



ACIP

Vinemont Middle School

Cullman County Board of Education

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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?

Vinemont Middle School is a public school located in the town of South Vinemont, Cullman County, Alabama. The town is a rural area located between Birmingham and Huntsville. Many workers commute to the surrounding areas for employment. The community is served by one high school, one middle school, one elementary school and one private school. Also located in the area are the Cullman Area Career Center and Cullman County Child Development Center.

The faculty consists of thirteen full-time teachers, one part-time teacher, and two administrators. The school employs one guidance counselor, one full-time media specialist, one part-time library assistant, and one secretary. The school also has a School Resource Officer and a nurse on campus.

The school offers many extra-curricular activities including band, scholar's bowl, math team, football, baseball, volleyball, softball, track, cheerleading. The school also offers clubs and organizations such as Student Council, FCA, Leo Club, and National Junior Honor Society.

The enrollment of Vinemont Middle School at the 13 day mark is 267. 137 students are male and 130 students are female. The racial composition of the school is predominately white. 67.7% of students population receives free or reduced lunches.

Special education services are provided to students who are identified as learning disabled, mentally retarded, emotionally conflicted, other health impaired, speech/language impaired, and gifted.

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 our school community is to provide students with a variety of meaningful and challenging opportunities for achievement while fostering life-long learning.

VMS Beliefs Statement

All individuals:

- Have the desire and capacity to learn:
- Should be provided with opportunities to acquire the skills, knowledge, and understandings necessary to grow from children to responsible young adults;
- Assume responsibility for their actions and choices;
- Are entitled to a safe and supportive learning environment:
- Should treat one another with respect and dignity.

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.

Alabama Science Assessment

STRENGTH: VMS had the third highest scores in the Cullman County School System. Two students received perfect scores on the 2012-13 ASA.

2012-13 STAR Reading & Math Assessment

STRENGTH: 56% of students in 6th grade scored above benchmark (40th percentile or higher), 51% of 7th graders scored above benchmark, and 47% of 8th graders scored above benchmark on the reading assessment. 59% of the 6th grade students scored above benchmark (40th percentile or higher), 62% of 7th grade students scored above benchmark, and 57% of 8th grade students scored above benchmark on the mathematics assessment.

WEAKNESS OR AREA OF CONCERN: While a significant percentage of students scored at 40th percentile or higher, those scores do not correlate with the results from ASPIRE.

2013-14 STAR Reading & Math Assessment

STRENGTH: 62% of students in 6th grade scored above benchmark (40th percentile or higher), 68% of 7th graders scored above benchmark, and 66% of 8th graders scored above benchmark on the reading assessment. 70% of the 6th grade students scored above benchmark (40th percentile or higher), 66% of 7th grade students scored above benchmark, and 74% of 8th grade students scored above benchmark on the mathematics assessment.

WEAKNESS OR AREA OF CONCERN: While a significant percentage of students scored at 40th percentile or higher, those scores do not correlate with the results from ASPIRE.

Overall there was 22% growth in reading and 14% growth in math.

Discipline

STRENGTH: The number of students sent to short-term alternative school decreased from 10 in 2011-12 to 6 in 2012-13 and the number decreased even further to 3 in the 2013-14 school year.

Teacher Attendance/Turnover

STRENGTH: VMS did not lose any teacher units in the in the 2013-14 school year.

Need for Improvement: There was a combined teacher absence record of 240 days.

Student Attendance

STRENGTH: Overall student attendance has improved at VMS.

ACIP

Vinemont Middle School

Parent Perceptions/Needs

STRENGTH: Parents feel welcome, encouraged to be involved, and they are aware of our school's academic goals.

ELL

STRENGTH: Alabama has a standards based curriculum emphasizing academic and social language proficiency. The EL course work is based upon WIDA Consortium English Language Proficiency (ELP) Standards. Classroom teachers integrate these ELP Standards to enable ELs to both communicate in English and demonstrate their academic, social, and cultural proficiency.

Curriculum/Reform Strategies/Extended Learning Opportunities:

STRENGTH: The faculty will engage in action research on differentiated instruction and formative assessment during the 2014 - 2015 school year.

STRENGTH: With the changes made to scheduling that allow for a seven-period day, students are offered a variety of enrichment option including a new guitar lab, LEGO robotics, Seven Habits of Highly Effective Teens, Art classes, the Stock Market Game, and additional time for reading and classwork.

AREA OF IMPROVEMENT: Teachers need additional support and resources in order to offer effective enrichment to all students.

Additional Information

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

The Alabama Course of Study provides the framework for the core curriculum at Vinemont Middle School. College and Career Ready standards have been added across the curriculum and teachers have support from the central office school improvement specialists, an instructional coach assigned to the Vinemont schools, a system-level instructional coach, and a system-level math coach. The subject areas of reading, language, writing, mathematics, science, social studies, physical education, and character education are taught daily. Vinemont Middle School provides opportunities for learning in physical education, computer applications/keyboarding, and music. The school has two up-to-date computer labs and all classrooms have teacher computers and a projector. Vinemont uses Accelerated Reader to supplement the existing reading curriculum.

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 2014-15 Planning Committee consists of the following persons:

Dr. Vicky Spear, Principal

Dr. Scott Parvin, Assistant Principal

Sonya Mabry, Teacher/Leadership Team Member

Veronica Woods, Special Education Teacher/Leadership Team Member

Johnny Whaley, Guidance Counselor

Cory Drummond, Teacher

Bob Gingrich, Teacher

Suzy Roberts, Teacher

Lori Schnittker, Teacher

Robert Cogle, Teacher

Tommy Arbet, Teacher

Bill Schaffer, Technology Teacher

Susan Sellers, Teacher

Micah Rice, Teacher

Shanna Hays, Teacher

Danielle Partain, Library Media/STAR Champion

Shane Woods, Parent

Jennifer Clay, Parent

Patti Hasenbein, Community Stakeholder

Annette Mills, ELL Teacher

The Planning Committee met on May 22, 2014 to recommend revisions to the 2014-15 CIP Plan. The committee reviewed all 2012-13 ARMT+ data and STAR Assessment reports.

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

The VMS Stakeholder groups are made up of faculty members, parents, and concerned community members. These people are responsible for reading, making suggestions to, and participating in the revision of the CIP for the upcoming school year.

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

During the first month that school is in session Vinemont Middle School holds its annual meeting for all parents of participating children. Parents are notified of the meeting through notices sent home by students, newspaper announcements, and public postings in English and Spanish. To assist in providing the opportunity for all parents to attend, the meeting is offered at two separate times--once during the school day and once in the evening of September 12, 2013. Vinemont Middle School:

- Title I participation, its services, and parents' rights
- An explanation of the school's curriculum and the state's content standards
- The schoolwide plan
- The school parental involvement plan
- School-parent compacts
- Parent survey

Flexible Schedule of Meetings

The leadership and staff of Vinemont Middle School have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Our annual meeting for parents of participating children will be offered twice during the sixth week of school--once during the school day (Sept. 25, 2014 at 1:00 in the library) and once in the evening (Sept. 25, 2013 at 3:30 in the library). Parents will also have opportunities to learn about Title I during open house.

Involvement of Parents in Planning, Review, and Improvement of Title I Programs

Vinemont Middle School believes in involving parents in all aspects of its Title I programs. We have three parent representatives on our schoolwide advisory committee who were active participants in the development of the plan and were involved from the first meeting of the schoolwide committee. In addition, all parents were given the opportunity to review the plan and offer their input before the plan was approved. For the Parental Involvement Plan, all parents were given surveys at the end of the school year seeking their input on activities, training, and materials that the school should offer to parents next school year. Each year, the schoolwide plan, including the parental involvement plan, is reviewed and evaluated. Results of parent surveys are reviewed by the parent representatives and entire schoolwide advisory council in determining needed changes.

Timely Information About the Title I Program, the Curriculum, and Academic Assessments Used

At its annual meeting of parents at the beginning of the school year, Vinemont Middle School will hold a general meeting where information will be presented about its Title I programs, the curriculum, and forms of academic assessment used. Parents will learn about the schoolwide program and the following subjects taught: reading, math, language, science, social studies, physical education, art, music, and computer science. They will also learn about how to schedule parent-teacher conferences and how they can participate in decisions related to the education of their child. Parents will be given a copy of the parent handbook, which includes more detailed information on these topics and a copy of the parental involvement plan. Upon conclusion of the general meeting, parents will be invited to visit their child's classrooms and meet their teachers. At this time, teachers will provide additional information on the subjects they teach and how students are individually assessed.

Submission of Parent Concerns on the Schoolwide Plan

In May of each year, Vinemont Middle School brings in its Schoolwide Advisory Council to review, evaluate, and revise its schoolwide plan. There are two parents on the Council who represent all the parents of the school. While the plan is under review, parents may view a copy of the plan in the library, and parents have the right to give input regarding the revision of the plan. After the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school, and the school will submit their concerns to the central office at the same time that the schoolwide plan is submitted.

School-Parent Compacts

Vinemont Middle School's compact was developed through a coordinated effort by school staff members, our school's Parent Advisory Committee, and students. All parents will be given a copy of the new compact at our annual Title I parents meeting. The compact will be explained to the parents, and they will be asked to sign the compacts signifying their commitment to working in partnership with the school and their child in ensuring that their child is successful in school. The compacts will be discussed with teachers at faculty meetings. Each teacher will be given the responsibility to explain the compact to the students and obtain the students' signatures. The teachers will sign the compacts and house them in his/her classroom for use during parent-teacher and/or student-teacher conferences.

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		VMM Stakeholder-Feedback-Worksheet VMS Teacher Survey 2014 - 2015 Vinemont Middle School Student Survey 2014 - 2015 VMS Parent Survey 2014 - 2015

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

Areas of Notable Achievement

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

Parents feel that teachers in the school are interested and cooperative when you discuss your child's academic progress and/or other concerns.

Teachers feel that the school's leaders consider all faculty capable of being professional learning leaders.

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

The 2013 survey indicates that more parents know the school's academic goals and how they can get involved.

Teachers believe that the school's professional learning plan is aligned with the school's goals.

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

Both of the findings were listed on the previous year's parent surveys.

Areas in Need of Improvement

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

Parents indicate that they do not know about ways to volunteer at VMS.

Teachers indicate that not every learning community meets several times per week to collaborate on ways to improve learning.

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

Within all three grades there was the same trend related to a lack of parent knowledge on ways to volunteer in our school.

What are the implications for these stakeholder perceptions?

