



## **ACIP**

### Girard Middle School

Dothan City Board of Education

Mr. Darius McKay, Principal  
600 Girard Avenue  
Dothan, AL 36303

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# Executive Summary

## **Introduction**

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

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

## Description of the School

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

Girard Middle School (GMS) is one of four middle schools in the Dothan City Schools district, located in Dothan, Alabama. Dothan is a community located in the southeast corner of the state. Girard Middle School joined Making Middle Grades Work in 2006 to help improve instruction in our middle schools.

Girard serves approximately four hundred and forty seven students in grades six, seven and eight. The student population is eighty-five percent minority (78 percent African-American, 20 percent Caucasian and 2 percent Hispanic, Asian and Multi-Race). Seventy-three percent of students are eligible for free or reduced meals. Girard has about seventy seven students with special education services.

Girard has two administrators, one counselor, one literacy coach, one instructional coach and 30 certified faculty members. We have a two full-time parental involvement specialists. We have one nurse that works with our students on a part-time basis. We have four special education teachers that work in the general education classrooms and one special education teacher that works with special education students in a self-contained classroom. We have one part-time speech therapist and one Linc teacher that works full time.

Ninety-minute blocks are scheduled for math and reading, while other classes use a 45-minute, eight period day. We have honors programs for our students at GMS. Some Girard students can take pre-algebra in seventh grade and Algebra I in eighth grade. Eighth grade students, who successfully complete the course and the end of course exam, may receive high school credit for Algebra I. Students will also have the opportunity in the eighth grade to earn Business Technology Application (ACCESS) high school credit. Our principal conducts community outreach sessions in our low poverty. We will also have a parent summits that will be used for parental education concerning college and career readiness in the fall.

## 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.**

Girard Middle School's mission is to develop young men and women with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. At GMS, we believe:

- All students can learn and achieve.
- All students have individualized learning styles.
- Instruction must be delivered in a variety of methods to meet individual learners' needs.
- Parental involvement is essential to a learner's academic success.
- A safe, positive environment is crucial to the learning process.

## 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.**

Girard Middle School promotes learning through real-world experiences. Learning opportunities include:

- A Fine Arts Program, which offers band and choral music
- Sports Programs, which offer cheerleading, football, basketball, and volleyball.
- Science Fair
- Business Technology Application (ACCESS) Credit -for 8th grade students
- Keyboarding and Application , Computer Exploration I and II, and Office Application I and II
- Student Government Association
- National Junior Honor Society

Girard Middle School's theme, beginning in the 2013-2014 school year, is "Graduation Matter's - Girard University". We are working towards ensuring that all of our students are college and career ready by graduation. Girard's mission is "Gaining, Motivating and Succeeding; every student at GMS will be academically successful in high school." Service opportunities will include:

- Leukemia and Lymphoma Society
- Buddy Walk (Down Syndrome Awareness and Research)
- Champions of Hope (Breast Cancer Awareness and Research)
- March of Dimes
- United Way
- Salvation Army
- Wiregrass Area United Way Food Bank
- Relay for Life (American Cancer Society)
- Other local community service projects

### Areas of Improvement

- To increase rigor on formative and summative assessments through ongoing professional development on questioning techniques and creation of effective rubrics.
- Cultivate a comprehensive guidance and advisement system that insures every student has a mentor/advisor to assist in academic, personal and social difficulties in middle school and during transitions.
- Revitalize focus teams as a process for shared decision-making and collaborative leadership on campus, making school improvement more sustainable.
- Continue in the use of research-based strategies to engage students in relevant assignments at the proficient and advanced levels.
- Continue to support and retain staff with professional development, mentorship programs, resources, and incentives.
- Parental involvement is an issue. Increase in parental involvement with PTO activities. To help get our parents involved, the principal conducts community chats in the neighborhoods twice a year.

## **Additional Information**

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

Girard Middle is primed for substantial progress in student achievement. As a middle school, district expectations are high. Teachers are committed to using teaching methods that will produce adequate student growth. Teachers also use RtI to develop strategies to ensure student academic success. Furthermore, GMS students believe in the importance of education and are willing to put forth effort to achieve that education as evidenced in their responses on the Making Middle Grades Work Survey. Best of all, the students on campus are capable of rigorous academic work. As our Girard Middle School Creed states: We believe. We are college-bound. We are exceptional - not because we say it, but because we work hard at it. We will not falter in the face of any obstacle placed before us. We are dedicated, committed and focused. We never fail because we never give up. We make no excuses. We choose to live honestly, nonviolently and honorably. We respect ourselves and, in doing so, respect all people. We have a future for which we are accountable. We have a responsibility to our families, community and world. We are our brother's keepers. We believe in ourselves. We believe in each other. We believe!

# **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.**

Faculty and staff choose school focus groups that in which they would like to participate. Focus groups include: Positive Behavior Support, Advisory and Building Leadership Team all have a goal of improving some aspect of our school. The principal conducts community chats in the school's lower income neighborhoods to keep parents and communities informed about the school. Students, parents, and teachers provide input on what the school needs to improve upon through surveys. PTO meetings and Title 1 meetings are held annually.

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

Parents, staff members, community leaders and other school officials all play a role in the development of the improvement plan. Parents held the responsibility of informing the school about concerns and suggesting to improve the climate and culture of the school setting. Staff members were responsible for reviewing data , determining goals and communicating ideas to other stakeholders. Community leaders were the voice of the school acting on behalf of student interest and funding support methods such as instructional supplies for all teachers and incentives for students and teachers. Other school officials provided training and support to school staff for better management practices.

**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 improvement plan is communicated through PTO meetings, the school website, school cast messages and school flyers. These are done on a quarterly basis. The improvement plan will also be located within our parent information center in the front hall as parents enter the building.

# Student Performance Diagnostic

## **Introduction**

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

**Student Performance Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		K-8 Summative Assessment 2015-2016

## Evaluative Criteria and Rubrics

Overall Rating: 2.75

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

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

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

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

## Areas of Notable Achievement

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

On the English section of the ACT Aspire test demonstrated levels above expected performance. Over 87 percent of all our students grade 6-8 were proficient or close to proficiency.

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

Girard shows high levels of performance in English for grades 6-8. Additionally, over 90 percent of our 6th grade students were proficient or close to proficiency in Math. In addition, GMS 7th grade students were 50 percent proficient or close in writing and 87 percent in 6th grade were also proficient or close.

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

#### English

6th grade overall scored 93% proficient/close to proficiency.

7th grade overall scored 93% proficient/close to proficiency.

8th grade overall scored 78% proficient/close to proficiency.

#### Math

6th grade overall scored 91% proficient/close to proficiency.

#### Writing

6th grade overall scored 87% proficient/close to proficiency.

7th grade overall scored 54% proficient/close to proficiency.

8th grade overall scored 76% proficient/close to proficiency.

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

Grade 6th increasing performance (subgroups):

Black and White students also have increasing rate in all subject areas.

Hispanics student has an increasing rate in English.

Grade 7th increasing performance (subgroups):

Hispanic students also have increasing rate in all subject areas.

Black and White students has an increasing rate in English.

Grade 8th increasing performance (subgroup):

White students also have increasing rate in all subject areas.

Hispanics student has an increasing rate in English.

Black student has an increasing rate in English.

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

Subgroup	Subject	2015 Gap%	2016 Gap%	Decrease in Gap
6th Grade Black/Write	Science	25	19	6
6th Grade Female/Males	English	27	11	16
6th Grade Females/Males	Reading	10	5	5
6th Grade Females/Males	Math	20	1	19
6th Grade Hispanics/White	Science	25	21	4
6th Grade Hispanics/White	English	14	9	5
6th Grade Hispanics/White	Reading	23	10	13
6th Grade Hispanics/White	Math	21	2	19
6th Grade Hispanics/Black	Science	7	2	5
6th Grade Hispanics/Black	Reading	23	18	5
7th Grade Black/Write	Science	26	2	24
7th Grade Female/Males	Science	3	1	2
7th Grade Females/Males	Math	6	3	3
7th Grade Hispanics/White	Science	9	2	7
7th Grade Hispanics/White	Reading	17	11	6
7th Grade Hispanics/Black	Science	17	4	13
7th Grade Hispanics/Black	Math	11	8	4
8th Grade Females/Males	Math	6	2	4
8th Grade Females/Males	Reading	9	3	6
8th Grade Females/Males	Science	6	0	6
8th Grade Females/Males	Writing	7	2	5
8th Grade Black/Whites	Math	19	10	9
8th Grade Black/White	Reading	16	13	3
8th Grade Black/White	English	25	10	15
8th Grade Black/White	Science	15	9	6
8th Grade Hispanics/White	Science	20	3	17
8th Grade Hispanics/White	English	11	9	2
8th Grade Hispanics/White	Reading	15	12	3
8th Grade Black/Hispanics	English	36	19	17
8th Grade Black/Hispanics	Math	32	15	17

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

English scores is an area of achievement for Girard Middle School.

## Areas in Need of Improvement

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

#### 8th Grade

8% Science are proficient

6% Math are proficient

12% Writing are proficient

17% Reading are proficient

#### 7th Grade

8% Writing are proficient

11% Reading are proficient

13% Science are proficient

14% Math are proficient

#### 6th Grade

19% Science are proficient

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

The negative performance according to ACT readiness standards was greatest in 8th grade in which Math, Science, Writing and Reading sub-tests overall felt a decrease in average score of the students. In addition 7th grade negative performance according to the ACT was Reading, Science, Writing and Math.

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

#### Science

7th grade overall scored 30% proficient/close to proficiency.

8th grade overall scored 23% proficient/close to proficiency.

#### Reading

7th grade overall scored 38% proficient/close to proficiency

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

We show a decreasing performance in Reading for our 8th Grade students (Males, Black/African American, and Whites) and 8th Grade Science. In addition male, black/African American, and White students scores are low in Reading. GMS Hispanics students scored low in writing in 7th, 7th/8th grade Math, 7th grade Science and 8th grade English.

