ACIP

Thomasville Middle School

Thomasville City School System

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Executive Summary

Introduction

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

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

Description of the School

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

 In the words of the honorable mayor of Thomasville, Sheldon Day, "Thomasville (is) a true gem in the middle of rural Southwest Alabama. A small town with a big heart and a people who work hard to help make the dreams of our region come true. A 'can do' attitude and a competitive spirit flows through the veins of every citizen of Thomasville: 'Southwest Alabama's Success Story'.

Thomasville is in the center of a vast regional trade area and draws 80,000 plus shoppers to its merchants from portions of six Alabama counties. That trade area has steadily grown to a point that the center of Thomasville on US Highway 43 has the highest daily traffic count off interstate between Tuscaloosa and Mobile at nearly 20,000 vehicles per day. Education has been a firm foundation from which Thomasville's growth can easily be traced. Our excellent K-12 city school system and the

presence of Costal Community College's award-winning campus in Thomasville assists every citizen young and old in achieving lifelong learning. Thomasville City Schools and Alabama Southern have partnered in providing Dual Enrollment to high school juniors and seniors to enable them to jump start their college education while in high school so they may be better equipped to face the world that awaits them at home and abroad. Great talent has always been prevalent in Thomasville through singing, dancing, acting, painting, and just plain old story-telling. These talents can now be prominently cast and displayed in Thomasville's new 30,000 sq. ft. civic center. Complete with a beautiful 500 seat theatre that will accommodate any New York Theatre production; an exquisite gallery to display art and antiques alike; along with meeting rooms complete with wireless internet access and projection capabilities………(few) small towns can match the versatility and range of uses of this great facility.

A new 60 acre medical park is planned in south Thomasville and will feature a new $30 million hospital along with other related services to bring healthcare to a new level in the Thomasville region. Combine that with a city-owned nursing home, and quality rural healthcare is a reality in Thomasville.

Recreation is available at every turn in the Thomasville region. Great fishing on the Tombigbee and Alabama Rivers, a hunting paradise in any direction and a city recreation department that offers everything from baseball to soccer; basketball to football; there is always something to do in this rural village! Porch-sittin' is still allowed as well; you can tell all your friends and neighbors your stories of the week and listen to a few, too!

Thomasville has something to offer everyone: a little bit of suburbia, a little bit of culture, and most of all a good dose of old-time, small town the way it should be! As one of our famous home folks, writer and story teller Kathryn Tucker Windham says, 'We aren't New York City and don't want to be…….we are Thomasville and all the great things that go with being who we are.'"

Thomasville Middle School is located just off Alabama Highway 43 on Gates Drive in Thomasville, AL. Daily average attendance is 356 students. There are 22 certified staff members, mostly veteran educators, serving grades 5-8. T-SLATE, Thomasville Middle School's 1:1 computer initiative, is a claim to fame, offering students access to resources they might not have otherwise.

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.

The mission of the Thomasville School System is to promote life-long learning in the 21st Century.

Vision Statement:

By providing the best education possible, the Thomasville City School System empowers students to become caring, competent, responsible citizens, who value education as a lifelong process.

Goals:

All stakeholders should continue to work together to improve student achievement.

All stakeholders should continue to work together to provide a safe, secure environment for learning.

All stakeholders should continue to work together to build a professional, qualified workforce.

Belief Statements:

Learning is the chief priority for our schools.

Education is a partnership involving the home, the community, and our schools.

Literacy skills are fundamental to student success.

Individualized education promotes a lifelong desire to learn.

Consistently enforced discipline promotes a safe, positive learning environment.

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.

Thomasville Middle School (TMS) is a 1:1 school, providing every student with a laptop computer for use at home and school. All TMS classrooms are equipped with current technological tools. Wireless access points are in each classroom along with each one being installed on each hall. Recently, air conditioning and heating was installed in the gymnasium. The campus has been updated with new flooring, ceilings, and paint, as well as a new gymnasium floor. The campus is also equipped with new surveillance technology. New state of the art furniture has been added to a classroom that has become a meeting room. Related to technology, city-wide wireless is a goal for the future. The gym and the original wing of the building have been re-roofed.

Additional Information

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

N/A

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The TMS parent council is selected from actively-involved parents/guardians by the TMS faculty and staff to represent a broad demographic. This council also serves as the TMS PTO committee. Meetings are held at convenient times for the members of the council/committee. The council/committee members serve voluntarily in all roles to benefit all students and promote life-long learning.

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

The representations from stakeholder groups that participated in the development of the improvement plan include parents, teachers, and community representatives. The responsibilities of the parents and community representatives were to encourage participation in parent and stakeholder surveys, provide input on school goals and budgets, attend regularly scheduled meetings, and to give feedback to other parents and stakeholders at parent meetings.

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 and all updated versions are posted to the school system's website after approval by the board of education. The final improvement plan is communicated via the TCS web and a one pager provided to each student. Stakeholders receive feedback at Advisory Board meetings, parent meetings, and home correspondence (newsletters, flyers, social media, etc.) provided by each homeroom.

Student Performance Diagnostic

Introduction

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

Student Performance Data

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

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	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 have noticeably declined.	Level 3

Areas of Notable Achievement

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

5th-Writing

6th- English

7th- English

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

3 Year Trend

5th- Writing (+26), Math (+14), Science (+8)

6th- Science (+11), English (+8)

7th- Reading (+9), Writing (+4), Math (+3)

8th- English (+3), Writing (+1)

Which area(s) indicate the overall highest performance?

English Language Arts

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

In reading, previous year's 6th grade female students showed an increase of 30%, 7th grade females posted an increase of 34%, and 8th grade females improved by 47%. Males in the same grades improved 24%, 19%, and 37% in reading.
In math, previous year's 6th grade females increased scores by 33%, 7th graders increased by 34%, and 8th graders by 32%. Males in the sames grades improved by 26%, 22%, and 25% in math.

Between which subgroups is the achievement gap closing?

We hope to see gaps close between black and white students. Trend data for the ACT Aspire in reading shows that 6th grade black students improved scores by 20%, 7th grader black students improved scores by 21%, and 8th graders increased scores by 41%. In math, black students in the same grades improved by 14%, 13%, and 13%. This indicates that black students are improving in both reading and math.

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

Based on past years' data, the black male and free/reduced lunch subgroup have shown a fairly significant performance gap in reading and math. Tracking the findings and measuring consistency has been a weakness for the past two year due to a lack of consistency in universal screening.

Areas in Need of Improvement

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

Reading- 5th, 6th, 8th
Math- 6th, 8th
Science- 7th, 8th
Writing- 6th
English- 5th

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

Based on trend data, previous year 6th and 7th graders showed a decrease in reading performance; 6th, 7th, and 8th graders showed a decrease in mathematics performance.

Which area(s) indicate the overall lowest performance?

Overall lowest performance areas were black students in grades 7 and 8 in math and black students in grade 6 in reading.

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

No subgroup shows a trend toward decreasing performance; however, performance is not currently at the expected outcome for any group. Decreasing performance is observable for all student groups except previous year's 8th grade reading.

Between which subgroups is the achievement gap becoming greater?

The only noticeable gap between 2016 and 2017 ASPIRE results is in the category ALL STUDENTS. This holds true in reading and language at all grade levels 5th-Reading,6th-Reading, 7th-English, 8th-Science.

