ACIP

Moody Middle School

St. Clair County Board of Education

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Moody, AL 35004-2307

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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?

   Moody is one of the fastest growing cities in St. Clair County, Alabama. One of the city's strengths is its location. The city is located in the north-central part of the state approximately 20 miles east from Birmingham and approximately 120 miles west from Atlanta, Georgia. The city remains primarily rural with rapidly, emerging industrial growth. A large percentage of the city residents work in services or retail trade. Moody provides many recreational opportunities for its citizens, including the Miracle League program, which provides individuals with disabilities and exceptionalities with an opportunity to play baseball. Moody Youth Association offers students opportunities to participate in a variety of athletic activities, including, but not limited to, football, baseball, softball, basketball, soccer, and cheerleading. Students are also given the opportunity to participate in service organizations, such as Girl/Boy Scouts, City Ambassadors, and Key Club. Our city opened a new Civic Center and Library to serve members of the community, and also offers Moody Splash Pad, a recreational aquatic park.
 Moody Middle School employs approximately 50 teachers, administrators and support personnel. Over 90% of teachers and administrators have a Master's Degree or higher and 100% of the teachers are highly qualified. Two of the thirty-three certified teachers have received National Board Certification. Several teachers serve on county and state-level educational committees.
   Moody Middle School serves students from Moody and its surrounding communities, including Odenville, Leeds, Trussville, Margaret, and Argo. Presently, 600 students of varied ethnicity are served throughout the school. The largest ethnic group is Caucasian at 76%, with African-American being the second largest at 15%. Additionally, the Hispanic ethnic group makes up 5% and Asian, 1%. Enrollment has steadily increased yearly by approximately 11% over the past five years. The Hispanic population in our school is consistently growing; their parents often do not speak English, which presents a challenge with maintaining communication between school and home.
 One unique feature of Moody is the socio-economic diversity. Within Moody Middle School's student population, 47% of students qualify for free or reduced lunch. This socioeconomic diversity presents unique challenges within our school. Access to technology outside the classroom is limited in many of our homes. Many students come to us from single-parent families, and many students' parents work full-time jobs. This sometimes presents a challenge in ensuring that students complete homework assignments and receive academic assistance at home. One of the biggest challenges we face is low attendance rates; data from the past four school years indicates an average of 4.17% of students not in attendance over each 40-day period. We strive to emphasize the importance of attendance through various incentive programs. Parents and students are made aware that we value regular attendance through social media, weekly agendas, classroom rewards, and individual student recognition.
 Despite our unique challenges, Moody Middle School strives to meet the needs of our students and community, and "to educate and prepare each student to succeed in an ever-changing world."

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.

Moody Middle School has adopted St. Clair County School's motto, "Preparing Tomorrow's Leaders Today." Our vision is to provide opportunities and challenges that will prepare each student for college, career, and/or adulthood in the 21st Century. Our mission is to educate and prepare each student to succeed in an ever-changing world. We aim to fulfill these objectives by involving students in programs that promote college education and career readiness. These programs include, but are not limited to, Career Day, Farm Day, and Classroom Adopt-a-College. In the Classroom Adopt-a-College program, each teacher selects a college or university for his or her class to represent; these institutions range from in-state to Ivy League. Students research their respective college or university, and share information about the school with the student body during the daily announcements. We have implemented a Mentor/Mentee program to establish meaningful relationships between staff and students. The Mentor meetings provide opportunities for students to meet with a staff member and set behavioral and/or personal goals for the school year. Classroom teachers are also utilizing data notebooks for each student to track individual academic progress throughout the student's career at MMS.   We provide many opportunities for students to develop real-world life skills. Students are given the chance to serve as technology/office assistants, school ambassadors, and peer tutors. Several teachers assign classroom jobs that teach leadership skills and personal responsibility. Furthermore, we incorporate programs that teach money management and basic economic principles within the curriculum. These programs provide practical and engaging instruction that prepare students for a successful future.

 We believe that effective teachers and leaders are the key to student achievement, and that teaching to the standards, coupled with high quality professional learning will result in a clear direction and expected outcomes. Teachers regularly attend professional development that provides instruction and practice in implementing the College and Career Ready Standards (CCRS). We implement regular progress monitoring through formative and benchmark assessments that are aligned with state standards, and participate in weekly meetings that are focused on analyzing student achievement data. This data is used to provide differentiated instruction, which serves students' individual needs and is conducive to student growth. We align our human, programmatic, and fiscal resources, in an effort to support the implementation of the approved curriculum and increase student achievement. A teacher-elected budget committee, which consists of classroom teachers, administrators, and support staff, works cooperatively to propose a budget to be approved by the school faculty. The Academic Booster Club, a parent-comprised committee with a faculty liaison, coordinates multiple fundraising events that benefit students through funds that are allocated to instructional resources.

