



## **ACIP**

# Fort Payne Middle School

## Fort Payne City Board of Education

Mr. Shane Byrd, Principal  
4910 Martin Ave NE  
Fort Payne, AL 35967-4019

# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information .....	6

## **Improvement Plan Stakeholder Involvement**

Introduction.....	8
Improvement Planning Process.....	9

## **Student Performance Diagnostic**

Introduction.....	11
Student Performance Data.....	12
Evaluative Criteria and Rubrics.....	13
Areas of Notable Achievement.....	14
Areas in Need of Improvement.....	18
Report Summary.....	22

## **ACIP Assurances**

Introduction ..... 24

ACIP Assurances ..... 25

**Plan for ACIP 2018-2019**

Overview ..... 28

Goals Summary ..... 29

- Goal 1: Facilitate study of the CCRS and its relationship to student performance on our year end standardized test. 30
- Goal 2: English Language students will become proficient in English..... 30
- Goal 3: Digital citizenship education is for the purpose of developing "proficient" digital citizens..... 31
- Goal 4: Fifth, Sixth, Seventh, and Eighth grades will achieve an overall proficiency rating of 55% on this year's standardized assessment in reading. .... 31
- Goal 5: Provide counseling at the school level from the Child Advocacy Center and/or School Counselors ..... 31
- Goal 6: Fifth, Sixth, Seventh, and Eighth grades will achieve an overall proficiency rating of 55% on this year's standardized assessment in math. .... 32
- Goal 7: Transition from 8th Grade to High School ..... 32
- Goal 8: Design a formalized systematic evaluation process to ensure that all staff receive the support needed to ensure student success. .... 33
- Goal 9: Walkthrough Implementation and Follow up ..... 33

Activity Summary by Funding Source ..... 35

**Stakeholder Feedback Diagnostic**

Introduction ..... 38

Stakeholder Feedback Data ..... 39

Evaluative Criteria and Rubrics ..... 40

Areas of Notable Achievement..... 41

Areas in Need of Improvement..... 44

Report Summary ..... 46

**Title I Schoolwide Diagnostic**

Introduction..... 48

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))..... 49

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))..... 51

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))..... 56

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))..... 57

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))..... 58

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))..... 59

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))..... 60

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))..... 61

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))..... 63

Component 10: Evaluation (Sec.1114(b)(3))..... 64

**Coordination of Resources - Comprehensive Budget**

Introduction..... 66

FTE Teacher Units..... 67

Administrator Units..... 68

Assistant Principal..... 69

Counselor..... 70

Librarian..... 71

Career and Technical Education Administrator..... 72

Career and Technical Education Counselor..... 73

Technology ..... 74

Professional Development ..... 75

EL Teachers ..... 76

Instructional Supplies ..... 77

Library Enhancement ..... 78

Title I ..... 79

Title II ..... 80

Title III ..... 81

Title IV ..... 82

Title V ..... 83

Career and Technical Education-Perkins IV ..... 84

Career and Technical Education-Perkins IV ..... 85

Other ..... 86

Local Funds ..... 87

**Parent and Family Engagement**

Introduction ..... 89

Parent and Family Engagement ..... 90

# **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?**

Fort Payne has long been called the Sock Capital of the World. This has changed over the last few years as much of the textile industry has moved out of the country. We still have a small number of independent mills, but the vast majority of our textile industry has been relocated. Fortunately, we already had in place other large businesses/ factories such as Heil, Gametime, Vulcraft, and Seimens. Community leaders have also been successful in recruiting businesses like Children's Place and Fergusson Distribution Center. All of these businesses employ a relatively large number of people. Our major industry is tourism as we are the gateway to Lookout Mountain. Lookout Mountain is home to Desoto State Park and the Little River Canyon National Preserve. The Little River Field School operated by Jacksonville State University, is found within the National Preserve boundaries and is now in our city limits.

The population of Fort Payne is 12,938. The racial breakdown is as follows: 83.22% white, 4.53% black, .80% Native American, .55% Asian, .16 Pacific Islander, 8.41% other races, 2.33% two or more races, and 12.17% Hispanic. The median income in our community is \$33,560. The percentage of families and the population below the poverty line is 8.3% and 12.3% respectively. All of the above data was extracted from the 2010 United States Census. On the northern most end of Fort Payne is where Fort Payne Middle School is located. We are one of four schools in the Fort Payne City School System. Our overall student population is over 3200. FPMS houses grades five through eight. Our enrollment of 1043 students breaks down the following ways: 244 fifth graders, 283 sixth graders, 272 seventh graders, and 244 eighth graders. Of our 1043 students, roughly 65% are on free or reduced lunch status. Our student demographics breaks down the following ways: 40% Hispanic, 3.25% black, 52% white, .76% Asian, and 1.8% None and 1.53% American Indian/Alaskan Native. Our staff consists of 20 support personnel, and 65 certified faculty members. Our staff's Ethnic breakdown is as follows: 96% white, 1.17% black, and 2.35% Hispanic.

## 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.**

Fort Payne Middle School initially began defining its beliefs and mission by issuing a School Beliefs Inventory to teachers, parents, and students. Based on these opinion inventories, a committee established a mission statement for our school. Our current vision/mission was formed in collaboration with its stakeholders through a school initiative team (MMGW - Making Middle Grades Work) consisting of school personnel and parents during the 2007-08 school year. Members of the team were asked to research and offer proposals for review. Each team member contributed ideas and after discussion, agreed upon three visions to submit to our faculty for consideration. We voted and adopted our current mission statement in 2008. Our current mission statement is "Striving for excellence today to prepare students to succeed in a challenging world tomorrow." The vision of Fort Payne Middle School is posted throughout our school, printed in monthly newsletters, printed in the student handbook, and on our school's website. Fort Payne Middle School identifies goals to advance this vision and implements a variety of strategies to achieve these goals. Every year we analyze test data from the previous year so that we can set a course for improvement. Teacher buy in is key to improving from one year to the next. Our teachers identify areas in need of improvement and they advance their resources toward improvement. We depend on parents to help us with this initiative. Parental Involvement Night is held in both the spring and the fall as a means of encouraging parents to visit their child's classroom. We also provide workshops to educate parents about software that we use to communicate with them. Communicating in person with parents helps to facilitate the goals of our mission by creating a partnership that is beneficial for all. We also have Parental Conferencing Day in October for parents to conference with their child's teacher. Parent's make appointments with teachers and meet with them during that day.

## 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.**

In order to advance our vision, we must have a clear plan to guide our staff. Fort Payne Middle School develops a Continuous Improvement Plan (CIP) that is reviewed and updated yearly. The CIP includes (but is not limited to) a summary of data, needs assessment, school culture/RTI considerations, strategies with action steps to meet student goals/standards, coordination of resources/comprehensive budget, strategies to address school safety/classroom management/RTI framework/special populations of students (i.e. EL, migrant, etc.), and parental involvement information. This plan is reviewed and revised yearly, and it is then made public at our annual parental involvement meeting and on our system/school websites. Fort Payne Middle School is committed to the process of continuous improvement in providing high quality educational services to all students. The Continuous Improvement Plan outlines how Fort Payne Middle School strives for excellence to prepare students to succeed in a challenging world tomorrow. Faculty members and stakeholders carefully monitor and assess the implementation of the action steps within the School Improvement Plan to ensure students' needs are being met. Grade level and subject level goals are also set each year. Administrators and subject/grade department members analyze student test scores. Results are used to evaluate student performance, set goals, develop intervention strategies, and plan instruction. Scantron Global Scholar data is analyzed by grade-to-grade match (comparing this year's fifth graders to last year's fifth graders). This comparison allows us to discover trends in our data and is used to evaluate the effectiveness of programs and to make improvements in the teaching-learning process. In addition, the school compares its data to that of the state average as another tool in evaluating student performance and system effectiveness. Teachers maintain Chalkable grade books to assist them in monitoring student performance. Teachers, administrators, parents, and students all have access to the Chalkable portal and may view grades, discipline, and attendance at any time. Teachers upload grades to Chalkable at least once each week. Parents may also view daily classroom assignments through Google Classroom and Remind. Conferences (teacher/student/parents) may be held throughout the year as needed. Official grade reports are sent home to parents at midterm and at the end of each nine weeks grading period. FPMS has a scheduled parental involvement/conference day at the end of the first grading period. In order to ensure that our school is providing a challenging curriculum, the faculty and administration have committed themselves to several research-based programs that have been shown to be successful, as well as professional development that aids in directing teachers toward tools needed to fulfill our vision. Teacher lesson plans are constructed with the consideration of the school as a whole to achieve the school's mission. Alabama Course of Study documentation is also being used in preparing lesson plans to ensure appropriate concepts are being taught. Pacing guides are used to direct instruction. Assessments such as Global Scholar are used to check for mastery and weaknesses. Struggling students are referred to Response to Intervention (RTI) for extra help. Departmental and grade level meetings are held regularly to discuss data, instruction, and strategies in order to move students forward. RTI meetings are held quarterly to discuss students and their specific issues. Our school embraces the Response to Intervention (RTI) Framework model as a system of service delivery that uses evidence-based interventions, monitoring, and evaluation for on-going tracking of individual students in making informed decisions about the student's educational and behavioral programming needs.

