrals will first attend retract. Parents will be contacted at MOF #5. Behavior intervention will be provided for student attending retract in the for of the ABE program. Severe write ups may be placed directly in ISS, or OSS, at administrative discretion.	Behavioral Support Program	08/06/2018	05/31/2019	\$30000 - Other	retract para admin

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Activity - Extended Day Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as at risk of failing will have extended day tutoring opportunities, based on assessments from ClassWorks program, Scantron data, and classroom performance data. Enrichment opportunities and academic assistance are available through our 21st CCLC program as well.	Academic Support Program	10/22/2018	03/18/2019	\$150000 - Title IV Part B \$6013 - Title I Part A	admin

Activity - PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet as a Problem Solving Team to discuss students at risk of failing and refer those students to the appropriate intervention program. This will be assessed (and progress-monitored) using grade verification sheets, discipline infractions, ClassWorks program data, attendance information, and individual classwork.	Academic Support Program	09/03/2018	05/31/2019	\$0 - No Funding Required	admin teachers

Activity - Safe and Civil Schools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement positive strategies through the information received from Safe and Civil Schools. Use of signage in both common areas and classrooms will provide a consistent approach to expectations for each area. Guidelines for Success will also be incorporated in advisory lessons and student compliance with expectations will be supported through the PRIDE ticket program that is awarded to students by teachers each week. A quarterly drawing will occur during an assembly in which tickets will be randomly drawn for prizes. Foundations team training will occur 3 times during the school year. Positive behavior when a substitute teacher is in a classroom will be supported by having a "Moonpie Moment", which will occur twice per week (Monday and Friday).	Behavioral Support Program	08/06/2018	05/31/2019	\$40000 - Other	Safe and Civil School PD team

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

Engage and empower the learner through high quality 6th - 8th grade aligned CCRS instruction and assessment for the areas of math and ELA,

Measurable Objective 1:

A 2% increase of All Students will demonstrate a proficiency benchmark score from the fall assessment in Reading by 05/31/2019 as measured by Scantron.

Strategy1:

SY 2018-2019

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Reading Intervention - Identified students will be provided dyslexia intervention strategies and support in reading.

Category: Develop/Implement Learning Supports

Research Cited: intervention

Activity - ESL Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL students will receive additional support on standards and objectives through Tier II and III interventions. Students will be provided tutoring, interventions using Reading Eggs, and extended day services.	Academic Support Program	10/08/2018	05/24/2019	\$615 - Title I Part A	admin

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.

Interpreters are used as needed to provide results to parents of English Learners.

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?	No	There are 2 vacancies at this time that require a long-term substitute, due to the lack of qualified personnel who meet certification requirements: High School Science, and Middle School Language Arts (6-8). An active search is currently occurring to proactively address new hires at the end (during the summer) of the 2019 school year.	

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

All teachers provide strategic CCRS standards based lessons. Teachers are assigned based on their areas of instructional strength and certification.

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?

50%

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

2% with Doctorates

10% Masters

100% BS

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).

Teacher mentoring program, teacher of the month recognition, and other recognition and "shout-outs". The Chickasaw City School System attends job fairs and has meetings with local universities as a recruitment strategy.

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.

Teachers conduct a self evaluation according to our teacher effectiveness program in accordance with the Alabama Teaching and Learning Standards. Scantron assessment data is used to make determinations on professional development needed for teacher growth. Informal observation data from administrators is also used to determine areas of growth for Professional Development.

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

Scantron PD

Dyslexia PD

Classworks PD

Dis proportionality PD

Attendance and Truancy PD

School Safety PD

Autism PD

Classroom Management PD

Safe and Civil Schools PD

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

All new teachers are given support through the Teacher Mentoring Program by a master teacher.

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

Professional development is sustained and ongoing by monitoring of central office staff as well as principal. ACIP committee reviews and formal / informal observations are other ways we make sure professional development is sustained and ongoing.

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:

To Improve positive two-way communication with all families.

Measurable Objective 1:

collaborate to create a system of communication for all parents by 05/31/2019 as measured by an increase in the number of positive teacher/parent contacts from a baseline of 8 per student to 16 per student..

Strategy1:

communication opportunities - Teachers and school administrators will provide parent activities/opportunities in an effort to positively communicate and build positive relationships with families.