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

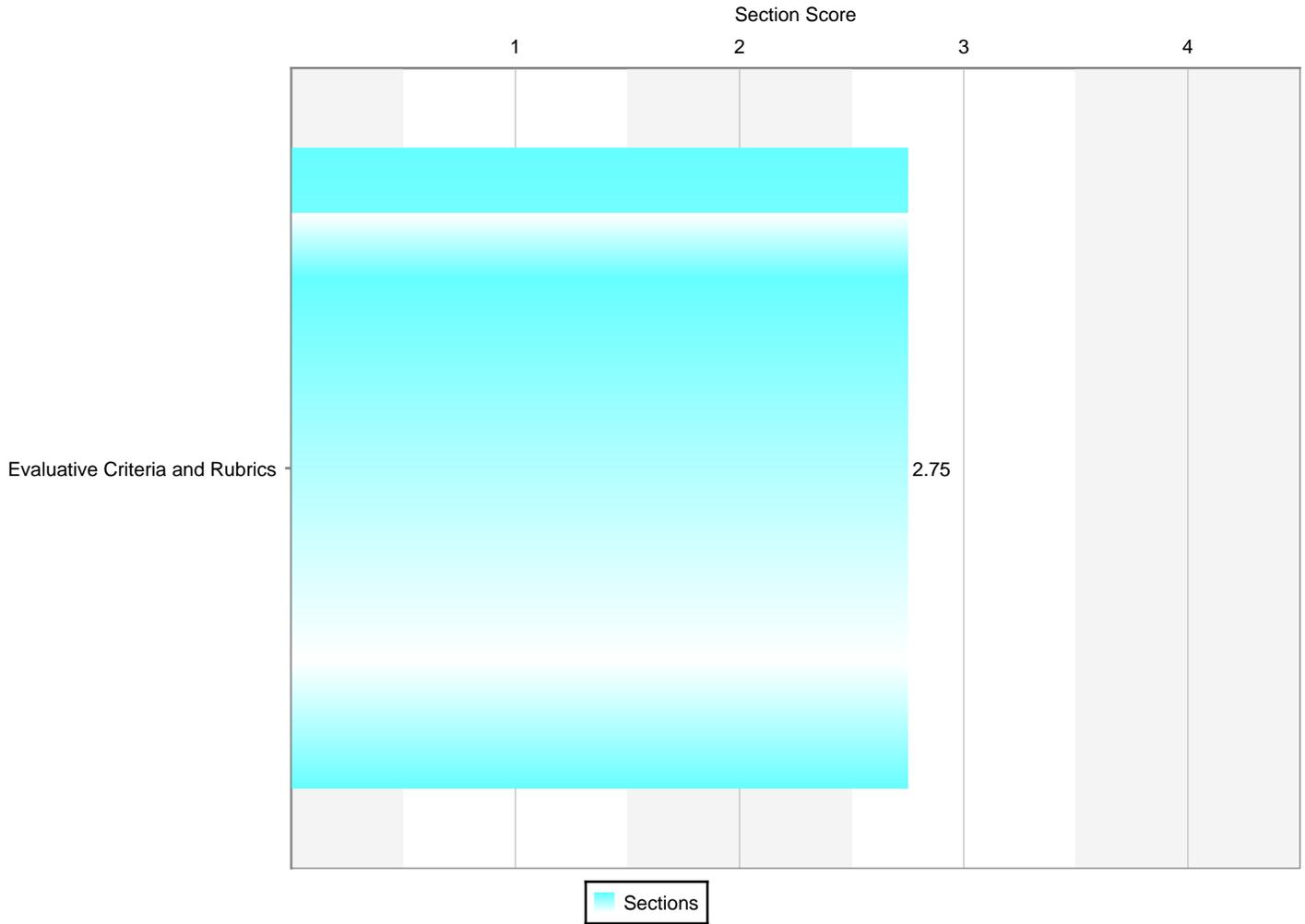
Subgroup	Subject	2015 Gap%	2016 Gap%	Increasing in Gap
6th Black/White	Writing	9	24	15
6th Black/White	English	14	26	12
6th Black/White	Reading	23	28	5
6th Black/White	Math	21	32	11
6th Female/Male	Writing	10	11	1
6th Female/Male	Science	1	8	7
6th Hispanics/White	Writing	9	21	12
6th Hispanics/Black	Writing	4	8	4
6th Hispanics/Black	English	14	17	3
6th Hispanics/Black	Math	21	34	13
7th Black/White	Writing	4	7	3
7th Black/White	English	4	23	19
7th Black/White	Reading	9	11	2
7th Black/White	Math	13	22	9
7th Female/Male	English	3	20	17
7th Hispanics/White	English	7	20	13
7th Hispanics/Black	English	17	59	42
7th Hispanics/Black	Reading	8	31	23
8th Black/White	Writing	7	11	4
8th Female/White	English	3	4	1
8th Hispanics/White	Writing	5	9	4
8th Hispanics/White	Math	13	15	2
8th Hispanics/Black	Writing	12	20	8
8th Hispanics/Black	Science	5	12	7
8th Hispanics/Black	Reading	1	25	24

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

We show that students are not performing to standard in the area of Reading and Math from Odysseyware.

## 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, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		Signature Page

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

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		Question #3

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		Principal Signature Parental Involvement Plan

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		Parent Compact 2016-2017

## **(16-17) Plan for ACIP**

## Overview

### Plan Name

(16-17) Plan for ACIP

### Plan Description

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	(16-17) Girard Middle School will engage learners through high quality aligned college and career ready standards, instruction and assessment.	Objectives: 2 Strategies: 2 Activities: 3	Academic	\$0
2	(16-17) Girard Middle School will improve use of human and organizational capital to increase stakeholder involvement and satisfaction.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
3	(16-17) Girard Middle School will identify barriers to teaching, learning and aligning support systems to address barriers.	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$0
4	EL (16-17) English Language learners will become proficient in English	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0

## Goal 1: (16-17) Girard Middle School will engage learners through high quality aligned college and career ready standards, instruction and assessment.

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency ELA College and Career Ready Standards on the ACT Aspire Test given in May 2016 in Reading by 05/29/2017 as measured by Benchmark Test, Formative Test, monthly data meetings, RTI meetings and standardized test.

### (shared) Strategy 1:

Strategic Teaching - Strategic teaching methods will be implemented in all academic classrooms.

Category: Develop/Implement College and Career Ready Standards

Activity - Odysseyware	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be able to work on a computer generated course based on their subject and grade level of need. They will use this tool as a remediation for ELA and Math students who scored in need of support on the ACT Aspire Test.	Academic Support Program	09/26/2016	05/26/2017	\$0	No Funding Required	Instructional Coach, Literary Coach, Classroom Teachers, Collaborative Teachers, and Intervention/Exploratory Teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in small group within the classroom based upon ready, close, and in need of support to receive assistance, intervention or enrichment based on their learning level of score from the Aspire Test.	Academic Support Program	10/03/2016	05/26/2017	\$0	No Funding Required	Classroom Teachers and Aides

### (shared) Strategy 2:

Professional Development - Teacher will be given professional development opportunities through ALSDE and GMS Literary and Instructional Coaches.

Category: Develop/Implement College and Career Ready Standards

Activity - PD Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Girard Middle School

Teachers will attend professional development training to assist them in increasing student performance by 10% in both Reading and Math for the Aspire Test	Academic Support Program	10/03/2016	05/26/2017	\$0	No Funding Required	GMS Literacy and Instructional Coach, and Administrative Staff
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**Measurable Objective 2:**

A 10% increase of All Students will demonstrate a proficiency Math College and Career Ready Standards on the ACT Aspire in 2017 in Mathematics by 05/26/2017 as measured by Benchmark Test, Monthly data meeting, RTI meeting, and standardized test.

**(shared) Strategy 1:**

Strategic Teaching - Strategic teaching methods will be implemented in all academic classrooms.

Category: Develop/Implement College and Career Ready Standards

Activity - Odysseyware	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be able to work on a computer generated course based on their subject and grade level of need. They will use this tool as a remediation for ELA and Math students who scored in need of support on the ACT Aspire Test.	Academic Support Program	09/26/2016	05/26/2017	\$0	No Funding Required	Instructional Coach, Literary Coach, Classroom Teachers, Collaborative Teachers, and Intervention/Exploratory Teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in small group within the classroom based upon ready, close, and in need of support to receive assistance, intervention or enrichment based on their learning level of score from the Aspire Test.	Academic Support Program	10/03/2016	05/26/2017	\$0	No Funding Required	Classroom Teachers and Aides

**(shared) Strategy 2:**

Professional Development - Teacher will be given professional development opportunities through ALSDE and GMS Literacy and Instructional Coaches.

Category: Develop/Implement College and Career Ready Standards

Activity - PD Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will attend professional development training to assist them in increasing student performance by 10% in both Reading and Math for the Aspire Test	Academic Support Program	10/03/2016	05/26/2017	\$0	No Funding Required	GMS Literacy and Instructional Coach, and Administrative Staff
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**Goal 2: (16-17) Girard Middle School will improve use of human and organizational capital to increase stakeholder involvement and satisfaction.**

**Measurable Objective 1:**

collaborate to increase stakeholder participation by creating more parent volunteer opportunities on campus through various events by 05/26/2017 as measured by an increase in parental involvement participation in school-related events..

**Strategy 1:**

Parent Participation - Parents will be provided with a calendar on the school website of dates they can volunteer and contact representative. In addition, the parent that volunteers the most will receive the parent of the year award.

Category: Develop/Implement Student and School Culture Program

Activity - Parent Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of GMS will volunteer at the Honors and Awards Day, 8th Grade promotion ceremony, 21st Century After school program, making copies, Spring Fling and Parent Summit	Parent Involvement	10/05/2016	05/26/2017	\$0	No Funding Required	All GMS teachers, support staff, Parental Involvement Specialist and Administrator S,

**Strategy 2:**

Parent and Community Support - The school staff will work together to ensure that stakeholders are aware of school-related events and opportunities to serve the school and student body with consistent commitment.

Category: Develop/Implement Student and School Culture Program

Research Cited: Alabama State Department of Education and Dothan City Schools denotes stakeholder participation promotes student success.

Activity - Parental Communications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Girard Middle School

Girard Middle School will increase the level of communication through school messenger, twitter, Facebook, and school website to relay positive activities occurring at the school.	Parent Involvement	10/05/2016	05/26/2017	\$0	No Funding Required	All GMS teachers, support staff, administrators , parental involvement, reading and instructional coach
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### **Goal 3: (16-17) Girard Middles School will identify barriers to teaching, learning and aligning support systems to address barriers.**

**Measurable Objective 1:**

collaborate to increase student attendance, A & A/B Honor Roll, and decrease disciplinary actions by 05/26/2017 as measured by I-NOW, student report cards, and teacher referrals..

**Strategy 1:**

A and A/B Honor Roll - Students will be recognize every nine weeks for making the Honor Roll and receive an incentive.

Category: Develop/Implement Student and School Culture Program

Activity - Honor Roll Incentive	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be rewarded every nine weeks for making the A or A/B Honor Roll through a pizza or ice cream party.	Academic Support Program	08/31/2016	05/29/2017	\$0	No Funding Required	All GMS teachers and staff and administrators

**Strategy 2:**

Perfect Attendance Reward - Students will be recognized for perfect attendance and receive an incentive such as Ice-Cream party every nine weeks.

Category: Develop/Implement Student and School Culture Program

Research Cited: Attendance Works

Activity - Ice Cream Party	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student with perfect attendance for every nine weeks will be rewarded with an ice-cream party.	Behavioral Support Program	08/31/2016	05/29/2017	\$0	No Funding Required	Administrators and GMS teacher

**Strategy 3:**

Student Recognition - Students will be recognize for being positive attitude and good character.