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

 Tracking the findings and being able to measure with consistency has been a weakness for the past two year due to a lack of consistency in universal screening. This information is unavailable due to no universal screening data.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics

3
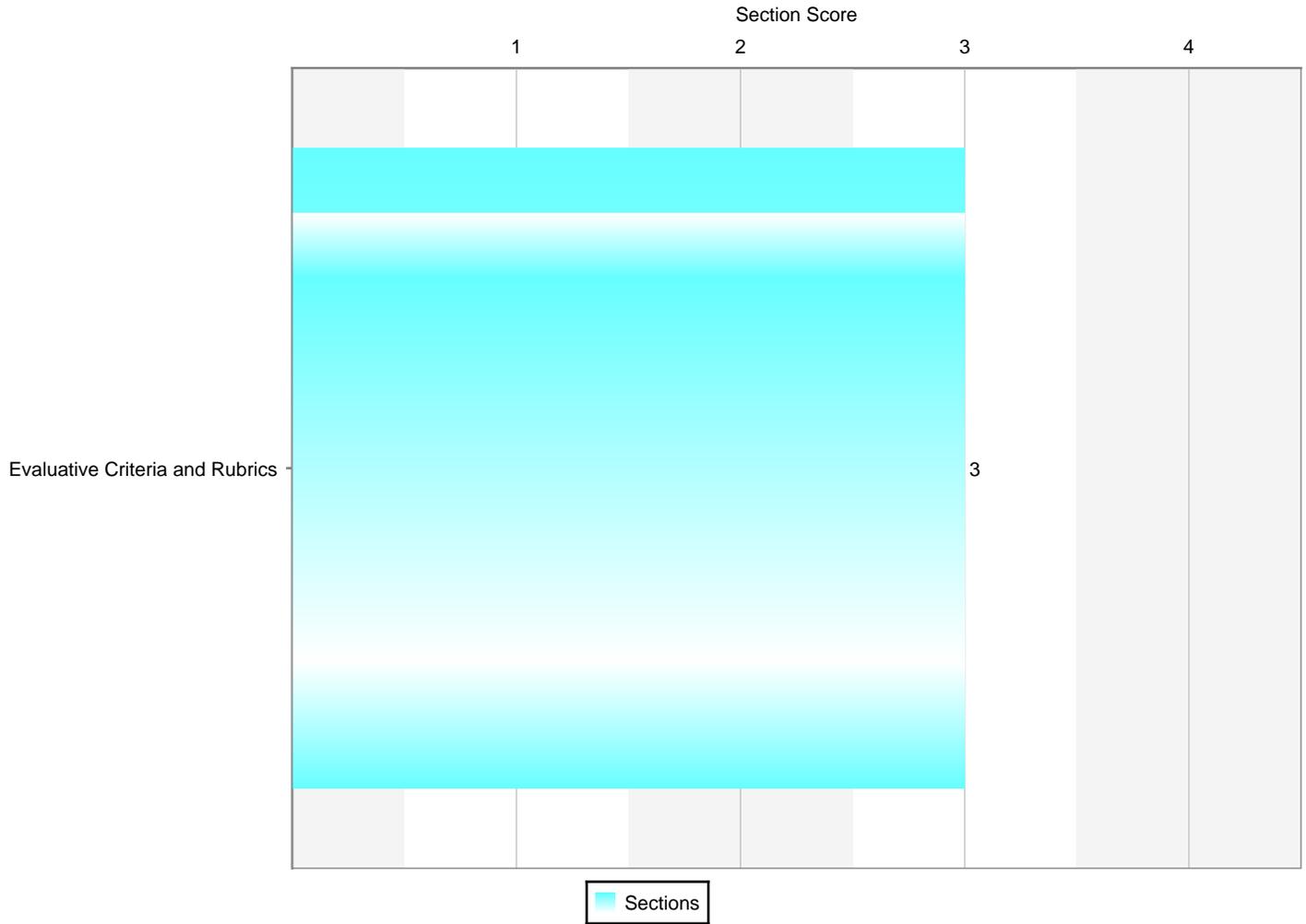
Sections

2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Gerald McAnally, Principal Taraethia Rocker Sullivan, Assistant Principal Joyce Figgers, Counselor Danica Jones, Resource Donna McManus, 5th ELA Cheryl Hyde, 6th Math Lyle Meador, 7th History Jeanette Johnson, 8th Science Cindy Ogle, Parent Amy Pendleton, Parent	

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	See attachment	TMS Signatures 2017

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	See attachment	

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

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	See attachment	TMS Parent Compact

TMS 2017-2018 ACIP

Overview

Plan Name

TMS 2017-2018 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	Close achievement gaps by delivering standards-based and data driven instruction to students.	Objectives: 1 Strategies: 5 Activities: 8	Organizational	$0
2	Strengthen relationships with students, families, and the community	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$0
3	Support the retention of effective teachers, support staff, and leaders	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0
4	Engage and empower learners through technology	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$0

Goal 1: Close achievement gaps by delivering standards-based and data driven instruction to students.

Measurable Objective 1:

demonstrate a proficiency in ELA and Math with a 5% increase by 05/31/2018 as measured by end of the year assessments.

Strategy 1:

Differentiated Learning - All teachers will employ differentiated learning opportunities (process/instruction, products/assignments, content/resources, environment, any other aspects of student learning) to address the individual needs of all learners. The strategy will be implemented throughout the class schedule/period.

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

Research Cited: N/A

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate differentiated and engagement strategies into daily instructional periods.	Direct Instruction	08/08/2017	05/31/2018	$0	No Funding Required	Director of Curriculum and Instruction Administrators ALL Certified Teachers Instructional Coaches (as deemed necessary)

Strategy 2:

CCRStandards Analysis - Teachers will continuously review and revise content standards to determine the level of rigor (introductory or mastery).

Category: Develop/Implement College and Career Ready Standards

Research Cited: N/A

Activity - Pacing and Alignment Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet as a department or grade bands quarterly in order to discuss unpacking content and literacy standards. Teachers will use the ALEX Insight Tools, ALCOS, pacing guides, and locally adopted curriculum.	Professional Learning	08/08/2017	05/31/2018	$0	Title I Part A	Director of Curriculum and Instruction Administrators ALL Teachers Instructional Coaches (as deemed necessary)

Strategy 3:

Student Systems of Support (RtI) - Teachers will employ individualized tiered support systems (academic/behavior) for students not reaching mastery of grade level standards daily.

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

Research Cited: www.rtinetwork.org

Activity - SST/PST Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Multisystems of support will be provided during specific intervention times. Teachers will base interventions upon standards mastery (formative assessment), progress monitoring, and diagnostic data.	Academic Support Program	08/08/2017	05/31/2018	$0	No Funding Required	Director of Curriculum and Instruction Administrators ALL Certified Teachers Instructional Coaches (as needed)

Activity - RTI/PST Monthly Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet monthly to discuss the progression of student learning and tiered plans in order to close learning gaps.	Academic Support Program, Behavioral Support Program	08/08/2017	05/31/2018	$0	Title I Part A	Director of Curriculum and Instruction Administrators ALL Certified Teachers Instructional Coaches (as needed)

Activity - SST/PST Advisory Team Review of RtI Policy/Procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school SST/PST advisory team will review state and local policy and procedures in order to refine/enhance the RtI framework as needed.	Academic Support Program, Behavioral Support Program	08/08/2017	05/31/2018	$0	Title I Part A	Director of Curriculum and Instruction District and School SSST/PST Administrators

Strategy 4:

Data Talks/Meetings - Review and analyze data on a monthly basis in order to support and enrich student learning and decision making.