Category: Other - Parent Engagement

Research Cited: Parent Engagement

Activity - Schoolcast	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will communicate with parents via SCHOOLCAST system. Important information about school events will be sent via text, phone call, and / or email.	Parent Involvement	08/06/2018	05/24/2019	\$1500 - Title I Part A	admin

Activity - conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are available for conferences either by phone or face to face and encourage parents to meet to discuss their child's progress.	Parent Involvement	08/10/2017	05/25/2018	\$0 - No Funding Required	teachers

Activity - newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will send home quarterly newsletters.	Parent Involvement	08/06/2018	05/24/2019	\$500 - Title I Part A	teachers admin

Goal 2:

To increase parents' knowledge and skills to support their child's education.

Measurable Objective 1:

collaborate to assist parents' understanding of the Alabama Course of Study Standards and skills in helping their child succeed by 05/25/2018 as measured by the number of opportunities provided to parents..

Strategy1:

monitoring progress - Staff will assist parents in monitoring their child's progress and their understanding of AL CCRS.

Category: Other - Parent Engagement

Research Cited: Parent Engagement

Activity - Parent Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will assist parents in monitoring their child's progress through Parent Portal, website, meetings, and conferences.	Parent Involvement	08/10/2017	05/25/2018	\$0 - No Funding Required	Admin, teachers

Goal 3:

Prepare students for college and career opportunities through student support services.

Measurable Objective 1:

2% of All Students will demonstrate a behavior adhering to rules and regulations of the school while being successful in academics and in in Practical Living by 05/31/2019 as measured by out of school suspensions on SIR Report for behavior and Scantron for academics. .

Strategy1:

Transition Activities - Transition activities will occur for students transitioning from 5th to 6th grade and from 8th to 9th grade.

Category: Develop/Implement Learning Supports

Research Cited: transition

Activity - Summer Transition Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming 6th grade students and outgoing 8th grade students will receive additional support to help with transitioning to middle and high school. Orientation sessions will be held for both grade levels and information will be distributed to parents of each group.	Academic Support Program	05/06/2019	07/18/2019	\$5000 - Other	admin counselors

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?

Statewide academic assessments are discussed with teachers at data meetings, ACIP meetings, faculty meetings, PST meetings, and budget meetings. There is an open dialogue in an effort to include all teachers in decisions regarding the use of assessment results.

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?

At risk students are identified using data from assessments and classroom performance, and through Rtl are placed in Tiered Interventions. Students who do not respond in a timely manner are placed in Tier II and or Tier III. Title I tutoring via the PST team, and specific interventions through intervention teacher are also available for students who are identified. Classworks uses students' assessment data to prescribe learning paths focused on the objectives students need to work on to become proficient. Students who exhibit characteristics of dyslexia are placed in intervention and complete work through iSPIRE. English learners are able to use Reading Eggs intervention program to become proficient in the domains assessed on the ACCESS 2.0

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?

At risk students are identified using data from assessments and classroom performance, and through Rtl are placed in Tiered Interventions. Students who do not respond in a timely manner are placed in Tier II and or Tier III. Title I tutoring via the PST team, and specific interventions through intervention teacher are also available for students who are identified. Classworks uses students' assessment data to prescribe learning paths focused on the objectives students need to work on to become proficient. Students who exhibit characteristics of dyslexia are placed in intervention and complete work through iSPIRE. English learners are able to use Reading Eggs intervention program to become proficient in the domains assessed on the ACCESS 2.0

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.

After school tutoring is provided support and reinforcement to students who are identified as the most academically needy students. Also, our High School's 21st Century Community Learning Center has middle school opportunities to receive support and reinforcement of academic skills.

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.

At risk students, regardless of the challenges associated with being migrant, EL, economically disadvantaged, SPED, neglected /delinquent or homeless, are identified using data from assessments and classroom performance, and through Rtl are placed in Tier I intervention. Students who do not respond in a timely manner are placed in Tier II and or Tier III. Title I tutoring, intervention services through ARI coach and through intervention teacher are also available for students identified. Classworks uses students' assessment data to prescribe learning paths focused on the objectives students need to work on to become proficient. Students who exhibit characteristics of

dyslexia are placed in intervention and complete work through iSPIRE. English learners are able to use Reading Eggs intervention program to become proficient in English as measured by ACCESS 2.0.