Category: Develop/Implement Student and School Culture Program

Activity - Student of the Month	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The candidates for Student of the Month should exemplify the characteristics listed below. It should be understood that the candidates receiving a Student of the Month nomination should meet all of their daily school requirements as well as demonstrate the characteristics of a well-rounded individual.</p> <p>* Academics - Student should be a hard-worker in all aspects of academics.            * Attitude - Student should possess and demonstrate a positive attitude towards their classmates as well as to their teachers.            * Behavior - Student should be well-behaved in structured and non-structured settings.            * Responsibility - Student should show responsibility in their work as well as their actions.            * Attendance - Student should have shown excellent attendance during that nomination month.</p>	Academic Support Program, Behavioral Support Program	08/31/2016	05/29/2017	\$0	No Funding Required	Administrators and GMS teachers

**Strategy 4:**

Positive Behavior Rewards - Student will be recognize for making good decision by the principal.

Category: Develop/Implement Student and School Culture Program

Activity - Positive Referrals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will turn in positive behavior referrals to the principal. Each student will be recognize on the intercom and receive a gift card.	Behavioral Support Program	10/05/2016	05/26/2017	\$0	No Funding Required	All GMS teachers, staff and administrators

**Goal 4: EL (16-17) English Language learners will become proficient in English****Measurable Objective 1:**

100% of English Learners students will demonstrate a proficiency in his/her listening, speaking, reading and writing in English Language Arts by 05/26/2017 as measured by increasing his/her proficiency score by .5 on the ACCESS for ELLs.

**Strategy 1:**

EL Implementation Plan - Girard Middle School teachers implement EL Implementation Plan which offers (observation Protocol or SIOP Model) a guide for teachers on how to improve instruction a guide to teachers on how to improve instruction with the information given by the GMS EL committee. The teacher will also be given access to the EL Policy and Procedure Manual. In addition we will have one EL teacher to visit our school and work one on one with our EL students and their teacher to assist in creating activities, assignment and lesson for our students. Features present in all lessons shown in the manual include having language and content objectives, emphasizing key vocabulary, scaffolding instruction, using comprehensible input, reviewing material, and assessing students' learning.

Category: Develop/Implement College and Career Ready Standards

Activity - Individual EL Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student designated as EL will have an Individual EL Plan which will be updated annually until he student achieves Former EL (FEL) status. Students' W-APT and ACCESS for ELLs scores will help teachers to identify areas for focus for individual strategies will be implemented based upon the needs of the student	Academic Support Program	10/06/2016	05/26/2017	\$0	No Funding Required	Counselor, teachers and EL committee members
Activity - Teacher Guidelines	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will follow the following research based guidelines: * EL students must receive accommodation of content work as needed. * Grading is based on accommodated work. * ELs must not be failed on the basis of lack of English language proficiency. * Grades placed in a student's cumulative folder must reflect the student's academic achievement on grade level academic content and student academic achievement standards.	Behavioral Support Program	10/06/2016	05/26/2017	\$0	No Funding Required	Counselor, teachers and EL committee members

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Odysseyware	Students will be able to work on a computer generated course based on their subject and grade level of need. They will use this tool as a remediation for ELA and Math students who scored in need of support on the ACT Aspire Test.	Academic Support Program	09/26/2016	05/26/2017	\$0	Instructional Coach, Literary Coach, Classroom Teachers, Collaborative Teachers, and Intervention/Exploratory Teachers
Parental Communications	Girard Middle School will increase the level of communication through school messenger, twitter, Facebook, and school website to relay positive activities occurring at the school.	Parent Involvement	10/05/2016	05/26/2017	\$0	All GMS teachers, support staff, administrators, parental involvement, reading and instructional coach
Student of the Month	<p>The candidates for Student of the Month should exemplify the characteristics listed below. It should be understood that the candidates receiving a Student of the Month nomination should meet all of their daily school requirements as well as demonstrate the characteristics of a well-rounded individual.</p> <ul style="list-style-type: none"> <li>* Academics - Student should be a hard-worker in all aspects of academics.</li> <li>* Attitude - Student should possess and demonstrate a positive attitude towards their classmates as well as to their teachers.</li> <li>* Behavior - Student should be well-behaved in structured and non-structured settings.</li> <li>* Responsibility - Student should show responsibility in their work as well as their actions.</li> <li>* Attendance - Student should have shown excellent attendance during that nomination month.</li> </ul>	Academic Support Program, Behavioral Support Program	08/31/2016	05/29/2017	\$0	Administrators and GMS teachers

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Honor Roll Incentive	Students will be rewarded every nine weeks for making the A or A/B Honor Roll through a pizza or ice cream party.	Academic Support Program	08/31/2016	05/29/2017	\$0	All GMS teachers and staff and administrators
Individual EL Plan	Each student designated as EL will have an Individual EL Plan which will be updated annually until the student achieves Former EL (FEL) status. Students' W-APT and ACCESS for ELLs scores will help teachers to identify areas for focus for individual strategies will be implemented based upon the needs of the student	Academic Support Program	10/06/2016	05/26/2017	\$0	Counselor, teachers and EL committee members
Teacher Guidelines	Teachers will follow the following research based guidelines: * EL students must receive accommodation of content work as needed. * Grading is based on accommodated work. * ELs must not be failed on the basis of lack of English language proficiency. * Grades placed in a student's cumulative folder must reflect the student's academic achievement on grade level academic content and student academic achievement standards.	Behavioral Support Program	10/06/2016	05/26/2017	\$0	Counselor, teachers and EL committee members
PD Time	Teachers will attend professional development training to assist them in increasing student performance by 10% in both Reading and Math for the Aspire Test	Academic Support Program	10/03/2016	05/26/2017	\$0	GMS Literacy and Instructional Coach, and Administrative Staff
Parent Time	Parents of GMS will volunteer at the Honors and Awards Day, 8th Grade promotion ceremony, 21st Century After school program, making copies, Spring Fling and Parent Summit	Parent Involvement	10/05/2016	05/26/2017	\$0	All GMS teachers, support staff, Parental Involvement Specialist and Administrators,
Ice Cream Party	Student with perfect attendance for every nine weeks will be rewarded with an ice-cream party.	Behavioral Support Program	08/31/2016	05/29/2017	\$0	Administrators and GMS teacher
Positive Referrals	Teachers will turn in positive behavior referrals to the principal. Each student will be recognized on the intercom and receive a gift card.	Behavioral Support Program	10/05/2016	05/26/2017	\$0	All GMS teachers, staff and administrators
Small Group Instruction	Students will be placed in small group within the classroom based upon ready, close, and in need of support to receive assistance, intervention or enrichment based on their learning level of score from the Aspire Test.	Academic Support Program	10/03/2016	05/26/2017	\$0	Classroom Teachers and Aides
<b>Total</b>					<b>\$0</b>	

# **Stakeholder Feedback Diagnostic**

## Introduction

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

## Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	<p>-Staff members received surveys via school system email and were notified during grade level meetings and school announcements.</p> <p>-The parent surveys were displayed on the school website. Parents were notified via school messenger. Paper copies were provided for parents in the office for those without internet access. A computer was also accessible in the front office and surveys translated in alternate languages for non-English speaking individuals were available upon request.</p> <p>-Student surveys were administered digitally in the computer lab during Social Studies class.</p>	Stakeholder Comparative Data 2016 Stakeholder Feedback Narrative 2016

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

## Areas of Notable Achievement

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

The following indicators received the highest level of satisfaction or approval:

PARENT- Indicator 3.9: The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience = average score 3.98

STUDENT- Indicator 5.4: The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. = average score 3.87

STAFF- Indicator 2.4: Leadership and staff foster a culture consistent with the school's purpose and direction. = average score 4.31

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

[Indicator 3.9: The school has a formal structure whereby each student is well-known by at least one adult advocate in the school who supports that student's educational experience.]

Parents = The greatest increase in parent approval was identified by indicators 3.9 which rose from an average score of 3 in 2015 to 3.98 for 2016.

[Indicator 2.4: Leadership and staff foster a culture consistent with the school's purpose and direction].

Staff = The area showing a trend toward increasing stakeholder satisfaction for teachers was demonstrated by indicator 2.4. The average score fluctuates from 4.4 in 2014 down to 4.16 in 2015 (although this represented one of the highest scores on the survey for that year), rising tremendously to 4.31 in 2016.

[Indicator 5.4: The school engages in a continuous process to determine verifiable improvement in student learning including readiness for and success at the next level.]

Students = Students approval is most noticeable with indicator 5.4. Though there has been a slight decline from 4.08 > 3.89 > 3.87 in the past three years, this indicator has scored among the highest in the each survey.

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

STAFF: The highest approval rating among the GMS staff members was identified by Indicator 2.4: Leadership and staff foster a culture consistent with the school's purpose and direction. Girard Middle School's mission is to develop young men and women with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. This is observable when staff leads students in reciting the Girard Middle School creed daily, bi-monthly during advisory meetings where teacher-advisors provide character education and academic advisement, bi-monthly on club days. GMS is committed to offering students varied opportunities for extracurricular participation. The school believes that participation in extracurricular activities enables students to develop talents that may

find little expression in the classroom.

**PARENTS:** The highest level of satisfaction noted for GMS parents was identified by Indicator 3.9: The school has a formal structure whereby each student is well-known by at least one adult advocate in the school who supports that student's educational experience. Every other Wednesday an abbreviated schedule is implemented to allow students to attend all classes. Each certified teacher is assigned 13-15 students as advisees. Support staff assists with groups and substitute as needed for absent advisors. The main goal of the advisory program is for the educator/advisor to establish a positive working relationship with each of his/her students/advisees. This relationship will require the advisor to provide support and guidance to each of the assigned advisees. Each advisor contacts each advisee's parents following the first meeting date and makes additional contacts as appropriate to facilitate a positive school-student-home partnership. Each advisor keeps a record of communications with advisees and their parents.

**STUDENTS:** For the past three years, students have indicated that 5.4: The school engages in a continuous process to determine verifiable improvement in student learning including readiness for and success at the next level. ACT Aspire testing is administered in the spring of each school year. The data is used to determine what students are Ready, Close, and In Need of Support. Based on the data some advanced students may qualify for LinC or provided more rigorous instruction and assignments in their academic classes. Teachers also offer differentiation in their lessons to enhance learning and boost Close students to the next level. Students identified as In Need of Support are placed in intervention classes where they use Odyssey Ware. Teachers also provide small group instruction in their classrooms. Interim tests are administered to measure growth throughout the school year and monitor student progress. The RTI process is used to monitor student learning, provide early intervening services to struggling students to improve their skills, and to identify students who may have disabilities.

## Areas in Need of Improvement

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

Participants reported the lowest level of approval as follows:

Parents- Indicators 3.1: The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.= average score 3.54

Students- Indicator 4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.= average score 2.62

Staff- Indicator 3.7: Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.= average score 3.73

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

Parents who participated in the stakeholder survey showed a decreasing level of satisfaction in the area of Teaching and Assessing for Learning as evidenced by an average score 3.54 on Indicator 3.1: The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. Though this score was the lowest on the 2016 survey, there was an increase of .54 from last year's average score of 3 which was a sharp decline from the 2014 score of 4.