## Additional Information

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

FPMS has a great staff of professional educators who take their job of educating children very seriously. Our staff excels in many areas. First, we address students' academic needs in a very thoughtful way. Second, we use technology to enhance our curriculum and engage our students. Finally, we have a successful plan in place for planning together and sharing the planning load.

We address students' academic needs in several different ways. We performance group for reading and math in fifth and sixth grades so that we are able to reach students' academic needs most efficiently. We also provide extra help during elective time. Some students also qualify for gifted services in fifth grade. These students do a variety of activities that challenge them to go over and above. Junior high students are able to take Advanced Math and/or Advanced English if they qualify and do the work. Students who are not proficient in math take Intervention Math during Extra Time and Assistance, and those who are not proficient in reading attend Title I Reading classes to practice reading skills during morning elective time. All grades take the Global Scholar Assessment three times per year. We use Compass Learning to practice skills in reading and math and prepare for standardized testing.

Teachers at FPMS are fortunate to have Promethean boards in their classrooms. They have been using the boards for the last twelve years and in that time they have grown attached to this technology. They continue to refine the ways in which they use the boards. In addition to Promethean Technology, all of our students and teachers are issued iPads or Chromebooks each year. This has proven to be a most useful tool in the classroom. Our teachers are always willing to adapt to the needs of our students.

Our teachers work together and plan together during their planning time. Our goal for this is to make instruction as uniform across the board as possible no matter who is teaching the subject. Our teachers have done a great job of making this happen. They share the load of planning and preparation, and in so doing, they have learned from each other and have challenged each other.

Teachers at FPMS continue to work towards our mission statement in preparing students for the future. Teachers are genuinely interested in the best interests of their students.

# **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.**

Fort Payne Middle School engaged a variety of stakeholders to take part in creating our improvement plan. Regular classroom teachers, special area classroom teachers, parents, and community stakeholders were involved in the process. Members were encouraged to provide feedback and share ideas about the plan. The plan was shared with the above committee for feedback as well as our entire faculty and staff. A meeting was held last spring to evaluate last year's plan and one was held this fall to evaluate the new plan. Team members were informed directly of their roles and meetings were flexible according to the team members schedules.

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

The groups represented by the stakeholders include the federal programs coordinator, local school administration, local school teachers, school curriculum coaches, and parents. Listed below are major contributors and their roles.

1. Paula Muskett - Federal Programs Coordinator
2. Shane Byrd - Principal
3. Amanda Davis - Curriculum Coach
4. Alison Beck - Title I Teacher
5. Angela Grizzard - EL Teacher
6. Tonya Shanklin - Special Needs Teacher
7. Dena Wilbanks - Counselor
8. Patty Bobo - 5th Grade Teacher
9. Cheryl Massey - 8th Grade Teacher
10. Ben Everett - Community Representative
11. Stanna Guice - Parent Representative
12. Marsha Farmer - PTO President

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

The final plan was communicated to the stakeholders by website and email. Ongoing changes to the plan will be disseminated to our faculty, staff, and community by posts on our website and emails to stakeholders.

# 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	I have attached the Scantron testing data summary for 2017-2018.	Testing Summary 2017-2018

## 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 well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	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?**

Eighth grade math was above the expected level.

Reading

	FALL SS	GLE	SPRING SS	GLE	GAINS
Grade 5	2433	3.7	2685	5.2	+252
Grade 6	2732	5.5	2833	6.4	+101
Grade 7	2837	6.4	2891	6.9	+54
Grade 8	2909	7.2	2958	7.8	+49

Math

	FALL SS	GLE	SPRING SS	GLE	GAINS
Grade 5	2343	3.8	2522	5.3	+179
Grade 6	2572	5.8	2638	6.6	+66
Grade 7	2620	6.3	2689	7.4	+69
Grade 8	2689	7.4	2756	9.1	+67

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

Eighth grade math shows the most positive trend upward. It is small, however.

Testing Comparison for 2014-2018

Reading 2014 2015 2016 2017 2018 Math 2014 2015 2016 2017 2018

5	19.52%	25%	38%	39%	31%	5	36.67%	39.53%	41%	42%	36%
6	34.21%	45.79%	45%	49%	45%	6	31.72%	58.61%	57%	58%	49%
7	32.77%	34.84%	38%	42%	39%	7	27.23%	41.94%	47%	41%	33%
8	44.03%	38.30%	42%	53%	52%	8	23.36%	25.94%	29%	34%	38%

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

Eighth grade reading and sixth grade math.

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

## Fifth Grade Demographic Data Disaggregation (Current Sixth Graders)

African American Reading 5/6 level 1 or 2 1/6 level 3 or 4

Caucasian Reading 74/137 level 1 or 2 63/137 level 3 or 4

Hispanic Reading 107/125 level 1 or 2 18/125 level 3 or 4

Multiracial Reading 4/7 level 1 or 2 3/7 level 3 or 4

Native American Reading 2/3 level 1 or 2 1/3 level 3 or 4

Asian Pacific Islander Reading ½ level 1 or 2 ½ level 3 or 4

African American Math 6/6 level 1 or 2 0/6 level 3 or 4

Caucasian Math 71/137 level 1 or 2 66/137 level 3 or 4

Hispanic Math 95/125 level 1 or 2 30/125 level 3 or 4

Multiracial Math 4/7 level 1 or 2 3/7 level 3 or 4

Native American Math 2/3 level 1 or 2 1/3 level 3 or 4

Asian Pacific Islander Math ½ level 1 or 2 ½ level 3 or 4

African American Comp. Sci. 6/6 level 1 or 2 0/6 level 3 or 4

Caucasian Comp. Sci. 75/137 level 1 or 2 62/137 level 3 or 4

Hispanic Comp. Sci. 104/125 level 1 or 2 21/125 level 3 or 4

Multiracial Comp. Sci. 3/7 level 1 or 2 4/7 level 3 or 4

Native American Comp. Sci. 1/3 level 1 or 2 2/3 level 3 or 4

Asian Pacific Islander Comp. Sci. ½ level 1 or 2 ½ level 3 or 4

## Sixth Grade Demographic Data Disaggregation (Current Seventh Graders)

African American Reading 5/9 level 1 or 2 4/9 level 3 or 4

Caucasian Reading 57/150 level 1 or 2 93/150 level 3 or 4

Hispanic Reading 83/103 level 1 or 2 20/103 level 3 or 4

Multiracial Reading 2/3 level 1 or 2 1/3 level 3 or 4

Native American Reading 0/2 level 1 or 2 2/2 level 3 or 4

Asian Pacific Islander Reading 0/1 level 1 or 2 1/1 level 3 or 4

African American Math 6/9 level 1 or 2 3/9 level 3 or 4

Caucasian Math 60/150 level 1 or 2 90/150 level 3 or 4

Hispanic Math 66/103 level 1 or 2 37/103 level 3 or 4

Multiracial Math 2/3 level 1 or 2 1/3 level 3 or 4

Native American Math ½ level 1 or 2 ½ level 3 or 4

Asian Pacific Islander Math 0/1 level 1 or 2 1/1 level 3 or 4

## Seventh Grade Demographic Data Disaggregation (Current Eighth Graders)

African American Reading 5/7 level 1 or 2 2/7 level 3 or 4

Caucasian Reading 70/140 level 1 or 2 70/140 level 3 or 4

Hispanic Reading 62/82 level 1 or 2 20/82 level 3 or 4

Multiracial Reading 2/6 level 1 or 2 4/6 level 3 or 4

Native American Reading 8/8 level 1 or 2 0/8 level 3 or 4

Asian Pacific Islander Reading  $\frac{3}{4}$  level 1 or 2  $\frac{1}{4}$  level 3 or 4

African American Math 5/7 level 1 or 2 2/7 level 3 or 4

Caucasian Math 86/140 level 1 or 2 54/140 level 3 or 4

Hispanic Math 61/83 level 1 or 2 22/83 level 3 or 4

Multiracial Math 3/6 level 1 or 2 3/6 level 3 or 4

Native American Math 8/8 level 1 or 2 0/8 level 3 or 4

Asian Pacific Islander Math 2/4 level 1 or 2 2/4 level 3 or 4

African American Comp. Sci. 5/7 level 1 or 2 2/7 level 3 or 4

Caucasian Comp. Sci. 74/140 level 1 or 2 66/140 level 3 or 4

Hispanic Comp. Sci. 65/82 level 1 or 2 17/82 level 3 or 4

Multiracial Comp. Sci. 2/6 level 1 or 2 4/6 level 3 or 4

Native American Comp. Sci. 7/8 level 1 or 2 1/8 level 3 or 4

Asian Pacific Islander Comp. Sci.  $\frac{3}{4}$  level 1 or 2  $\frac{1}{4}$  level 3 or 4