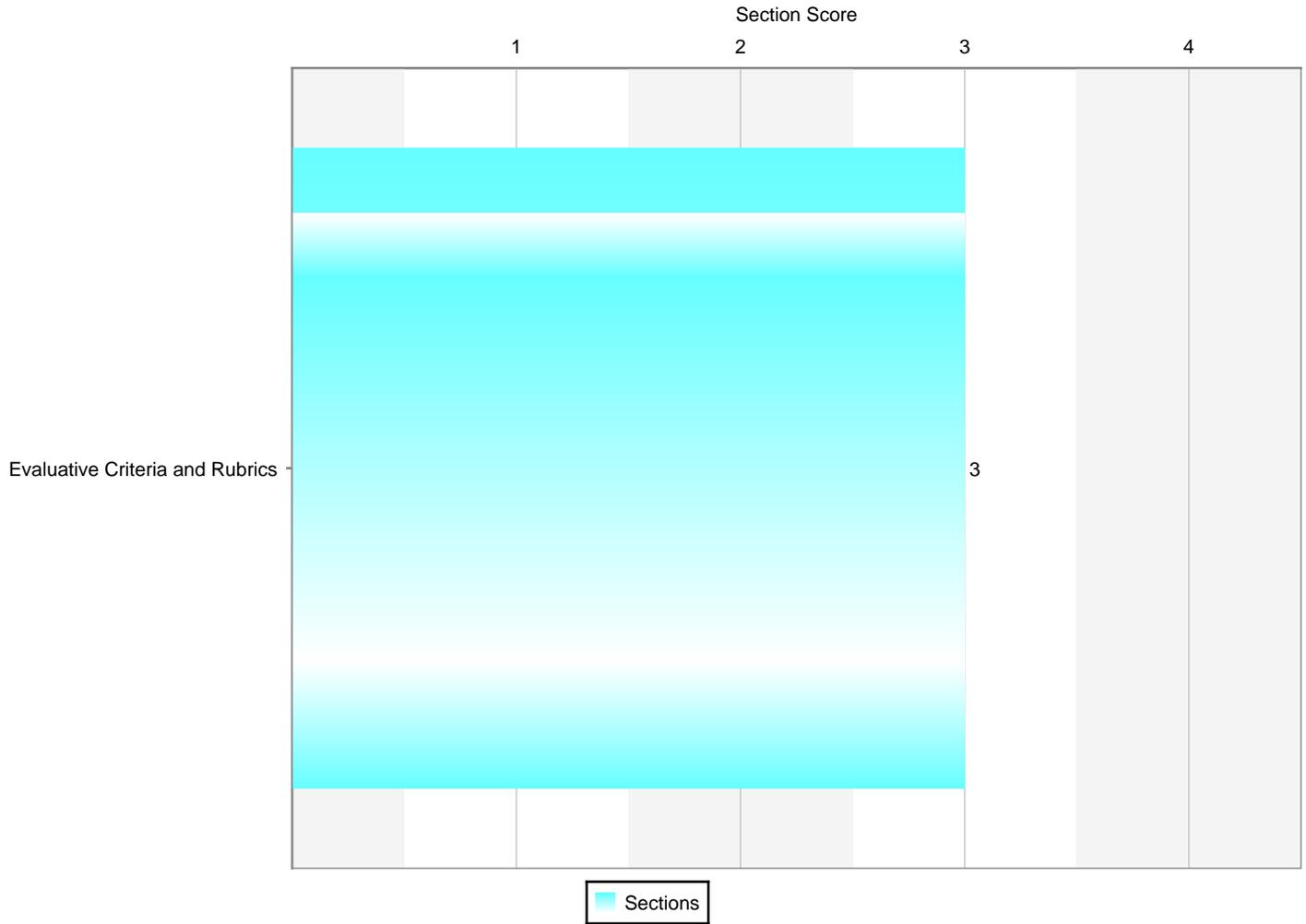
Parents would like to be more informed and involved at VMS.

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

This was also a concern on the previous year's parent survey.

Report Summary

Scores By Section



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		Vinemont Middle School Performance Diagnostic

Evaluative Criteria and Rubrics

Overall Rating: 3.75

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

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

READING

The number of 6th grade students scoring at or above benchmark increased from 56% to 62%.

The number of 7th grade students scoring at or above benchmark increased from 51% to 68%.

The number of 8th grade students scoring at or above benchmark increased from 47% to 66%.

MATH

The number of 6th grade students scoring at or above benchmark increased from 59% to 70%.

The number of 7th grade students scoring at or above benchmark increased from 62% to 66%.

The number of 8th grade students scoring at or above benchmark increased from 57% to 74%.

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

ARMT+ proficiency scores have continued to climb since 2011. The proficiency scores in 2011 in reading were 83, in 2012 they were 90, and in 2013 they were 92.

**While this indicates an improvement on ARMT+, Vinemont Middle School is carefully monitoring STAR Reading and Math in order to show growth on the new ASPIRE test.

On the STAR assessments there was an overall growth of 22% in reading and 14% in math during the 2013-14 school year.

Which area(s) indicate the overall highest performance?

In 2013-2014 students improved in reading as evidenced by progress monitoring on STAR reading.

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

Of the students labeled at or above benchmark, 6th grade math students increased from 716 (fall) to 772 (spring) and 7th grade reading
SY 2014-2015

students increased from 737 (fall) to 876 (spring).

Between which subgroups is the achievement gap closing?

The percentage of males scoring at or above benchmark improved from 58% (fall) to 70% (spring) on the mathematics portion of the test.

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

n/a

Areas in Need of Improvement

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

We should have no more than 20% of students per grade level below the 40th percentile in reading and math.

Grade 6 shows non-proficiency at 25%, Grade 7 non-proficiency is 31%, and Grade 8 non-proficiency 24% in the area of STAR Math.

Grade 6 shows non-proficiency at 34%, Grade 7 non-proficiency is 31%, and Grade 8 non-proficiency 32% in the areas of STAR Reading.

In Fall 2014 the school compared STAR Reading and Math data to the ASPIRE test. The determination was made that the 40th percentile in reading and math does not correlate to performing at the Ready level on ASPIRE. Adjustments are being made to student goals and expectations to reflect a true indication of proficiency on STAR.

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

There isn't a negative trend. None of the 2013-14 scores decreased.

The school is reviewing all data to ascertain a true indication of student success. While there was not a negative trend, the data indicates the positive trend is not adequate to meet proficiency levels.

Which area(s) indicate the overall lowest performance?

The overall lowest performance is in Star Reading with the 6th Grade showing non-proficient results at 34% which is 14% higher than our goal. We need to see an improvement and have 20% or less in this area.

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

no trends were recognized

Between which subgroups is the achievement gap becoming greater?

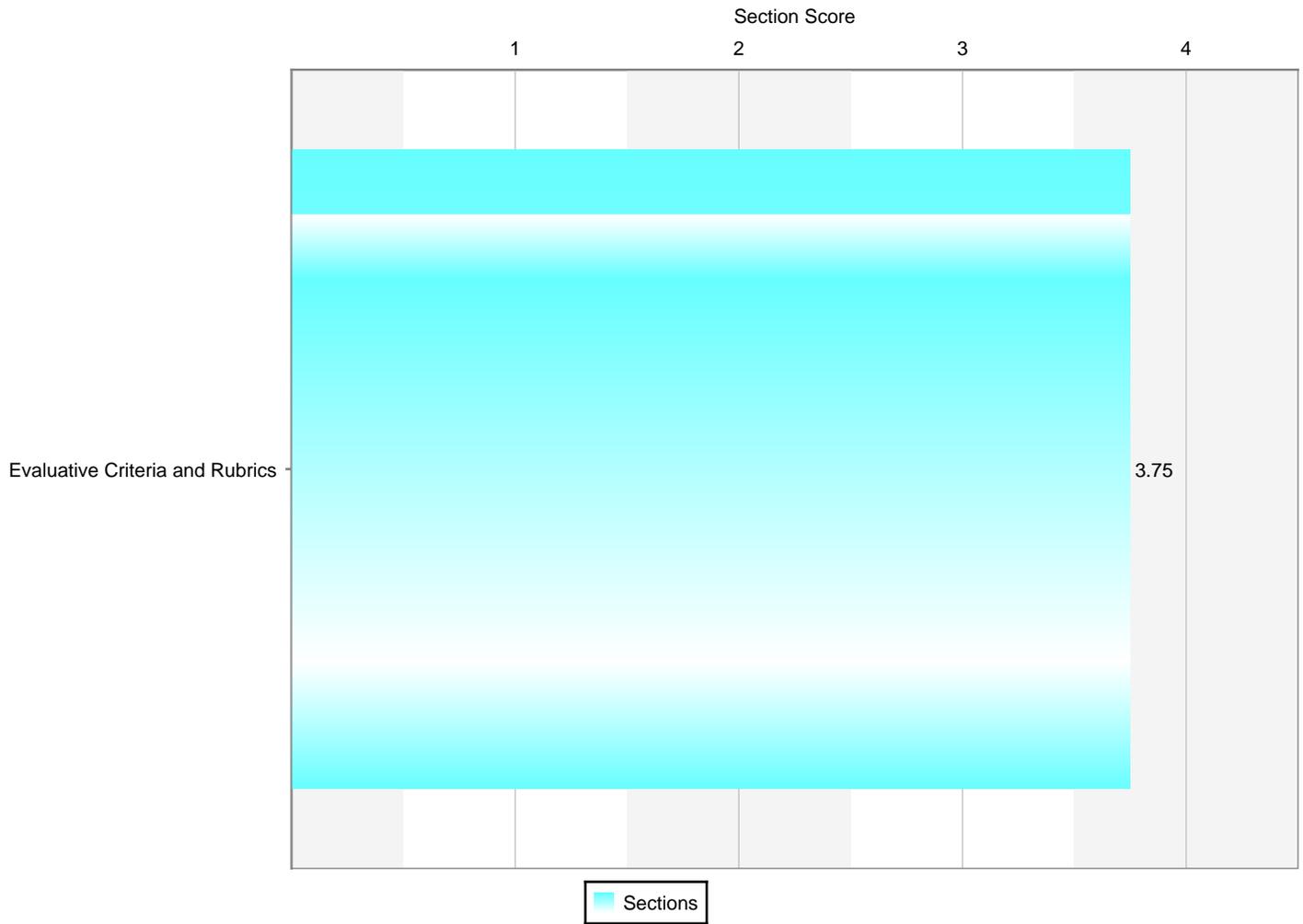
none

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

n/a

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		CIP Review Team

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

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	Dr. Vicky Spear, Principal 170 High School Road Vinemont, AL 35179 256-739-1943	Signature Page

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		Parent Involvement 2014 - 2015

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		Compact 2014 - 2015

Vinemont Middle School CIP 2014-15

Overview

Plan Name

Vinemont Middle School CIP 2014-15

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	100% of all students will score at or above the 40th percentile on STAR Mathematics Assessment	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$0
2	100% of all students will score at or above the 40th percentile on the STAR Reading Assessment.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$5000
3	Adequate Progress in Language Acquisition	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$0
4	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$6000

Goal 1: 100% of all students will score at or above the 40th percentile on STAR Mathematics Assessment

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

100% of All Students will demonstrate a proficiency STAR Math Assessment in Mathematics by 05/28/2014 as measured by STAR Assessment.

Strategy 1:

Professional Support on Data Analysis - Teachers are given continuous support on interpreting student data following each test administration.

Research Cited: Learning Forward - ongoing, job-embedded professional development - PD standards.

Activity - Professional Development and Support on Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The initial discussion of data will take place on the first early release date. Subsequent subject-area meetings will provide continuous insight into which skills students need additional help. Subject-area meetings will be conducted monthly in association with Rtl meetings.	Professional Learning	09/26/2014	05/29/2015	\$0	No Funding Required	Instructional Coach, Assistant Principal, Teachers

Activity - Professional Development on Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and staff will engage in action research and exploration of differentiated instruction. A seven-member team will participate in a middle school conference where the targeted topics will be differentiating instruction, formative assessments, and integrating technology into student learning. The attending faculty members will make recommendations to the principal on an implementation process for integrating the learning in a manner that respects the professionalism and talents of our teachers, but provides a safe environment to try new techniques or ideas.	Professional Learning	11/05/2014	05/29/2015	\$0	No Funding Required	Teachers, principal, assistant principal, instructional coach

Strategy 2:

Teacher/Student Advocacy Groups - Students are assigned to a specific faculty member in Teacher/Student Advocacy Groups. TAGs meet when progress reports go out and again at the 9-week reporting period. This strategy follows the state directive that every student has at least one adult on the campus who knows the student well. This strategy is part of our Rtl process.

Research Cited: Learning Forward research on effectiveness of students being well-known by at least one adult on campus.

Activity - TAG Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Vinemont Middle School

Students meet at each progress report and report card period with their TAG faculty member. The students are given their reports on an individual basis and the teacher conferences with the students about their progress and their grades.	Academic Support Program	09/18/2014	05/29/2015	\$0	No Funding Required	All faculty members will be assigned students for TAG.
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Activity - Referral to Rtl Coordinator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TAG teachers create a list of all students who are either failing or at a significant risk of failing and give that list of students to the Rtl Coordinator. The Rtl Coordinator divides the list among himself (assistant principal), principal, and counselor and phone calls are made to the parents or guardians of the students. Parents are asked to schedule either a face-to-face parent/teacher conference or a phone conference with the teacher whose class the student is failing. While teachers are required to call parents about grades or student behavior when necessary, a phone call from the principal, assistant principal, or counselor lends credibility to the seriousness of remaining in good academic or behavioral standing. Additionally, the phone calls and meetings are designed to keep parents informed and encourages them to be a significant part of their child's educational process.	Academic Support Program	09/18/2014	05/29/2015	\$0	No Funding Required	Rtl Coordinator, counselor, principal

Activity - Rtl Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In many cases a phone call to the parents and conferencing with the students will result in improved academic performance and no other formal action is required. However, for those students who are determined to be at-risk (through STAR data, class performance, attendance, behavior, and/or standardized testing), a formal Rtl process will begin as prescribed by Cullman County Schools. Students will be supported as needed and those students will be tracked through the process until they either are referred for special education testing or their performance is improved through targeted assistance by teachers. Teachers will meet in grade-level and cross curricular meetings to discuss student data and to determine ways to help the students. These meetings will be funded through a separate allowance from Title II funds - \$2400.00.	Academic Support Program	09/18/2014	05/29/2015	\$0	No Funding Required	Rtl Coordinator; faculty

Strategy 3:

Comparison of STAR Data to Standardized Tests - The results of STAR benchmark and progress monitoring tests will be compared to the results from standardized tests to determine if the goal of reaching the 40th percentile adequately prepares students to perform at or above the national reading expectations.