Student stakeholders expressed dissatisfaction with Resources and Support Systems as identified by Indicator 4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff giving it an average score 2.62. There was an extreme decline in this area from 3.58. Though this indicator showed improvement from 2.84 in 2013 to 3.23 in 2015 and then 3.58 in 2016, Indicator 4.3 has been ranked among the lowest each year.

Staff members were most dissatisfied with Indicator 3.7, Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning, scoring it the lowest by giving it an average score 3.73. Though this indicator received the lowest score on this survey, indicator 5.4, The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level, showed a decrease in satisfaction from 2014-2016, averaging 4.29 > 4.23 > 4.18.

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

The implications for these stakeholder perceptions are as follows:

**PARENTS:** Though the average score for Indicator 3.1 was the lowest on the 2016 survey, there was an increase of .54 from last year's average score of 3 which was a sharp decline from the 2014 score of 4. This trend implies that parents are becoming increasingly satisfied with the curriculum, instructional methods, and programs implemented in the previous school year. According to the open-ended responses given by parents, some expressed concern that students needed more challenging assignments, hands-on activities, and programs that supported learning both during and after school. In an effort to ensure that all students have opportunities to develop learning, thinking, and life skills that lead to success at the next level, the school has recently opened a STEM lab and received funding for an after-school program. GMS also has clubs that meet bi-monthly during school hours.

**STAFF:** Staff members showed the most disapproval with Indicator 3.7, Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning by giving it an average score 3.73. Though this indicator received the lowest score on this survey, many staff members stated that administrators and coaches were very supportive, and they expressed satisfaction with the degree of collaboration and communication among the staff. This information is based on open-ended responses given by staff members on the 2016 survey. Indicator 5.4, The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level, showed a decrease in satisfaction from 2014-2016, averaging 4.29 > 4.23 > 4.18. GMS has offered training to staff members on how to read testing data and how to provide supports for students at all intellectual levels.

**STUDENTS:** There was an extreme decline in the area of Resources and Support systems as identified by indicator 4.3. Based on responses given to the open-ended questions, some students expressed a desire for better technology. An improvement to technology that has taken place since this survey was administered in 2016 is that DCS/GMS has moved from the One-to-One iPad initiative to Chromebooks. Teachers will upload assignments to Google Classroom and students will have access to their school work from anywhere. Students also expressed dissatisfaction with the facilities appearance. The administration has made every effort to update the school with a cafe' style cafeteria, new logos and banners, technology upgrades, an additional computer lab, providing Chromebooks for each classroom, and encouraging teachers to create an inviting learning environment using the 21st Century Classroom model.

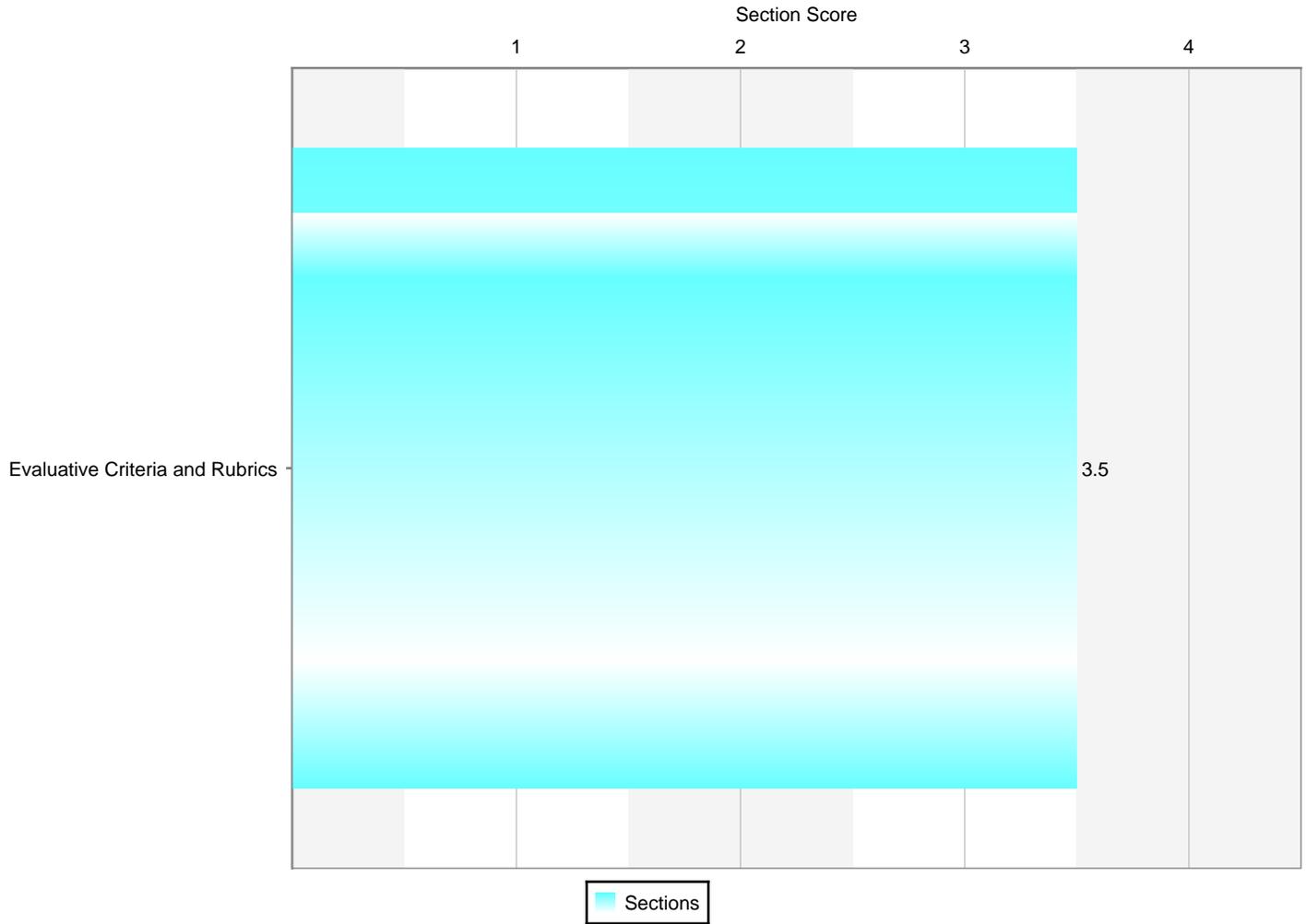
**Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

These findings are consistent with information obtained from additional sources that include:

- PTO meetings, parent interactions and/or conferences [Parents]
- grade level, department, faculty, and leadership team meetings [Staff]
- student/faculty interactions, advisory, and SGA meetings [Students]

## Report Summary

### Scores By Section



# Title I Schoolwide Diagnostic

## Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), 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

### 1. How was the comprehensive needs assessment conducted?

The Leadership Team provided the data to each grade level during team meetings and faculty meeting. Each grade level analyzed the data from Aspire. Each grade level looked for trends, patterns and other information that were affecting student performance. Teachers completed classroom profiles to adjust instruction to weaknesses in student achievement. Each grade level identified student achievement data based on the data and assessed course of study standards across grade levels to find common weaknesses and where instructional focus is needed. After weaknesses were identified, teachers developed strategies and action steps to improve student achievement on the Aspire which include small grouping based on ready, close and in need of support. Use of high priority items from the statewide needs assessment and the Making Middle Grades work survey were analyzed to develop steps to improve achievement. Additional data relating to attendance/tardy issues, parental involvement issues, and school culture issues were also analyzed and studied to determine their impact on student achievement. Strengths and weaknesses were identified in each area to determine the degree to which they affected achievement. Action steps to address any areas of focus were developed. Data meetings are conducted monthly to discuss concerns of individual students in all grade levels. Referrals are accepted in the areas of math, reading, and behavior. The Response to Instruction (RTI) committee meets and recommends formal interventions to support each student. Interventions include classroom strategies, placement into intervention classes to provide further math and reading instruction, and behavior plans. Progress monitoring is done through Rtl Rails, monthly feedback from teachers, progress reports, and report cards

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

Students scored below the ACT national readiness standards in 7th and 8th grade Science. Students in 8th grade continued to struggle with Math concepts. In addition students in 7th grade scored show weakness in Reading according to the ACT readiness standards.

### 3. What conclusions were drawn from the results?

Performance in math and reading is lower than the leadership team prefers, but the overall consensus is that programs such as the small group intervention (in the classroom), Odysseyware software (both in the classroom and intervention classes) and intense small group tutoring with tutors working one on one students exposing and challenging students in new and different ways. Therefore, an upward trend is expected in math and reading performance for the 2016-2017 school year.

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

The leadership team has determined that various programs are providing strength in regards to academics and school perception. For example Odysseyware which encourages students to analyze texts and provide evidence for their reasoning and also working on different Math concepts. Student achievement is increasing in some area but not at the rate that we would like to see. Programs such as the advisory, mentoring program and teacher clubs have a positive impact on student perception as they feel a sense of belonging in their school.

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

The school goals reflect the use of technology to enhance the learning experience of the student. The needs assessment indicates that more and/or updated technology is essential in providing students with the necessary skills to compete with students across the nation. The goals are connected to the need for improvement in the areas of reading and math through the use of specific, researched instructional strategies. Students and teachers will continue to improve upon proper and relevant usage of the Chromebook issued as a result of the 1:1 initiative for DCS.

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

The goals will require analysis of Odysseyware program, teacher observation and records, and any state mandated standardized assessment

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

The goals address diverse populations by providing students with individualized instruction and assessment. Teachers have been trained in strategic teaching methods to meet the needs of whole school populations as well as the special needs of individual students. Response to Instruction is delivered in the classroom and scheduled intervention periods. A tutorial intervention program will be provided for students twice a week not meeting standards, as measured by classroom assessment and Odysseyware assessment. Classroom assignments and assessments will be used in this tutorial program, with additional probes from benchmark tests, periodically throughout the program.

## Component 2: Schoolwide Reform Strategies

**1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.**

**Goal 1:**

(16-17) Girard Middle School will engage learners through high quality aligned college and career ready standards, instruction and assessment.

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency ELA College and Career Ready Standards on the ACT Aspire Test given in May 2016 in Reading by 05/29/2017 as measured by Benchmark Test, Formative Test, monthly data meetings, RTI meetings and standardized test.