#### Eighth Grade Demographic Data Disaggregation (Current Ninth Graders)

African American Reading 4/8 level 1 or 2 4/8 level 3 or 4

Caucasian Reading 53/151 level 1 or 2 98/151 level 3 or 4

Hispanic Reading 65/93 level 1 or 2 28/93 level 3 or 4

Multiracial Reading 2/6 level 1 or 2 4/6 level 3 or 4

Native American Reading 2/4 level 1 or 2 2/4 level 3 or 4

Asian Pacific Islander Reading 0/1 level 1 or 2 1/1 level 3 or 4

African American Math 5/8 level 1 or 2 3/8 level 3 or 4

Caucasian Math 85/151 level 1 or 2 66/151 level 3 or 4

Hispanic Math 72/94 level 1 or 2 22/94 level 3 or 4

Multiracial Math 3/6 level 1 or 2 3/6 level 3 or 4

Native American Math  $\frac{3}{4}$  level 1 or 2  $\frac{1}{4}$  level 3 or 4

Asian Pacific Islander Math 0/1 level 1 or 2 1/1 level 3 or 4

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

We only have a complete data set from 2017-2018.

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

All of them are consistent with reported findings.

## Areas in Need of Improvement

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

All scores fell below the previous year's scores with the exception of eighth grade math. All, however, are below our expected level of performance.

Testing Comparison for 2014-2018

Reading 2014 2015 2016 2017 2018 Math 2014 2015 2016 2017 2018

5	19.52%	25%	38%	39%	31%	5	36.67%	39.53%	41%	42%	36%
6	34.21%	45.79%	45%	49%	45%	6	31.72%	58.61%	57%	58%	49%
7	32.77%	34.84%	38%	42%	39%	7	27.23%	41.94%	47%	41%	33%
8	44.03%	38.30%	42%	53%	52%	8	23.36%	25.94%	29%	34%	38%

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

All grades showed a negative trend of performance except eighth grade math.

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

All areas are low.

Testing Comparison for 2014-2018

Reading 2014 2015 2016 2017 2018 Math 2014 2015 2016 2017 2018

5	19.52%	25%	38%	39%	31%	5	36.67%	39.53%	41%	42%	36%
6	34.21%	45.79%	45%	49%	45%	6	31.72%	58.61%	57%	58%	49%
7	32.77%	34.84%	38%	42%	39%	7	27.23%	41.94%	47%	41%	33%
8	44.03%	38.30%	42%	53%	52%	8	23.36%	25.94%	29%	34%	38%

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

All areas decreased except eighth grade math.

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

We only have current data.

The gap is large between all sub groups.

## Fifth Grade Demographic Data Disaggregation (Current Sixth Graders)

African American Reading 5/6 level 1 or 2 1/6 level 3 or 4

Caucasian Reading 74/137 level 1 or 2 63/137 level 3 or 4

Hispanic Reading 107/125 level 1 or 2 18/125 level 3 or 4

Multiracial Reading 4/7 level 1 or 2 3/7 level 3 or 4

Native American Reading 2/3 level 1 or 2 1/3 level 3 or 4

Asian Pacific Islander Reading ½ level 1 or 2 ½ level 3 or 4

African American Math 6/6 level 1 or 2 0/6 level 3 or 4

Caucasian Math 71/137 level 1 or 2 66/137 level 3 or 4

Hispanic Math 95/125 level 1 or 2 30/125 level 3 or 4

Multiracial Math 4/7 level 1 or 2 3/7 level 3 or 4

Native American Math 2/3 level 1 or 2 1/3 level 3 or 4

Asian Pacific Islander Math ½ level 1 or 2 ½ level 3 or 4

African American Comp. Sci. 6/6 level 1 or 2 0/6 level 3 or 4

Caucasian Comp. Sci. 75/137 level 1 or 2 62/137 level 3 or 4

Hispanic Comp. Sci. 104/125 level 1 or 2 21/125 level 3 or 4

Multiracial Comp. Sci. 3/7 level 1 or 2 4/7 level 3 or 4

Native American Comp. Sci. 1/3 level 1 or 2 2/3 level 3 or 4

Asian Pacific Islander Comp. Sci. ½ level 1 or 2 ½ level 3 or 4

## Sixth Grade Demographic Data Disaggregation (Current Seventh Graders)

African American Reading 5/9 level 1 or 2 4/9 level 3 or 4

Caucasian Reading 57/150 level 1 or 2 93/150 level 3 or 4

Hispanic Reading 83/103 level 1 or 2 20/103 level 3 or 4

Multiracial Reading 2/3 level 1 or 2 1/3 level 3 or 4

Native American Reading 0/2 level 1 or 2 2/2 level 3 or 4

Asian Pacific Islander Reading 0/1 level 1 or 2 1/1 level 3 or 4

African American Math 6/9 level 1 or 2 3/9 level 3 or 4

Caucasian Math 60/150 level 1 or 2 90/150 level 3 or 4

Hispanic Math 66/103 level 1 or 2 37/103 level 3 or 4

Multiracial Math 2/3 level 1 or 2 1/3 level 3 or 4

Native American Math ½ level 1 or 2 ½ level 3 or 4

Asian Pacific Islander Math 0/1 level 1 or 2 1/1 level 3 or 4

## Seventh Grade Demographic Data Disaggregation (Current Eighth Graders)

African American Reading 5/7 level 1 or 2 2/7 level 3 or 4

Caucasian Reading 70/140 level 1 or 2 70/140 level 3 or 4

Hispanic Reading 62/82 level 1 or 2 20/82 level 3 or 4

Multiracial Reading 2/6 level 1 or 2 4/6 level 3 or 4

Native American Reading 8/8 level 1 or 2 0/8 level 3 or 4

Asian Pacific Islander Reading  $\frac{3}{4}$  level 1 or 2  $\frac{1}{4}$  level 3 or 4

African American Math 5/7 level 1 or 2 2/7 level 3 or 4

Caucasian Math 86/140 level 1 or 2 54/140 level 3 or 4

Hispanic Math 61/83 level 1 or 2 22/83 level 3 or 4

Multiracial Math 3/6 level 1 or 2 3/6 level 3 or 4

Native American Math 8/8 level 1 or 2 0/8 level 3 or 4

Asian Pacific Islander Math 2/4 level 1 or 2 2/4 level 3 or 4

African American Comp. Sci. 5/7 level 1 or 2 2/7 level 3 or 4

Caucasian Comp. Sci. 74/140 level 1 or 2 66/140 level 3 or 4

Hispanic Comp. Sci. 65/82 level 1 or 2 17/82 level 3 or 4

Multiracial Comp. Sci. 2/6 level 1 or 2 4/6 level 3 or 4

Native American Comp. Sci. 7/8 level 1 or 2 1/8 level 3 or 4

Asian Pacific Islander Comp. Sci.  $\frac{3}{4}$  level 1 or 2  $\frac{1}{4}$  level 3 or 4