Research Cited: Evaluating effectiveness of instruction

Activity - Comparison of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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We will conduct an in-depth analysis of the correlation of STAR benchmark and progress monitoring with the results of high-stakes tests. The results of the analysis will be shared with central office personnel in an effort to determine whether the 40th percentile recommendation is valid.	Policy and Process	09/18/2014	05/29/2015	\$0	No Funding Required	Rtl coordinator, media specialist, counselor, lead teachers, principal
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Goal 2: 100% of all students will score at or above the 40th percentile on the STAR Reading Assessment.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

100% of All Students will demonstrate a proficiency On STAR Reading in Reading by 05/29/2015 as measured by STAR.

Strategy 1:

Provide individualized plan reading targets for students in comprehension levels and AR points - After benchmark scores are determined through the initial STAR screening, students will maintain a reading log that reflects their comprehension progress as well as their AR points. Students will know and understand the expected target through conferencing with all core teachers and through the continued use of their reading logs.

Research Cited: Research from Renaissance Learning as well as evidence from 2013 - 2014 school experience where students' reading scores improved.

Activity - Drop Everything and Read	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student at Vinemont Middle School is scheduled into an exploratory class. Students will read for 20 minutes during those exploratory classes. Students will keep their reading logs and those will be reviewed monthly at Rtl meetings and professional development release time in order to determine where instructional adjustments should be made.	Academic Support Program	08/20/2014	05/28/2015	\$0	No Funding Required	Danielle Partain, Media Specialist; Scott Parvin, Assistant Principal; Johnny Whaley, Counselor; Vicky Spear, Principal; all teachers including auxiliary teachers.

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Activity - Individual Student Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers are provided reading levels and progress for each student on their rosters. While reading teachers, English teachers, and exploratory teachers (the class where students drop everything and read for 20 minutes) have access to reading scores and progress, it is imperative that all teachers have that information so they can adjust instruction as needed based on the students' reading levels. Additionally, these students' scores and levels will be shared at data meetings.	Academic Support Program	09/04/2014	05/29/2015	\$0	No Funding Required	Dr. Scott Parvin, Mr. Johnny Whaley, Mrs. Danielle Partain, Mr. Tommy Arbet, Mrs. Melba Weigand and Dr. Vicky Spear will lead data meetings. Dr. Spear and Dr. Parvin will monitor classroom instruction.
Activity - Professional Development on Interpreting Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are given continuous support on interpreting student data following each test administration. The initial discussion of data will take place on the first early release date.	Professional Learning	09/04/2014	05/29/2015	\$0	No Funding Required	Dr. Scott Parvin, Mrs. Melba Weigand, Mr. Johnny Whaley, Mrs. Danielle Partain, Mr. Tommy Arbet
Activity - Professional Development on Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and staff will engage in action research and exploration of differentiated instruction. A seven-member team will participate in a middle school conference where the targeted topics will be differentiating instruction, formative assessments, and integrating technology into student learning. The attending faculty members will make recommendations to the principal on an implementation process for integrating the learning in a manner that respects the professionalism and talents of our teachers, but provides a safe environment to try new techniques or ideas.	Professional Learning	11/05/2014	05/29/2015	\$5000	Other	Select faculty and staff

Strategy 2:

Teacher/Student Advocacy Groups - Students are assigned to a specific faculty member in Teacher/Student Advocacy Groups. TAGs meet when progress reports go out and again at the 9-week reporting period. This strategy follows the state directive that every student has at least one adult on the campus who knows the student well. This strategy is part of our Rtl process.

Research Cited: Making Middle Grades Work

Activity - TAG Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students meet at each progress report and report card period with their TAG faculty member. The students are given their reports on an individual basis and the teacher conferences with the students about their progress and their grades.	Academic Support Program	09/18/2014	05/29/2015	\$0	No Funding Required	All faculty members are assigned a group of students.
Activity - Referral to Rtl Coordinator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TAG teachers create a list of all students who are either failing or at a significant risk of failing and give that list of students to the Rtl Coordinator. The Rtl Coordinator divides the list among himself (assistant principal), principal, and counselor and phone calls are made to the parents or guardians of the students. Parents are asked to schedule either a face-to-face parent/teacher conference or a phone conference with the teacher whose class the student is failing. While teachers are required to call parents about grades or student behavior when necessary, a phone call from the principal, assistant principal, or counselor lends credibility to the seriousness of remaining in good academic or behavioral standing. Additionally, the phone calls and meetings are designed to keep parents informed and encourages them to be a significant part of their child's educational process.	Academic Support Program	09/18/2014	05/29/2015	\$0	No Funding Required	The Rtl coordinator - Dr. Scott Parvin, Dr. Vicky Spear, principal, Johnny Whaley, counselor
Activity - Rtl Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In many cases a phone call to the parents and conferencing with the students will result in improved academic performance and no other formal action is required. However, for those students who are determined to be at-risk (through STAR data, class performance, attendance, behavior, and/or standardized testing), a formal Rtl process will begin as prescribed by Cullman County Schools. Students will be supported as needed and those students will be tracked through the process until they either are referred for special education testing or their performance is improved through targeted assistance by teachers. Teachers will meet in grade-level and cross curricular meetings to discuss student data and to determine ways to help the students. These meetings will be funded through a separate allowance from Title II funds - \$2400.00.	Academic Support Program	09/18/2014	05/29/2015	\$0	No Funding Required	Dr. Scott Parvin and all faculty and staff.

Strategy 3:

Comparison of STAR Data to Standardized Tests - The results of STAR benchmark and progress monitoring tests will be compared to the results from standardized tests to determine if the goal of reaching the 40th percentile adequately prepares students to perform at or above the national reading expectations.

Research Cited: Evaluating for results

Activity - Data Comparison	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will conduct an in-depth analysis of the correlation of STAR benchmark and progress monitoring with the results of high-stakes tests. The results of the analysis will be shared with central office personnel in an effort to determine whether the 40th percentile recommendation is valid.	Policy and Process	09/25/2014	10/16/2014	\$0	No Funding Required	Dr. Vicky Spear, Dr. Scott Parvin, Mr. Johnny Whaley, Mrs. Danielle Partain, other faculty

Goal 3: Adequate Progress in Language Acquisition

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

53% of English Learners students will demonstrate a proficiency in achieving Adequate Progress in Language Acquisition (APLA). TO MEET AMOA-B: The number of ELL students school wide attaining English Proficiency will be at least 19% in English Language Arts by 05/29/2015 as measured by ACCESS for ELLs.

Strategy 1:

Examine School-Wide ELL Data for Student Goals - EL teacher will engage in student goal setting for ELLs who did not achieve AMAO-A and/or AMAO-B during the 2013-2014 school year.

Research Cited: ACCESS for ELLs score reports

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of school, the EL teacher will review and analyze comprehensive data for identified Limited English Proficient (LEP) students who have not achieved AMAO-A and/or AMAO-B and will collaborate these findings with the EL committee.	Academic Support Program	08/13/2014	05/29/2015	\$0	No Funding Required	EL Teacher and Classroom Teachers with ELL students

Strategy 2:

EL Teacher and Classroom Teachers with ELL students - EL and classroom teachers will collaborate to determine an instructional plan for ELL students.

Research Cited: ACCESS for ELLs score reports

Activity - Teacher Collaboration for Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Following the analysis of ELL comprehensive data for identified LEP students, the classroom teachers and EL teacher will then collaborate throughout the year to determine areas of weakness, set instructional goals to address student needs, and implement instructional strategies to meet student needs in both the regular classroom and the pull-out ELL classroom.	Other	08/13/2014	05/29/2015	\$0	No Funding Required	EL Classroom Teachers and EL Teacher
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Strategy 3:

Develop collaborative relationships among EL and Classroom teachers - EL and Classroom teachers will collaborate to develop instructional strategies to assure achievement of AMAO-C Reading and Math goals

Research Cited: AMAO-C Adequate Yearly Progress

Activity - Green Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL teacher will distribute green EL folders to all faculty members and provide information about the EL program	Professional Learning	08/08/2014	05/29/2015	\$0	No Funding Required	EL teacher, Classroom Teacher, and Administration

Activity - EL Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL Coach will meet with EL and Classroom Teacher to support implementations of instructional strategies to support EL student achievement. Teachers will collaborate to analyze formative assessment to monitor student learning.	Professional Learning	08/13/2014	05/29/2015	\$0	No Funding Required	EL Coach, Classroom Teacher and Administration

Goal 4: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

demonstrate a behavior The Educators and students at Vinemont Middle School will have access to a comprehensive infrastructure for learning as well as applying digital tools when and where they need to in order to become life long learners. by 05/20/2016 as measured by classroom observations, inventory and district surveys.

Strategy 1:

Digital Resources - - All members will locate and promote the use of academic quality, cost effective, interactive supplements in the way of digital content that align with Alabama's College and Career Ready Standards.

Research Cited: Common Core Standards, course of study, NET Standards, Library Standards

Activity - E Books and AVL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Access of e books hosted online using the library card catalog will be 24 hours a day and downloadable to a variety of mobile devices through the library media center. Also, through the access of the library media center, the students will research and learn about the valuable databases and e-books offered from AVL to provide academic success.	Academic Support Program	01/06/2014	05/22/2015	\$1000	Other	Library Media Specialist, teachers and technology coaches
Activity - Update Current Digital Equipment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The middle school will continue to update and/or add to our digital equipment in our goal to have enough equipment to provide every student with equal access.	Academic Support Program	09/06/2013	05/22/2015	\$5000	Other	Technology Coach, Principal, Media Specialist, and teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development on Differentiated Instruction	All teachers and staff will engage in action research and exploration of differentiated instruction. A seven-member team will participate in a middle school conference where the targeted topics will be differentiating instruction, formative assessments, and integrating technology into student learning. The attending faculty members will make recommendations to the principal on an implementation process for integrating the learning in a manner that respects the professionalism and talents of our teachers, but provides a safe environment to try new techniques or ideas.	Professional Learning	11/05/2014	05/29/2015	\$5000	Select faculty and staff
E Books and AVL	Access of e books hosted online using the library card catalog will be 24 hours a day and downloadable to a variety of mobile devices through the library media center. Also, through the access of the library media center, the students will research and learn about the valuable databases and e-books offered from AVL to provide academic success.	Academic Support Program	01/06/2014	05/22/2015	\$1000	Library Media Specialist, teachers and technology coaches
Update Current Digital Equipment	The middle school will continue to update and/or add to our digital equipment in our goal to have enough equipment to provide every student with equal access.	Academic Support Program	09/06/2013	05/22/2015	\$5000	Technology Coach, Principal, Media Specialist, and teachers
Total					\$11000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development and Support on Data Analysis	The initial discussion of data will take place on the first early release date. Subsequent subject-area meetings will provide continuous insight into which skills students need additional help. Subject-area meetings will be conducted monthly in association with RtI meetings.	Professional Learning	09/26/2014	05/29/2015	\$0	Instructional Coach, Assistant Principal, Teachers