**Strategy1:**

Professional Development - Teacher will be given professional development opportunities through ALSDE and GMS Literacy and Instructional Coaches.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - PD Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development training to assist them in increasing student performance by 10% in both Reading and Math for the Aspire Test	Academic Support Program	10/03/2016	05/26/2017	\$0 - No Funding Required	GMS Literacy and Instructional Coach, and Administrative Staff

**Strategy2:**

Strategic Teaching - Strategic teaching methods will be implemented in all academic classrooms.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in small group within the classroom based upon ready, close, and in need of support to receive assistance, intervention or enrichment based on their learning level of score from the Aspire Test.	Academic Support Program	10/03/2016	05/26/2017	\$0 - No Funding Required	Classroom Teachers and Aides

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Activity - Odysseyware	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to work on a computer generated course based on their subject and grade level of need. They will use this tool as a remediation for ELA and Math students who scored in need of support on the ACT Aspire Test.	Academic Support Program	09/26/2016	05/26/2017	\$0 - No Funding Required	Instructional Coach, Literary Coach, Classroom Teachers, Collaborative Teachers, and Intervention/Exploratory Teachers

**Measurable Objective 2:**

A 10% increase of All Students will demonstrate a proficiency Math College and Career Ready Standards on the ACT Aspire in 2017 in Mathematics by 05/26/2017 as measured by Benchmark Test, Monthly data meeting, RTI meeting, and standardized test.

**Strategy1:**

Strategic Teaching - Strategic teaching methods will be implemented in all academic classrooms.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in small group within the classroom based upon ready, close, and in need of support to receive assistance, intervention or enrichment based on their learning level of score from the Aspire Test.	Academic Support Program	10/03/2016	05/26/2017	\$0 - No Funding Required	Classroom Teachers and Aides

Activity - Odysseyware	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to work on a computer generated course based on their subject and grade level of need. They will use this tool as a remediation for ELA and Math students who scored in need of support on the ACT Aspire Test.	Academic Support Program	09/26/2016	05/26/2017	\$0 - No Funding Required	Instructional Coach, Literary Coach, Classroom Teachers, Collaborative Teachers, and Intervention/Exploratory Teachers

**Strategy2:**

Professional Development - Teacher will be given professional development opportunities through ALSDE and GMS Literacy and Instructional Coaches.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - PD Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development training to assist them in increasing student performance by 10% in both Reading and Math for the Aspire Test	Academic Support Program	10/03/2016	05/26/2017	\$0 - No Funding Required	GMS Literacy and Instructional Coach, and Administrative Staff

**2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.**

**Goal 1:**

(16-17) Girard Middle School will engage learners through high quality aligned college and career ready standards, instruction and assessment.

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency ELA College and Career Ready Standards on the ACT Aspire Test given in May 2016 in Reading by 05/29/2017 as measured by Benchmark Test, Formative Test, monthly data meetings, RTI meetings and standardized test.

**Strategy1:**

Strategic Teaching - Strategic teaching methods will be implemented in all academic classrooms.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Odysseyware	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to work on a computer generated course based on their subject and grade level of need. They will use this tool as a remediation for ELA and Math students who scored in need of support on the ACT Aspire Test.	Academic Support Program	09/26/2016	05/26/2017	\$0 - No Funding Required	Instructional Coach, Literary Coach, Classroom Teachers, Collaborative Teachers, and Intervention/Exploratory Teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in small group within the classroom based upon ready, close, and in need of support to receive assistance, intervention or enrichment based on their learning level of score from the Aspire Test.	Academic Support Program	10/03/2016	05/26/2017	\$0 - No Funding Required	Classroom Teachers and Aides

**Strategy2:**

Professional Development - Teacher will be given professional development opportunities through ALSDE and GMS Literary and Instructional Coaches.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - PD Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development training to assist them in increasing student performance by 10% in both Reading and Math for the Aspire Test	Academic Support Program	10/03/2016	05/26/2017	\$0 - No Funding Required	GMS Literacy and Instructional Coach, and Administrative Staff

**Measurable Objective 2:**

A 10% increase of All Students will demonstrate a proficiency Math College and Career Ready Standards on the ACT Aspire in 2017 in Mathematics by 05/26/2017 as measured by Benchmark Test, Monthly data meeting, RTI meeting, and standardized test.

**Strategy1:**

Professional Development - Teacher will be given professional development opportunities through ALSDE and GMS Literary and Instructional Coaches.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - PD Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development training to assist them in increasing student performance by 10% in both Reading and Math for the Aspire Test	Academic Support Program	10/03/2016	05/26/2017	\$0 - No Funding Required	GMS Literary and Instructional Coach, and Administrative Staff

**Strategy2:**

Strategic Teaching - Strategic teaching methods will be implemented in all academic classrooms.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Odysseyware	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to work on a computer generated course based on their subject and grade level of need. They will use this tool as a remediation for ELA and Math students who scored in need of support on the ACT Aspire Test.	Academic Support Program	09/26/2016	05/26/2017	\$0 - No Funding Required	Instructional Coach, Literary Coach, Classroom Teachers, Collaborative Teachers, and Intervention/Exploratory Teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in small group within the classroom based upon ready, close, and in need of support to receive assistance, intervention or enrichment based on their learning level of score from the Aspire Test.	Academic Support Program	10/03/2016	05/26/2017	\$0 - No Funding Required	Classroom Teachers and Aides

**Goal 2:**

(16-17) Girard Middle School will identify barriers to teaching, learning and aligning support systems to address barriers.

**Measurable Objective 1:**

collaborate to increase student attendance, A & A/B Honor Roll, and decrease disciplinary actions by 05/26/2017 as measured by I-NOW, student report cards, and teacher referrals..

**Strategy1:**

Student Recognition - Students will be recognize for being positive attitude and good character.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Student of the Month	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The candidates for Student of the Month should exemplify the characteristics listed below. It should be understood that the candidates receiving a Student of the Month nomination should meet all of their daily school requirements as well as demonstrate the characteristics of a well-rounded individual.</p> <p>* Academics - Student should be a hard-worker in all aspects of academics.                      * Attitude - Student should possess and demonstrate a positive attitude towards their classmates as well as to their teachers.                      * Behavior - Student should be well-behaved in structured and non-structured settings.                      * Responsibility - Student should show responsibility in their work as well as their actions.                      * Attendance - Student should have shown excellent attendance during that nomination month.</p>	Behavioral Support Program Academic Support Program	08/31/2016	05/29/2017	\$0 - No Funding Required	Administrators and GMS teachers

**Strategy2:**

Positive Behavior Rewards - Student will be recognize for making good decision by the principal.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Positive Referrals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will turn in positive behavior referrals to the principal. Each student will be recognize on the intercom and receive a gift card.	Behavioral Support Program	10/05/2016	05/26/2017	\$0 - No Funding Required	All GMS teachers, staff and administrators.

**Strategy3:**

A and A/B Honor Roll - Students will be recognize every nine weeks for making the Honor Roll and receive an incentive.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Honor Roll Incentive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be rewarded every nine weeks for making the A or A/B Honor Roll through a pizza or ice cream party.	Academic Support Program	08/31/2016	05/29/2017	\$0 - No Funding Required	All GMS teachers and staff and administrators.

**Strategy4:**

Perfect Attendance Reward - Students will be recognized for perfect attendance and receive an incentive such as Ice-Cream party every nine weeks.

Category: Develop/Implement Student and School Culture Program

Research Cited: Attendance Works

Activity - Ice Cream Party	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student with perfect attendance for every nine weeks will be rewarded with an ice-cream party.	Behavioral Support Program	08/31/2016	05/29/2017	\$0 - No Funding Required	Administrators and GMS teacher

### 3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

**Goal 1:**

(16-17) Girard Middle School will engage learners through high quality aligned college and career ready standards, instruction and assessment.

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency ELA College and Career Ready Standards on the ACT Aspire Test given in May 2016 in Reading by 05/29/2017 as measured by Benchmark Test, Formative Test, monthly data meetings, RTI meetings and standardized test.

**Strategy1:**

Professional Development - Teacher will be given professional development opportunities through ALSDE and GMS Literacy and Instructional Coaches.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - PD Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development training to assist them in increasing student performance by 10% in both Reading and Math for the Aspire Test	Academic Support Program	10/03/2016	05/26/2017	\$0 - No Funding Required	GMS Literacy and Instructional Coach, and Administrative Staff

**Strategy2:**

Strategic Teaching - Strategic teaching methods will be implemented in all academic classrooms.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Odysseyware	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to work on a computer generated course based on their subject and grade level of need. They will use this tool as a remediation for ELA and Math students who scored in need of support on the ACT Aspire Test.	Academic Support Program	09/26/2016	05/26/2017	\$0 - No Funding Required	Instructional Coach, Literary Coach, Classroom Teachers, Collaborative Teachers, and Intervention/Exploratory Teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in small group within the classroom based upon ready, close, and in need of support to receive assistance, intervention or enrichment based on their learning level of score from the Aspire Test.	Academic Support Program	10/03/2016	05/26/2017	\$0 - No Funding Required	Classroom Teachers and Aides

**Measurable Objective 2:**

A 10% increase of All Students will demonstrate a proficiency Math College and Career Ready Standards on the ACT Aspire in 2017 in Mathematics by 05/26/2017 as measured by Benchmark Test, Monthly data meeting, RTI meeting, and standardized test.

**Strategy1:**

Professional Development - Teacher will be given professional development opportunities through ALSDE and GMS Literary and Instructional Coaches.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - PD Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development training to assist them in increasing student performance by 10% in both Reading and Math for the Aspire Test	Academic Support Program	10/03/2016	05/26/2017	\$0 - No Funding Required	GMS Literacy and Instructional Coach, and Administrative Staff

**Strategy2:**

Strategic Teaching - Strategic teaching methods will be implemented in all academic classrooms.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Odysseyware	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to work on a computer generated course based on their subject and grade level of need. They will use this tool as a remediation for ELA and Math students who scored in need of support on the ACT Aspire Test.	Academic Support Program	09/26/2016	05/26/2017	\$0 - No Funding Required	Instructional Coach, Literary Coach, Classroom Teachers, Collaborative Teachers, and Intervention/Exploratory Teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in small group within the classroom based upon ready, close, and in need of support to receive assistance, intervention or enrichment based on their learning level of score from the Aspire Test.	Academic Support Program	10/03/2016	05/26/2017	\$0 - No Funding Required	Classroom Teachers and Aides

#### 4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

##### Goal 1:

(16-17) Girard Middle School will engage learners through high quality aligned college and career ready standards, instruction and assessment.

##### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency ELA College and Career Ready Standards on the ACT Aspire Test given in May 2016 in Reading by 05/29/2017 as measured by Benchmark Test, Formative Test, monthly data meetings, RTI meetings and standardized test.