 Our teachers strive to accommodate a variety of learning styles and engage all learners at all times. We provide multiple programs that offer differentiated instruction, such as Gifted Education, Response to Intervention, Read 180/System 44, and Specialized Program Individualized Reading Excellence (SPIRE). We are a certified Alabama, Math, Science, and Technology Initiative (AMSTI) school, and utilize resources from this program regularly. We incorporate technology in our classrooms, so that students will gain 21st century skills and make a connection with the world around them. Our students use MacBook Air laptops on a daily basis; each classroom has access to a cart containing 32 laptops. We currently have a ratio of 1 MacBook Air to every 1.225 students. Teachers developed and follow a technology pacing guide to effectively utilize these resources in teaching the curriculum. We expect that the implementation of these programs will benefit students academically, behaviorally, and socially, and enable them to become lifelong learners.

 We engage parents, in hopes that knowledge of their child's academic and behavioral performance will reinforce strengths and help address weaknesses. Teachers maintain regular communication with parents through weekly agendas, progress monitoring, and parent-teacher conferences. Parents also have access to their child's grades at all times via iNow Parent Portal. We offer opportunities, such as Open House, Curriculum Night, and AMSTI Night, that enable parents to be actively involved in what their child is learning. We support community engagement through volunteer and partnership opportunities. We sponsor many service initiatives throughout the year, including the

Backpack Buddies program, a holiday toy drive, and multiple canned food drives; these programs directly benefit many of our students. We believe that when students are provided with a learning environment that is socially, emotionally, and physically supportive, the students' confidence, engagement and achievement will benefit. We believe that, ultimately, success will be realized when 100% of the school's students graduate with or before their respective cohort.

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.

Moody Middle School has demonstrated improvement in numerous facets throughout the last three years. We take great pride in the accomplishments of our teachers and students, and continually strive to provide quality instruction and valuable experiences that will both challenge and encourage our students to become lifelong learners.

Some of our achievements include, but are not limited to:
-Attorney General Steven T. Marshall presented Moody Middle School in St. Clair County with the 2016 Attorney General's Safe School Initiative Award of Excellence for Alabama State Board of Education District 6
-C5 Laptop project, adding 476 MacBook laptop computers and one cart of 32 CromeBooks
-Completed a wireless Internet infrastructure in our school
-Participation in the Safe Schools and Healthy Students Federal Grant
-Participation in the National Math and Science Initiative's Laying the Foundation program
-Two National Board Certified Teachers
-One St. Clair County Board of Education Elementary Teacher of the Year
-One teacher received an award for "Excellence in Teaching" from the University of Alabama
-Added a Fine Arts program that includes Art and Music curriculum
-Multiple teachers are members of professional organizations, including, but not limited to: Delta Kappa Gamma, National Council of Teachers of Mathematics, and National Council for the Social Studies
-Teachers have been awarded multiple grants to fund instruction
-Installed surround sound voice amplification systems in all classrooms
-The Scholar's Bowl team earned 1st place in the 2013 and 2014 league championships, 4th in the league for 2017
-6th grade Math Team earned 2nd place in the 2015 St. Clair County Math Tournament

For the past two years our parents feel that our highest area of strength: "The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff." 78% of our parents feel that our school is a safe and clean environment.

Moody Middle School continually dedicates time and effort to improving our students' educational experience. We aim to demonstrate to our students that we are consistently committed to bettering ourselves, our school, and our community.

The areas in which we seek to improve in the next three years include:
-Increased Reading and Math instruction and proficiency in all subgroups, with a focus on Special Education
-Improving technology tools and infrastructure, particularly the wireless network
-Putting a Mac server in place, so that certain Language and Math computer programs will work correctly on the Macbook Air laptop computers

Additional Information

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

In addition to promoting excellence in academics, Moody Middle School provides numerous opportunities for students to participate in activities that foster independence, leadership skills, and collaboration with peers. Teachers facilitate clubs that appeal to a variety of student interests, and students were surveyed in order to be placed in a club that suits their individual needs and personality. These clubs meet once per month, and include, but are not limited to: Creative Art, Fitness, Robotics, First Responders, Book Club, Science Club, Leadership, and Board Games. We have implemented the 4-H program for our 4th grade students again this school year. Students are also given the opportunity to participate in competitions outside the classroom that promote individuality and problem solving skills, such as History Fair and Peace Poster Project.