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Referral to Rtl Coordinator	TAG teachers create a list of all students who are either failing or at a significant risk of failing and give that list of students to the Rtl Coordinator. The Rtl Coordinator divides the list among himself (assistant principal), principal, and counselor and phone calls are made to the parents or guardians of the students. Parents are asked to schedule either a face-to-face parent/teacher conference or a phone conference with the teacher whose class the student is failing. While teachers are required to call parents about grades or student behavior when necessary, a phone call from the principal, assistant principal, or counselor lends credibility to the seriousness of remaining in good academic or behavioral standing. Additionally, the phone calls and meetings are designed to keep parents informed and encourages them to be a significant part of their child's educational process.	Academic Support Program	09/18/2014	05/29/2015	\$0	The Rtl coordinator - Dr. Scott Parvin, Dr. Vicky Spear, principal, Johnny Whaley, counselor
Green Folders	EL teacher will distribute green EL folders to all faculty members and provide information about the EL program	Professional Learning	08/08/2014	05/29/2015	\$0	El teacher, Classroom Teacher, and Administration
Drop Everything and Read	Each student at Vinemont Middle School is scheduled into an exploratory class. Students will read for 20 minutes during those exploratory classes. Students will keep their reading logs and those will be reviewed monthly at Rtl meetings and professional development release time in order to determine where instructional adjustments should be made.	Academic Support Program	08/20/2014	05/28/2015	\$0	Danielle Partain, Media Specialist; Scott Parvin, Assistant Principal; Johnny Whaley, Counselor; Vicky Spear, Principal; all teachers including auxiliary teachers.
Data Comparison	We will conduct an in-depth analysis of the correlation of STAR benchmark and progress monitoring with the results of high-stakes tests. The results of the analysis will be shared with central office personnel in an effort to determine whether the 40th percentile recommendation is valid.	Policy and Process	09/25/2014	10/16/2014	\$0	Dr. Vicky Spear, Dr. Scott Parvin, Mr. Johnny Whaley, Mrs. Danielle Partain, other faculty

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Individual Student Monitoring	All teachers are provided reading levels and progress for each student on their rosters. While reading teachers, English teachers, and exploratory teachers (the class where students drop everything and read for 20 minutes) have access to reading scores and progress, it is imperative that all teachers have that information so they can adjust instruction as needed based on the students' reading levels. Additionally, these students' scores and levels will be shared at data meetings.	Academic Support Program	09/04/2014	05/29/2015	\$0	Dr. Scott Parvin, Mr. Johnny Whaley, Mrs. Danielle Partain, Mr. Tommy Arbet, Mrs. Melba Weigand and Dr. Vicky Spear will lead data meetings. Dr. Spear and Dr. Parvin will monitor classroom instruction.
Professional Development on Interpreting Data	Teachers are given continuous support on interpreting student data following each test administration. The initial discussion of data will take place on the first early release date.	Professional Learning	09/04/2014	05/29/2015	\$0	Dr. Scott Parvin, Mrs. Melba Weigand, Mr. Johnny Whaley, Mrs. Danielle Partain, Mr. Tommy Arbet
Professional Development on Differentiated Instruction	All teachers and staff will engage in action research and exploration of differentiated instruction. A seven-member team will participate in a middle school conference where the targeted topics will be differentiating instruction, formative assessments, and integrating technology into student learning. The attending faculty members will make recommendations to the principal on an implementation process for integrating the learning in a manner that respects the professionalism and talents of our teachers, but provides a safe environment to try new techniques or ideas.	Professional Learning	11/05/2014	05/29/2015	\$0	Teachers, principal, assistant principal, instructional coach
TAG Team Meetings	Students meet at each progress report and report card period with their TAG faculty member. The students are given their reports on an individual basis and the teacher conferences with the students about their progress and their grades.	Academic Support Program	09/18/2014	05/29/2015	\$0	All faculty members are assigned a group of students.
Teacher Collaboration for Goal Setting	Following the analysis of ELL comprehensive data for identified LEP students, the classroom teachers and EL teacher will then collaborate throughout the year to determine areas of weakness, set instructional goals to address student needs, and implement instructional strategies to meet student needs in both the regular classroom and the pull-out ELL classroom.	Other	08/13/2014	05/29/2015	\$0	EL Classroom Teachers and EL Teacher

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Referral to Rtl Coordinator	TAG teachers create a list of all students who are either failing or at a significant risk of failing and give that list of students to the Rtl Coordinator. The Rtl Coordinator divides the list among himself (assistant principal), principal, and counselor and phone calls are made to the parents or guardians of the students. Parents are asked to schedule either a face-to-face parent/teacher conference or a phone conference with the teacher whose class the student is failing. While teachers are required to call parents about grades or student behavior when necessary, a phone call from the principal, assistant principal, or counselor lends credibility to the seriousness of remaining in good academic or behavioral standing. Additionally, the phone calls and meetings are designed to keep parents informed and encourages them to be a significant part of their child's educational process.	Academic Support Program	09/18/2014	05/29/2015	\$0	Rtl Coordinator, counselor, principal
Rtl Meetings	In many cases a phone call to the parents and conferencing with the students will result in improved academic performance and no other formal action is required. However, for those students who are determined to be at-risk (through STAR data, class performance, attendance, behavior, and/or standardized testing), a formal Rtl process will begin as prescribed by Cullman County Schools. Students will be supported as needed and those students will be tracked through the process until they either are referred for special education testing or their performance is improved through targeted assistance by teachers. Teachers will meet in grade-level and cross curricular meetings to discuss student data and to determine ways to help the students. These meetings will be funded through a separate allowance from Title II funds - \$2400.00.	Academic Support Program	09/18/2014	05/29/2015	\$0	Dr. Scott Parvin and all faculty and staff.
Rtl Meetings	In many cases a phone call to the parents and conferencing with the students will result in improved academic performance and no other formal action is required. However, for those students who are determined to be at-risk (through STAR data, class performance, attendance, behavior, and/or standardized testing), a formal Rtl process will begin as prescribed by Cullman County Schools. Students will be supported as needed and those students will be tracked through the process until they either are referred for special education testing or their performance is improved through targeted assistance by teachers. Teachers will meet in grade-level and cross curricular meetings to discuss student data and to determine ways to help the students. These meetings will be funded through a separate allowance from Title II funds - \$2400.00.	Academic Support Program	09/18/2014	05/29/2015	\$0	Rtl Coordinator; faculty

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Comparison of Data	We will conduct an in-depth analysis of the correlation of STAR benchmark and progress monitoring with the results of high-stakes tests. The results of the analysis will be shared with central office personnel in an effort to determine whether the 40th percentile recommendation is valid.	Policy and Process	09/18/2014	05/29/2015	\$0	Rtl coordinator, media specialist, counselor, lead teachers, principal
Data Analysis	At the beginning of school, the EL teacher will review and analyze comprehensive data for identified Limited English Proficient (LEP) students who have not achieved AMAO-A and/or AMAO-B and will collaborate these findings with the EL committee.	Academic Support Program	08/13/2014	05/29/2015	\$0	EL Teacher and Classroom Teachers with ELL students
TAG Groups	Students meet at each progress report and report card period with their TAG faculty member. The students are given their reports on an individual basis and the teacher conferences with the students about their progress and their grades.	Academic Support Program	09/18/2014	05/29/2015	\$0	All faculty members will be assigned students for TAG.
EL Coach	EL Coach will meet with EL and Classroom Teacher to support implementations of instructional strategies to support EL student achievement. Teachers will collaborate to analyze formative assessment to monitor student learning.	Professional Learning	08/13/2014	05/29/2015	\$0	EL Coach, Classroom Teacher and Administration
Total					\$0	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
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Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

Vinemont Middle School will convene the required annual meeting to inform parents of the school's participation in Title I and explain Title I requirements on October 2, 2014 in the school library at 4:00 p.m.

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

Vinemont Middle School invites parents to attend the yearly Title I meetings. Vinemont Middle School has a limited amount of flexible Title I funds. Most of the funds are used for a class-size reduction unit. Parent representatives are invited to be part of the decision-making process, and those parents agree that the most important resource the school can have is a highly qualified core teacher.

Parent involvement funds are used to send newsletters home and to purchase colored paper for monthly student planners. Additionally, parents are invited to Parent/Teacher conference night. The school maintains a website, a facebook page, and the principal maintains a Twitter account. Parents are notified of meetings and opportunities for involvement through a variety of methods and are encouraged to attend sports-related activities and other extra-curricular activities.

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

Vinemont Middle School informs parents through the use of a system-provided booklet that explains the purpose of Title I funds. Parent representatives serve on the school's continuous improvement plan leadership team, and an annual Title I meeting is conducted for parents and guardians.

The teachers at Vinemont Middle School record students' grades in iNOW and parents have access to their child's most current grades. Progress reports are sent home mid-9 weeks grading period, and report cards are sent out every 9 weeks.

Parents are welcome to request a parent/teacher conference with their child's teachers during the teacher's planning period or after school. Additionally, parents may correspond with teachers via email. The principal, assistant principal, and guidance counselor all welcome input and suggestions from parents/guardians. The guidance counselor regularly corresponds with parents as appropriate.

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

The School-Parent Compact is reviewed annually and updated as needed. Parents are informed about classroom grading procedures, and are notified about their child's inclusion in the Rtl process. The School-Parent Compact is a contract and Vinemont Middle School faculty and staff are committed to communicating with parents in a timely and effective method - through phone calls, parent/teacher conferences, or email about the student's progress.

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

Parents are invited to review the Continuous Improvement Plan and may submit comments either verbally or through written communication. The administration and faculty of Vinemont Middle School are committed to working collaboratively with parents/guardians and we value their input and suggestions.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

Vinemont Middle School conducts an annual meeting of Title I parents/guardians. To date, this meeting has not been well-attended despite the best efforts of the administration and faculty. The school will conduct an informative meeting in January 2015 to explain STAR tests, standardized tests, the continuous improvement plan, and the district accreditation process. Students will provide a brief program and refreshments will be served.

In October 2014, parents of students who are identified for Rtl will be asked to meet with faculty and administration so the process can be explained. Parents have access to their child's grades through iNOW and may meet with teachers during their planning periods or after school.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

Vinemont Middle School conducts an annual Title I meeting, hosts a parent/teacher conference night, communicates regularly with parents through phone calls, teacher conferences, and email in order to provide opportunities for parents to be completely informed about their child's progress.

In January 2015, the school will conduct a technology workshop for parents so they can learn about ways their child can extend his or her learning at home.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

Vinemont Middle School participates in regular professional development opportunities. The teachers at the school have a history of communicating regularly with parents. Following professional development first semester, teachers will post their syllabi and upcoming projects on the school website.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

Vinemont Middle School invites parents to meet with teachers and to discuss their child's progress. Additionally, in 2015, following professional development for teachers, the teachers will post their syllabi on the school website so parents are informed of upcoming projects, etc.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

Vinemont Middle School uses Facebook, letters home (in the student's home language as appropriate), phone call-outs, and the school website in order to relate information to parents.

6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

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

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

Parents are invited to offer suggestions on additional parental involvement activities.

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

Vinemont Middle School does not discriminate on the basis of language, disabilities, socioeconomic status, or migratory status. The system provides a parent/school liaison for parents with a potential language barrier and she is available to conference with parents and teachers as appropriate.

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The planning committee, including the leadership team, conducted a needs assessment based on review and analysis of test scores, surveys, and interviews. The information received from the following sources was analyzed: assessments (state and local); student and staff needs; student and staff attendance; transience of students; in-school and out-of-school suspensions; parent perceptions about the school; at-risk factors among students; overall instructional program; health; other related issues; and school safety. The information will be used to assist in guiding instruction and learning in the classroom.

The Committee analyzed the following data: Alabama Science Assessment (7), ACT ASPIRE test (6, 7, & 8), and STAR Assessments (6, 7, & 8)

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

STAR Reading & Math Assessment

STRENGTH: 62% of students in 6th grade scored above benchmark (40th percentile or higher), 68% of 7th graders scored above benchmark, and 66% of 8th graders scored above benchmark on the reading assessment. 70% of the 6th grade students scored above benchmark (40th percentile or higher), 66% of 7th grade students scored above benchmark, and 74% of 8th grade students scored above benchmark on the mathematics assessment.

WEAKNESS: We should have 18% of 6th and 7th grade math students fall into the On Watch category. If daily intervention was offered this number should decrease.

WEAKNESS OR AREA OF CONCERN: While a significant percentage of students scored at 40th percentile or higher, those scores do not correlate with the results from ASPIRE.