##### Strategy1:

Professional Development - Teacher will be given professional development opportunities through ALSDE and GMS Literacy and Instructional Coaches.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - PD Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development training to assist them in increasing student performance by 10% in both Reading and Math for the Aspire Test	Academic Support Program	10/03/2016	05/26/2017	\$0 - No Funding Required	GMS Literacy and Instructional Coach, and Administrative Staff

##### Strategy2:

Strategic Teaching - Strategic teaching methods will be implemented in all academic classrooms.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

**ACIP**

Girard Middle School

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in small group within the classroom based upon ready, close, and in need of support to receive assistance, intervention or enrichment based on their learning level of score from the Aspire Test.	Academic Support Program	10/03/2016	05/26/2017	\$0 - No Funding Required	Classroom Teachers and Aides

Activity - Odysseyware	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to work on a computer generated course based on their subject and grade level of need. They will use this tool as a remediation for ELA and Math students who scored in need of support on the ACT Aspire Test.	Academic Support Program	09/26/2016	05/26/2017	\$0 - No Funding Required	Instructional Coach, Literary Coach, Classroom Teachers, Collaborative Teachers, and Intervention/Exploratory Teachers

**Measurable Objective 2:**

A 10% increase of All Students will demonstrate a proficiency Math College and Career Ready Standards on the ACT Aspire in 2017 in Mathematics by 05/26/2017 as measured by Benchmark Test, Monthly data meeting, RTI meeting, and standardized test.

**Strategy1:**

Professional Development - Teacher will be given professional development opportunities through ALSDE and GMS Literary and Instructional Coaches.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - PD Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development training to assist them in increasing student performance by 10% in both Reading and Math for the Aspire Test	Academic Support Program	10/03/2016	05/26/2017	\$0 - No Funding Required	GMS Literacy and Instructional Coach, and Administrative Staff

**Strategy2:**

Strategic Teaching - Strategic teaching methods will be implemented in all academic classrooms.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in small group within the classroom based upon ready, close, and in need of support to receive assistance, intervention or enrichment based on their learning level of score from the Aspire Test.	Academic Support Program	10/03/2016	05/26/2017	\$0 - No Funding Required	Classroom Teachers and Aides

**ACIP**

Girard Middle School

Activity - Odysseyware	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to work on a computer generated course based on their subject and grade level of need. They will use this tool as a remediation for ELA and Math students who scored in need of support on the ACT Aspire Test.	Academic Support Program	09/26/2016	05/26/2017	\$0 - No Funding Required	Instructional Coach, Literary Coach, Classroom Teachers, Collaborative Teachers, and Intervention/Exploratory Teachers

**Goal 2:**

Goal 1: (16-17) Engage and Empower the Learner through technology

**Measurable Objective 1:**

demonstrate a proficiency using creative and critical thinking expertise, and effective collaborative communication skills by developing innovative products and processes using technology in a variety of learning environments. by 05/29/2017 as measured by student surveys, principal/teacher PBL snapshot survey, ACCESS course enrollment, Alabama Course of Study and administrators walkthroughs .

**Strategy1:**

Teacher/Student Technology Tools - Teachers will provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Google Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Google Classroom is a learning management system designed by Google and implemented through Google Apps for Education. Google classroom is a blended learning platform for schools that aim to simplify creating, distributing and grading assignments in a paperless way. Teachers hand out this website for kids so they can have a easy and simple way of learning.	Academic Support Program Technology	09/15/2016	05/29/2017	\$0 - No Funding Required	Classroom Teachers, Collaborative Teachers and Administrators

Activity - Odysseyware	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to work on a computer generated course based on their subject and grade level of need. They will also use this tool as a remediation for ELA and Math for all students that scored in need of support the ACT Aspire	Academic Support Program Technology	09/05/2016	05/29/2017	\$0 - No Funding Required	Instructional Coach, Literacy Coach, Classroom Teachers, Collaborative Teachers, and Intervention/Exploratory Teachers

**Goal 3:**

Goal 2: (16-17) Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students.

**Measurable Objective 1:**

collaborate to plan, implement, and evaluate authentic learning experiences whereby students incorporate contemporary tools and digital  
SY 2016-2017

resources to maximize learning in real-world contexts and to develop the knowledge, skills, and attitudes by 05/29/2017 as measured by Transform 2020 survey: teachers, students, school leaders, and parents. Educate Alabama summary, lesson plans, administrators walkthroughs.

**Strategy1:**

Teacher PD - Provide professional development opportunities for teachers to develop effective, challenge-based lessons and units that require students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.

Category: Develop/Implement College and Career Ready Standards

Research Cited: (Adapted from NETS-Teachers 2a-2d; Adapted from NETS-Students 4a-4d; AQTS-D.1, D.2; Plan 2020, p. 30, 14, 29, 33, 54, 58-59, 78-80)

Activity - Technology (District) PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dothan City school will provide teacher with professional development training on how to incorporate technology into their classroom using the chrome books	Academic Support Program Technology	09/15/2016	05/29/2017	\$0 - No Funding Required	All Classroom Teacher and Collaborative Teachers

Activity - Google Classroom Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be given training on Google Classroom and how to implement it into your classroom during teacher professional development days.	Academic Support Program Technology	09/15/2016	05/29/2017	\$0 - No Funding Required	Classroom Teachers, Collaborative Teachers, and Administrators/ Instructional and Literacy Coaches

**5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.**

**Goal 1:**

(16-17) Girard Middle School will engage learners through high quality aligned college and career ready standards, instruction and assessment.

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency Math College and Career Ready Standards on the ACT Aspire in 2017 in Mathematics by 05/26/2017 as measured by Benchmark Test, Monthly data meeting, RTI meeting, and standardized test.

**Strategy1:**

Professional Development - Teacher will be given professional development opportunities through ALSDE and GMS Literary and Instructional Coaches.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - PD Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development training to assist them in increasing student performance by 10% in both Reading and Math for the Aspire Test	Academic Support Program	10/03/2016	05/26/2017	\$0 - No Funding Required	GMS Literacy and Instructional Coach, and Administrative Staff

**Strategy2:**

Strategic Teaching - Strategic teaching methods will be implemented in all academic classrooms.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in small group within the classroom based upon ready, close, and in need of support to receive assistance, intervention or enrichment based on their learning level of score from the Aspire Test.	Academic Support Program	10/03/2016	05/26/2017	\$0 - No Funding Required	Classroom Teachers and Aides

Activity - Odysseyware	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to work on a computer generated course based on their subject and grade level of need. They will use this tool as a remediation for ELA and Math students who scored in need of support on the ACT Aspire Test.	Academic Support Program	09/26/2016	05/26/2017	\$0 - No Funding Required	Instructional Coach, Literary Coach, Classroom Teachers, Collaborative Teachers, and Intervention/Exploratory Teachers

**Measurable Objective 2:**

A 10% increase of All Students will demonstrate a proficiency ELA College and Career Ready Standards on the ACT Aspire Test given in May 2016 in Reading by 05/29/2017 as measured by Benchmark Test, Formative Test, monthly data meetings, RTI meetings and standardized test.

**Strategy1:**

Professional Development - Teacher will be given professional development opportunities through ALSDE and GMS Literary and Instructional Coaches.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - PD Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development training to assist them in increasing student performance by 10% in both Reading and Math for the Aspire Test	Academic Support Program	10/03/2016	05/26/2017	\$0 - No Funding Required	GMS Literacy and Instructional Coach, and Administrative Staff

**Strategy2:**

Strategic Teaching - Strategic teaching methods will be implemented in all academic classrooms.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Odysseyware	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to work on a computer generated course based on their subject and grade level of need. They will use this tool as a remediation for ELA and Math students who scored in need of support on the ACT Aspire Test.	Academic Support Program	09/26/2016	05/26/2017	\$0 - No Funding Required	Instructional Coach, Literary Coach, Classroom Teachers, Collaborative Teachers, and Intervention/Exploratory Teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in small group within the classroom based upon ready, close, and in need of support to receive assistance, intervention or enrichment based on their learning level of score from the Aspire Test.	Academic Support Program	10/03/2016	05/26/2017	\$0 - No Funding Required	Classroom Teachers and Aides

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

EL (16-17) English Language learners will become proficient in English

**Measurable Objective 1:**

100% of English Learners students will demonstrate a proficiency in his/her listening, speaking, reading and writing in English Language Arts by 05/26/2017 as measured by increasing his/her proficiency score by .5 on the ACCESS for ELLs.

**Strategy1:**

EL Implementation Plan - Girard Middle School teachers implement EL Implementation Plan which offers (observation Protocol or SIOP Model) a guide for teachers on how to improve instruction a guide to teachers on how to improve instruction with the information given by the GMS EL committee. The teacher will also be given access to the EL Policy and Procedure Manual. In addition we will have one EL teacher to visit our school and work one on one with our EL students and their teacher to assist in creating activities, assignment and lesson for our students. Features present in all lessons shown in the manual include having language and content objectives, emphasizing key vocabulary, scaffolding instruction, using comprehensible input, reviewing material, and assessing students' learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Individual EL Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student designated as EL will have an Individual EL Plan which will be updated annually until he student achieves Former EL (FEL) status. Students' W-APT and ACCESS for ELLs scores will help teachers to identify areas for focus for individual strategies will be implemented based upon the needs of the student	Academic Support Program	10/06/2016	05/26/2017	\$0 - No Funding Required	Counselor, teachers and EL committee members

Activity - Teacher Guidelines	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will follow the following research based guidelines: * EL students must receive accommodation of content work as needed. * Grading is based on accommodated work. * ELs must not be failed on the basis of lack of English language proficiency. * Grades placed in a student's cumulative folder must reflect the student's academic achievement on grade level academic content and student academic achievement standards.	Behavioral Support Program	10/06/2016	05/26/2017	\$0 - No Funding Required	Counselor, teachers and EL committee members

**7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.**

**Goal 1:**

(16-17) Girard Middle School will engage learners through high quality aligned college and career ready standards, instruction and assessment.

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency Math College and Career Ready Standards on the ACT Aspire in 2017 in Mathematics by 05/26/2017 as measured by Benchmark Test, Monthy data meeting, RTI meeting, and standardized test.

**Strategy1:**

Strategic Teaching - Strategic teaching methods will be implemented in all academic classrooms.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

**ACIP**

Girard Middle School

Activity - Odysseyware	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to work on a computer generated course based on their subject and grade level of need. They will use this tool as a remediation for ELA and Math students who scored in need of support on the ACT Aspire Test.	Academic Support Program	09/26/2016	05/26/2017	\$0 - No Funding Required	Instructional Coach, Literary Coach, Classroom Teachers, Collaborative Teachers, and Intervention/Exploratory Teachers

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in small group within the classroom based upon ready, close, and in need of support to receive assistance, intervention or enrichment based on their learning level of score from the Aspire Test.	Academic Support Program	10/03/2016	05/26/2017	\$0 - No Funding Required	Classroom Teachers and Aides

**Strategy2:**

Professional Development - Teacher will be given professional development opportunities through ALSDE and GMS Literacy and Instructional Coaches.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - PD Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development training to assist them in increasing student performance by 10% in both Reading and Math for the Aspire Test	Academic Support Program	10/03/2016	05/26/2017	\$0 - No Funding Required	GMS Literacy and Instructional Coach, and Administrative Staff

**Measurable Objective 2:**

A 10% increase of All Students will demonstrate a proficiency ELA College and Career Ready Standards on the ACT Aspire Test given in May 2016 in Reading by 05/29/2017 as measured by Benchmark Test, Formative Test, monthly data meetings, RTI meetings and standardized test.