## Eighth Grade Demographic Data Disaggregation (Current Ninth Graders)

African American Reading 4/8 level 1 or 2 4/8 level 3 or 4

Caucasian Reading 53/151 level 1 or 2 98/151 level 3 or 4

Hispanic Reading 65/93 level 1 or 2 28/93 level 3 or 4

Multiracial Reading 2/6 level 1 or 2 4/6 level 3 or 4

Native American Reading 2/4 level 1 or 2 2/4 level 3 or 4

Asian Pacific Islander Reading 0/1 level 1 or 2 1/1 level 3 or 4

African American Math 5/8 level 1 or 2 3/8 level 3 or 4

Caucasian Math 85/151 level 1 or 2 66/151 level 3 or 4

Hispanic Math 72/94 level 1 or 2 22/94 level 3 or 4

Multiracial Math 3/6 level 1 or 2 3/6 level 3 or 4

Native American Math  $\frac{3}{4}$  level 1 or 2  $\frac{1}{4}$  level 3 or 4

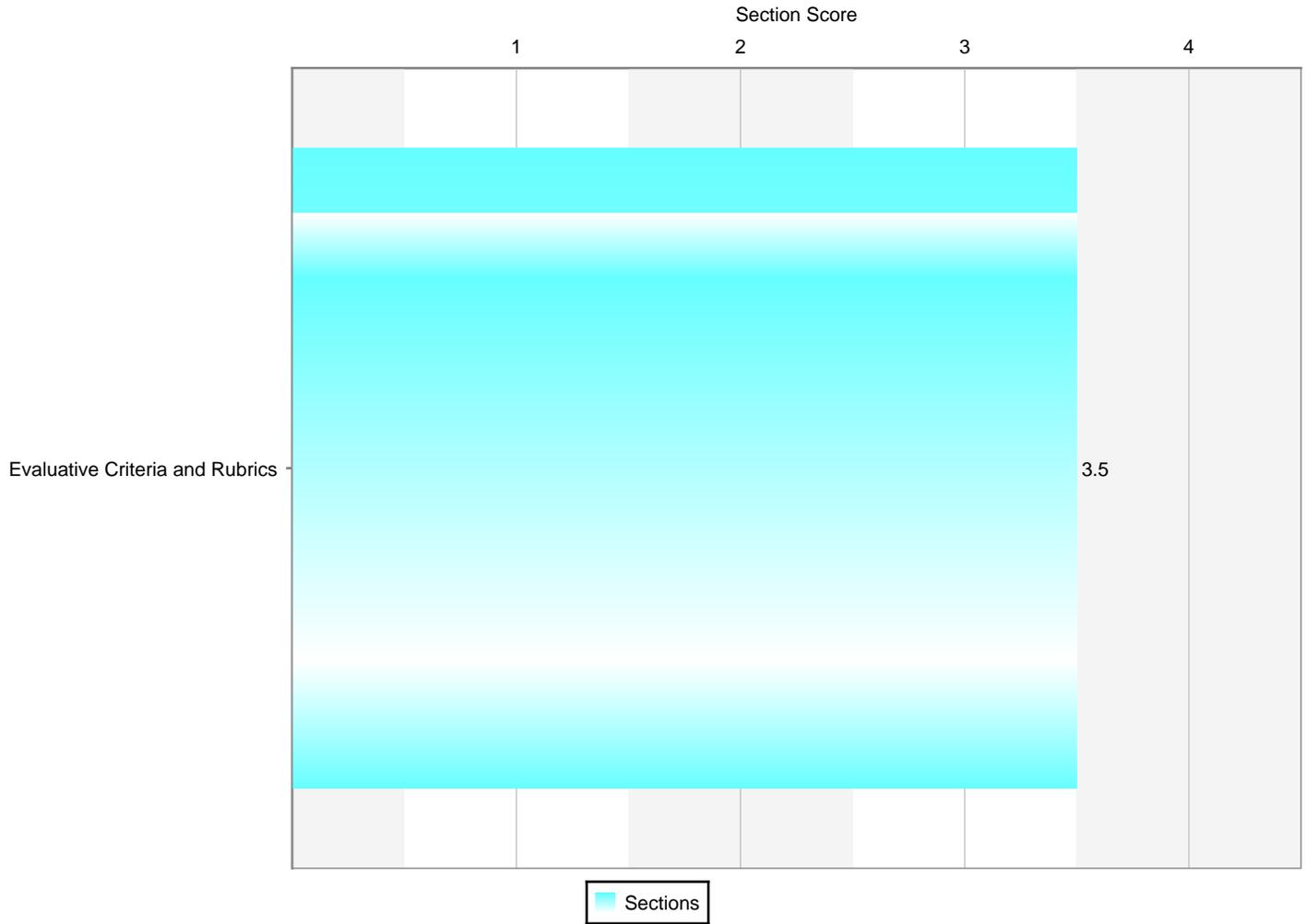
Asian Pacific Islander Math 0/1 level 1 or 2 1/1 level 3 or 4

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

All of our findings are consistent with findings from other sources.

## 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	1. Paula Muskett - Federal Programs Coordinator 2. Shane Byrd - Principal 3. Amanda Davis - Curriculum Coach 4. Alison Beck - Title I Teacher 5. Angela Grizzard - EL Teacher 6. Tonya Shanklin - Special Needs Teacher 7. Dena Wilbanks - Counselor 8. Patty Bobo - 5th Grade Teacher 9. Cheryl Massey - 8th Grade Teacher 10. Stanna Guice - Parent Representative 11. Ben Everett - Community Representative 12. Marsha Farmer - PTO Representative	CIP Planning Meeting Agenda Instructional leadership 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	Fort Payne Middle School complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education.	Policy Documentation Non-Discrimination Signature Page

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	The superintendent coordinates efforts to comply with and carry out non-discrimination responsibilities. Jim Cunningham Superintendent 256-845-0915	Non-Discrimination Signature Page

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	Principal's signature page is below in the attachments.	Consolidated plan-English Consolidated plan-Spanish Principal's Signature Page

**ACIP**

Fort Payne Middle School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Principal's signature page is below in the attachments.	Principal's Signature Page 2 FPMS Compact 18-19 English

# **Plan for ACIP 2018-2019**

## Overview

### Plan Name

Plan for ACIP 2018-2019

### Plan Description

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Facilitate study of the CCRS and its relationship to student performance on our year end standardized test.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	English Language students will become proficient in English.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$30574
3	Digital citizenship education is for the purpose of developing "proficient" digital citizens.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Fifth, Sixth, Seventh, and Eighth grades will achieve an overall proficiency rating of 55% on this year's standardized assessment in reading.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Provide counseling at the school level from the Child Advocacy Center and/or School Counselors	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	Fifth, Sixth, Seventh, and Eighth grades will achieve an overall proficiency rating of 55% on this year's standardized assessment in math.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	Transition from 8th Grade to High School	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
8	Design a formalized systematic evaluation process to ensure that all staff receive the support needed to ensure student success.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
9	Walkthrough Implementation and Follow up	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: Facilitate study of the CCRS and its relationship to student performance on our year end standardized test.

### Measurable Objective 1:

collaborate to Study the most effective way to implement the CCRS standards in the reading and math classroom. by 05/24/2018 as measured by performance of students on the Global Scholar Assessment..

### Strategy 1:

Collaborative Study - Teachers will study the CCRS in groups and discuss best practices.

Category: Develop/Implement College and Career Ready Standards

Research Cited: N/A

Activity - Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will discuss the CCRS during common planning and discuss best practices.	Professional Learning	08/08/2018	05/23/2019	\$0	Other	Principal and Curriculum Coach

## Goal 2: English Language students will become proficient in English.

### Measurable Objective 1:

75% of Fifth, Sixth, Seventh and Eighth grade English Learners students will demonstrate a proficiency in the English language. in English Language Arts by 05/23/2019 as measured by Access test scores.

### Strategy 1:

Explicit Instruction - English language instruction will be administered explicitly to 5th and 6th grade EL students for 70 minutes per day. English language instruction will be administered explicitly to 7th and 8th grade EL students for 52 minutes per day.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Students will receive research-based instruction.

Activity - Research-Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teacher will administer research-based instruction.	Direct Instruction	08/08/2018	05/23/2019	\$30574	Title III	EL Staff

### Goal 3: Digital citizenship education is for the purpose of developing "proficient" digital citizens.

**Measurable Objective 1:**

increase student growth in digital citizenship by 04/01/2019 as measured by A 5% increase .

**Strategy 1:**

Common Sense Media Lessons - Common Sense Media Lessons will be presented throughout the year.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Multiple Sources

Activity - Common Sense Media Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Sense Media Lesson	Technology	08/08/2018	04/01/2019	\$0	General Fund	Teacher and Librarian

### Goal 4: Fifth, Sixth, Seventh, and Eighth grades will achieve an overall proficiency rating of 55% on this year's standardized assessment in reading.

**Measurable Objective 1:**

demonstrate a proficiency of 55% in reading by 05/23/2019 as measured by standardized tests.

**Strategy 1:**

Develop and Implement CCRS Standards - Teachers will study the CCRS standards and the way in which they implement them.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Standards

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study the CCRS and address areas in need of support.	Professional Learning	08/08/2018	05/23/2019	\$0	No Funding Required	Reading Department

### Goal 5: Provide counseling at the school level from the Child Advocacy Center and/or School Counselors

**Measurable Objective 1:**

demonstrate a behavior Students will be more prepared for future expectations by 05/23/2019 as measured by teacher observation .

**Strategy 1:**

Counseling and Guidance - Students will be administered counseling services through the CAC.

Category: Other - Counseling and Guidance

Research Cited: Observation

Activity - Observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will demonstrate adjustments in their behavior.	Behavioral Support Program	08/08/2018	05/23/2019	\$0	No Funding Required	Counselors

## Goal 6: Fifth, Sixth, Seventh, and Eighth grades will achieve an overall proficiency rating of 55% on this year's standardized assessment in math.

**Measurable Objective 1:**

demonstrate a proficiency of 55% on standardized math tests for the 2018-2019 school year by 05/24/2018 as measured by standardized assessments.

**Strategy 1:**

Develop and Implement CCRS Standards - Teachers will study the CCRS and identify areas in need of improvement.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study instructional strategies that would work best in the math classroom.	Professional Learning	08/08/2018	05/23/2019	\$0	No Funding Required	Math Department

## Goal 7: Transition from 8th Grade to High School

**Measurable Objective 1:**

100% of Eighth grade students will demonstrate a behavior to transition effectively to the high school environment in Practical Living by 05/23/2019 as measured by teacher observation .