Discipline

STRENGTH:The number of students sent to short-term alternative school decreased from 10 in 2011-12 to 6 in 2012-13 and it decreased to 3 in 2013-14.

WEAKNESS: Two students were sent to long term alternative school in 2013-14.

Teacher Attendance/Turnover

STRENGTH: VMS has retained almost all faculty members from the 2013-14 school year.

WEAKNESS: Teacher attendance in the classroom has declined in the 2013-14 school year.

Student Attendance

STRENGTH: Overall student attendance has improved at VMS.

WEAKNESS: VMS has a high volume of unexcused and excused early checkouts.

Parent Perceptions/Needs

STRENGTH: Parents feel welcome, encouraged to be involved, and they are aware of our school's academic goals.

WEAKNESS: VMS parents do not feel that 100% of the teachers are assessable or communicate with them effectively.

ELL

STRENGTH: Alabama has a standards based curriculum emphasizing academic and social language proficiency. The EL course work is based upon WIDA Consortium English Language Proficiency (ELP) Standards. Classroom teachers integrate these ELP Standards to enable ELs to both communicate in English and demonstrate their academic, social, and cultural proficiency.

WEAKNESS: General education teachers need to receive additional training in the WIDA ELP Standards.

Curriculum/Reform Strategies/Extended Learning Opportunities:

STRENGTH: Every teacher has been trained and are moving toward implementation of common core standards.

WEAKNESS: There isn't a clear understanding of the common core initiative. In some cases advanced students are not receiving challenging curriculum.

3. What conclusions were drawn from the results?

Tier I instruction will be improved through the use of increased rigor and relevance.

A greater understanding of common core standards will be achieved through grade level meetings (PLC).

Students' math and reading scores need to improve through differentiated instruction, additional support for students who are at risk, and increased parental notification and involvement.

The teacher/student advocacy groups will provide each student with a teacher who knows them, understands their challenges, and serves as a liaison between the group members and the Rtl team.

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

Students' math and reading scores need to improve through differentiated instruction, additional support for students who are at risk, and increased parental notification and involvement.

The teacher/student advocacy groups will provide each student with a teacher who knows them, understands their challenges, and serves as a liaison between the group members and the Rtl team.

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

These goals impact student learning by enhancing regular classroom instruction, focusing on understanding common core, emphasizing Tier 2 & 3 instruction through differentiated instruction and data-driven instruction.

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

The faculty and leadership analyzed individual student ASPIRE data, compared those data points with STAR Reading and Math results, and through differentiated instruction, sensitive student scheduling, and the RtI process, each student's individual needs will be addressed. The goals, strategies, and activities provide a framework for individualized attention.

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

Every student is included in the target group. Through data analysis, differentiated instruction, regular grade-level and subject area meetings, and the teacher/student advocacy groups, each student's individual needs will be addressed through Tier I, II, or III instruction.

Component 2: Schoolwide Reform Strategies

Goal to address annual Measurable Achievement Objectives (AMAOs) and English Language Proficiency Needs – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

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

Goal 1:

100% of all students will score at or above the 40th percentile on STAR Mathematics Assessment

Measurable Objective 1:

100% of All Students will demonstrate a proficiency STAR Math Assessment in Mathematics by 05/28/2014 as measured by STAR Assessment.

Strategy1:

Professional Support on Data Analysis - Teachers are given continuous support on interpreting student data following each test administration.

Research Cited: Learning Forward - ongoing, job-embedded professional development - PD standards.

Activity - Professional Development and Support on Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The initial discussion of data will take place on the first early release date. Subsequent subject-area meetings will provide continuous insight into which skills students need additional help. Subject-area meetings will be conducted monthly in association with Rtl meetings.	Professional Learning			09/26/2014	05/29/2015	\$0 - No Funding Required	Instructional Coach, Assistant Principal, Teachers

Activity - Professional Development on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and staff will engage in action research and exploration of differentiated instruction. A seven-member team will participate in a middle school conference where the targeted topics will be differentiating instruction, formative assessments, and integrating technology into student learning. The attending faculty members will make recommendations to the principal on an implementation process for integrating the learning in a manner that respects the professionalism and talents of our teachers, but provides a safe environment to try new techniques or ideas.	Professional Learning			11/05/2014	05/29/2015	\$0 - No Funding Required	Teachers, principal, assistant principal, instructional coach

Strategy2:

Teacher/Student Advocacy Groups - Students are assigned to a specific faculty member in Teacher/Student Advocacy Groups. TAGs meet when progress reports go out and again at the 9-week reporting period. This strategy follows the state directive that every student has at least one adult on the campus who knows the student well. This strategy is part of our Rtl process.

Research Cited: Learning Forward research on effectiveness of students being well-known by at least one adult on campus.

Activity - Rtl Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In many cases a phone call to the parents and conferencing with the students will result in improved academic performance and no other formal action is required. However, for those students who are determined to be at-risk (through STAR data, class performance, attendance, behavior, and/or standardized testing), a formal Rtl process will begin as prescribed by Cullman County Schools. Students will be supported as needed and those students will be tracked through the process until they either are referred for special education testing or their performance is improved through targeted assistance by teachers. Teachers will meet in grade-level and cross curricular meetings to discuss student data and to determine ways to help the students. These meetings will be funded through a separate allowance from Title II funds - \$2400.00.	Academic Support Program			09/18/2014	05/29/2015	\$0 - No Funding Required	Rtl Coordinator; faculty

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Vinemont Middle School

Activity - TAG Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students meet at each progress report and report card period with their TAG faculty member. The students are given their reports on an individual basis and the teacher conferences with the students about their progress and their grades.	Academic Support Program			09/18/2014	05/29/2015	\$0 - No Funding Required	All faculty members will be assigned students for TAG.

Activity - Referral to Rtl Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TAG teachers create a list of all students who are either failing or at a significant risk of failing and give that list of students to the Rtl Coordinator. The Rtl Coordinator divides the list among himself (assistant principal), principal, and counselor and phone calls are made to the parents or guardians of the students. Parents are asked to schedule either a face-to-face parent/teacher conference or a phone conference with the teacher whose class the student is failing. While teachers are required to call parents about grades or student behavior when necessary, a phone call from the principal, assistant principal, or counselor lends credibility to the seriousness of remaining in good academic or behavioral standing. Additionally, the phone calls and meetings are designed to keep parents informed and encourages them to be a significant part of their child's educational process.	Academic Support Program			09/18/2014	05/29/2015	\$0 - No Funding Required	Rtl Coordinator, counselor, principal

Goal 2:

100% of all students will score at or above the 40% percentile on STAR Reading

Measurable Objective 1:

100% of All Students will demonstrate a proficiency On STAR Reading in Reading by 05/29/2015 as measured by STAR.

Strategy1:

Teacher/Student Advocacy Groups - Students are assigned to a specific faculty member in Teacher/Student Advocacy Groups. TAGs meet when progress reports go out and again at the 9-week reporting period. This strategy follows the state directive that every student has at least one adult on the campus who knows the student well. This strategy is part of our Rtl process.

Research Cited: Making Middle Grades Work

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Vinemont Middle School

Activity - TAG Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students meet at each progress report and report card period with their TAG faculty member. The students are given their reports on an individual basis and the teacher conferences with the students about their progress and their grades.	Academic Support Program			09/18/2014	05/29/2015	\$0 - No Funding Required	All faculty members are assigned a group of students.

Activity - Rtl Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In many cases a phone call to the parents and conferencing with the students will result in improved academic performance and no other formal action is required. However, for those students who are determined to be at-risk (through STAR data, class performance, attendance, behavior, and/or standardized testing), a formal Rtl process will begin as prescribed by Cullman County Schools. Students will be supported as needed and those students will be tracked through the process until they either are referred for special education testing or their performance is improved through targeted assistance by teachers. Teachers will meet in grade-level and cross curricular meetings to discuss student data and to determine ways to help the students. These meetings will be funded through a separate allowance from Title II funds - \$2400.00.	Academic Support Program			09/18/2014	05/29/2015	\$0 - No Funding Required	Dr. Scott Parvin and all faculty and staff.

Activity - Referral to Rtl Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TAG teachers create a list of all students who are either failing or at a significant risk of failing and give that list of students to the Rtl Coordinator. The Rtl Coordinator divides the list among himself (assistant principal), principal, and counselor and phone calls are made to the parents or guardians of the students. Parents are asked to schedule either a face-to-face parent/teacher conference or a phone conference with the teacher whose class the student is failing. While teachers are required to call parents about grades or student behavior when necessary, a phone call from the principal, assistant principal, or counselor lends credibility to the seriousness of remaining in good academic or behavioral standing. Additionally, the phone calls and meetings are designed to keep parents informed and encourages them to be a significant part of their child's educational process.	Academic Support Program			09/18/2014	05/29/2015	\$0 - No Funding Required	The Rtl coordinator - Dr. Scott Parvin, Dr. Vicky Spear, principal, Johnny Whaley, counselor

Strategy2:

Provide individualized plan reading targets for students in comprehension levels and AR points - After benchmark scores are determined through the initial STAR screening, students will maintain a reading log that reflects their comprehension progress as well as their AR points. Students will know and understand the expected target through conferencing with all core teachers and through the continued use of their reading logs.

Research Cited: Research from Renaissance Learning as well as evidence from 2013 - 2014 school experience where students' reading scores improved.

Activity - Professional Development on Interpreting Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are given continuous support on interpreting student data following each test administration. The initial discussion of data will take place on the first early release date.	Professional Learning			09/04/2014	05/29/2015	\$0 - No Funding Required	Dr. Scott Parvin, Mrs. Melba Weigand, Mr. Johnny Whaley, Mrs. Danielle Partain, Mr. Tommy Arbet

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Vinemont Middle School

Activity - Individual Student Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are provided reading levels and progress for each student on their rosters. While reading teachers, English teachers, and exploratory teachers (the class where students drop everything and read for 20 minutes) have access to reading scores and progress, it is imperative that all teachers have that information so they can adjust instruction as needed based on the students' reading levels. Additionally, these students' scores and levels will be shared at data meetings.	Academic Support Program			09/04/2014	05/29/2015	\$0 - No Funding Required	Dr. Scott Parvin, Mr. Johnny Whaley, Mrs. Danielle Partain, Mr. Tommy Arbet, Mrs. Melba Weigand and Dr. Vicky Spear will lead data meetings. Dr. Spear and Dr. Parvin will monitor classroom instruction.

Activity - Drop Everything and Read	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student at Vinemont Middle School will have a fifteen minute dedicated reading time during 3rd. period. Students will keep their reading logs and those will be reviewed monthly at Rtl meetings and professional development release time in order to determine where instructional adjustments should be made.	Academic Support Program			08/20/2014	05/28/2015	\$0 - No Funding Required	Danielle Partain, Media Specialist; Scott Parvin, Assistant Principal; Johnny Whaley, Counselor; Vicky Spear, Principal; all teachers including auxiliary teachers.

Activity - Professional Development on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and staff will engage in action research and exploration of differentiated instruction. A seven-member team will participate in a middle school conference where the targeted topics will be differentiating instruction, formative assessments, and integrating technology into student learning. The attending faculty members will make recommendations to the principal on an implementation process for integrating the learning in a manner that respects the professionalism and talents of our teachers, but provides a safe environment to try new techniques or ideas.	Professional Learning			11/05/2014	05/29/2015	\$5000 - Other	Select faculty and staff

Goal 3:

Adequate Progress in Language Acquisition

Measurable Objective 1:

53% of All Students will demonstrate a proficiency in achieving Adequate Progress in Language Acquisition (APLA). TO MEET AMOA-B:

The number of ELL students school wide attaining English Proficiency will be at least 19% in English Language Arts by 05/29/2015 as measured by ACCESS for ELLs.

Strategy1:

EL Teacher and Classroom Teachers with ELL students - EL and classroom teachers will collaborate to determine an instructional plan for ELL students.