Category: Develop/Implement Professional Learning and Support

Research Cited: N/A

Activity - Data Discussion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| ALL teachers will attend monthly planned data meetings to discuss diagnostic assessments, progress monitoring, classroom formative data, and school quality data.
Teachers will host student advisory conferences at least once quarterly to discuss student progress (data folders/binders). | Academic Support Program, Professional Learning | 08/08/2017 | 05/31/2018 | $0 | No Funding Required | Director of Curriculum and Instruction Administrators Instructional Coaches (as needed) All certified teachers Counselor |

Activity - Student Enrichment Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic goals will be set and measured by diagnostic assessments (iReady/Scantron). Students will be selected to participate in after school enrichment opportunities such as: Robotics TMS Production Team Geek Squad Based on data, selected students will be chosen for a Math and ELA achievement celebration.	Academic Support Program, Extra Curricular	08/08/2017	05/31/2018	$0	Title I Part A	Administrators Teachers Educational Stakeholders

Strategy 5:

Refine/Enhance Inclusive Services - Special Education Teachers/Staff will refine and enhance inclusive services for students with disabilities as needed.

Category: Develop/Implement Professional Learning and Support

Research Cited: N/A

Activity - Supplemental Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Coordinate supplemental intervention programs and services to maximize student time in core instruction. (SPED, ESL, SLP, OT/PT, etc.)	Academic Support Program, Behavioral Support Program	08/08/2017	05/31/2018	$0	Title I Part A	Special Education Coordinator Administrators Teachers SPED Resource Teachers

Goal 2: Strengthen relationships with students, families, and the community

Measurable Objective 1:

collaborate to increase involvement with students, families, and the community by 05/31/2018 as measured by school tracking of stakeholder involvement sign in sheets.

Strategy 1:

Parental Involvement Plan - The school will implement a parental involvement plan that includes innovative ways to serve families who may or may not be able to

attend traditional school functions.

Category: Implement Community Based Support and Intervention System

Research Cited: N/A

Activity - Parental Involvement Plan Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TMS will implement strategies from Parental Involvement Plan. The TCS Student Production Team will provide varied pathways for parents to view meetings.	Academic Support Program, Parent Involvement, Community Engagement	08/08/2017	05/31/2018	$0	Title I Part A	Administrators Classroom Teachers Technology Integration Facilitator

Activity - Student Relationship Builder	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will choose students to write and mail personal postcards. Teachers will send a personal note to each homeroom student by May.	Parent Involvement, Community Engagement, Behavioral Support Program	08/08/2017	05/31/2018	$0	Title I Part A	Administrators Teachers

Strategy 2:

Student Opportunities - The school will provide opportunities for students to participate in extra-curricular activities selected by the students.

Category: Develop/Implement Student and School Culture Program

Research Cited: N/A

Activity - Extra Curricular Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Promote extra curricular activities through posters, flyers, assemblies, and announcements (4H, Boy Scouts, Boys&Girl's Club)	Extra Curricular	08/08/2017	05/31/2018	$0	Title I Part A	Administrators All Classroom Teachers

Goal 3: Support the retention of effective teachers, support staff, and leaders

Measurable Objective 1:

collaborate to increase employee engagement and support by 05/31/2018 as measured by staff retention rate.

Strategy 1:

Collaborative Learning - Provide collaborative learning opportunities for staff.

Category: Develop/Implement Professional Learning and Support

Research Cited: N/A

Activity - Professional Learning Community Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in collaborative learning opportunities such as: AMSTI Math and Science PLC Vertical and Grade Level Planning Mentoring Opportunities School Improvement Grant with Power School Onsite/Offsite (out of district) Instructional Visits	Professional Learning	08/08/2017	05/31/2018	$0	Title I Part A	Director of Curriculum and Instruction Administrators Teachers

Strategy 2:

Staff Effectiveness - Develop, Implement, and monitor an effective supervision and evaluation process that will lead to improved professional development and

increased student achievement and staff performance.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: N/A

Activity - Staff Effectiveness Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff (certified and non certified) will be evaluated based on effectiveness. Ongoing professional development will be provided based on the evaluation results.	Professional Learning	08/08/2017	05/31/2018	$0	Title I Part A	Director of Curriculum and Instruction Administration Staff

Goal 4: Engage and empower learners through technology

Measurable Objective 1:

demonstrate a proficiency to increase the use of technology in order to enhance and personalize student learning by 05/31/2018 as measured by formal and informal administrative observations.

Strategy 1:

Professional Development - Provide teachers with professional development and ongoing support of integrating technology into classroom instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited: N/A

Activity - Google Platform and PBL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development to teachers on using applications in the Google Platform and PBL.	Technology	08/08/2017	05/31/2018	$0	Title I Part A	Director of Technology Administrators ALL Classroom Teachers Technology Integration Facilitator Helpdesk Manager

Strategy 2:

Learning Opportunities - Encourage students and staff to take advantage of nontraditional learning opportunities offered through technology.

Category: Develop/Implement Professional Learning and Support

Research Cited: N/A

Activity - Online Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Incorporate online resources into instruction. Teachers will report this implementation through weekly Technology Spotlights which will be posted on the TCS website.	Technology, Professional Learning	08/08/2017	05/31/2018	$0	No Funding Required	Director of Technology Administrators TIF/Helpdesk Manager ALL classroom teachers

Activity - End of Year Technology Expo	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classrooms will participate in an end of year technology learning expo.	Academic Support Program, Technology, Community Engagement	08/08/2017	05/31/2018	$0	Title I Part A	Director of Technology Administrators Teachers TIF/Helpdesk Manager

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extra Curricular Activities	Promote extra curricular activities through posters, flyers, assemblies, and announcements (4H, Boy Scouts, Boys&Girl's Club)	Extra Curricular	08/08/2017	05/31/2018	$0	Administrators All Classroom Teachers
Staff Effectiveness Plan	Staff (certified and non certified) will be evaluated based on effectiveness. Ongoing professional development will be provided based on the evaluation results.	Professional Learning	08/08/2017	05/31/2018	$0	Director of Curriculum and Instruction Administration Staff
Pacing and Alignment Sessions	Teachers will meet as a department or grade bands quarterly in order to discuss unpacking content and literacy standards. Teachers will use the ALEX Insight Tools, ALCOS, pacing guides, and locally adopted curriculum.	Professional Learning	08/08/2017	05/31/2018	$0	Director of Curriculum and Instruction Administrators ALL Teachers Instructional Coaches (as deemed necessary)
RTI/PST Monthly Meetings	Teachers will meet monthly to discuss the progression of student learning and tiered plans in order to close learning gaps.	Academic Support Program, Behavioral Support Program	08/08/2017	05/31/2018	$0	Director of Curriculum and Instruction Administrators ALL Certified Teachers Instructional Coaches (as needed)

Supplemental Intervention Programs	Coordinate supplemental intervention programs and services to maximize student time in core instruction. (SPED, ESL, SLP, OT/PT, etc.)	Academic Support Program, Behavioral Support Program	08/08/2017	05/31/2018	$0	Special Education Coordinator Administrators Teachers SPED Resource Teachers
End of Year Technology Expo	All classrooms will participate in an end of year technology learning expo.	Academic Support Program, Technology, Community Engagement	08/08/2017	05/31/2018	$0	Director of Technology Administrators Teachers TIF/Helpdesk Manager
Student Enrichment Opportunities	Academic goals will be set and measured by diagnostic assessments (iReady/Scantron). Students will be selected to participate in after school enrichment opportunities such as: Robotics TMS Production Team Geek Squad Based on data, selected students will be chosen for a Math and ELA achievement celebration.	Academic Support Program, Extra Curricular	08/08/2017	05/31/2018	$0	Administrators Teachers Educational Stakeholders
Google Platform and PBL	Provide professional development to teachers on using applications in the Google Platform and PBL.	Technology	08/08/2017	05/31/2018	$0	Director of Technology Administrators ALL Classroom Teachers Technology Integration Facilitator Helpdesk Manager
Parental Involvement Plan Implementation	TMS will implement strategies from Parental Involvement Plan. The TCS Student Production Team will provide varied pathways for parents to view meetings.	Academic Support Program, Parent Involvement, Community Engagement	08/08/2017	05/31/2018	$0	Administrators Classroom Teachers Technology Integration Facilitator