 Moody Middle School places great emphasis on character education. We have designed a program called "Winning Wednesdays," which provides an opportunity for students to receive an hour of character education each week. Students have also participated in games such as charades, multiplication relays, and student-led songs and demonstrations that integrate character education, leadership, academics, and positive peer relations. We have created the "Share a Smile" initiative, which encourages students to demonstrate kindness to fellow students and teachers throughout the school year.

 We welcome a variety of enrichment programs into our school. Students are given the opportunity to attend multiple assemblies, including performances by the University of Alabama at Birmingham theater company, and the Moody High School Blue Devils Band. The MHS Band director has created a 6th Grade Concert Band for students who are interested in joining band. These programs help students develop an appreciation for the arts, and expose them to a variety of professional opportunities.

 Our academic instruction is supplemented by educational field trips, including a visit to the Dolphin Island, Alabama, the Civil Rights Museum in Birmingham, Alabama, and American Village in Montevallo, Alabama. Students have also visited The Space & Rocket Center in Huntsville, Alabama, the Botanical Gardens in Birmingham, Alabama, and the Georgia Aquarium in Atlanta, Georgia. The 5th grade also hosts a Colonial Christmas program that correlates with the Social Studies curriculum.

 Despite the fact that our student to teacher ratio is extremely high, with approximately 30 students per academic classroom, we strive to effectively prepare our students to positively contribute to society in their collegiate and/or career-related endeavors.

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.

The school improvement team leader and administrators selected and personally requested stakeholders to give input for the improvement plan. Each stakeholder selected have the following qualifications: Passion for Moody Middle School; Vision for growth; and Expert knowledge in their field of specialty. Meetings were held during the summer, pre-scheduled professional development times, after school and during school.

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

The Moody Middle stakeholder group included parents, community leaders, teachers, media specialist/technology contact, counselor, and administrators.This groups analyzed data to develop the local school goals. Once the goals were established the group then developed objectives and strategies to implement said goals.

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

Final plan was communicated through email, school website and meetings. The stakeholders were updated and received information as the plan was developed.

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		3 Year Analysis of Proficiency 2017-2018 Summary of Preformance Series Results

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

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

Areas of Notable Achievement

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

Moody Middle School saw improvements in Reading proficiency on the 2018 Performance Series assessment. 47% of all students scored proficiency or higher.

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

Our 47% overall proficiency score is an increase of 5% from the 2017 ACT Aspire scores. We have steadily increased our Reading scores for the past 4 years.

Which area(s) indicate the overall highest performance?

51% of 4th grade students scored proficient or higher in both Math and Reading. 50% of 4th grade met their "Target Growth" in Reading. 50% of 6th Grade students scored proficient or higher in Reading. 51% of 5th grade students scored proficient or higher in Science.

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

Comparing three years of Scantron Performance Series data, our Hispanic subgroups have increased their scaled scores over time. Math has an increase of 31 points from an overall scaled score of 2501 in 2016 to a 2531 in 2018. They have also increased their Reading scaled scores by 42 points. The Hispanic population scored 2592 in 2016 and 2634 in 2018.

Between which subgroups is the achievement gap closing?

Their does not seem to be an achievement gap between subgroups at MMS. All subgroups scored at a Level 2 proficiency level in both Science, Math and Reading.

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

We have since stopped using the ACT Aspire. Scantron Performance series is our only data source.

Areas in Need of Improvement

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

Our 5th Grade Math and Reading proficiency scores are the lowest at a 34% proficient in Math and 39% proficient in Reading.

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

Analyzing MMS's proficiency rates for the past 4 years, MMS has became stagnate in proficiency growth in Math. We have scored in the 40's proficiency rated since 2015. MMS dropped this past year by 8 percentage points from 53% proficient or higher on the 2017 Aspire to 45% proficient or higher on 2018 Performance Series.

Which area(s) indicate the overall lowest performance?

34% of 5th Grade students scored proficient or higher in Math on the 2018 Performance Series assessment. 30% of 5th grade "Met Target Growth."

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

 When analyzing 3 years of Performance Series data, we see a stagnate growth in performance in our Black subgroups in Math. This subgroup score 2502 on both the 2016 and 2018 assessments.

Between which subgroups is the achievement gap becoming greater?

 Their does not seem to be an achievement gap between subgroups. All subgroups scored a Level 2 in both Math and Reading Proficiency.

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

   We have since stopped using the ACT Aspire. Scantron Performance series is our only data source.