**Strategy 1:**

Prepare a Four Year Plan - The counselors will work with eighth grade students during the school year to prepare a four year high school plan for each student.

Category: Implement Guidance and Counseling Plan

Research Cited: Preparation

Activity - Four Year Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Four Year Plan	Career Preparation/Orientation	08/08/2018	05/23/2019	\$0	No Funding Required	Counselors

## Goal 8: Design a formalized systematic evaluation process to ensure that all staff receive the support needed to ensure student success.

**Measurable Objective 1:**

demonstrate a behavior We will restore our walk through process. by 05/23/2019 as measured by The objective will be measured by documenting the walk through process. .

**Strategy 1:**

Implement the walk through process - We will schedule walk throughs and then follow up with teachers after the walk through.

Category: Other - Follow up with teachers

Research Cited: Follow up

Activity - Walk through	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walk through	Other - Walk through	08/08/2018	05/23/2019	\$0	No Funding Required	Principal and Curriculum Coach

## Goal 9: Walkthrough Implementation and Follow up

**Measurable Objective 1:**

collaborate to develop a walkthrough schedule for each fall and spring by 05/23/2019 as measured by teacher observation .

**ACIP**

Fort Payne Middle School

**Strategy 1:**

Plan for ACIP - Each fall and spring administrators and coaches from our school and the Central Office will participate in walkthroughs. We will leave feedback for teachers as we leave the classroom. In addition, we may have follow up sessions with the teacher to discuss findings.

Category: Develop/Implement Professional Learning and Support

Research Cited: none

Activity - Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in the walkthrough process.	Professional Learning	08/08/2018	05/23/2019	\$0	No Funding Required	Administrators from FPMS and the Central Office

## 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
Common Planning	Teachers will discuss the CCRS during common planning and discuss best practices.	Professional Learning	08/08/2018	05/23/2019	\$0	Principal and Curriculum Coach
<b>Total</b>					\$0	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Walkthroughs	Staff will participate in the walkthrough process.	Professional Learning	08/08/2018	05/23/2019	\$0	Administrators from FPMS and the Central Office
Professional Learning	Study instructional strategies that would work best in the math classroom.	Professional Learning	08/08/2018	05/23/2019	\$0	Math Department
Observation	Students will demonstrate adjustments in their behavior.	Behavioral Support Program	08/08/2018	05/23/2019	\$0	Counselors
Professional Learning	Study the CCRS and address areas in need of support.	Professional Learning	08/08/2018	05/23/2019	\$0	Reading Department
Walk through	Walk through	Other - Walk through	08/08/2018	05/23/2019	\$0	Principal and Curriculum Coach
Four Year Plan	Four Year Plan	Career Preparation/Orientation	08/08/2018	05/23/2019	\$0	Counselors
<b>Total</b>					\$0	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Sense Media Lessons	Common Sense Media Lesson	Technology	08/08/2018	04/01/2019	\$0	Teacher and Librarian

**ACIP**

Fort Payne Middle School

**Total**

\$0

**Title III**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Research-Based Instruction	The teacher will administer research-based instruction.	Direct Instruction	08/08/2018	05/23/2019	\$30574	EL Staff
<b>Total</b>					\$30574	

# 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	<p>Response Rates Equaled the following for the past two years:</p> <table border="0"> <tr> <td>2016-2017</td> <td>2017-2018</td> <td></td> </tr> <tr> <td>2018-2019</td> <td></td> <td></td> </tr> <tr> <td>Parent Survey =</td> <td></td> <td></td> </tr> <tr> <td>7.7%</td> <td>14%</td> <td>20%</td> </tr> <tr> <td>School Climate</td> <td>Student Survey =</td> <td></td> </tr> <tr> <td>59%</td> <td>69%</td> <td>45%</td> </tr> <tr> <td>Staff Survey =</td> <td></td> <td></td> </tr> <tr> <td>70%</td> <td>82%</td> <td>65%</td> </tr> </table>	2016-2017	2017-2018		2018-2019			Parent Survey =			7.7%	14%	20%	School Climate	Student Survey =		59%	69%	45%	Staff Survey =			70%	82%	65%	<p>Survey_Response_Counts - Parent Survey_Response_Counts - Staff Survey_Response_Counts - Student</p>
2016-2017	2017-2018																											
2018-2019																												
Parent Survey =																												
7.7%	14%	20%																										
School Climate	Student Survey =																											
59%	69%	45%																										
Staff Survey =																												
70%	82%	65%																										

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). 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 well analyzed and clearly presented.	Level 4

## Areas of Notable Achievement

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

#### Parent Survey Results from 2018-2019

1. Our school's purpose statement is clearly focused on student success. = 4.24
3. Our school has established goals and a plan for improving student learning. = 4.13
4. Our school's governing body operates responsibly and functions effectively. = 4.05
6. Our school has high expectations for students in all classes. = 4.21
7. Our school shares responsibility for student learning with its stakeholders. = 4.05
8. Our school communicates effectively about the school's goals and activities. = 4.04
10. All of my child's teachers provide an equitable curriculum that meets his/her learning needs. = 4.15
11. All of my child's teachers give work that challenges my child. =4.09
12. All of my child's teachers use a variety of teaching strategies and learning activities. = 4.05
19. My child knows the expectations for learning in all classes. = 4.2
21. My child is given multiple assessments to measure his/her understanding of what was taught. = 4.0
22. My child has up-to date computers and other technology to learn. = 4.37
23. My child has access to support services based on his/her identified needs.= 4.09
24. Our school provides qualified staff members to support student learning. = 4.21
25. Our school provides an adequate supply of learning resources that are current and in good condition. = 4.23
26. Our school provides a safe learning environment. = 4.31
27. Our school provides students with access to a variety of information resources to support their learning. = 4.18
28. Our school provides excellent support services (e.g., counseling, and/or career planning). = 4.0
29. Our school provides opportunities for students to participate in activities that interest them. = 4.11
30. Our school ensures that the facilities support student learning. = 4.18
32. Our school ensures that instructional time is protected and interruptions minimized. = 4.06
33. Our school ensures that all staff members monitor and report the achievement of school goals. = 4.08
34. My child is prepared for success in the next school year. = 4.15

#### Student Survey 6-8 from 2018-2019

1. In my school, programs and services are available to help me succeed. = 4.09
3. In my school, a high quality education is offered. = 4.09
5. In my school, teachers work together to improve student learning. = 4.25
6. In my school, rules are applied equally to all students. = 4.07
8. In my school, the principal and teachers have high expectations of me. = 4.13
9. My school gives me multiple assessments to check my understanding of what was taught. =4.04
10. My school provides me with challenging curriculum and learning experiences. = 4.07
16. All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed. = 4.19
18. All of my teachers explain their expectations for learning and behavior so I can be successful. = 4.14
19. All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught. = 4.21
20. All of my teachers provide me with information about my learning and grades. = 4.07
22. All of my teachers fairly grade and evaluate my work. =4.14

- 25. In my school, a variety of resources are available to help me succeed. = 4.14
  - 26. In my school, computers are up-to-date and used by teachers to help me learn. = 4.15
  - 28. In my school, I can participate in activities that interest me. = 4.07
  - 32. My school prepares me for success in the next school year. = 4.28
- Staff Survey Results from 2018-2019
- 1. Our school's purpose statement is clearly focused on student success. = 4.51
  - 2. Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.=4.31
  - 3. Our school's purpose statement is based on shared values and beliefs that guide decision-making. =4.44
  - 4. Our school's purpose statement is supported by the policies and practices adopted by the school board or governing body. =4.47
  - 5. Our school has a continuous improvement process based on data, goals, actions, and measures for growth. = 4.58
  - 6. Our school's governing body or school board complies with all policies, procedures, laws, and regulations. = 4.43
  - 7. Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership.= 4.41
  - 8. Our school's leaders support an innovative and collaborative culture. = 4.48
  - 9. Our school's leaders expect staff members to hold all students to high academic standards. =4.43
  - 10. Our school's leaders hold themselves accountable for student learning. =4.39
  - 11. Our school's leaders hold all staff members accountable for student learning. = 4.41
  - 12. Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning. = 4.43
  - 13. Our school's leaders ensure all staff members user supervisory feedback to improve student learning. = 4.41
  - 14. Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.= 4.32
  - 15. Our school's leaders provide opportunities for stakeholders to be involved in the school.=4.27
  - 32. In our school, all staff members participate in continuous professional learning based on identified needs of the school. =4.36

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

Survey averages are as follows:

**Purpose and Direction**

	2016-2017	2017-2018	2018-2019
Parent =	4.19	4.01	4.10
Student =	4.02	4.06	4.01
Staff =	4.51	4.4	4.46

**Governance and Leadership**

	2016-2017	2017-2018	2018-2019
Parent =	4.09	3.94	4.03
Student =	3.99	4.08	4.02
Staff =	4.50	4.4	4.39

**Teaching and Assessing for Learning**

	2016-2017	2017-2018	2018-2019
--	-----------	-----------	-----------

**ACIP**Fort Payne Middle School

---

Parent =	4.11	3.9	4.01
Student =	3.98	4.00	3.97
Staff =	4.25	4.1	4.34

## Resources and Support Systems

	2016-2017	2017-2018	2018-2019
Parent =	4.26	4.09	4.13
Student =	3.80	3.92	3.88
Staff =	4.4	4.5	4.40

## Using Results for Continuous Improvement

	2016-2017	2017-2018	2018-2019
Parent=	4.14	3.88	4.05
Student =	3.82	3.94	3.88
Staff =	4.35	4.4	4.35

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

The scores for the last three years are consistent.