Student Relationship Builder	Teachers will choose students to write and mail personal postcards. Teachers will send a personal note to each homeroom student by May.	Parent Involvement, Community Engagement, Behavioral Support Program	08/08/2017	05/31/2018	$0	Administrators Teachers
Professional Learning Community Meetings	Teachers will engage in collaborative learning opportunities such as: AMSTI Math and Science PLC Vertical and Grade Level Planning Mentoring Opportunities School Improvement Grant with Power School Onsite/Offsite (out of district) Instructional Visits	Professional Learning	08/08/2017	05/31/2018	$0	Director of Curriculum and Instruction Administrators Teachers
SST/PST Advisory Team Review of RtI Policy/Procedures	The school SST/PST advisory team will review state and local policy and procedures in order to refine/enhance the RtI framework as needed.	Academic Support Program, Behavioral Support Program	08/08/2017	05/31/2018	$0	Director of Curriculum and Instruction District and School SSST/PST Administrators
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tiered Instruction	Incorporate differentiated and engagement strategies into daily instructional periods.	Direct Instruction	08/08/2017	05/31/2018	$0	Director of Curriculum and Instruction Administrators ALL Certified Teachers Instructional Coaches (as deemed necessary)

Online Resources	Incorporate online resources into instruction. Teachers will report this implementation through weekly Technology Spotlights which will be posted on the TCS website.	Technology, Professional Learning	08/08/2017	05/31/2018	$0	Director of Technology Administrators TIF/Helpdesk Manager ALL classroom teachers
Data Discussion	ALL teachers will attend monthly planned data meetings to discuss diagnostic assessments, progress monitoring, classroom formative data, and school quality data. Teachers will host student advisory conferences at least once quarterly to discuss student progress (data folders/binders).	Academic Support Program, Professional Learning	08/08/2017	05/31/2018	$0	Director of Curriculum and Instruction Administrators Instructional Coaches (as needed) All certified teachers Counselor
SST/PST Intervention	Multisystems of support will be provided during specific intervention times. Teachers will base interventions upon standards mastery (formative assessment), progress monitoring, and diagnostic data.	Academic Support Program	08/08/2017	05/31/2018	$0	Director of Curriculum and Instruction Administrators ALL Certified Teachers Instructional Coaches (as needed)
				Total	$0	

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		

Evaluative Criteria and Rubrics

Overall Rating: 1.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

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

Areas of Notable Achievement

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

Standard 4,the school has resources and provides services in all schools that support its purpose and direction to ensure success for all students, scored highest among staff. Indicator 4.1 Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program, was the highest ranked from the staff.

The following survey results are from the previous school year:

Students noted the compassion and individual attention of teachers and access to his/her own computer as positives. They specifically mentioned technology integration and hands-on learning activities as "fun." Extracurricular activities, including sports, were cited as positives. Parents indicated feeling welcome at TMS and satisfied with the quality of education their children were receiving.

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

The 1:1 computer initiative and the increase in rigor seem to be trending positively among stakeholders.

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

No other feedback sources are available to compare. However, this assumption is consistent with last year's feedback.

Areas in Need of Improvement

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

INDICATOR 3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their

children's learning progress. This indicator received the lowest feedback from staff.

The following feedback was derived from last year's feedback. Feedback for 17-18 school year was not enough to make a reliable decision.

Students were least satisfied with school lunches and lack of outdoor activities during Physical Education classes.
Parents indicated a desire for more opportunities for creative expression.

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

No particular trends were noticed.

What are the implications for these stakeholder perceptions?

The "family" culture at TMS must be sustained. Each stakeholder group must be valued and their concerns respected.

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

Findings are consistent with last year's feedback.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 1.5
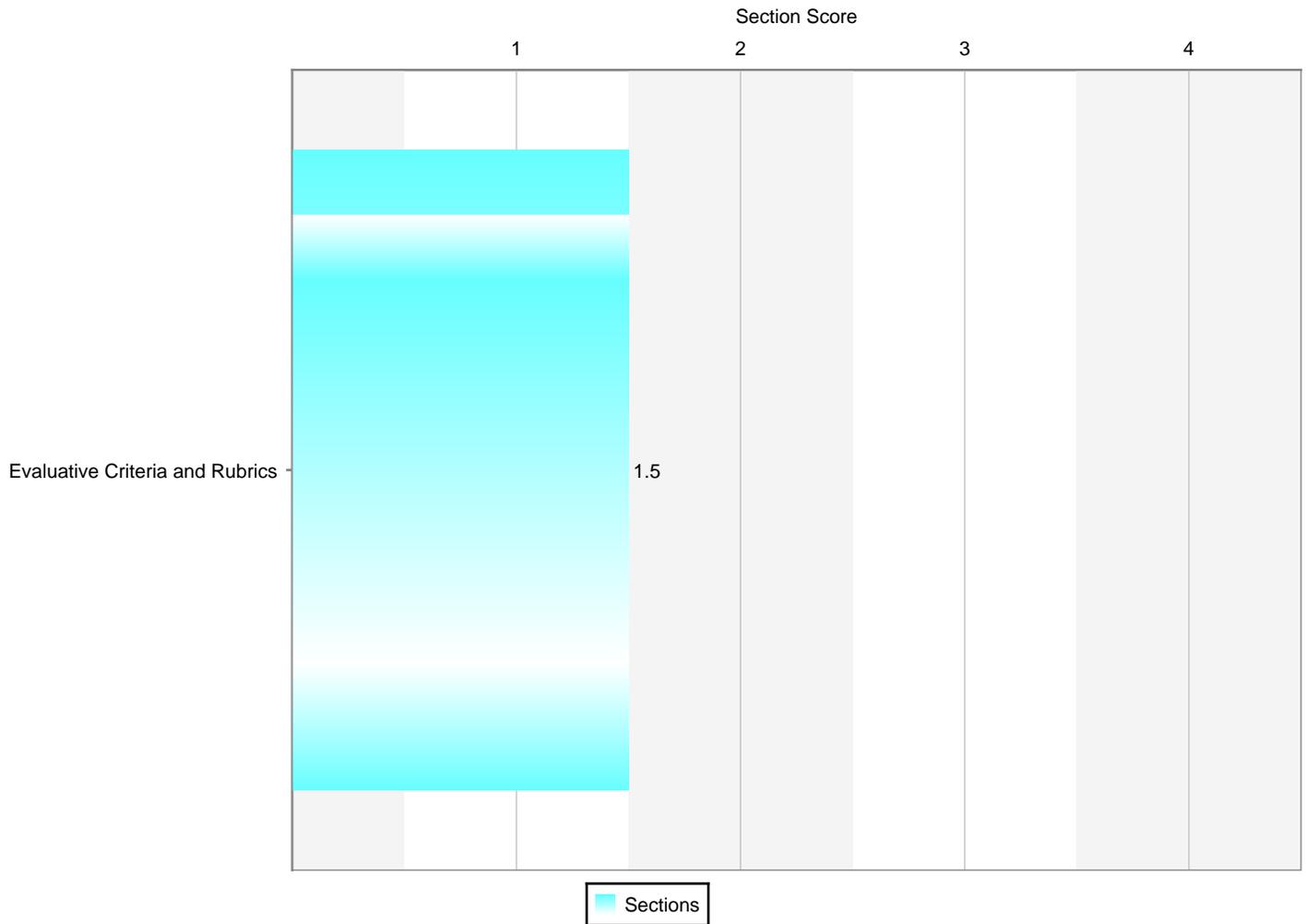
Sections

2017-2018 Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

Needs assessment was analyzed based upon the longitudinal data from school assessments. The needs assessment was based upon Study Island, Star, and ASPIRE test. The school also looked at the stakeholder surveys and took into consideration key points

What were the results of the comprehensive needs assessment?