Report Summary

Scores By Section

Section Score
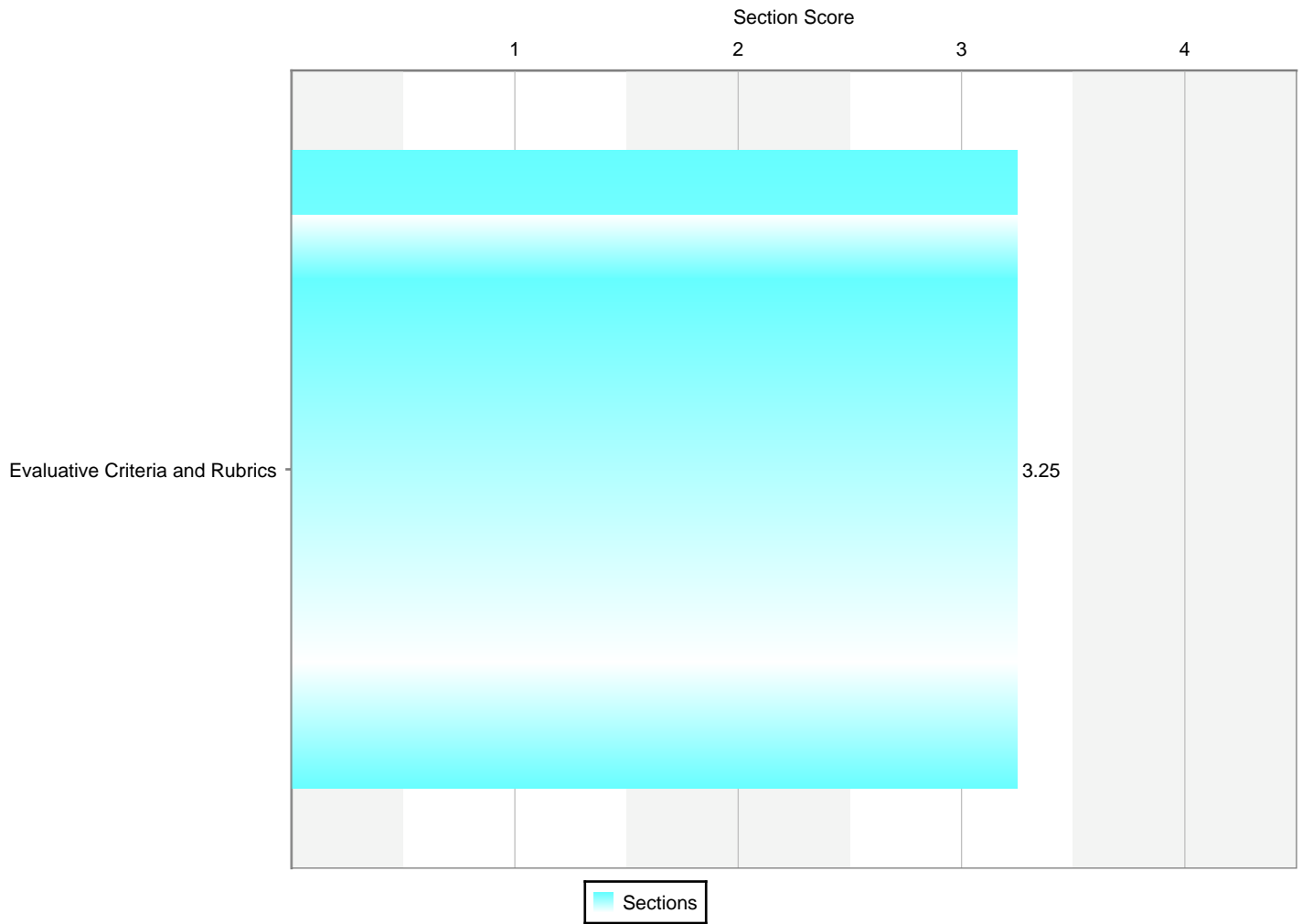
ACIP Assurances

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		ACIP Team

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		18 Assurance of Compliance

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		Fed Compliance 2018

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		Family Engagement Plan 2018

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.	No	MMS is not a Title I school.	

2018-2019 ACIP

Overview

Plan Name

2018-2019 ACIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All English Language Learners will increase English proficiency.	Objectives: 1 Strategies: 2 Activities: 2	Academic	$0
2	Implementation of a comprehensive mentor/mentee program aimed to increase student connectedness to adult advocates and feeling of belonging at Moody Middle School measured by 2019 parent surveys.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
3	MMS will increase our Math Proficent Level from a Level 2 to a Level 3 as measured by the April 2019 Performance Series.	Objectives: 1 Strategies: 3 Activities: 4	Academic	$55381
4	MMS will increase our Reading Proficent Level from a Level 2 to a Level 3 as measured by the April 2019 Performance Series.	Objectives: 1 Strategies: 4 Activities: 7	Academic	$0

Goal 1: All English Language Learners will increase English proficiency.

Measurable Objective 1:

80% of English Learners students will demonstrate a proficiency increase of .05% in Reading by 05/31/2019 as measured by 2019 ACCESS assessment.