Research Cited: ACCESS for ELLs score reports

Activity - Teacher Collaboration for Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following the analysis of ELL comprehensive data for identified LEP students, the classroom teachers and EL teacher will then collaborate throughout the year to determine areas of weakness, set instructional goals to address student needs, and implement instructional strategies to meet student needs in both the regular classroom and the pull-out ELL classroom.	Other			08/13/2014	05/29/2015	\$0 - No Funding Required	EL Classroom Teachers and EL Teacher

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

Goal 1:

100% of all students will score at or above the 40th percentile on STAR Mathematics Assessment

Measurable Objective 1:

100% of All Students will demonstrate a proficiency STAR Math Assessment in Mathematics by 05/28/2014 as measured by STAR Assessment.

Strategy1:

Teacher/Student Advocacy Groups - Students are assigned to a specific faculty member in Teacher/Student Advocacy Groups. TAGs meet when progress reports go out and again at the 9-week reporting period. This strategy follows the state directive that every student has at least one adult on the campus who knows the student well. This strategy is part of our RtI process.

Research Cited: Learning Forward research on effectiveness of students being well-known by at least one adult on campus.

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Activity - TAG Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students meet at each progress report and report card period with their TAG faculty member. The students are given their reports on an individual basis and the teacher conferences with the students about their progress and their grades.	Academic Support Program			09/18/2014	05/29/2015	\$0 - No Funding Required	All faculty members will be assigned students for TAG.

Activity - Referral to Rtl Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TAG teachers create a list of all students who are either failing or at a significant risk of failing and give that list of students to the Rtl Coordinator. The Rtl Coordinator divides the list among himself (assistant principal), principal, and counselor and phone calls are made to the parents or guardians of the students. Parents are asked to schedule either a face-to-face parent/teacher conference or a phone conference with the teacher whose class the student is failing. While teachers are required to call parents about grades or student behavior when necessary, a phone call from the principal, assistant principal, or counselor lends credibility to the seriousness of remaining in good academic or behavioral standing. Additionally, the phone calls and meetings are designed to keep parents informed and encourages them to be a significant part of their child's educational process.	Academic Support Program			09/18/2014	05/29/2015	\$0 - No Funding Required	Rtl Coordinator, counselor, principal

Activity - RtI Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In many cases a phone call to the parents and conferencing with the students will result in improved academic performance and no other formal action is required. However, for those students who are determined to be at-risk (through STAR data, class performance, attendance, behavior, and/or standardized testing), a formal RtI process will begin as prescribed by Cullman County Schools. Students will be supported as needed and those students will be tracked through the process until they either are referred for special education testing or their performance is improved through targeted assistance by teachers. Teachers will meet in grade-level and cross curricular meetings to discuss student data and to determine ways to help the students. These meetings will be funded through a separate allowance from Title II funds - \$2400.00.	Academic Support Program			09/18/2014	05/29/2015	\$0 - No Funding Required	RtI Coordinator; faculty

Strategy2:

Comparison of STAR Data to Standardized Tests - The results of STAR benchmark and progress monitoring tests will be compared to the results from standardized tests to determine if the goal of reaching the 40th percentile adequately prepares students to perform at or above the national reading expectations.

Research Cited: Evaluating effectiveness of instruction

Activity - Comparison of Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will conduct an in-depth analysis of the correlation of STAR benchmark and progress monitoring with the results of high-stakes tests. The results of the analysis will be shared with central office personnel in an effort to determine whether the 40th percentile recommendation is valid.	Policy and Process			09/18/2014	05/29/2015	\$0 - No Funding Required	RtI coordinator, media specialist, counselor, lead teachers, principal

Strategy3:

Professional Support on Data Analysis - Teachers are given continuous support on interpreting student data following each test administration.

Research Cited: Learning Forward - ongoing, job-embedded professional development - PD standards.

Activity - Professional Development on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and staff will engage in action research and exploration of differentiated instruction. A seven-member team will participate in a middle school conference where the targeted topics will be differentiating instruction, formative assessments, and integrating technology into student learning. The attending faculty members will make recommendations to the principal on an implementation process for integrating the learning in a manner that respects the professionalism and talents of our teachers, but provides a safe environment to try new techniques or ideas.	Professional Learning			11/05/2014	05/29/2015	\$0 - No Funding Required	Teachers, principal, assistant principal, instructional coach

Activity - Professional Development and Support on Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The initial discussion of data will take place on the first early release date. Subsequent subject-area meetings will provide continuous insight into which skills students need additional help. Subject-area meetings will be conducted monthly in association with Rtl meetings.	Professional Learning			09/26/2014	05/29/2015	\$0 - No Funding Required	Instructional Coach, Assistant Principal, Teachers

Goal 2:

Adequate Progress in Language Acquisition

Measurable Objective 1:

53% of All Students will demonstrate a proficiency in achieving Adequate Progress in Language Acquisition (APLA). TO MEET AMOA-B: The number of ELL students school wide attaining English Proficiency will be at least 19% in English Language Arts by 05/29/2015 as measured by ACCESS for ELLs.

Strategy1:

Examine School-Wide ELL Data for Student Goals - EL teacher will engage in student goal setting for ELLs who did not achieve AMAO-A and/or AMAO-B during the 2013-2014 school year.

Research Cited: ACCESS for ELLs score reports

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Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of school, the EL teacher will review and analyze comprehensive data for identified Limited English Proficient (LEP) students who have not achieved AMAO-A and/or AMAO-B and will collaborate these findings with the EL committee.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	EL Teacher and Classroom Teachers with ELL students

Strategy2:

EL Teacher and Classroom Teachers with ELL students - EL and classroom teachers will collaborate to determine an instructional plan for ELL students.

Research Cited: ACCESS for ELLs score reports

Activity - Teacher Collaboration for Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following the analysis of ELL comprehensive data for identified LEP students, the classroom teachers and EL teacher will then collaborate throughout the year to determine areas of weakness, set instructional goals to address student needs, and implement instructional strategies to meet student needs in both the regular classroom and the pull-out ELL classroom.	Other			08/13/2014	05/29/2015	\$0 - No Funding Required	EL Classroom Teachers and EL Teacher

Strategy3:

Develop collaborative relationships among EL and Classroom teachers - EL and Classroom teachers will collaborate to develop instructional strategies to assure achievement of AMAO-C Reading and Math goals

Research Cited: AMAO-C Adequate Yearly Progress

Activity - Green Folders	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teacher will distribute green EL folders to all faculty members and provide information about the EL program	Professional Learning			08/08/2014	05/29/2015	\$0 - No Funding Required	El teacher, Classroom Teacher, and Administration

Activity - EL Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL Coach will meet with EL and Classroom Teacher to support implementations of instructional strategies to support EL student achievement. Teachers will collaborate to analyze formative assessment to monitor student learning.	Professional Learning			08/13/2014	05/29/2015	\$0 - No Funding Required	EL Coach, Classroom Teacher and Administration

Goal 3:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

demonstrate a behavior All learners will have successful, and challenging learning experiences both in and out of school which will prepare students to be active, creative, knowledgeable in our globally networked society. by 05/20/2016 as measured by classroom observations, mastery of course objectives, lesson plans and statistical data..

Strategy1:

Students Use of Digital Equipment - Students will use different types of digital tools in and out of the classroom, independently and collaboratively, to gather, organize, and evaluate to present information learned.

Research Cited: NETS - 3 and Plan 2020- Common Core Standards; pg. 14, 54

Activity - Technology Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Efforts to provide professional development opportunities for teachers to develop strategies that incorporate the use of digital tools into their daily curriculum lessons.	Professional Learning			01/06/2014	05/22/2015	\$1500 - District Funding	District Technology Staff, Local School Technology Coordinator, Media Specialist, and Principal

Activity - Digital Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The middle school will extend a computer lab and the library will add 50 + new digital books accessible to all students to provide a variety of digital resources for use which will help teachers integrate the use of technology concepts, and expand their knowledge of the curriculum. These digital resources will be available through the library's card catalog. This was accomplished through grant funding obtained by the media center. Training will be held to show teachers and students how to access this resources.	Technology			01/06/2014	05/23/2014	\$3500 - Other	Local School Technology Coordinator, Principal, Teachers, Library Media Specialist

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

Goal 1:

100% of all students will score at or above the 40% percentile on STAR Reading

Measurable Objective 1:

100% of All Students will demonstrate a proficiency On STAR Reading in Reading by 05/29/2015 as measured by STAR.

Strategy1:

Teacher/Student Advocacy Groups - Students are assigned to a specific faculty member in Teacher/Student Advocacy Groups. TAGs meet when progress reports go out and again at the 9-week reporting period. This strategy follows the state directive that every student has at least one adult on the campus who knows the student well. This strategy is part of our Rtl process.

Research Cited: Making Middle Grades Work

Activity - TAG Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students meet at each progress report and report card period with their TAG faculty member. The students are given their reports on an individual basis and the teacher conferences with the students about their progress and their grades.	Academic Support Program			09/18/2014	05/29/2015	\$0 - No Funding Required	All faculty members are assigned a group of students.

Activity - Referral to Rtl Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TAG teachers create a list of all students who are either failing or at a significant risk of failing and give that list of students to the Rtl Coordinator. The Rtl Coordinator divides the list among himself (assistant principal), principal, and counselor and phone calls are made to the parents or guardians of the students. Parents are asked to schedule either a face-to-face parent/teacher conference or a phone conference with the teacher whose class the student is failing. While teachers are required to call parents about grades or student behavior when necessary, a phone call from the principal, assistant principal, or counselor lends credibility to the seriousness of remaining in good academic or behavioral standing. Additionally, the phone calls and meetings are designed to keep parents informed and encourages them to be a significant part of their child's educational process.	Academic Support Program			09/18/2014	05/29/2015	\$0 - No Funding Required	The Rtl coordinator - Dr. Scott Parvin, Dr. Vicky Spear, principal, Johnny Whaley, counselor

Strategy2:

Provide individualized plan reading targets for students in comprehension levels and AR points - After benchmark scores are determined through the initial STAR screening, students will maintain a reading log that reflects their comprehension progress as well as their AR points. Students will know and understand the expected target through conferencing with all core teachers and through the continued use of their reading logs.

Research Cited: Research from Renaissance Learning as well as evidence from 2013 - 2014 school experience where students' reading scores improved.

Activity - Professional Development on Interpreting Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are given continuous support on interpreting student data following each test administration. The initial discussion of data will take place on the first early release date.	Professional Learning			09/04/2014	05/29/2015	\$0 - No Funding Required	Dr. Scott Parvin, Mrs. Melba Weigand, Mr. Johnny Whaley, Mrs. Danielle Partain, Mr. Tommy Arbet

Activity - Individual Student Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are provided reading levels and progress for each student on their rosters. While reading teachers, English teachers, and exploratory teachers (the class where students drop everything and read for 20 minutes) have access to reading scores and progress, it is imperative that all teachers have that information so they can adjust instruction as needed based on the students' reading levels. Additionally, these students' scores and levels will be shared at data meetings.	Academic Support Program			09/04/2014	05/29/2015	\$0 - No Funding Required	Dr. Scott Parvin, Mr. Johnny Whaley, Mrs. Danielle Partain, Mr. Tommy Arbet, Mrs. Melba Weigand and Dr. Vicky Spear will lead data meetings. Dr. Spear and Dr. Parvin will monitor classroom instruction.

Activity - Professional Development on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and staff will engage in action research and exploration of differentiated instruction. A seven-member team will participate in a middle school conference where the targeted topics will be differentiating instruction, formative assessments, and integrating technology into student learning. The attending faculty members will make recommendations to the principal on an implementation process for integrating the learning in a manner that respects the professionalism and talents of our teachers, but provides a safe environment to try new techniques or ideas.	Professional Learning			11/05/2014	05/29/2015	\$5000 - Other	Select faculty and staff

Goal 2:

100% of all students will score at or above the 40th percentile on STAR Mathematics Assessment

Measurable Objective 1:

100% of All Students will demonstrate a proficiency STAR Math Assessment in Mathematics by 05/28/2014 as measured by STAR Assessment.

Strategy1:

Teacher/Student Advocacy Groups - Students are assigned to a specific faculty member in Teacher/Student Advocacy Groups. TAGs meet when progress reports go out and again at the 9-week reporting period. This strategy follows the state directive that every student has at least one adult on the campus who knows the student well. This strategy is part of our Rtl process.

Research Cited: Learning Forward research on effectiveness of students being well-known by at least one adult on campus.