The school understands the need to continue the level of higher order thinking questions for advanced learners. ACT Aspire scores remained mostly consistent with last years scores. Early intervention plans and basic skills remediation will help to bring skill level of students to proficient. TMS will implement iReady and Exact Path diagnostic assessments in order to continue to improve the levels of students and opportunities for success.

What conclusions were drawn from the results?

The focus and emphasis will continue to be placed upon growth and improvement school wide. Student
engagement has increased but we continue to build upon the principles of student engagement, the cycle of instruction, and differentiated instruction within the classroom . Identifying early intervention needs with students will help to improve skill levels and thus reach grade level knowledge earlier.

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

Teacher training and school wide change to the CCRS standards will help school to become more focused and able to meet the needs of students. Improvements of the pacing guide and differentiated instruction will produce data needed to make changes and improve in specific areas. The faculty has become aware that the learning styles of students are different and with the Learning Style Inventory test, each year we are able to provide this data to teachers which helps them to prepare strategic lessons.

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

The needs of the school are set by faculty and administration depending upon needs that the data show. The students are then progress monitored through iReady and Exact Path testing and teachers can view data for continued needs and learning of students. Goals are constantly monitored and adjusted through the Student Support Services framework.

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

The needs are based upon a variety of data and not just one source. The multiple data sources that are viewed longitudinally increase the validity of the problem and success rate of students. The data are also addressed during data meetings which helps to close achievement gaps.

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

Goals are based upon the whole school population using data from the needs assessment. Children who are recognized as special education have needs that are taken into account based upon their individual education plan. The plan identifies student that need special accommodations and they are offered these accommodations during all testing sessions. Then school also includes the following for students: gifted, EL, Homeless, 504, Tier II and III, and also being a Title I School.

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

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

Goal 1:

Increase Student Attendance

Measurable Objective 1:

5% of Fifth, Sixth, Seventh and Eighth grade Male students will demonstrate a behavior by showing gains in Practical Living by 08/08/2017 as measured by a reduction in truancy rates .

Strategy1:

Attendance Monitoring - Teachers will be expected to post attendance daily. This data will be reviewed and monitored during data meetings as well as administrators and attendance clerk. The attendance policy will be followed as outlined in the parent/student handbook. Administrators will need to order Attendance Works Toolkits if applicable online.

Category: Develop/Implement Learning Supports

Research Cited: www.attendanceworks.org

Activity - Parent Resource Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Twice yearly and as deemed by Admin, parents will have the option of hearing about attendance resources. Parents with chronically absent students will have to attend at least one session.	Parent Involvement	09/11/2017	05/31/2018	$1000 - Title I Part A	Admin Counselor Teacher

Activity - Monthly Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month, an attendance incentive will be planned through the auxiliary team. Students' attendance behavior will be monitored.	Behavioral Support Program	09/01/2017	06/29/2018	$1000 - Title I Part A	Admin Counselor Teachers Auxilary Team

Activity - Student Attendance Support Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A designee will facilitate learning about absenteeism. Resources from TpT will be purchased and implemented. Resources from www.attendanceworks.org will be used also.	Behavioral Support Program	09/01/2017	06/29/2018	$200 - Title I Part A	Admin Counselor Teachers

Goal 2:

Engage and empower learners through technology

Measurable Objective 1:

demonstrate a proficiency to increase the use of technology in order to enhance and personalize student learning by 05/31/2018 as

measured by formal and informal administrative observations.

Strategy1:

Learning Opportunities - Encourage students and staff to take advantage of nontraditional learning opportunities offered through technology.

Category: Develop/Implement Professional Learning and Support

Research Cited: N/A

Activity - Online Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate online resources into instruction. Teachers will report this implementation through weekly Technology Spotlights which will be posted on the TCS website.	Professional Learning Technology	08/08/2017	05/31/2018	$0 - No Funding Required	Director of Technology Administrators TIF/Helpdesk Manager ALL classroom teachers

Activity - End of Year Technology Expo	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classrooms will participate in an end of year technology learning expo.	Academic Support Program Technology Community Engagement	08/08/2017	05/31/2018	$0 - Title I Part A	Director of Technology Administrators Teachers TIF/Helpdesk Manager

Strategy2:

Professional Development - Provide teachers with professional development and ongoing support of integrating technology into classroom

instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited: N/A

Activity - Google Platform and PBL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide professional development to teachers on using applications in the Google Platform and PBL.	Technology	08/08/2017	05/31/2018	$0 - Title I Part A	Director of Technology Administrators ALL Classroom Teachers Technology Integration Facilitator Helpdesk Manager

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

Goal 1:

Close achievement gaps by delivering standards-based and data driven instruction to students.

Measurable Objective 1:

demonstrate a proficiency in ELA and Math with a 5% increase by 05/31/2018 as measured by end of the year assessments.

Strategy1:

Refine/Enhance Inclusive Services - Special Education Teachers/Staff will refine and enhance inclusive services for students with disabilities as needed.

Category: Develop/Implement Professional Learning and Support

Research Cited: N/A

Activity - Supplemental Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coordinate supplemental intervention programs and services to maximize student time in core instruction. (SPED, ESL, SLP, OT/PT, etc.)	Behavioral Support Program Academic Support Program	08/08/2017	05/31/2018	$0 - Title I Part A	Special Education Coordinator Administrators Teachers SPED Resource Teachers

Strategy2:

Differentiated Learning - All teachers will employ differentiated learning opportunities (process/instruction, products/assignments, content/resources, environment, any other aspects of student learning) to address the individual needs of all learners. The strategy will be implemented throughout the class schedule/period.

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

Research Cited: N/A

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate differentiated and engagement strategies into daily instructional periods.	Direct Instruction	08/08/2017	05/31/2018	$0 - No Funding Required	Director of Curriculum and Instruction Administrators ALL Certified Teachers Instructional Coaches (as deemed necessary)

Strategy3:

Student Systems of Support (RtI) - Teachers will employ individualized tiered support systems (academic/behavior) for students not reaching mastery of grade level standards daily.

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

Research Cited: www.rtinetwork.org

Activity - SST/PST Advisory Team Review of RtI Policy/Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school SST/PST advisory team will review state and local policy and procedures in order to refine/enhance the RtI framework as needed.	Academic Support Program Behavioral Support Program	08/08/2017	05/31/2018	$0 - Title I Part A	Director of Curriculum and Instruction District and School SSST/PST Administrators

Activity - SST/PST Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Multisystems of support will be provided during specific intervention times. Teachers will base interventions upon standards mastery (formative assessment), progress monitoring, and diagnostic data.	Academic Support Program	08/08/2017	05/31/2018	$0 - No Funding Required	Director of Curriculum and Instruction Administrators ALL Certified Teachers Instructional Coaches (as needed)

Activity - RTI/PST Monthly Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet monthly to discuss the progression of student learning and tiered plans in order to close learning gaps.	Behavioral Support Program Academic Support Program	08/08/2017	05/31/2018	$0 - Title I Part A	Director of Curriculum and Instruction Administrators ALL Certified Teachers Instructional Coaches (as needed)

Strategy4:

CCRStandards Analysis - Teachers will continuously review and revise content standards to determine the level of rigor (introductory or

mastery).

Category: Develop/Implement College and Career Ready Standards

Research Cited: N/A

Activity - Pacing and Alignment Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet as a department or grade bands quarterly in order to discuss unpacking content and literacy standards. Teachers will use the ALEX Insight Tools, ALCOS, pacing guides, and locally adopted curriculum.	Professional Learning	08/08/2017	05/31/2018	$0 - Title I Part A	Director of Curriculum and Instruction Administrators ALL Teachers Instructional Coaches (as deemed necessary)

Strategy5:

Data Talks/Meetings - Review and analyze data on a monthly basis in order to support and enrich student learning and decision making.