Strategy 1:

EL support for whole group instruction - The English Language Learner teacher will offer support to the EL student during whole group instruction.

Category:

Research Cited: Exploring an English Language Learner's Literacy Learning Opportunities: A Collaborative Case Study Analysis

Urban Education September 1, 2007 42: 470-501

Activity - Direct and Tiered support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Limited English Proficient (LEP2) Students who are not making adequate progress will be pulled out by the ESOL Teacher for Sheltered Instruction. LEP Students can also be referred for Tier II or Tier III intervention.	Direct Instruction	08/01/2018	05/31/2019	$0	No Funding Required	ESOL teacher and instructional support teachers

Strategy 2:

Professional Development - EL teacher will provide professional development for using instructional scaffolds such as sentence frames to use with English Learners during instruction.

Category:

Research Cited: Walqui, Aída

Activity - Sentence Frame Professional Developlement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Learner teacher will provide professional development for using instructional scaffolds to use with English Learners	Professional Learning	08/01/2018	05/31/2019	$0	No Funding Required	EL Teacher

Goal 2: Implementation of a comprehensive mentor/mentee program aimed to increase student connectedness to adult advocates and feeling of belonging at Moody Middle School measured by 2019 parent surveys.

Measurable Objective 1:

demonstrate a behavior to decrease parent opinion of advocacy from 31% neutral and below to 21% netural and below. by 05/31/2019 as measured by the 2019 Parent Survey.

Strategy 1:

Mentor/Mentee Meetings - Students will be assigned a mentor and will attend monthly Mentor/Mentee meetings. The following objectives will be met during the

meetings. 1. Student and staff member will build a rapport. 2. Student and staff mentor will foster a feeling of positive community in our mentoring group and therefore

in our school. 3. Staff/Mentor will advocate for student learning and growth as a productive community member.

Category: Develop/Implement Learning Supports

Research Cited: Berger, Ron, Leah Rugen, and Libby Woodfin. Leaders of Their Own Learning: Transforming Schools through Student-engaged Assessment. San

Fransico: Jossey Bass, 2014. Print.

Activity - Monthly Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will meet monthly with a faculty or staff member. The following objectives will be met during the meetings. 1. Student and staff member will build a rapport. 2. Student and staff members will study monthly community and character themes as set by the Mentoring committee.	Academic Support Program	10/01/2018	05/31/2019	$0	No Funding Required	Faculty and staff assigned as mentors

Goal 3: MMS will increase our Math Proficent Level from a Level 2 to a Level 3 as measured by the April 2019 Performance Series.

Measurable Objective 1:

80% of All Students will increase student growth scaled scores in Mathematics by 05/30/2018 as measured by Spring 2018 Performance Series Assesment.

Strategy 1:

Imbedded AMSTI Training - Members of the JSU Inservice Center will complete Alabama Math and Science Technology Initiative training for all Math and Science

teachers through out the school year. These trainers will meet with teachers and model best teaching practices in classrooms.

Category: Develop/Implement Professional Learning and Support

Research Cited: Miron, Doriana, and Mary Maxwell. "Summary of Longitudinal Evaluation of the AMSTI Program: 2006-2010 Standardized Test Results of the AMSTI

Adopters versus Controls." AMSTI. Office of Community Affairs at the University of Alabama, 2010. Web. 6 Oct. 2016.

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

| AMSTI trainers will teach new Math and Science strategies to all Math and Science teachers. | Professional Learning | 08/01/2018 | 05/31/2019 | $0 | No Funding Required | All Math and Science teachers and JSU In-Service trainers |

Activity - Model Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JSU In-service trainers will model best practice teaching for Math teachers during Math class with students.	Direct Instruction	08/08/2018	05/31/2019	$0	No Funding Required	JSU In-service trainers and Math teachers

Strategy 2:

Additional Math teacher - Moody Middle School currently has 596 students enrolled. By hiring an additional Math teacher, we have lowered the amount of student to teacher ratio in all Math classes. We have also added an accelerated Math class being taught by our gifted teacher.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Lubienski, Lubienski, and Crane, "Achievement Differences and School Type: The Role of School Climate, Teacher Certification, and Instruction."

American Journal of Education 115 (2008): 97-138. Print.