Activity - TAG Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students meet at each progress report and report card period with their TAG faculty member. The students are given their reports on an individual basis and the teacher conferences with the students about their progress and their grades.	Academic Support Program			09/18/2014	05/29/2015	\$0 - No Funding Required	All faculty members will be assigned students for TAG.

Activity - Rtl Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In many cases a phone call to the parents and conferencing with the students will result in improved academic performance and no other formal action is required. However, for those students who are determined to be at-risk (through STAR data, class performance, attendance, behavior, and/or standardized testing), a formal Rtl process will begin as prescribed by Cullman County Schools. Students will be supported as needed and those students will be tracked through the process until they either are referred for special education testing or their performance is improved through targeted assistance by teachers. Teachers will meet in grade-level and cross curricular meetings to discuss student data and to determine ways to help the students. These meetings will be funded through a separate allowance from Title II funds - \$2400.00.	Academic Support Program			09/18/2014	05/29/2015	\$0 - No Funding Required	Rtl Coordinator; faculty

Activity - Referral to Rtl Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TAG teachers create a list of all students who are either failing or at a significant risk of failing and give that list of students to the Rtl Coordinator. The Rtl Coordinator divides the list among himself (assistant principal), principal, and counselor and phone calls are made to the parents or guardians of the students. Parents are asked to schedule either a face-to-face parent/teacher conference or a phone conference with the teacher whose class the student is failing. While teachers are required to call parents about grades or student behavior when necessary, a phone call from the principal, assistant principal, or counselor lends credibility to the seriousness of remaining in good academic or behavioral standing. Additionally, the phone calls and meetings are designed to keep parents informed and encourages them to be a significant part of their child's educational process.	Academic Support Program			09/18/2014	05/29/2015	\$0 - No Funding Required	Rtl Coordinator, counselor, principal

Strategy2:

Professional Support on Data Analysis - Teachers are given continuous support on interpreting student data following each test administration.

Research Cited: Learning Forward - ongoing, job-embedded professional development - PD standards.

Activity - Professional Development on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and staff will engage in action research and exploration of differentiated instruction. A seven-member team will participate in a middle school conference where the targeted topics will be differentiating instruction, formative assessments, and integrating technology into student learning. The attending faculty members will make recommendations to the principal on an implementation process for integrating the learning in a manner that respects the professionalism and talents of our teachers, but provides a safe environment to try new techniques or ideas.	Professional Learning			11/05/2014	05/29/2015	\$0 - No Funding Required	Teachers, principal, assistant principal, instructional coach

Activity - Professional Development and Support on Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The initial discussion of data will take place on the first early release date. Subsequent subject-area meetings will provide continuous insight into which skills students need additional help. Subject-area meetings will be conducted monthly in association with Rtl meetings.	Professional Learning			09/26/2014	05/29/2015	\$0 - No Funding Required	Instructional Coach, Assistant Principal, Teachers

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

Goal 1:

100% of all students will score at or above the 40% percentile on STAR Reading

Measurable Objective 1:

100% of All Students will demonstrate a proficiency On STAR Reading in Reading by 05/29/2015 as measured by STAR.

Strategy1:

Teacher/Student Advocacy Groups - Students are assigned to a specific faculty member in Teacher/Student Advocacy Groups. TAGs meet when progress reports go out and again at the 9-week reporting period. This strategy follows the state directive that every student has at least one adult on the campus who knows the student well. This strategy is part of our Rtl process.

Research Cited: Making Middle Grades Work

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Activity - RtI Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In many cases a phone call to the parents and conferencing with the students will result in improved academic performance and no other formal action is required. However, for those students who are determined to be at-risk (through STAR data, class performance, attendance, behavior, and/or standardized testing), a formal RtI process will begin as prescribed by Cullman County Schools. Students will be supported as needed and those students will be tracked through the process until they either are referred for special education testing or their performance is improved through targeted assistance by teachers. Teachers will meet in grade-level and cross curricular meetings to discuss student data and to determine ways to help the students. These meetings will be funded through a separate allowance from Title II funds - \$2400.00.	Academic Support Program			09/18/2014	05/29/2015	\$0 - No Funding Required	Dr. Scott Parvin and all faculty and staff.

Activity - TAG Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students meet at each progress report and report card period with their TAG faculty member. The students are given their reports on an individual basis and the teacher conferences with the students about their progress and their grades.	Academic Support Program			09/18/2014	05/29/2015	\$0 - No Funding Required	All faculty members are assigned a group of students.

Activity - Referral to Rtl Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TAG teachers create a list of all students who are either failing or at a significant risk of failing and give that list of students to the Rtl Coordinator. The Rtl Coordinator divides the list among himself (assistant principal), principal, and counselor and phone calls are made to the parents or guardians of the students. Parents are asked to schedule either a face-to-face parent/teacher conference or a phone conference with the teacher whose class the student is failing. While teachers are required to call parents about grades or student behavior when necessary, a phone call from the principal, assistant principal, or counselor lends credibility to the seriousness of remaining in good academic or behavioral standing. Additionally, the phone calls and meetings are designed to keep parents informed and encourages them to be a significant part of their child's educational process.	Academic Support Program			09/18/2014	05/29/2015	\$0 - No Funding Required	The Rtl coordinator - Dr. Scott Parvin, Dr. Vicky Spear, principal, Johnny Whaley, counselor

Strategy2:

Provide individualized plan reading targets for students in comprehension levels and AR points - After benchmark scores are determined through the initial STAR screening, students will maintain a reading log that reflects their comprehension progress as well as their AR points. Students will know and understand the expected target through conferencing with all core teachers and through the continued use of their reading logs.

Research Cited: Research from Renaissance Learning as well as evidence from 2013 - 2014 school experience where students' reading scores improved.

Activity - Professional Development on Interpreting Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are given continuous support on interpreting student data following each test administration. The initial discussion of data will take place on the first early release date.	Professional Learning			09/04/2014	05/29/2015	\$0 - No Funding Required	Dr. Scott Parvin, Mrs. Melba Weigand, Mr. Johnny Whaley, Mrs. Danielle Partain, Mr. Tommy Arbet

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Activity - Professional Development on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and staff will engage in action research and exploration of differentiated instruction. A seven-member team will participate in a middle school conference where the targeted topics will be differentiating instruction, formative assessments, and integrating technology into student learning. The attending faculty members will make recommendations to the principal on an implementation process for integrating the learning in a manner that respects the professionalism and talents of our teachers, but provides a safe environment to try new techniques or ideas.	Professional Learning			11/05/2014	05/29/2015	\$5000 - Other	Select faculty and staff

Activity - Individual Student Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are provided reading levels and progress for each student on their rosters. While reading teachers, English teachers, and exploratory teachers (the class where students drop everything and read for 20 minutes) have access to reading scores and progress, it is imperative that all teachers have that information so they can adjust instruction as needed based on the students' reading levels. Additionally, these students' scores and levels will be shared at data meetings.	Academic Support Program			09/04/2014	05/29/2015	\$0 - No Funding Required	Dr. Scott Parvin, Mr. Johnny Whaley, Mrs. Danielle Partain, Mr. Tommy Arbet, Mrs. Melba Weigand and Dr. Vicky Spear will lead data meetings. Dr. Spear and Dr. Parvin will monitor classroom instruction.

Goal 2:

100% of all students will score at or above the 40th percentile on STAR Mathematics Assessment

Measurable Objective 1:

100% of All Students will demonstrate a proficiency STAR Math Assessment in Mathematics by 05/28/2014 as measured by STAR Assessment.

Strategy1:

Teacher/Student Advocacy Groups - Students are assigned to a specific faculty member in Teacher/Student Advocacy Groups. TAGs meet when progress reports go out and again at the 9-week reporting period. This strategy follows the state directive that every student has at least one adult on the campus who knows the student well. This strategy is part of our Rtl process.

Research Cited: Learning Forward research on effectiveness of students being well-known by at least one adult on campus.

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Activity - RtI Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>In many cases a phone call to the parents and conferencing with the students will result in improved academic performance and no other formal action is required. However, for those students who are determined to be at-risk (through STAR data, class performance, attendance, behavior, and/or standardized testing), a formal RtI process will begin as prescribed by Cullman County Schools. Students will be supported as needed and those students will be tracked through the process until they either are referred for special education testing or their performance is improved through targeted assistance by teachers. Teachers will meet in grade-level and cross curricular meetings to discuss student data and to determine ways to help the students. These meetings will be funded through a separate allowance from Title II funds - \$2400.00.</p>	Academic Support Program			09/18/2014	05/29/2015	\$0 - No Funding Required	RtI Coordinator; faculty

Activity - TAG Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Students meet at each progress report and report card period with their TAG faculty member. The students are given their reports on an individual basis and the teacher conferences with the students about their progress and their grades.</p>	Academic Support Program			09/18/2014	05/29/2015	\$0 - No Funding Required	All faculty members will be assigned students for TAG.

Activity - Referral to Rtl Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TAG teachers create a list of all students who are either failing or at a significant risk of failing and give that list of students to the Rtl Coordinator. The Rtl Coordinator divides the list among himself (assistant principal), principal, and counselor and phone calls are made to the parents or guardians of the students. Parents are asked to schedule either a face-to-face parent/teacher conference or a phone conference with the teacher whose class the student is failing. While teachers are required to call parents about grades or student behavior when necessary, a phone call from the principal, assistant principal, or counselor lends credibility to the seriousness of remaining in good academic or behavioral standing. Additionally, the phone calls and meetings are designed to keep parents informed and encourages them to be a significant part of their child's educational process.	Academic Support Program			09/18/2014	05/29/2015	\$0 - No Funding Required	Rtl Coordinator, counselor, principal

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

Goal 1:

100% of all students will score at or above the 40% percentile on STAR Reading

Measurable Objective 1:

100% of All Students will demonstrate a proficiency On STAR Reading in Reading by 05/29/2015 as measured by STAR.

Strategy1:

Provide individualized plan reading targets for students in comprehension levels and AR points - After benchmark scores are determined through the initial STAR screening, students will maintain a reading log that reflects their comprehension progress as well as their AR points. Students will know and understand the expected target through conferencing with all core teachers and through the continued use of their reading logs.

Research Cited: Research from Renaissance Learning as well as evidence from 2013 - 2014 school experience where students' reading scores improved.

Activity - Individual Student Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are provided reading levels and progress for each student on their rosters. While reading teachers, English teachers, and exploratory teachers (the class where students drop everything and read for 20 minutes) have access to reading scores and progress, it is imperative that all teachers have that information so they can adjust instruction as needed based on the students' reading levels. Additionally, these students' scores and levels will be shared at data meetings.	Academic Support Program			09/04/2014	05/29/2015	\$0 - No Funding Required	Dr. Scott Parvin, Mr. Johnny Whaley, Mrs. Danielle Partain, Mr. Tommy Arbet, Mrs. Melba Weigand and Dr. Vicky Spear will lead data meetings. Dr. Spear and Dr. Parvin will monitor classroom instruction.

Activity - Professional Development on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and staff will engage in action research and exploration of differentiated instruction. A seven-member team will participate in a middle school conference where the targeted topics will be differentiating instruction, formative assessments, and integrating technology into student learning. The attending faculty members will make recommendations to the principal on an implementation process for integrating the learning in a manner that respects the professionalism and talents of our teachers, but provides a safe environment to try new techniques or ideas.	Professional Learning			11/05/2014	05/29/2015	\$5000 - Other	Select faculty and staff

Strategy2:

Teacher/Student Advocacy Groups - Students are assigned to a specific faculty member in Teacher/Student Advocacy Groups. TAGs meet when progress reports go out and again at the 9-week reporting period. This strategy follows the state directive that every student has at least one adult on the campus who knows the student well. This strategy is part of our Rtl process.

Research Cited: Making Middle Grades Work

Activity - TAG Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students meet at each progress report and report card period with their TAG faculty member. The students are given their reports on an individual basis and the teacher conferences with the students about their progress and their grades.	Academic Support Program			09/18/2014	05/29/2015	\$0 - No Funding Required	All faculty members are assigned a group of students.