Category: Develop/Implement Professional Learning and Support

Research Cited: N/A

Activity - Student Enrichment Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic goals will be set and measured by diagnostic assessments (iReady/Scantron). Students will be selected to participate in after school enrichment opportunities such as: Robotics TMS Production Team Geek Squad Based on data, selected students will be chosen for a Math and ELA achievement celebration.	Academic Support Program Extra Curricular	08/08/2017	05/31/2018	$0 - Title I Part A	Administrators Teachers Educational Stakeholders

Activity - Data Discussion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ALL teachers will attend monthly planned data meetings to discuss diagnostic assessments, progress monitoring, classroom formative data, and school quality data. Teachers will host student advisory conferences at least once quarterly to discuss student progress (data folders/binders).	Academic Support Program Professional Learning	08/08/2017	05/31/2018	$0 - No Funding Required	Director of Curriculum and Instruction Administrators Instructional Coaches (as needed) All certified teachers Counselor

Goal 2:

Support the retention of effective teachers, support staff, and leaders

Measurable Objective 1:

collaborate to increase employee engagement and support by 05/31/2018 as measured by staff retention rate.

Strategy1:

Collaborative Learning - Provide collaborative learning opportunities for staff.

Category: Develop/Implement Professional Learning and Support

Research Cited: N/A

Activity - Professional Learning Community Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in collaborative learning opportunities such as: AMSTI Math and Science PLC Vertical and Grade Level Planning Mentoring Opportunities School Improvement Grant with Power School Onsite/Offsite (out of district) Instructional Visits	Professional Learning	08/08/2017	05/31/2018	$0 - Title I Part A	Director of Curriculum and Instruction Administrators Teachers

Strategy2:

Staff Effectiveness - Develop, Implement, and monitor an effective supervision and evaluation process that will lead to improved professional

development and increased student achievement and staff performance.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: N/A

Activity - Staff Effectiveness Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff (certified and non certified) will be evaluated based on effectiveness. Ongoing professional development will be provided based on the evaluation results.	Professional Learning	08/08/2017	05/31/2018	$0 - Title I Part A	Director of Curriculum and Instruction Administration Staff

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

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

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

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

Goal 1:

Close achievement gaps by delivering standards-based and data driven instruction to students.

Measurable Objective 1:

demonstrate a proficiency in ELA and Math with a 5% increase by 05/31/2018 as measured by end of the year assessments.

Strategy1:

Data Talks/Meetings - Review and analyze data on a monthly basis in order to support and enrich student learning and decision making.

Category: Develop/Implement Professional Learning and Support

Research Cited: N/A

Activity - Data Discussion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ALL teachers will attend monthly planned data meetings to discuss diagnostic assessments, progress monitoring, classroom formative data, and school quality data. Teachers will host student advisory conferences at least once quarterly to discuss student progress (data folders/binders).	Academic Support Program Professional Learning	08/08/2017	05/31/2018	$0 - No Funding Required	Director of Curriculum and Instruction Administrators Instructional Coaches (as needed) All certified teachers Counselor

Activity - Student Enrichment Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic goals will be set and measured by diagnostic assessments (iReady/Scantron). Students will be selected to participate in after school enrichment opportunities such as: Robotics TMS Production Team Geek Squad Based on data, selected students will be chosen for a Math and ELA achievement celebration.	Extra Curricular Academic Support Program	08/08/2017	05/31/2018	$0 - Title I Part A	Administrators Teachers Educational Stakeholders

Strategy2:

CCRStandards Analysis - Teachers will continuously review and revise content standards to determine the level of rigor (introductory or

mastery).

Category: Develop/Implement College and Career Ready Standards

Research Cited: N/A

Activity - Pacing and Alignment Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet as a department or grade bands quarterly in order to discuss unpacking content and literacy standards. Teachers will use the ALEX Insight Tools, ALCOS, pacing guides, and locally adopted curriculum.	Professional Learning	08/08/2017	05/31/2018	$0 - Title I Part A	Director of Curriculum and Instruction Administrators ALL Teachers Instructional Coaches (as deemed necessary)

Strategy3:

Differentiated Learning - All teachers will employ differentiated learning opportunities (process/instruction, products/assignments,

content/resources, environment, any other aspects of student learning) to address the individual needs of all learners. The strategy will be

implemented throughout the class schedule/period.

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

Research Cited: N/A

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate differentiated and engagement strategies into daily instructional periods.	Direct Instruction	08/08/2017	05/31/2018	$0 - No Funding Required	Director of Curriculum and Instruction Administrators ALL Certified Teachers Instructional Coaches (as deemed necessary)

Strategy4:

Student Systems of Support (RtI) - Teachers will employ individualized tiered support systems (academic/behavior) for students not reaching

mastery of grade level standards daily.

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

Research Cited: www.rtinetwork.org

Activity - SST/PST Advisory Team Review of RtI Policy/Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school SST/PST advisory team will review state and local policy and procedures in order to refine/enhance the RtI framework as needed.	Behavioral Support Program Academic Support Program	08/08/2017	05/31/2018	$0 - Title I Part A	Director of Curriculum and Instruction District and School SSST/PST Administrators

Activity - RTI/PST Monthly Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet monthly to discuss the progression of student learning and tiered plans in order to close learning gaps.	Academic Support Program Behavioral Support Program	08/08/2017	05/31/2018	$0 - Title I Part A	Director of Curriculum and Instruction Administrators ALL Certified Teachers Instructional Coaches (as needed)

Activity - SST/PST Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Multisystems of support will be provided during specific intervention times. Teachers will base interventions upon standards mastery (formative assessment), progress monitoring, and diagnostic data.	Academic Support Program	08/08/2017	05/31/2018	$0 - No Funding Required	Director of Curriculum and Instruction Administrators ALL Certified Teachers Instructional Coaches (as needed)

Strategy5:

Refine/Enhance Inclusive Services - Special Education Teachers/Staff will refine and enhance inclusive services for students with disabilities as needed.

Category: Develop/Implement Professional Learning and Support

Research Cited: N/A

Activity - Supplemental Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coordinate supplemental intervention programs and services to maximize student time in core instruction. (SPED, ESL, SLP, OT/PT, etc.)	Behavioral Support Program Academic Support Program	08/08/2017	05/31/2018	$0 - Title I Part A	Special Education Coordinator Administrators Teachers SPED Resource Teachers

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

Goal 1:

Close achievement gaps by delivering standards-based and data driven instruction to students.

Measurable Objective 1:

demonstrate a proficiency in ELA and Math with a 5% increase by 05/31/2018 as measured by end of the year assessments.

Strategy1:

Refine/Enhance Inclusive Services - Special Education Teachers/Staff will refine and enhance inclusive services for students with disabilities

as needed.

Category: Develop/Implement Professional Learning and Support

Research Cited: N/A

Activity - Supplemental Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coordinate supplemental intervention programs and services to maximize student time in core instruction. (SPED, ESL, SLP, OT/PT, etc.)	Academic Support Program Behavioral Support Program	08/08/2017	05/31/2018	$0 - Title I Part A	Special Education Coordinator Administrators Teachers SPED Resource Teachers

Strategy2:

Data Talks/Meetings - Review and analyze data on a monthly basis in order to support and enrich student learning and decision making.