Activity - Math Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MMS has hired an additional Math teacher.	Class Size Reduction	08/01/2018	05/31/2019	$55381	Title II Part A	Principal

Strategy 3:

Enrichment and Intervention - All students be involved in a daily 50 minute enrichment or intervention class to address weakness or enhance knowledge base in Math and Reading. Class enrollment will be determined by reviewing Performance Series data and or weekly classroom assessments.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Sally M. Reis, Rebecca D. Eckert, D. Betsy McCoach, Joan K. Jacobs, and Michael Coyne, Using Enrichment Reading Practices to Increase Reading Fluency, Comprehension, and Attitudes, The Journal of Educational Research Vol. 101 , Iss. 5,2008

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All homeroom teachers will participate in data meetings 3 times a month on Wednesday mornings from 7:30 to 8:15. During these meeting teachers will review student Performance Series data and weekly classroom assessments.	Policy and Process	08/01/2018	05/31/2019	$0	No Funding Required	All homeroom teachers, gifted specialist, math intervention teacher and librarian.

Goal 4: MMS will increase our Reading Proficent Level from a Level 2 to a Level 3 as measured by the April 2019 Performance Series.

Measurable Objective 1:

75% of All Students will increase student growth of the average scaled scores in Reading by 05/31/2019 as measured by 2019 Spring Performance Series Assessment.

Strategy 1:

Read 180 and System 44 - All 4th, 5th and 6th grade students participating in the Read 180 and System 44 program will follow the Read 180 Model for Blended Learning: whole group introduction with three daily rotations of the following: teacher facilitated small group, instruction technology, and independent reading. Students will spend at least 15 minutes or more in each rotation.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Papalewis, R.(2004). Struggling middle school readers: Successful, Accelerating intervention, Reading improvement, 41(1). 24-37

Activity - Small Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Read 180 and System 44 students will participate in a daily small group instruction guided by a highly qualified Read 180 reading teacher. During the small group session students will utilize rbooks for writing, reading and skill practice.	Academic Support Program	08/01/2018	05/31/2019	$0	No Funding Required	Read180 teacher

Activity - Independent Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Read 180 and System 44 students will have daily independent reading time using leveled readers.	Academic Support Program	08/01/2018	05/31/2019	$0	No Funding Required	Read 180 Teacher

Activity - Software Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Read 180 and System 44 students will have a minimum of 15 minutes of intense practice using Scholastic Read 180 online program.	Academic Support Program	08/01/2018	05/31/2019	$0	No Funding Required	Read 180 teacher

Strategy 2:

SPIRE - SPIRE will build reading success through an intensive, structured, and spiraling curriculum that incorporates phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension in a systematic 10-Step lesson plan.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Torlakovic, Edina Torlakovic, Ph.D., and Geoffrey Barnum. Effectiveness with ELL and Special Education Students. N.p.: EPS Literacy and Intervention, 2013. Print.

Activity - Explicit Teacher Led Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher led instruction with clearly written lesson plans developed by the SPIRE program. The 10 step lessons are systematic, sequentially structured to ensure mastery of concepts and allow for easy implementation. Instruction is data-driven to ensure measureable and permanent gains within the program.	Direct Instruction, Academic Support Program	08/01/2018	05/31/2019	$0	No Funding Required	SPIRE teacher

Strategy 3:

Enrichment and Intervention - All students be involved in a daily 50 minute enrichment or intervention class to address weakness or enhance knowledge base in

Reading. Class enrollment will be determined by reviewing Performance Series data and or weekly classroom assessments.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Sally M. Reis, Rebecca D. Eckert, D. Betsy McCoach, Joan K. Jacobs, and Michael Coyne, Using Enrichment Reading Practices to Increase Reading

Fluency, Comprehension, and Attitudes, The Journal of Educational Research Vol. 101 , Iss. 5,2008

Activity - Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All homeroom teachers will participate in data meetings 3 times a month on Wednesday mornings from 7:30 to 8:15. During these meeting teachers will review student Performance Series data and weekly classroom assessments.	Policy and Process	08/01/2018	05/31/2019	$0	No Funding Required	All homeroom teachers

Strategy 4:

Weird Reading - Teachers will continue to follow best practices from The Book Whisperer : Awakening the Inner Reader in Every Child.

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

Research Cited: D. Miller and J. Anderson, The book whisperer: awakening the inner reader in every child. New York, NY: Scholastic Inc., 2011.

Activity - Book Conversations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in weekly conversations with either peers, Reading teacher and or Librarian about what book they are currently reading during their assigned Library time.	Direct Instruction	09/01/2018	05/31/2019	$0	No Funding Required	Reading Teachers, Librarian