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.

Special Education - Student IEPs and support via inclusion teachers.

Economically Disadvantaged - We are a schoolwide Title I school. All students receive interventions, if needed

Single Parents - Offer credit recovery for single parents

Limited English Proficiency - After school tutoring, and provision of an ELL intervention teacher during the day. All tier I instruction follows WIDA standards.

**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.

The following funding sources will be used to improve instructional goals, meet standards, provide intervention services, and secure services for school operations. Coordination and integration of these services and funds involve Central Office Directors, Instructional Leaders, teachers, and parents, in order to meet guidelines for each area and provide resources to help increase student achievement. State: Transportation, Textbooks, Technology, Professional Development, AT Risk Grant,
Federal: Title 1, Title 2, IDEA, 21st CCLC, Title IV

Together all the programs help us reach our school wide goals. Problem solving teams meet monthly to address the strengths and weaknesses of students and provide strategies for teachers to implement to increase student achievement.

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)?

We coordinate and integrate all programs and services according to federal, state, and local policies, procedures, and guidelines. Some of these programs and services include: system wide Safe and Civil Schools Program, Career Tech, extended day program. The McKinney Vento Act helps support our students who qualify as being homeless. This program helps identify students that are homeless and at-risk through a questioning process upon registration. All faculty and staff participated in online training that addressed violence, harassment, bullying, etc

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

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

The school-wide program is evaluated regularly through the ELEOT tool, surveys, Observations, Instructional Walkthroughs, Professional Development Plans, data meetings, PST meetings, and by ACIP reflections. The problem of practice is based on areas of need. Surveys are completed by parents, students, and teachers to gather feedback. Data meetings allow teachers to collaborate on strategies that will help meet the goals included in the ACIP plan. Annually a comprehensive review is held where stakeholders including parents, district administrators, students, and community members are invited to participate as part of a review team. Through this evaluation process, any revisions to school wide programs are made.

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

The leadership team collects and analyzes data in order to assess school needs. This committee takes the results from the state assessment and creates goals based on the strengths and weaknesses found in the assessment data. These goals are then shared with the faculty for feedback. This information is used to plan and allocate money and other resources. The leadership team is responsible for collecting, analyzing and reporting assessment data, compilation, dissemination and implementation of the ACIP, allocating funds for activities and materials based on the results of the school wide needs assessment, disseminating information to staff regarding professional development opportunities.

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

The effectiveness of the school-wide program is determined by the increase in the achievement of students who are furthest from achieving standards as well as growth toward proficiency. Each students's data from state assessments- Scantron Performance Series, Classworks, and classroom test data is analyzed. We review the strategies and action steps to ensure that various forms of differentiated instruction were included to reach all students. PST meetings are also held to address individual needs. During these meetings discussions focus on patterns, strategies, and interventions to promote achievement.

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

Any revisions to the plan are made during ACIP reviews and program evaluation .

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.	13.3

Provide the number of classroom teachers.

13.3

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	592065.0

Total

592,065.00

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.	46904.0

Total

46,904.00

Assistant Principal

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

Provide the number of Assistant Principals.

.50

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	67141.0

Total

67,141.00

Counselor

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

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	64606.0

Total

64,606.00

Librarian

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

Provide the number of Librarians.

0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	51888.0

Total

51,888.00

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.	5040.0

Total

5,040.00

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.	1512.0

Total

1,512.00

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.	9006.0

Total

9,006.00

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.	1615.0

Total

1,615.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	132650.58

Provide a brief explanation and breakdown of expenses.

Instructional supplements - \$615

Instructional Supplies \$35,014.06

Instructional Software =\$7000

Textbooks - \$6249.67

Classroom equipment and computers - \$56,758.35

Parenting - \$2000

Professional Development \$12,000

Professional Development Subs\$2,000

Library Books - \$5,000

Extended Day - \$6,013.50

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	25000.0

Provide a brief explanation and a breakdown of expenses.