Category: Develop/Implement Professional Learning and Support

Research Cited: N/A

Activity - Data Discussion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ALL teachers will attend monthly planned data meetings to discuss diagnostic assessments, progress monitoring, classroom formative data, and school quality data. Teachers will host student advisory conferences at least once quarterly to discuss student progress (data folders/binders).	Professional Learning Academic Support Program	08/08/2017	05/31/2018	$0 - No Funding Required	Director of Curriculum and Instruction Administrators Instructional Coaches (as needed) All certified teachers Counselor

Activity - Student Enrichment Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic goals will be set and measured by diagnostic assessments (iReady/Scantron). Students will be selected to participate in after school enrichment opportunities such as: Robotics TMS Production Team Geek Squad Based on data, selected students will be chosen for a Math and ELA achievement celebration.	Academic Support Program Extra Curricular	08/08/2017	05/31/2018	$0 - Title I Part A	Administrators Teachers Educational Stakeholders

Strategy3:

Differentiated Learning - All teachers will employ differentiated learning opportunities (process/instruction, products/assignments,

content/resources, environment, any other aspects of student learning) to address the individual needs of all learners. The strategy will be

implemented throughout the class schedule/period.

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

Research Cited: N/A

Activity - Tiered Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate differentiated and engagement strategies into daily instructional periods.	Direct Instruction	08/08/2017	05/31/2018	$0 - No Funding Required	Director of Curriculum and Instruction Administrators ALL Certified Teachers Instructional Coaches (as deemed necessary)

Strategy4:

CCRStandards Analysis - Teachers will continuously review and revise content standards to determine the level of rigor (introductory or

mastery).

Category: Develop/Implement College and Career Ready Standards

Research Cited: N/A

Activity - Pacing and Alignment Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet as a department or grade bands quarterly in order to discuss unpacking content and literacy standards. Teachers will use the ALEX Insight Tools, ALCOS, pacing guides, and locally adopted curriculum.	Professional Learning	08/08/2017	05/31/2018	$0 - Title I Part A	Director of Curriculum and Instruction Administrators ALL Teachers Instructional Coaches (as deemed necessary)

Strategy5:

Student Systems of Support (RtI) - Teachers will employ individualized tiered support systems (academic/behavior) for students not reaching

mastery of grade level standards daily.

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

Research Cited: www.rtinetwork.org

Activity - SST/PST Advisory Team Review of RtI Policy/Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school SST/PST advisory team will review state and local policy and procedures in order to refine/enhance the RtI framework as needed.	Academic Support Program Behavioral Support Program	08/08/2017	05/31/2018	$0 - Title I Part A	Director of Curriculum and Instruction District and School SSST/PST Administrators

Activity - SST/PST Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Multisystems of support will be provided during specific intervention times. Teachers will base interventions upon standards mastery (formative assessment), progress monitoring, and diagnostic data.	Academic Support Program	08/08/2017	05/31/2018	$0 - No Funding Required	Director of Curriculum and Instruction Administrators ALL Certified Teachers Instructional Coaches (as needed)

Activity - RTI/PST Monthly Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet monthly to discuss the progression of student learning and tiered plans in order to close learning gaps.	Behavioral Support Program Academic Support Program	08/08/2017	05/31/2018	$0 - Title I Part A	Director of Curriculum and Instruction Administrators ALL Certified Teachers Instructional Coaches (as needed)

Goal 2:

Strengthen relationships with students, families, and the community

Measurable Objective 1:

collaborate to increase involvement with students, families, and the community by 05/31/2018 as measured by school tracking of stakeholder

involvement sign in sheets.

Strategy1:

Parental Involvement Plan - The school will implement a parental involvement plan that includes innovative ways to serve families who may

or may not be able to attend traditional school functions.

Category: Implement Community Based Support and Intervention System

Research Cited: N/A

Activity - Student Relationship Builder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will choose students to write and mail personal postcards. Teachers will send a personal note to each homeroom student by May.	Community Engagement Parent Involvement Behavioral Support Program	08/08/2017	05/31/2018	$0 - Title I Part A	Administrators Teachers

Activity - Parental Involvement Plan Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TMS will implement strategies from Parental Involvement Plan. The TCS Student Production Team will provide varied pathways for parents to view meetings.	Community Engagement Academic Support Program Parent Involvement	08/08/2017	05/31/2018	$0 - Title I Part A	Administrators Classroom Teachers Technology Integration Facilitator

Strategy2:

Student Opportunities - The school will provide opportunities for students to participate in extra-curricular activities selected by the students.

Category: Develop/Implement Student and School Culture Program

Research Cited: N/A

Activity - Extra Curricular Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Promote extra curricular activities through posters, flyers, assemblies, and announcements (4H, Boy Scouts, Boys&Girl's Club)	Extra Curricular	08/08/2017	05/31/2018	$0 - Title I Part A	Administrators All Classroom Teachers

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

Documents can be uploaded to TransACT, Communications for interpretation in the parents' native language.

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

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

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

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

Once applications are pulled the applicant will provide the necessary documentation to prove their HQ status. The HQ status is based upon meeting the needs for certification per ALSDE and then the teacher is aligned to teach the subject in which they are assigned.

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

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

75% are returning

25% are new

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

None

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

None

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

Describe how data is used from academic assessments to determine professional development.

Professional development is determined based upon many factors. Administrators use feedback from eLEOT student observations. During data meetings, various data points are reviewed and analyzed for instructional gaps. Whatever the data uncovers, is the area professional development is assigned.   All teachers are offered professional development through the system and state and within the school. Teachers are also offered professional development through Alabama E-Learning, in which these are offered free of charge. System Wide Professional Develop beginning of the year and middle of the year. Summer PD is provided for teachers as well.

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

The professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan include technology training, training/support for effective implementation of the CCRS, and training on refinement of the RTI framework.

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

Teacher mentoring activities included in the school-wide plan include instructional support for new and novice teachers from the reading coach, math coach, and assigned masters teachers.

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

This professional development is "sustained and ongoing" by providing time during the school day once a week for dialogue with master teachers. It is also sustained by providing collaborative planning opportunities and modeling from the instructional partners in reading and math.

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

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

Goal 1:

Students will transition smoothly from school to school and grade to grade with support from parents and teachers.

Measurable Objective 1:

collaborate to prepare students and their parents for 8th to 9th grade transition by 05/31/2018 as measured by student perception data..

Strategy1:

Transition Preparedness - TMS and THS counselors will meet with all 8th grade students to inform incoming freshmen of diploma options, career interest, CTE programs, and validate 4 Year Plans.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Transition Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet with THS staff and counselor as well as tour THS.	Career Preparation/ Orientation	04/16/2018	05/31/2018	$300 - Title I Part A	School administrators Counselors

Narrative:

Students will meet with THS counselor and CTE teachers in order to introduce CTE programs, diploma options, "the lay of the land," and career interest as stated in 4 Year Plans. This meeting will be offered in two sessions for all 8th grade students.

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

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

The measures that are in place to include teachers in decisions regarding the use of results of statewide academic assessments include having monthly data meetings to analyze and discuss assessment results, facilitating weekly grade level meetings for team dialogue and collaborative planning on the effective implementation of skills/standards, and providing leadership opportunities for teachers to help facilitate parent workshops on how to understand assessment results.

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

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

The process to identify students who experience difficulty mastering the state's academic achievement assessment standards include administering the I-Ready Diagnostic Assessment at the beginning, middle, and end of the year to uncover student skill/standard deficiencies for timely intervention.

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?

Timely, effective, and additional assistance is provided to students on a daily basis in reading and math through the RTI Framework in in grades 5-8.

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.

The school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY by facilitating parent workshops to teach parents strategies to support learning at home, and by teaming with the local Boys and Girls Club to provide instructional supports and materials to support students in the club's extended day program

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.

Procedures are used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students to include leadership team meetings to identify challenges and brainstorming solutions. Various leadership teams are in place to ensure that needs are specifically addressed to include the ELL Team, Parent Advisory Board and Problem Solving Team.