Activity - 40 Book Challange	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students and staff have been challenged to read 40 books this school year. Book list will be documented in the students data binder.	Academic Support Program	09/01/2018	05/01/2019	$0	No Funding Required	Reading teachers and Homeroom teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Model Teaching	JSU In-service trainers will model best practice teaching for Math teachers during Math class with students.	Direct Instruction	08/08/2018	05/31/2019	$0	JSU In-service trainers and Math teachers
Monthly Meetings	Students will meet monthly with a faculty or staff member. The following objectives will be met during the meetings. 1. Student and staff member will build a rapport. 2. Student and staff members will study monthly community and character themes as set by the Mentoring committee.	Academic Support Program	10/01/2018	05/31/2019	$0	Faculty and staff assigned as mentors
Book Conversations	Students will engage in weekly conversations with either peers, Reading teacher and or Librarian about what book they are currently reading during their assigned Library time.	Direct Instruction	09/01/2018	05/31/2019	$0	Reading Teachers, Librarian
Small Group	Read 180 and System 44 students will participate in a daily small group instruction guided by a highly qualified Read 180 reading teacher. During the small group session students will utilize rbooks for writing, reading and skill practice.	Academic Support Program	08/01/2018	05/31/2019	$0	Read180 teacher
Professional Development	AMSTI trainers will teach new Math and Science strategies to all Math and Science teachers.	Professional Learning	08/01/2018	05/31/2019	$0	All Math and Science teachers and JSU In-Service trainers
Independent Reading	Read 180 and System 44 students will have daily independent reading time using leveled readers.	Academic Support Program	08/01/2018	05/31/2019	$0	Read 180 Teacher
Software Program	Read 180 and System 44 students will have a minimum of 15 minutes of intense practice using Scholastic Read 180 online program.	Academic Support Program	08/01/2018	05/31/2019	$0	Read 180 teacher
Explicit Teacher Led Instruction	Teacher led instruction with clearly written lesson plans developed by the SPIRE program. The 10 step lessons are systematic, sequentially structured to ensure mastery of concepts and allow for easy implementation. Instruction is data-driven to ensure measureable and permanent gains within the program.	Direct Instruction, Academic Support Program	08/01/2018	05/31/2019	$0	SPIRE teacher

Sentence Frame Professional Developement	English Language Learner teacher will provide professional development for using instructional scaffolds to use with English Learners	Professional Learning	08/01/2018	05/31/2019	$0	EL Teacher
Data Meetings	All homeroom teachers will participate in data meetings 3 times a month on Wednesday mornings from 7:30 to 8:15. During these meeting teachers will review student Performance Series data and weekly classroom assessments.	Policy and Process	08/01/2018	05/31/2019	$0	All homeroom teachers
Direct and Tiered support	All Limited English Proficient (LEP2) Students who are not making adequate progress will be pulled out by the ESOL Teacher for Sheltered Instruction. LEP Students can also be referred for Tier II or Tier III intervention.	Direct Instruction	08/01/2018	05/31/2019	$0	ESOL teacher and instructional support teachers
40 Book Challange	All students and staff have been challenged to read 40 books this school year. Book list will be documented in the students data binder.	Academic Support Program	09/01/2018	05/01/2019	$0	Reading teachers and Homeroom teachers
Data Meetings	All homeroom teachers will participate in data meetings 3 times a month on Wednesday mornings from 7:30 to 8:15. During these meeting teachers will review student Performance Series data and weekly classroom assessments.	Policy and Process	08/01/2018	05/31/2019	$0	All homeroom teachers, gifted specialist, math intervention teacher and librarian.
				Total	$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Teacher	MMS has hired an additional Math teacher.	Class Size Reduction	08/01/2018	05/31/2019	$55381	Principal
				Total	$55381	

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		Parent Survey

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

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

Areas of Notable Achievement

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

49% of parents surveyed choose Strongly Agreed indicating the overall highest level of satisfaction to Question 1: "Our schools purpose statement is clearly focused on student success."

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

We are making strides in our parent perception of school safety.We have increased parent satisfaction from the 2014 Parent Survey of 57% agreed that Our school provides a safe learning environment to 85% strongly and agree.

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

Moody Middle School has had won a Safety Award of Excellence from the Alabama Attorney General and opportunity to present at the 2018 State Superintends Annual Conference about our best practices in School Safety

Areas in Need of Improvement

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

26% of parents surveyed were Neutral when answering Question 20 "My child has at least one adult advocate in the school."

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

Question 20: "My child has at least one advocate in the school" scored higher on the 2014 Parent Survey with a score of 51% agree and 15% Neutral.

What are the implications for these stakeholder perceptions?

This implies that parents feel that their child does not have at least one adult advocate in Moody Middle School.

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

At this time we do not have other stakeholder feedback sources about advocacy.