## Areas in Need of Improvement

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

Below are survey results from 2018-2019

#### Parent Survey Results under 4.0

- 5. Our School's governing body does not interfere with the operation or leadership of our school. = 3.92
- 9. Our school provides opportunities for stakeholders to be involved in the school.=3.95
- 13. All of my child's teachers meet his/her learning needs by individualized instruction.=3.87
- 14. All of my child's teachers work as a team to help my child learn.=3.96
- 15. All of my child's teachers help me to understand my child's progress.=3.89
- 16. all of my child's teachers keep me informed regularly of how my child is being graded.

#### Student Survey Results under 4.0

- 23. In my school, the building and grounds are safe, clean, and provide a healthy place for learning.=3.96
- 24. In my school, students respect the property of others. = 3.41
- 27. In my school, students help each other even if they are not friends. = 3.50

#### Staff Survey Results under 4.2

- 34. In our school, all school personnel regularly engage families in their children's learning progress. = 4.17

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

No significant trends emerged from comparing the data from parent, student, and staff surveys.

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

These perceptions certainly give us insight into what our stakeholders need and want. The ones that stood out the most were the following:

#### Parent Survey Results

- 16. All of my child's teachers keep me informed regularly of how my child is being graded. = 3.76

#### Staff Survey Results

- 34. In our school, all school personnel regularly engage families in their children's learning process.=4.17

Student Survey Results

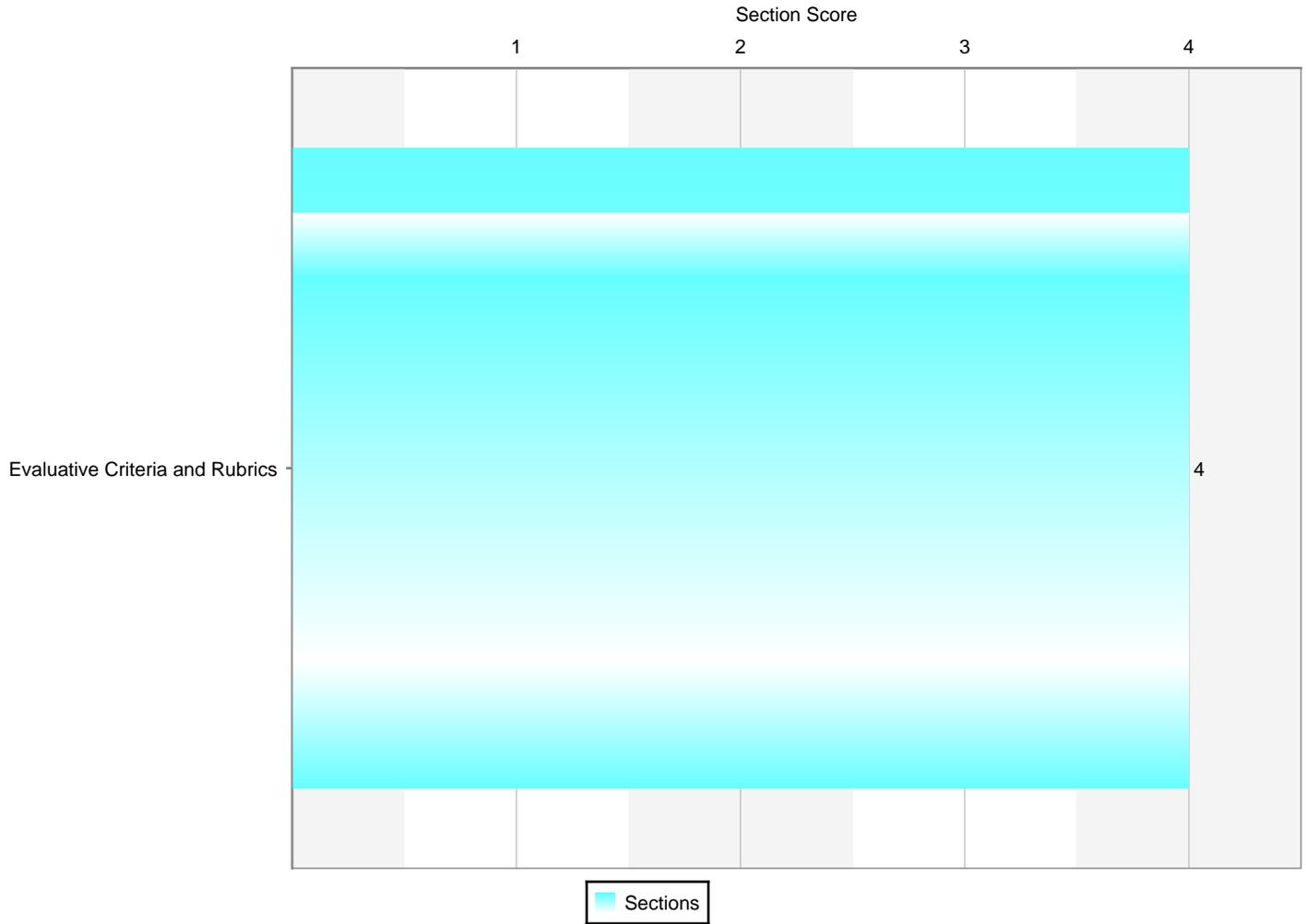
24. In my school, student respect the property of others.=3.41

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

The lower scores were consistent for 2016-2017 through 2018-2019.

## 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 school leadership team analyzed data from the Global Scholar Assessment to determine strengths and weaknesses in the area of Reading and Math for the 2017-2018 school year.

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

We recorded gains in all grades; however, the gains were not sufficient. The percentage of students who did not make the "proficient" designation was an area of concern.

Gains:

Reading

	FALL SS	GLE	SPRING SS	GLE	GAINS
Grade 5	2433	3.7	2685	5.2	+252
Grade 6	2732	5.5	2833	6.4	+101
Grade 7	2837	6.4	2891	6.9	+54
Grade 8	2909	7.2	2958	7.8	+49

Math

	FALL SS	GLE	SPRING SS	GLE	GAINS
Grade 5	2343	3.8	2522	5.3	+179
Grade 6	2572	5.8	2638	6.6	+66
Grade 7	2620	6.3	2689	7.4	+69
Grade 8	2689	7.4	2756	9.1	+67

Proficiency:

Reading 2014 2015 2016 2017 2018 Math 2014 2015 2016 2017 2018

5	19.52%	25%	38%	39%	31%	5	36.67%	39.53%	41%	42%	36%
6	34.21%	45.79%	45%	49%	45%	6	31.72%	58.61%	57%	58%	49%
7	32.77%	34.84%	38%	42%	39%	7	27.23%	41.94%	47%	41%	33%
8	44.03%	38.30%	42%	53%	52%	8	23.36%	25.94%	29%	34%	38%

**What conclusions were drawn from the results?**

We showed growth throughout the year in reading and math. Our proficiency scores, however, are an area of concern.

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

Teachers will focus on the Reading and Math standards during the planning process and during instruction.

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

Our primary goal is to improve instruction and retention in reading and math. This is reflected in our goals.

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

The goals reflect the areas in need of improvement for the Global Scholar Assessment. Raw data was analyzed and synthesized into a report for teachers to see student progress toward our goals.

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

Our goals address every student at FPMS. We use Global Scholar testing and formative assessments to assess during the school year. We have RTI meetings quarterly to address student performance levels. We offer reading and math intervention to students who aren't making adequate progress.

## 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:**

English Language students will become proficient in English.

**Measurable Objective 1:**

75% of Fifth, Sixth, Seventh and Eighth grade English Learners students will demonstrate a proficiency in the English language. in English Language Arts by 05/23/2019 as measured by Access test scores.

**Strategy1:**

Explicit Instruction - English language instruction will be administered explicitly to 5th and 6th grade EL students for 70 minutes per day.

English language instruction will be administered explicitly to 7th and 8th grade EL students for 52 minutes per day.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Students will receive research-based instruction.

Activity - Research-Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teacher will administer research-based instruction.	Direct Instruction	08/08/2018	05/23/2019	\$0 - No Funding Required	EL Staff

**Goal 2:**

Fifth, Sixth, Seventh, and Eighth grades will achieve an overall proficiency rating of 55% on this year's standardized assessment in reading.