Funds are used to pay for registration fees, conference fees, and travel for professional development from the list below:

Accounting, SPED, PBIS, Discipline, Employee Handbook

Foundations

Homeless/ESL

ABE training

ACIP Plan Review/Bullying

Foundations

Dashboard Teacher Training

Restraint Training

Blackboard Training

Blackboard Training

Classworks Training

Classworks Conference and Yearly Training

21st Century Conference

International Reading Dyslexia Training

Blackboard Training

Gifted-SPED, Foundations-Discipline

Foundations-Site Visit overview

Motivate and Manage a Differentiated Classroom

ACAP Overview- Depth of Knowledge

Active Shooter Training

Foundations Training

Foundations

Foundations Training

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))

At the beginning of each school year, a Title I Parent Meeting is held. During this meeting, parents learn what it means to be a Title I school and the requirements of being a Title I school. The 1% set aside is discussed and parents rights to be involved as well as their rights to know the qualifications of their child's teacher are explained. In addition, a Title I fact sheet is distributed to students to take home to any parent who may not have attended the meeting.

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))

Chickasaw Middle School will work to maximize parental involvement and participation. The following will ensure maximum participation in school events:

2. School administration will send home school newsletters (paper, post monthly newsletters to school's website, post notifications when newsletters are sent home and posted to social media.
3. Teachers will conduct report conferences conferences with parents. Those parents who are unable to attend face to face conferences will have the opportunity to have phone call conferences.
4. Schools will survey parents of their needs and offer meetings/training to address those needs. Meetings/training will be recorded and sent to parents unable to attend. Training will be at offered at different times to ensure all parents will have the opportunity to attend.
5. Contact parents of important meetings and events through School Cast, telephone calls/texts, newsletters, Remind 101 and website.
6. TransACT and or interpreters will be used to communicate with non-English speaking parents.

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))

Chickasaw Middle School provides training for parents and guardians through our annual Title I training, special school events such as C4 (Chieftain College and Career Conference), and workshops coordinated through our 21st CCLC program. Parents are given a synopsis of required academic content standards, the Performance Series Assessment requirements, and academic achievement standards, throughout the year by meetings and through newsletters/notes. Parents are also encouraged to be active participants in their children's education throughout the year. Parents with limited English are given assistance when required.

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

The school-parent compact is revisited each year during the parent advisory committee meeting which consists of our parent representatives, the building leadership team members, and central office staff. Any needed revisions are made during this meeting. The parent compact is used as a reminder to all stakeholders of what the expectations are for the teacher, parent, and the student and that everyone has agreed to do everything they can to ensure that the student meets those expectations.

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

The school wide plan is available to be reviewed, at all times, with copies in the library, the front office, and on our web site. Parents are invited to review and evaluate the school wide plan quarterly, and provide comments (approval or disapproval) about the CIP, the progress being made, and the need for any changes that need to be made to the plan after its initial approval.

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)

Parents are encouraged to become more involved in their child's education through meetings, conferences, field trips, and events. Parents are also able to monitor their child's progress through access to INOW (INOW at home), sending home progress reports every 3 weeks, and parent-teacher conferences.

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)

Parents are encouraged to become more involved in their child's education through meetings, conferences, field trips, and events. Parents are also able to monitor their child's progress through access to INOW (INOW at home), send home progress reports every 3 weeks, and parent-teacher conferences. Social Media ,Facebook in particular,is used to inform and engage parents.

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

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

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

Parents are encouraged to become more involved in their child's education through meetings, conferences, field trips, and events. Parents are also able to monitor their child's progress through access to INOW (INOW at home), send home progress reports every 3 weeks, and parent-teacher conferences. Social Media ,Facebook in particular,is used to inform and engage parents.

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

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

Shall 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)

Parents are encouraged to become more involved in their child's education through meetings, conferences, field trips and events/ceremonies. Parents are also able to monitor their child's progress through access to INOW (INOW at home), progress reports being sent every 3 weeks. Title I Surveys are sent home and/or posted twice a year for parents to provide feedback. Safe and Civil Surveys are posted for parents to participate electronically to provide feedback annually. The principal has an open door policy for parents to communicate. Parents of English learners are given assistance through interpreters and/or document translations.

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 are provided with calendars for the school year. Parents also receive phone calls/texts through School Cast Messaging System, website information, text messages through REMIND and posts on Facebook as reminders about parent programs and meetings. The school administrators and central office staff work diligently to honor parent requests for involvement and hosting programs that interest the families.

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))

Parents with limited English are given assistance when requested. An interpreter is called in when necessary.
The school system website is ADA compliant.