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics — 3

Sections
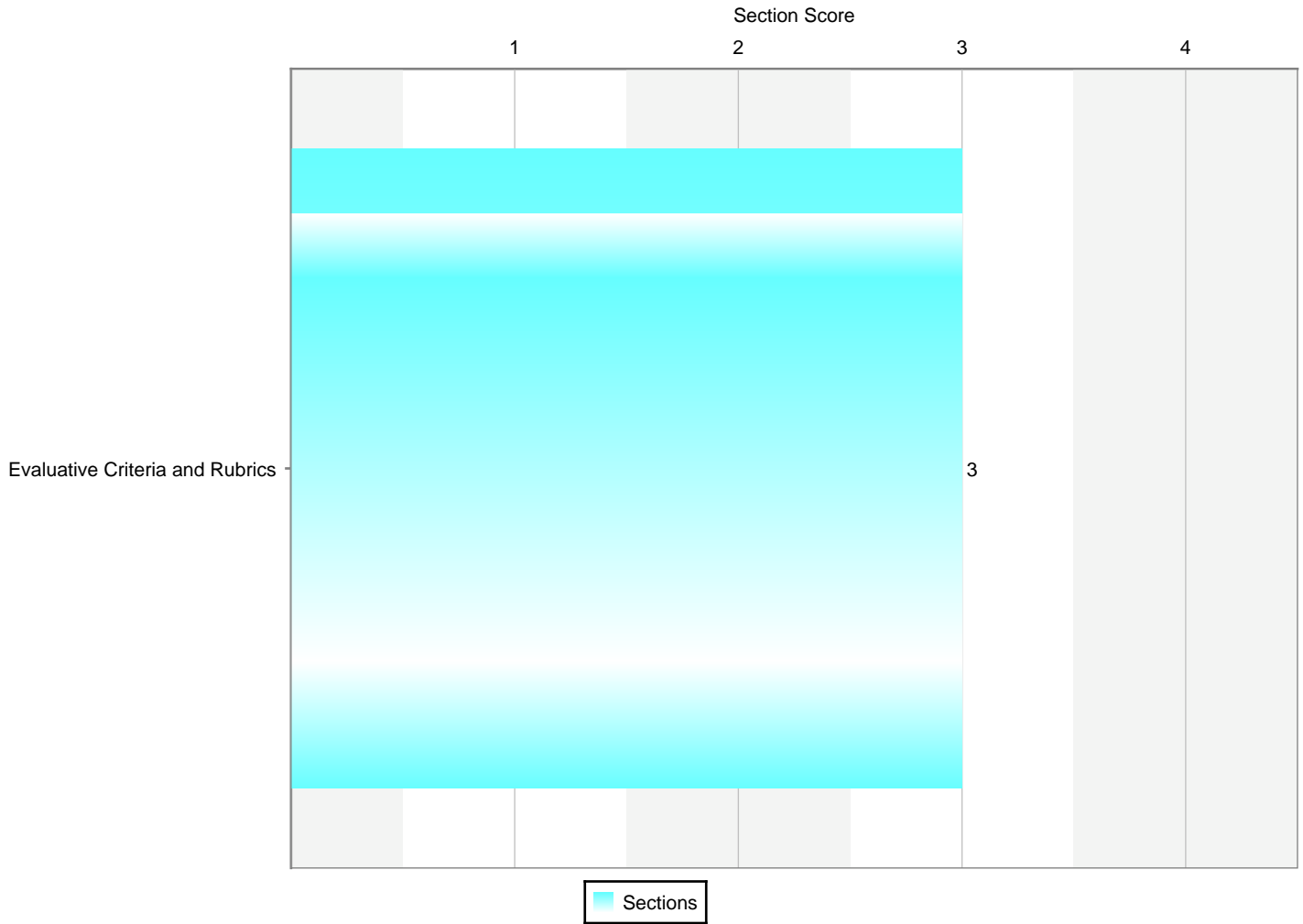
Coordination of Resources - Comprehensive Budget

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.	28.59

Provide the number of classroom teachers.

28.59

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1653000.0

Total   1,653,000.00

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.	0.0

Total   0.00

Assistant Principal

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

Provide the number of Assistant Principals.

1

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

Total   0.00

Counselor

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

Provide the number of Counselors.

1

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

Total   0.00

Librarian

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

Provide the number of Librarians.

1

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

Total   0.00

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 Adminstrators.

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.	9927.0

Total   9,927.00

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.	2978.0

Total   2,978.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.5

Provide the number of EL Teachers.

.5

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.	17738.0

Total   17,738.00

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.	3181.0

Total   3,181.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

MMS is not a Title I School

Title II

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

Provide a brief explanation and a breakdown of expenses.

NA

Title III

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

Provide a brief explanation and a breakdown of expenses.

NA

Title IV

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

Provide a brief explanation and a breakdown of expenses.

NA

Title V

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

Provide a brief explanation and a breakdown of expenses.

NA

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

NA

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

Other

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

Provide a brief explanation and a breakdown of expenses.

NA

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

NA