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.

As a committee, when situations arise we come together and discuss the best course of action. Currently we have a clothes closet, counseling services, and Friday food bags that are provided for some special populations.

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

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

The programs are coordinated and integrated toward the achievement of the school-wide goals through effective and strategic implementation into the instructional program on a daily basis to support learning during and after school.   Based upon the needs and goals of school wide plan, Federal funds are used to provide remedial programs and to achieve academic goals. Funds are also used to provide instructional resources needed for tiered Instruction.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

The state, federal, and local programs that are consolidated/coordinated in the school wide program include the McGraw-Hill Reading Program, the AMSTI program materials and resources, the I-Ready and Exact Path Assessment program, Accelerated Reader Program, Star Program, Pearson Success web program, the TMS Comprehensive Guidance Program, etc. All of these programs and resources are strategically integrated into the instructional program toward the achievement of school wide goals.

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

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

The school coordinates and integrates nutrition programs through the child nutrition program and physical educational and fitness program. It coordinates and integrates violence prevention programs through the school's comprehensive guidance program which is applicable to the grade level to support achievement of the school wide goals.

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 evaluates the implementation of the school wide program by using results from state and local assessments as well as by analyzing perception data provided by students, teachers, parents and community members.

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

The school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards by analyzing results from diagnostic and state assessments.

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 process that is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the school wide program entails analyzing results from diagnostic and formative assessments to identify gaps in learning and determine ways to address the discrepancies throughout the year. The plan is revised on a quarterly basis to ensure continuous improvement of students in the school wide plan.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	17.53

Provide the number of classroom teachers.

21.19

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1128821.0

Total   1,128,821.00

Administrator Units

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

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	82296.0

Total   82,296.00

Assistant Principal

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

Provide the number of Assistant Principals.

.50

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	28910.0

Total   28,910.00

Counselor

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

Provide the number of Counselors.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	64590.0

Total   64,590.00

Librarian

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

Provide the number of Librarians.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	54113.0

Total   54,113.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Adminstrators.

0

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

Total 0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0

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

Total   0.00

Technology

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	4482.0

Total   4,482.00

Professional Development

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	1643.0

Total   1,643.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Total   0.00

Instructional Supplies

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	8932.0

Total   8,932.00

Library Enhancement

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

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

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	645.0

Total   645.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	66125.4

Provide a brief explanation and breakdown of expenses.

Instructional non-cap computer hardware for students

Instructional substitute

Instructional student classroom supplies

Salary and benefits for instructional teacher

Viewsonic Boards for classrooms ($3563.00 per board)

Chromebooks

Laptops

Summer PD Stipends

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	21990.8

Provide a brief explanation and a breakdown of expenses.

Instructional staff development (Stipends and benefits)

Professional development(AMSTI Math/Science, oGAP, Summer Learning Opportunities, EL Samuel, 504 Conference, PowerSchool, Site

Visits, Coaching Cycles, Learning Conferences)

Substitute purchase service

Instructional Staff services (tutoring)

Instructional staff development

Instate travel and registration

Administrative(Principal/AP) Conferences and Professional Learning Opportunities: MEGA, CLAS, Transformation Academy, etc.

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	22340.2

Provide a brief explanation and a breakdown of expenses.

Instructional substitute

Instructional classroom supplies

Instructional teacher and benefits

Parental Involvement ($1000)

Percentage of teacher salary

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

N/A

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	468588.0

Provide a brief explanation and breakdown of expenses.

Salaries and benefits

Materials and supplies

Building services and office administration

Professional Development Opportunities

2017-2018 Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

During the beginning months of school, Thomasville Middle School holds its required annual meeting of Title I parents. Parents are notified of the meeting through (1) notices sent home by students, (2) school phone call out, (3) school newsletter, (4) school and district websites, (5) public posting.

TMS staff and parents convene in the THS media center with TES and THS to inform parents of the school's participation in Title I and explain Title I requirements to include the 1% set aside and the rights for parents to be involved in the education of their children

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

The leadership and staff of TMS have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. This began with "5th Grade Orientation" on July 30th and "6th-8th Orientation" on August 3rd. Our parents will have opportunities to be involved with family activity nights, parent workshops, and open house nights (Fall/Spring).

Additionally, an advisory board was established to provide parents an ongoing opportunity (quarterly) to be involved in the decision making at TMS. The parent advisory board consists of stakeholders and TMS Leadership Team. This advisory team is involved in all aspects of Title I program developments and serve as a collaborative structure that ensures parental involvement including the school's aCIP Strategies to Increase Parental Involvment.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

Thomasville Middle School provides parental information through regular scheduled parent meetings, parent conferences and contact, written and digital correspondences, family orientations, school phone messaging, Remind 101 texts, Class Dojo, school webpage, and Facebook.   The main tools used to communicate school improvement information include the TCS Parent-Student Handbook, Parent Student Compact, and Fall and Spring Open House/Family Night. Parents are informed of curriculum and assessment expectations through grades sent home at least bi-weekly, at midterm, and the end of each quarter. Grades can be checked at anytime through the INow Parent Portal. ASPIRE scores are sent home in the fall. Additionally, parents are given access to the reading and math curriculum through student accounts online for home practice.

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

TMS created its School-Parent Compact each spring. The new compact is developed and thoroughly reviewed through a coordinated effort by each grade level and the advisory team. All parents are given a copy of the new compact at Meet the Teacher. The compact is discussed with parents at the orientation meetings. Stakeholders sign the compact signifying their commitment to a working partnership with the school to ensure their child's success. The compact is discussed at teacher faculty meetings, and each teacher is given the responsibility of explaining the compact to their students and obtaining students' signatures. Teachers sign the compact and house them in their classrooms for use during parent/teacher conferences. Progress reports and report cards are sent home on a regular basis and parent/teacher conferences are planned when necessary. The compact is evaluated and revised annually.

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

Parents may express dissatisfaction in any way their freedom of speech allows. At TMS, leadership plans methodically, strategically, and thoughtfully and will respond in the same manner to comments of dissatisfaction-always with the best interest of students at the forefront of decision-making.

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

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

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

A very active PTO with energetic leadership works diligently to include parents in volunteerism, fundraising, and academic and extracurricular team-building and support. Parent support of school teams and clubs is invaluable. The school counselor and technology integration specialist provide training opportunities for parents. For example, at orientation sessions and PTO meetings, topics such as how to log-in and use I-Now Parent Portal are provided. TMS school leadership promotes a sense of family and team. Parents and stakeholders are welcome to question and comment freely. Social media provides opportunity for engagement and information sharing. The TMS webpage provides valuable information for parents such as homework assignments and club/team schedules. The TMS student produced newscast is posted weekly on the school site.

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

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

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

Parents are part of the TMS Advisory Council and serve as members of the PTO board. The I-Now Portal, iReady, and Exact Path tools are available in math and reading to provide parents opportunities for information and student academic support. TMS 1:1 computer training sessions, led by the TMS tech specialist, are helpful to parents as their students use technology in the academic program.

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

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

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

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, Thomasville Middle School shall provide materials and training to help parents to work with their children to improve achievement in technology, math and literacy. Orientations, PTO meetings, School Messenger, the school website, and social media postings are valuable to parents as the partnership between and among parents.

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

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

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, Thomasville Middle School shall to the extent feasible and appropriate, coordinate programs and activities that

encourage and support parents to participate in the education of their children. One of the resources that will be provided to parents is parent conferences as well as planned activities that extend beyond the school day.

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

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

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

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 will invite feedback through parent surveys and exit slips at parent workshops/events in order to better serve parents and make the learning experiences more effectively and conducive for parents.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Documents are available in a variety of languages. Community stakeholders have assisted with provision of information to parents with limited English proficiency.