**Strategy1:**

Strategic Teaching - Strategic teaching methods will be implemented in all academic classrooms.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Odysseyware	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to work on a computer generated course based on their subject and grade level of need. They will use this tool as a remediation for ELA and Math students who scored in need of support on the ACT Aspire Test.	Academic Support Program	09/26/2016	05/26/2017	\$0 - No Funding Required	Instructional Coach, Literary Coach, Classroom Teachers, Collaborative Teachers, and Intervention/Exploratory Teachers

**ACIP**

Girard Middle School

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in small group within the classroom based upon ready, close, and in need of support to receive assistance, intervention or enrichment based on their learning level of score from the Aspire Test.	Academic Support Program	10/03/2016	05/26/2017	\$0 - No Funding Required	Classroom Teachers and Aides

**Strategy2:**

Professional Development - Teacher will be given professional development opportunities through ALSDE and GMS Literacy and Instructional Coaches.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - PD Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development training to assist them in increasing student performance by 10% in both Reading and Math for the Aspire Test	Academic Support Program	10/03/2016	05/26/2017	\$0 - No Funding Required	GMS Literacy and Instructional Coach, and Administrative Staff

**Goal 2:**

(16-17) Girard Middle School will improve use of human and organizational capital to increase stakeholder involvement and satisfaction.

**Measurable Objective 1:**

collaborate to increase stakeholder participation by creating more parent volunteer opportunities on campus through various events by 05/26/2017 as measured by an increase in parental involvement participation in school-related events..

**Strategy1:**

Parent Participation - Parents will be provided with a calendar on the school website of dates they can volunteer and contact representative. In addition, the parent that volunteers the most will receive the parent of the year award.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Parent Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents of GMS will volunteer at the Honors and Awards Day, 8th Grade promotion ceremony, 21st Century After school program, making copies, Spring Fling and Parent Summit	Parent Involvement	10/05/2016	05/26/2017	\$0 - No Funding Required	All GMS teachers, support staff, Parental Involvement Specialist and Administrators,

**Strategy2:**

Parent and Community Support - The school staff will work together to ensure that stakeholders are aware of school-related events and opportunities to serve the school and student body with consistent commitment.

Category: Develop/Implement Student and School Culture Program

Research Cited: Alabama State Department of Education and Dothan City Schools denotes stakeholder participation promotes student

success.

Activity - Parental Communications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Girard Middle School will increase the level of communication through school messenger, twitter, Facebook, and school website to relay positive activities occurring at the school.	Parent Involvement	10/05/2016	05/26/2017	\$0 - No Funding Required	All GMS teachers, support staff, administrators, parental involvement, reading and instructional coach

**Goal 3:**

(16-17) Girard Middles School will identify barriers to teaching, learning and aligning support systems to address barriers.

**Measurable Objective 1:**

collaborate to increase student attendance, A & A/B Honor Roll, and decrease disciplinary actions by 05/26/2017 as measured by I-NOW, student report cards, and teacher referrals..

**Strategy1:**

Positive Behavior Rewards - Student will be recognize for making good decision by the principal.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Positive Referrals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will turn in positive behavior referrals to the principal. Each student will be recognize on the intercom and receive a gift card.	Behavioral Support Program	10/05/2016	05/26/2017	\$0 - No Funding Required	All GMS teachers, staff and administrators.

**Strategy2:**

Perfect Attendance Reward - Students will be recognized for perfect attendance and receive an incentive such as Ice-Cream party every nine weeks.

Category: Develop/Implement Student and School Culture Program

Research Cited: Attendance Works

Activity - Ice Cream Party	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student with perfect attendance for every nine weeks will be rewarded with an ice-cream party.	Behavioral Support Program	08/31/2016	05/29/2017	\$0 - No Funding Required	Administrators and GMS teacher

**Strategy3:**

A and A/B Honor Roll - Students will be recognize every nine weeks for making the Honor Roll and receive an incentive.

Category: Develop/Implement Student and School Culture Program

Research Cited:

**ACIP**

Girard Middle School

Activity - Honor Roll Incentive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be rewarded every nine weeks for making the A or A/B Honor Roll through a pizza or ice cream party.	Academic Support Program	08/31/2016	05/29/2017	\$0 - No Funding Required	All GMS teachers and staff and administrators.

**Strategy4:**

Student Recognition - Students will be recognize for being positive attitude and good character.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Student of the Month	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The candidates for Student of the Month should exemplify the characteristics listed below. It should be understood that the candidates receiving a Student of the Month nomination should meet all of their daily school requirements as well as demonstrate the characteristics of a well-rounded individual.</p> <ul style="list-style-type: none"> <li>* Academics - Student should be a hard-worker in all aspects of academics.</li> <li>* Attitude - Student should possess and demonstrate a positive attitude towards their classmates as well as to their teachers.</li> <li>* Behavior - Student should be well-behaved in structured and non-structured settings.</li> <li>* Responsibility - Student should show responsibility in their work as well as their actions.</li> <li>* Attendance - Student should have shown excellent attendance during that nomination month.</li> </ul>	Behavioral Support Program Academic Support Program	08/31/2016	05/29/2017	\$0 - No Funding Required	Administrators and GMS teachers

### Component 3: Instruction by Qualified Staff

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

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

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

Teachers that are hired are highly qualified in their field of study or content area. This ensures that staff provided quality instruction that effectively addresses the identified academic needs while remaining coupled with research-based learning paths and programs as offered by the school and school district.

## **Component 4: Strategies to Attract Qualified Teachers**

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

Girard Middle School did not face a high teacher turnover this year. GMS has 28 certified teacher on staff, twenty one of them were retain from last year. The principal had to feel seven openings. Therefore 75% of GMS teachers were retained.

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

The experience level of Girard Middle School's certified teachers are: 29 hold a bachelor's degree, nine hold a master's degree, one hold an EdS, and one teacher holds a doctorate degree. In addition only 1 teacher have been teaching 0-3 years, 7 teachers have been teaching 4-8 years, and 18 teachers have been teaching 9 years and up. Our administrators hold two bachelors, 2 masters, 1 Eds.

### **3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?**

Girard Middles school ensures that all teachers has access to one on one coaching, professional development opportunities in the district, state of Alabama and out of state. In addition GMS provide teachers with current technology and the training to use the technology. Employ consistent communication with staff and administration about any concerns or areas in need of improvement while maintaining to employ educators that understand and reciprocate the vision and culture of the school. Also, employ motivational support to all educators. In addition teachers are given incentives if they perform and make gains on the ACT Aspire Test.

## Component 5: High Quality and Ongoing Professional Development

### **1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?**

Girard Middle school Literacy/Instructional Coach, Administrative team will partner with teachers to develop strategic ELA and Math facilitation of instruction. Additional opportunities will be offered through the district on the proper usage of applications for Chromebook. Girard administrative leaders will attend CCRS implementation team meetings throughout the school year and complete turn around training for teachers in grade-level meetings. In addition the reading and instructional coach will train teachers in higher order questions, small group instruction strategies, and any PD the administrative leaders fill is necessary to promote quality teachers

### **2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?**

Teachers receive training weekly during grade-level meetings from reading and instructional coaches or hired consultants. Topics range from Odysseyware, Chromebook usage and applications, Google Classroom, Response to Instruction, RTI Rails, CCRS implementations, and other relevant professional development needs. Teachers may also attend district wide training at the central office as offered in topics such as technology and curriculum.

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

Girard Middle School provide teachers with support in the classroom in areas such as curriculum, classroom management, organization, and teaching through coaching cycles. GMS reading and instructional coach offer the cycles to teachers who desire support or by the request from the administrator.

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

Teachers meet weekly for to engage in grade-level meetings, ongoing in-house professional development in literacy strategies, technology usage in the classroom, RTI training/maintenance and various other professional development needs. A record of these meetings is kept by the grade level chair or coaches as well as sign-in sheets.

## Component 6: Transition Strategies

**1. 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.**

New Sixth grade students and parents are provided a tour of GMS during the Spring of their fifth grade year. A sixth grade orientation and open house is held to help students prior to the start of school. Parents of incoming sixth graders are provided with written information to assist with the transition to middle school. In addition, a Summer Bridge program is held during the month of June to assist a number of at risk students who will be attending GMS. These students are provided a more in depth orientation to school procedures, taught positive peer interaction skills, and taught academic skills necessary to succeed in sixth grade and beyond. Eighth graders visit the Technology Center located at NHS during the Spring of their eighth grade year. The ninth grade transition coordinator meets with the students during second semester to help with class schedules and to ensure that each student makes a positive transition to high school. Eighth graders are given a preview assembly of the various extracurricular classes and clubs prior to the completion of ninth grade registration. Parents are also invited to attend the class-scheduling meeting where the middle and high school counselors are available to provide assistance. A Summer Bridge program is also offered to students entering ninth grade. The program is designed to target at risk students and help them prepare for their freshman year.

## Component 7: Teacher Participation in Making Assessment Decisions

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

Girard Middle School teachers are involved in the decisions regarding the use of academic assessments. Teachers will administer assessments to determine if students have mastered objectives taught. These assessments are used to determine if further instruction can continue or if remedial activities need to be implemented. Teacher input is considered at different levels of assessment results. Teachers work with the instructional leaders to develop, implement, and review assessment results.

## **Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

### **1. What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

Students who were not proficient in math and reading are placed in intervention classes and brought before the RTI committee if their grades are low (F). These students receive Tier II instruction automatically and are regularly reviewed for Tier III needs if applicable.

### **2. 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?**

Tier II is delivered in the classroom while Tier III is administered daily for 45 minutes outside of the regular classroom times in the intervention room with the intervention teacher or one on one with tutors in the teachers class. Students in grades six, seven, and eight engage in small group intervention classes for either reading or math.

### **3. How are students' individual needs being addressed through differentiated instruction in the classroom?**

Teachers are implementing a tiered approach to instruction. All students receive Tier I instruction from their teacher. Students who struggle with particular concepts are given Tier II instruction in smaller, intense settings. If a student needs further instruction to master a standard, he or she is given outside, Tier III instruction, by a member of the Problem Solving Team. This may be in-school intervention during the school day tutoring.

### **4. 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.**

Through the 1:1 initiative adopted this school year, students are also able to log in to programs via Chromebooks in the morning and afternoons and may engage in additional practice through apps suggested by their teachers. A lab is available for students to meet with the intervention teacher two days weekly during their exploratory class to receive additional assistance

### **5. 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.**

Free/Reduced breakfast and lunch, increased technology in schools using these funds, increased instructional supplies using these funds, education foundation-local grants are rewarded to teachers for instructional purposes. English Language Learners are placed on System 44 software to receive individualized phonics instruction during their exploratory period. Special Education students receive 45 minutes of daily tutorial from their case manager on currently taught concepts in their inclusion classes. Migrant, Neglected/Delinquent and homeless

students are referred to the Problem Solving Team and the Parental Involvement Specialists to address physical, social and emotional needs which may impeded learning. Intervention programs such as Odysseyware (Spark Remediation), and daily intervention classes are offered to all struggling students. Economically Disadvantaged students are given opportunities to meet in computer lab or homeroom teacher weekly through regular class time to work on the computer programs available.