**Measurable Objective 1:**

demonstrate a proficiency of 55% in reading by 05/23/2019 as measured by standardized tests.

**Strategy1:**

Develop and Implement CCRS Standards - Teachers will study the CCRS standards and the way in which they implement them.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Standards

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study the CCRS and address areas in need of support.	Professional Learning	08/08/2018	05/23/2019	\$0 - No Funding Required	Reading Department

**Goal 3:**

Fifth, Sixth, Seventh, and Eighth grades will achieve an overall proficiency rating of 55% on this year's standardized assessment in math.

**Measurable Objective 1:**

demonstrate a proficiency of 55% on standardized math tests for the 2018-2019 school year by 05/24/2018 as measured by standardized assessments.

**Strategy1:**

Develop and Implement CCRS Standards - Teachers will study the CCRS and identify areas in need of improvement.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study instructional strategies that would work best in the math classroom.	Professional Learning	08/08/2018	05/23/2019	\$0 - No Funding Required	Math Department

**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:**

Facilitate study of the CCRS and its relationship to student performance on our year end standardized test.

**Measurable Objective 1:**

collaborate to Study the most effective way to implement the CCRS standards in the reading and math classroom. by 05/24/2018 as measured by performance of students on the Global Scholar Assessment..

**Strategy1:**

Collaborative Study - Teachers will study the CCRS in groups and discuss best practices.

Category: Develop/Implement College and Career Ready Standards

Research Cited: N/A

**ACIP**

Fort Payne Middle School

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will discuss the CCRS during common planning and discuss best practices.	Professional Learning	08/08/2018	05/23/2019	\$0 - Other	Principal and Curriculum Coach

**Goal 2:**

Fifth, Sixth, Seventh, and Eighth grades will achieve an overall proficiency rating of 55% on this year's standardized assessment in reading.

**Measurable Objective 1:**

demonstrate a proficiency of 55% in reading by 05/23/2019 as measured by standardized tests.

**Strategy1:**

Develop and Implement CCRS Standards - Teachers will study the CCRS standards and the way in which they implement them.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS Standards

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study the CCRS and address areas in need of support.	Professional Learning	08/08/2018	05/23/2019	\$0 - No Funding Required	Reading Department

**Goal 3:**

Fifth, Sixth, Seventh, and Eighth grades will achieve an overall proficiency rating of 55% on this year's standardized assessment in math.

**Measurable Objective 1:**

demonstrate a proficiency of 55% on standardized math tests for the 2018-2019 school year by 05/24/2018 as measured by standardized assessments.

**Strategy1:**

Develop and Implement CCRS Standards - Teachers will study the CCRS and identify areas in need of improvement.

Category: Develop/Implement College and Career Ready Standards

Research Cited: CCRS

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study instructional strategies that would work best in the math classroom.	Professional Learning	08/08/2018	05/23/2019	\$0 - No Funding Required	Math Department

**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:**

Provide counseling at the school level from the Child Advocacy Center and/or School Counselors

**Measurable Objective 1:**

demonstrate a proficiency The student will be proficient in Reading by 05/24/2018 as measured by Global Scholar scores .

**Strategy1:**

Counseling - Students will may receive CAC counseling at the school and/or small group counseling from the school counselors

Category: Implement Guidance and Counseling Plan

Research Cited: Counseling Research

Activity - Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Child Advocacy Center Counseling and/or Small Group Counseling by School Counselors	Behavioral Support Program	08/09/2017	05/24/2018		Child Advocacy Center and our School Counselors

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

**Goal 1:**

English Language students will become proficient in English.

**Measurable Objective 1:**

75% of Fifth, Sixth, Seventh and Eighth grade English Learners students will demonstrate a proficiency in the English language. in English

Language Arts by 05/23/2019 as measured by Access test scores.

**Strategy1:**

Explicit Instruction - English language instruction will be administered explicitly to 5th and 6th grade EL students for 70 minutes per day.

English language instruction will be administered explicitly to 7th and 8th grade EL students for 52 minutes per day.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Students will receive research-based instruction.

Activity - Research-Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teacher will administer research-based instruction.	Direct Instruction	08/08/2018	05/23/2019	\$0 - No Funding Required	EL Staff

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

We translate when requested the documents for our parents using our Spanish-speaking staff.

**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		Principal Attestation

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

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

Teachers are interviewed and selected carefully. Recommendations are made to the Superintendent by the Principal. The Superintendent makes recommendations to the School Board and the Board approves or denies the request.

## 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?

We replaced two teachers at FPMS for the 2018-2019 school year. We have a total certified staff of 65. The percent of turnover is 3% for 2018-2019.

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

Experience of classroom teachers at Fort Payne Middle School ranges from 1-30 years in the regular classroom. The average is around 10 years.

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

Every year district representatives attend job fairs in all areas of Alabama and neighboring states that are sponsored by colleges and universities for the purpose of attracting highly qualified teachers to Fort Payne City Schools. Prospective teachers are given information about the school system, city of Fort Payne and neighboring communities, and information about the school system. Contact information is collected from prospective teachers in high-need areas and these teachers are encouraged to apply and consider relocation to the area. Title I school staff and administration determine personnel needs that require the use of Title I funds. Applications are requested district-wide when openings are available in order to choose only those teachers who are highly qualified. The decision of recommending highly qualified staff to the Superintendent and the Board is made by the local school. Principals are required to have knowledge of each teacher's highly qualified status and the area the teacher is highly qualified to teach. All scheduling and assignment decisions must be made using this information. New teachers are assigned mentors within the school and are monitored every year by the administration and Central Office staff. All teachers are required to participate in professional development activities organized by the administration of the local school and encouraged to seek additional professional development activities. Funding for high-quality, on-going activities is provided by local, state and federal funds.

## **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.**

We study data to identify our students' strengths and weaknesses. We then study our practices to see if there are ways to improve our instruction in the areas that we identify as weaknesses.

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

We study our standards during planning time and share best practices so that we can cover skills to the extent necessary for student proficiency. We have ongoing technology training to help our teachers make the most use of their resources.

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

New teachers attend new teacher orientation in July prior to school starting. Our Superintendent discusses policies and expectations and our Technology Integration Specialist gives teachers all of their necessary log ins for school applications. Our Curriculum Coach is assigned to all new teachers to help them with the transition into the education profession. She and our Technology Integration Specialist guide our new teachers in using the technology that has become so routine to experienced teachers. Our curriculum coach also helps inexperienced teachers with best practices in the classroom. In addition, all teachers have planning partners to help with the planning process. This also allows teachers to share best practices. Our state continues to sponsor a mentoring program for first year teachers. All first year teachers are assigned a mentor who works exclusively with them

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

The professional development that we chose for our teachers is sustained and ongoing because it is discussed and used constantly during planning meetings and during preparation for instruction. Our curriculum coach and grade level representatives/department chairs help facilitate this process and make it worthwhile 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:**

Transition from 8th Grade to High School

**Measurable Objective 1:**

100% of Eighth grade students will demonstrate a behavior to transition effectively to the high school environment in Practical Living by 05/23/2019 as measured by teacher observation .

**Strategy1:**

Prepare a Four Year Plan - The counselors will work with eighth grade students during the school year to prepare a four year high school plan for each student.

Category: Implement Guidance and Counseling Plan

Research Cited: Preparation

Activity - Four Year Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Four Year Plan	Career Preparation/Orientation	08/08/2018	05/23/2019	\$0 - No Funding Required	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?**

Data is shared with classroom teachers so that they can make informed decisions about instruction. They use current data from Global Scholar and Compass Learning. Teachers work in planning meetings to determine our strengths and weaknesses relative to this data

## **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?**

We use Global Scholar Data, Compass Learning Data, and Formative Assessments to identify students who aren't mastering the standards.

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

Students are identified for intervention in various ways. Students who score relatively low on the Global Scholar are assigned intervention classes in the subjects of math and reading. In addition, Global Scholar/Compass Learning is used to identify current weaknesses and create "paths" of work to help these student's academic issues.

**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.**

Fort Payne City Schools sponsors an Extended Day Program after school for grades K-6. Students may receive assistance on homework at EDP.

**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.**

Our school provides EL services for English Language Learners. We have one EL teacher who teaches here all day and one that teaches here half day. Special Education services are offered. We have five special needs teachers at our school. One works with each grade and one teaches in the multi-needs unit. Neglected and/or delinquent students are referred to DHR for additional assistance. We also have a fund here at school to help with needed supplies. Homeless students are never denied entry and are helped with needed supplies. In addition, we participate in the school lunch program; more than 65% of our students qualify for free and reduced lunches.

**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.**

NA



## **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.**

All of the Federal, State, and Local Programs and Resources are integrated toward the achievement of the school-wide goals.