**6. 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.**

The school provides opportunities for free and reduced lunch. We refer parents to the Alfred Saliba Family Services Center which provides literacy training, parenting classes, computer and job-training. The Family Services Center is also available for helping parents in need of housing or medical needs. The WISE center provides parenting classes and these brochures are sent home with each student in our school. At the end of the school year, the Parental Involvement Specialists, from our school system, meet with the parents of Head Start students to discuss the transfer to Kindergarten. ELL students are monitored. Southeast Alabama Outreach Educational Center-Federal, student tutoring, monthly career oriented meetings, SpectraCare, Mental Health support, and the School-wide Advisory program. The Exceptional Student Services personnel works closely with the administrators, special education teachers, and parents of students with disabilities to provide things such technological devices, medical

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

### **1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?**

The school utilizes key leaders programs such as Pitsco. The school has created focus teams to address school-wide goals.

Teams meet regularly to implement strategies and troubleshoot problem areas. Weekly grade-level meetings are held to track the progress of goals and implement changes as needed. Other factors that may affect student achievement such as attendance of teachers and students are monitored. Leadership and RTI teams meet consistently to ensure integration of programs geared toward the achievement of school wide success

### **2. 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.**

Title I Free/Reduced breakfast and lunch, increased technology in schools using these funds, increased instructional supplies using these funds, education foundation-local grants are rewarded to teachers for instructional purposes. ELL Students are monitored. Southeast Alabama Outreach Educational Center-Federal, student tutoring, monthly career oriented meetings, SpectraCare, Mental Health support, and the School-wide Advisory program

### **3. 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, vocational and technical education, and job training.**

The school provides opportunities for free and reduced lunch. We refer parents to the Alfred Saliba Family Services Center which provides literacy training, parenting classes, computer and job-training. The Family Services Center is also available for helping parents in need of housing or medical needs. The WISE center provides parenting classes and these brochures are sent home with each student in our school. At the end of the year, the Parental Involvement Specialist, from our school system, meet with the parents of Head Start students to discuss the transfer to Kindergarten.

## Component 10: Evaluation

### 1. How does the school evaluate the implementation of the schoolwide program?

This plan will be monitored at a minimum monthly during the school year for effectiveness through instructional walk-throughs and by maintaining a folder for the evidence.

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

The school leadership team will meet to break apart the Aspire standardized assessment data, School Incident Report data, Educate Alabama data, and benchmark tests data. Members of the team will use this data to inform teachers and identify strategies that will be implemented to improve instructional methods and student achievement.

### 3. 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?

Continuous monitoring through classroom observations, review of Aspire state assessment results, teacher-made assessments, and review of RTI data (including Odysseyware).

### 4. 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 Leadership team will meet in the Spring of 2017 to review the 2016-2017 CIP. At this time, data will be reviewed from classroom observations, records of participation in events, benchmark data, RTI data and any other information deemed useful to the team. Items that were found to be successful will be continued. Items or methods with little effect, will be revised and improved or removed accordingly.

### 5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

Yes, we kept the percentage of proficiency for reading and math at 10%. In addition we have implemented some new strategy to accomplish our goals. The goal of improving reading and math efficiency and mastery remains true. The ACT Aspire reports, the technology survey, ACCESS reports, lesson plans and EducateAl reports, walkthroughs, Rtl data meetings, show progress in the goals for students at Girard Middle School. There is still room for improvement in the following:

Engage and Empower the Learner Through Technology

Prepare and Support Teachers and Leaders to Graduate College-and Career-Ready Students

All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it. Implement strategies that will increase the quality and quantity of instruction.

Girard Middle School administrators and teachers will provide a level of interventions for students who need the most instructional support.

Administration and teachers will provide an enriched and accelerated curriculum for select students and support progress for all students. GMS faculty and administrators will incorporate research-based strategies that align with the findings of the needs assessment

**6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?**

The goals have for this school year's ACIP are still more defined and focused on specific focus areas and subgroups, but with the same overall goal of improving student success. In addition I changed some of our strategy on how to accomplish the goal to better serve our students, teacher, and parents.

# Coordination of Resources - Comprehensive Budget

## **Introduction**

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

### I. State Foundation Funds:

	<b>FTE's Earned</b>	<b>Units Placed</b>	<b>Total Salaries</b>
FTE Teacher Units	23.91	27.00	1,821,220.53
Administrator Units	1.00	1	119,952.61
Assistant Principal	0.50	1	91,510.16
Counselor	1.00	1	78,111.43
Librarian	1.00	1	74,521.46
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	4,642.00
Professional Development	0.00	0	1,748.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	11,113.00
Library Enhancement	0.00	0	583.00
<b>Totals</b>			<b>2,203,402.19</b>

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**Title I**

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	246816.04

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

Teaching Assistant: 6,257.79

Peehip: 3168.00

Retirement: 751.56

FICA: 387.98

Medicare: 90.74

SUI: 4.38

Life Insurance: 10.10

Teaching Assistant: 51971.21

Peehip: 25632.00

Retirement: 6241.74

FICA: 3222.21

Medicare: 753.60

SUI: 36.38

Life Insurance: 81.70

Other Instructional Supplies: 8716.62

Non-Capitalized Comp Hardware: 5000.00

Computer Hardware: 0.00

Computer Hardware: 10644.01

In-State: 3000.00

Out-of-state: 1500.00

Registration Fees: 2000.00

Parental Inv. Specialist: 77328.00

Peehip: 19200.00

Retirement: 9287.10

FICA: 4794.34

Medicare: 1121.26

SUI: 54.12

Life Insurance: 61.20

Postage: 500.00

Local In-District: 2000.00

Printing and Binding: 500.00

In-state: 2500.00

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

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

N/A

**Title II**

Label	Question	Value
1.	Professional Development Activites Provide the total.	500.0

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

Pitsco Professional Development

**Title III**

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

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

N/A

**Title IV**

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

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

N/A

**Title VI**

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

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

N/A

### Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

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**Other**

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	150000.0

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

Other compensation: 11040.00

Retirement: 1325.90

FICA: 684.48

Medicare: 160.08

SUI: 7.73

In-state: 700.00

Registration Fees: 2800.00

Other compensation: 66240.00

Retirement: 7955.42

FICA: 4106.88

Medicare: 960.48

SUI: 46.36

Other purchased services: 18366.78

Other instructional supplies: 27245.89

Non-instructional software: 1000.00

Transportation- AL school system: 4716.00

Indirect Cost: 2644.00

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## Local Funds

Label	Question	Value
1.	Provide the total	58943.11

### Provide a brief explanation and breakdown of expenses

Band: 1691.50

Varsity Cheerleaders: 2013.69

Choral: 420.00

Talent Pool: 1011.68

Ipad use fee: 21816.62

Art Class: 212.09

Athletics: 1003.33

WGF Fee Allocation: 1.81

Principal Account: 19659.19

Field Trips: 1102.97

Concessions: 7634.56

Library- Media Center: 299.28

Donations-Grants: 1639.99

Textbooks/ Lost Books: 24.00

Relay for Life: 117.00

Fund Raisers: 43.08

6th Grade Field Trips: 1600.00

# Strategies to Increase Parental Involvement

## **Introduction**

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement 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.

## Strategies to Increase Parental Involvement

**1. 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.**

GMS will hold a Title I parent meeting on August 30 at 6:00. Parents are notified of the meeting through the newspaper, school marquee, school website and via school messenger. The meeting presents the basic requirement of the Title I program and allows for questions and answers regarding the program.

**2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 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.**

At the annual Title I meeting, GMS administrative staff will increase parental involvement by completing the following actions:

- 1) have a fixed time schedule for parents to be involved after 5:00
- 2) encourage parents to participate in the decision-making process of budgeting Title I funds
- 3) allocate funds based on school needs and parent opinions.

**3. 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.**

Teachers at GMS send home a class syllabus. The syllabus includes information about textbooks, supplies needed, assignments/projects, technology usage and grading procedures. In addition to the Code of Conduct, parents also receive information from teachers concerning behavioral expectations within the classroom, hallways, and lunchroom. Contact information (email addresses, phone numbers, conference times) is given to all parents in print and can also be found on the website. As needed, an EL staff member will be available for interpretation of all information. Parent teacher conference day is scheduled within the 1st nine weeks grading period to allow parents to discuss concerns with administrators and teachers.

**4. 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).**

The compact is utilized during conferences to remind everyone of their role and accountability for improved student success. The compact will be reviewed and emphasized at every assembly opportunity to ensure everyone is aware of the compact and its purpose to hold

stakeholders accountable. Updates are made based on required format and needs specific to GMS demographics.

**5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.**

Parents are encouraged to comment and make suggestions about improving the CIP. Any parents with comments and suggestions may contact the principal at GMS at any time.

**6a. 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 NCLB Section 1118, 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 training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)**

The parental involvement specialist(s) will provide information to parents concerning Title I, achievement standards, how to monitor progress through e-mail and I-NOW Parent Portal, and availability for parent conferences. In addition, parents receive information from each classroom teacher describing what it will take to assist with student success, and if needed, timely intervention to correct problems.

**6b. 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 NCLB Section 1118, 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 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)**

Parent training opportunities are offered through the school district as well as school-sponsored activities. Community resources will be used to provide parents with ways to better assist their child. The guidance office at GMS provides helpful information to parents in print form.

**6c. 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 NCLB Section 1118, requirements for building capacity in parental involvement.)**

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

**Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and**

**coordinate parent programs, and build ties between parents and the school. (Describe)**

The office staff receives ongoing training on how to assist parents in a customer-friendly atmosphere. The entire faculty is informed and trained to understand the key role parents play in the student's education and how we should support that relationship.

**6d. 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 NCLB Section 1118, 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)**

GMS integrates all available resources into facilitating parent involvement in their child's education. The school staff, parent involvement specialists and district will partner with any viable community groups to assist parents with fully participating in their child(ren)'s education.

**6e. 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 NCLB Section 1118, 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)**

All communication to parents, both oral and written, will be in a language that they understand. An EL staff member will see that any necessary translation is provided.

**6f. 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 NCLB Section 1118, 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)**

In an effort to support parents with their child's education, GMS will provide assistance to all parents with reasonable requests. In addition, they will be given opportunities to volunteer at the school to support their child and other students. Parents will be given parent calendars of opportunities that will allow them to volunteer.

**7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.**

The EL teacher, in conjunction with the school administration, is responsible for providing the necessary means to ensure communication with non-English speaking parents. Assistance for communicating with parents with disabilities is available from the local AIDB office. Girard Middle School parent involvement specialists are also available to provide transportation and other assistance that may be required.