**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)?**

Payne Middle School. The following is a comprehensive list of fund sources, with an explanation of their usage:

§ The State of Alabama School Foundation Program: The State of Alabama funds the BASIC programming in terms of teacher units based on student enrollment. For the 2018-2019 school year the state is funding 57.29 teacher units. The state also funds one principal, one and a half assistant principals, two counselors, and one librarian. The state is supplying supply money in the amount of \$536.06. The grand total of state money for salaries is \$2,845,852.00. A budget detail is enclosed in this plan. § Title I - Part A (Federal): This money is used to SUPPLEMENT regular funded programming. For the 2018-2019 school year, Title I monies

are being used to fund one half time reading specialist, one full time reading specialist, a curriculum coach, a parental involvement specialist, and to purchase various materials/instructional supplies. This budget total \$227,067.92 and is spent in addition to state/local monies. §

There are no ARRA funds available for 2018-2019. § Title II - Part A (Federal): This money is used for Professional Development activities.

The Professional Development activities must be in addition to Professional Development activities paid for out of state/local funds. § Title III - English Language Learners (ELL) (Federal): This money may only be used to provide supplemental activities to EL students. Funds are going to be used for students and their families for professional development activities such as workshops to help parents assist their child in school. The money is also used for salaries and benefits for one full time aide and classroom materials and supplies. Title III budget for 2018-2019 is \$30,744.33.

§ Title IV - The total for this is \$0.00. § Title V- The total for this is \$0.00. § Title VI- The total for this is \$0.00.

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

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

Implementation of the school-wide program is evaluated initially through observations and later through an analysis of results.

### **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?**

We evaluate the results of our state's annual assessment as soon as we receive results. We analyze results by the individual, by the grade, and by the school as a whole.

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

We evaluate the testing data of all of our students. We analyze lower performing students' scores carefully as they directly affect the intervention programs that we provide.

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

The School Improvement Team will meet whenever necessary to discuss our progress in achieving our goals.

# 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.	59.42

Provide the number of classroom teachers.

65.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2845852.0

Total

2,845,852.00

### Administrator Units

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

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	107496.0

Total

107,496.00

### Assistant Principal

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

Provide the number of Assistant Principals.

2.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	148494.0

Total

148,494.00

### Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	2.5

Provide the number of Counselors.

2.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	127725.0

Total

127,725.00

## Librarian

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

Provide the number of Librarians.

2.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	72105.0

Total

72,105.00

### 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.

0.0

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.

0.0

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.	105402.0

Total

105,402.00

### 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.	5347.8

Total

5,347.80

### EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	1.5

Provide the number of EL Teachers.

1.5

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	109435.29

Total

109,435.29

### 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.	100532.61

Total

100,532.61

### 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.	5712.64

Total

5,712.64

**Title I**

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	2.2686463E7

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

\$226,864.63

**Title II**

Label	Question	Value
1.	Professional Development Activities. Provide the total.	7698.93

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

\$7,698.93

**Title III**

Label	Question	Value
1.	For English Learners. Provide the total.	31178.0

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

Breakdown:

\$30,778.00 salary and benefits

\$400.00 classroom materials, supplies and professional development

**Title IV**

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

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

0.0

**Title V**

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	15419.0

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

Instructional Software: \$11,669

Computer Hardware: \$3,750

### 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.**

0.0

### 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.

0.0

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

Provide a brief explanation and breakdown of expenses.

0.0

**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.**

0.0

## Local Funds

Label	Question	Value
1.	Provide the total	12500.0

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

Local Discretionary Funds: \$12,500.00

# Parent and Family Engagement

## **Introduction**

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

## Parent and Family Engagement

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

During the first month that school is in session, Fort Payne Middle School will hold its required Parental Involvement Night for parents. Parents are notified of the PIN through notices sent home by students in English and Spanish and public postings in English and Spanish. We provide a translator for our Parental Involvement Night. The following topics are reviewed in each classroom using Powerpoint:

- What it means to be a Title I school
- The 1% Set-Aside
- The LEA Title I Plan
- The LEA Parental Involvement Plan
- The CIP
- The School Parental Involvement Plan
- School-Parent Compacts
- Requesting Qualifications of your Child's Teacher
- Notifications of teachers who are not Highly Qualified
- The Annual Evaluation of the Parental Involvement Plan
- The process for how all Title I parents have involvement in the 1% Set-Aside, the LEA Title Plan, The CIP, the revisions of the compacts, the LEA and School Parental Involvement Plans, and the Annual Evaluation of the Parental Involvement Plan.
- Introduction of Parent Leaders/Contacts
- Timeline for this years' Parent Involvement Opportunities

**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))**

The leadership and staff of Fort Payne Middle School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Fort Payne Middle School believes in involving parents in all aspects of its Title I programs. Our process for how all parents have the opportunity for involvement in decision-making is as follows: We have a parental involvement facilitator as well as two parent leaders who have been trained on Title I, Part A, parental involvement, and parents' rights. They serve as representatives on decision-making committees and as contact persons for the Title I parents to answer questions about parental involvement and parents' rights. They keep parents informed of various committee work and receive input from parents for committee decisions. They assist in evaluating the parental involvement plan, and they assist in training other parents to be parent leaders. We remind parents through the Web Site and newsletter of involvement activities going on each month.

**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))**

At parent meetings throughout the year, Fort Payne Middle School will present information about its Title I programs, the curriculum, and forms of academic assessments used. Parents learn about priority goals in reading and math. They also learn about how to schedule parent-teacher conferences and are reminded about how they can participate in decisions related to the education of their children. An interpreter is provided at all Title I meetings to communicate with non-English Speaking parents. In addition, documents are provided to the extent practical in Spanish.

**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 compacts are divided into three sections: The first section is for the parent or guardian of the student. This section addresses parent responsibilities with regard to their child's education and some activities in which parents are encouraged to participate. The parent/guardian is required to sign the compact. The second section of the compact is addressed to the student. It contains activities students are encouraged to perform which will improve their ability to achieve academic success. The student is required to sign the compact. The third section of the compact is addressed to the teacher. It contains a list of items that the teacher agrees to do in educating the student. The classroom teacher is required to sign the document. These compacts are written in English and Spanish.

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

In May of each year, Fort Payne Middle School brings in its CIP Committee to review, evaluate, and revise its Continuous Improvement Plan. There are two parents on the Committee who represent all of the parents of the school. During the review process, all parents are notified of the review through a notice in the newsletter. The notice make parents aware that the plan is under review, that a copy of the plan is available for review in the library, and that the parents have the right to give input regarding the revisions of the plan. The notice also states that after the plan is finalized and approved, parents finding the plan to be unsatisfactory have the right to submit their concerns in writing to the school, and the school will submit their concerns to the central office at the same time that the CIP is submitted.

**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)**

Fort Payne Middle School will accomplish this through its required annual Title I Parental Involvement Night held at the beginning of the school year, as well as with additional Title I parent meetings held throughout the year. Parents receive an overview of the state academic standards, academic achievement standards, and assessments. In addition, an explanation is given regarding Title I, what services are offered, and how parents have the right to be involved in their children's education. Parents learn about their role in helping their children be successful and the best ways to work in partnership with their child's teachers.

**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)**

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) Fort Payne Middle School's CIP Committee works diligently to ensure that all parent materials and training are closely aligned with our school's identified goals. Since our CIP Committee identified reading and math as a goal, we will hold parental involvement classes on this topic and provide parents with related materials. Specific topics will include reading with your child, creating a home learning environment, and working as a partner with your child's teacher.

**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)**

Fort Payne Middle School will continue to work with its teachers through workshops, faculty meetings, and grade-level meetings on understanding the importance of parental involvement. Our CIP committee has placed special emphasis on the need to ensure a closer connection between our identified goals and our parent involvement activities. This year we will be working closely with lead teachers to Parent and Family Engagement Fort Payne Middle School ensure that grade-level meetings include a parental involvement focus. The principal will set the expectation that teachers work closely with our parent facilitator in planning parental involvement activities and materials that best meet our schools identified goals.

**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)**

Fort Payne Middle School coordinates its parental involvement program for all Title I parents. We hope to have many parents involved in our parenting activities. Teachers are encouraged to keep open communication with parents throughout the school year. Parents are encouraged to participate with book fairs, field trips, and other school activities to help foster participation with their child's education.

**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)**

We currently have many students whose parents only speak Spanish. Information on all school meetings, parent notices, etc. is available to be translated upon request. In addition, we have a bilingual aide who assists in verbally communicating with these parents as needed.

**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))**

Fort Payne Middle School, to the extent practical, provides opportunities for the participation of parents with limited English proficiency and Strategies to Increase Parental Involvement. FPMS presently has Spanish-speaking parents; therefore, all parent notifications may be translated upon request. In addition, we have a bilingual aide to assist in verbal communications with these parents. At this time, FPMS has no migrant students. Every effort is made to accommodate parents with disabilities. FPMS is a handicapped-accessible building.