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Activity - RtI Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In many cases a phone call to the parents and conferencing with the students will result in improved academic performance and no other formal action is required. However, for those students who are determined to be at-risk (through STAR data, class performance, attendance, behavior, and/or standardized testing), a formal RtI process will begin as prescribed by Cullman County Schools. Students will be supported as needed and those students will be tracked through the process until they either are referred for special education testing or their performance is improved through targeted assistance by teachers. Teachers will meet in grade-level and cross curricular meetings to discuss student data and to determine ways to help the students. These meetings will be funded through a separate allowance from Title II funds - \$2400.00.	Academic Support Program			09/18/2014	05/29/2015	\$0 - No Funding Required	Dr. Scott Parvin and all faculty and staff.

Activity - Referral to RtI Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TAG teachers create a list of all students who are either failing or at a significant risk of failing and give that list of students to the RtI Coordinator. The RtI Coordinator divides the list among himself (assistant principal), principal, and counselor and phone calls are made to the parents or guardians of the students. Parents are asked to schedule either a face-to-face parent/teacher conference or a phone conference with the teacher whose class the student is failing. While teachers are required to call parents about grades or student behavior when necessary, a phone call from the principal, assistant principal, or counselor lends credibility to the seriousness of remaining in good academic or behavioral standing. Additionally, the phone calls and meetings are designed to keep parents informed and encourages them to be a significant part of their child's educational process.	Academic Support Program			09/18/2014	05/29/2015	\$0 - No Funding Required	The RtI coordinator - Dr. Scott Parvin, Dr. Vicky Spear, principal, Johnny Whaley, counselor

Goal 2:

100% of all students will score at or above the 40th percentile on STAR Mathematics Assessment

Measurable Objective 1:

100% of All Students will demonstrate a proficiency STAR Math Assessment in Mathematics by 05/28/2014 as measured by STAR

Assessment.

Strategy1:

Professional Support on Data Analysis - Teachers are given continuous support on interpreting student data following each test administration.

Research Cited: Learning Forward - ongoing, job-embedded professional development - PD standards.

Activity - Professional Development and Support on Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The initial discussion of data will take place on the first early release date. Subsequent subject-area meetings will provide continuous insight into which skills students need additional help. Subject-area meetings will be conducted monthly in association with Rtl meetings.	Professional Learning			09/26/2014	05/29/2015	\$0 - No Funding Required	Instructional Coach, Assistant Principal, Teachers

Activity - Professional Development on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and staff will engage in action research and exploration of differentiated instruction. A seven-member team will participate in a middle school conference where the targeted topics will be differentiating instruction, formative assessments, and integrating technology into student learning. The attending faculty members will make recommendations to the principal on an implementation process for integrating the learning in a manner that respects the professionalism and talents of our teachers, but provides a safe environment to try new techniques or ideas.	Professional Learning			11/05/2014	05/29/2015	\$0 - No Funding Required	Teachers, principal, assistant principal, instructional coach

Strategy2:

Teacher/Student Advocacy Groups - Students are assigned to a specific faculty member in Teacher/Student Advocacy Groups. TAGs meet when progress reports go out and again at the 9-week reporting period. This strategy follows the state directive that every student has at least one adult on the campus who knows the student well. This strategy is part of our Rtl process.

Research Cited: Learning Forward research on effectiveness of students being well-known by at least one adult on campus.

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Activity - Referral to Rtl Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TAG teachers create a list of all students who are either failing or at a significant risk of failing and give that list of students to the Rtl Coordinator. The Rtl Coordinator divides the list among himself (assistant principal), principal, and counselor and phone calls are made to the parents or guardians of the students. Parents are asked to schedule either a face-to-face parent/teacher conference or a phone conference with the teacher whose class the student is failing. While teachers are required to call parents about grades or student behavior when necessary, a phone call from the principal, assistant principal, or counselor lends credibility to the seriousness of remaining in good academic or behavioral standing. Additionally, the phone calls and meetings are designed to keep parents informed and encourages them to be a significant part of their child's educational process.	Academic Support Program			09/18/2014	05/29/2015	\$0 - No Funding Required	Rtl Coordinator, counselor, principal

Activity - TAG Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students meet at each progress report and report card period with their TAG faculty member. The students are given their reports on an individual basis and the teacher conferences with the students about their progress and their grades.	Academic Support Program			09/18/2014	05/29/2015	\$0 - No Funding Required	All faculty members will be assigned students for TAG.

Activity - RtI Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>In many cases a phone call to the parents and conferencing with the students will result in improved academic performance and no other formal action is required. However, for those students who are determined to be at-risk (through STAR data, class performance, attendance, behavior, and/or standardized testing), a formal RtI process will begin as prescribed by Cullman County Schools. Students will be supported as needed and those students will be tracked through the process until they either are referred for special education testing or their performance is improved through targeted assistance by teachers. Teachers will meet in grade-level and cross curricular meetings to discuss student data and to determine ways to help the students. These meetings will be funded through a separate allowance from Title II funds - \$2400.00.</p>	<p>Academic Support Program</p>			<p>09/18/2014</p>	<p>05/29/2015</p>	<p>\$0 - No Funding Required</p>	<p>RtI Coordinator; faculty</p>

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

Goal 1:

Adequate Progress in Language Acquisition

Measurable Objective 1:

53% of All Students will demonstrate a proficiency in achieving Adequate Progress in Language Acquisition (APLA). TO MEET AMOA-B: The number of ELL students school wide attaining English Proficiency will be at least 19% in English Language Arts by 05/29/2015 as measured by ACCESS for ELLs.

Strategy1:

EL Teacher and Classroom Teachers with ELL students - EL and classroom teachers will collaborate to determine an instructional plan for ELL students.

Research Cited: ACCESS for ELLs score reports

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Activity - Teacher Collaboration for Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following the analysis of ELL comprehensive data for identified LEP students, the classroom teachers and EL teacher will then collaborate throughout the year to determine areas of weakness, set instructional goals to address student needs, and implement instructional strategies to meet student needs in both the regular classroom and the pull-out ELL classroom.	Other			08/13/2014	05/29/2015	\$0 - No Funding Required	EL Classroom Teachers and EL Teacher

Strategy2:

Examine School-Wide ELL Data for Student Goals - EL teacher will engage in student goal setting for ELLs who did not achieve AMAO-A and/or AMAO-B during the 2013-2014 school year.

Research Cited: ACCESS for ELLs score reports

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of school, the EL teacher will review and analyze comprehensive data for identified Limited English Proficient (LEP) students who have not achieved AMAO-A and/or AMAO-B and will collaborate these findings with the EL committee.	Academic Support Program			08/13/2014	05/29/2015	\$0 - No Funding Required	EL Teacher and Classroom Teachers with ELL students

Strategy3:

Develop collaborative relationships among EL and Classroom teachers - EL and Classroom teachers will collaborate to develop instructional strategies to assure achievement of AMAO-C Reading and Math goals

Research Cited: AMAO-C Adequate Yearly Progress

Activity - Green Folders	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL teacher will distribute green EL folders to all faculty members and provide information about the EL program	Professional Learning			08/08/2014	05/29/2015	\$0 - No Funding Required	El teacher, Classroom Teacher, and Administration

Activity - EL Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL Coach will meet with EL and Classroom Teacher to support implementations of instructional strategies to support EL student achievement. Teachers will collaborate to analyze formative assessment to monitor student learning.	Professional Learning			08/13/2014	05/29/2015	\$0 - No Funding Required	EL Coach, Classroom Teacher and Administration

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

Goal 1:

100% of all students will score at or above the 40% percentile on STAR Reading

Measurable Objective 1:

100% of All Students will demonstrate a proficiency On STAR Reading in Reading by 05/29/2015 as measured by STAR.

Strategy1:

Provide individualized plan reading targets for students in comprehension levels and AR points - After benchmark scores are determined through the initial STAR screening, students will maintain a reading log that reflects their comprehension progress as well as their AR points. Students will know and understand the expected target through conferencing with all core teachers and through the continued use of their reading logs.

Research Cited: Research from Renaissance Learning as well as evidence from 2013 - 2014 school experience where students' reading scores improved.

Activity - Professional Development on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and staff will engage in action research and exploration of differentiated instruction. A seven-member team will participate in a middle school conference where the targeted topics will be differentiating instruction, formative assessments, and integrating technology into student learning. The attending faculty members will make recommendations to the principal on an implementation process for integrating the learning in a manner that respects the professionalism and talents of our teachers, but provides a safe environment to try new techniques or ideas.	Professional Learning			11/05/2014	05/29/2015	\$5000 - Other	Select faculty and staff

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Activity - Individual Student Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are provided reading levels and progress for each student on their rosters. While reading teachers, English teachers, and exploratory teachers (the class where students drop everything and read for 20 minutes) have access to reading scores and progress, it is imperative that all teachers have that information so they can adjust instruction as needed based on the students' reading levels. Additionally, these students' scores and levels will be shared at data meetings.	Academic Support Program			09/04/2014	05/29/2015	\$0 - No Funding Required	Dr. Scott Parvin, Mr. Johnny Whaley, Mrs. Danielle Partain, Mr. Tommy Arbet, Mrs. Melba Weigand and Dr. Vicky Spear will lead data meetings. Dr. Spear and Dr. Parvin will monitor classroom instruction.

Strategy2:

Teacher/Student Advocacy Groups - Students are assigned to a specific faculty member in Teacher/Student Advocacy Groups. TAGs meet when progress reports go out and again at the 9-week reporting period. This strategy follows the state directive that every student has at least one adult on the campus who knows the student well. This strategy is part of our Rtl process.

Research Cited: Making Middle Grades Work

Activity - TAG Team Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students meet at each progress report and report card period with their TAG faculty member. The students are given their reports on an individual basis and the teacher conferences with the students about their progress and their grades.	Academic Support Program			09/18/2014	05/29/2015	\$0 - No Funding Required	All faculty members are assigned a group of students.

Activity - Rtl Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In many cases a phone call to the parents and conferencing with the students will result in improved academic performance and no other formal action is required. However, for those students who are determined to be at-risk (through STAR data, class performance, attendance, behavior, and/or standardized testing), a formal Rtl process will begin as prescribed by Cullman County Schools. Students will be supported as needed and those students will be tracked through the process until they either are referred for special education testing or their performance is improved through targeted assistance by teachers. Teachers will meet in grade-level and cross curricular meetings to discuss student data and to determine ways to help the students. These meetings will be funded through a separate allowance from Title II funds - \$2400.00.	Academic Support Program			09/18/2014	05/29/2015	\$0 - No Funding Required	Dr. Scott Parvin and all faculty and staff.

Activity - Referral to Rtl Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TAG teachers create a list of all students who are either failing or at a significant risk of failing and give that list of students to the Rtl Coordinator. The Rtl Coordinator divides the list among himself (assistant principal), principal, and counselor and phone calls are made to the parents or guardians of the students. Parents are asked to schedule either a face-to-face parent/teacher conference or a phone conference with the teacher whose class the student is failing. While teachers are required to call parents about grades or student behavior when necessary, a phone call from the principal, assistant principal, or counselor lends credibility to the seriousness of remaining in good academic or behavioral standing. Additionally, the phone calls and meetings are designed to keep parents informed and encourages them to be a significant part of their child's educational process.	Academic Support Program			09/18/2014	05/29/2015	\$0 - No Funding Required	The Rtl coordinator - Dr. Scott Parvin, Dr. Vicky Spear, principal, Johnny Whaley, counselor

Goal 2:

100% of all students will score at or above the 40th percentile on STAR Mathematics Assessment

Measurable Objective 1:

100% of All Students will demonstrate a proficiency STAR Math Assessment in Mathematics by 05/28/2014 as measured by STAR Assessment.

Strategy1:

Teacher/Student Advocacy Groups - Students are assigned to a specific faculty member in Teacher/Student Advocacy Groups. TAGs meet when progress reports go out and again at the 9-week reporting period. This strategy follows the state directive that every student has at least one adult on the campus who knows the student well. This strategy is part of our Rtl process.

Research Cited: Learning Forward research on effectiveness of students being well-known by at least one adult on campus.

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Activity - Referral to Rtl Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>TAG teachers create a list of all students who are either failing or at a significant risk of failing and give that list of students to the Rtl Coordinator. The Rtl Coordinator divides the list among himself (assistant principal), principal, and counselor and phone calls are made to the parents or guardians of the students. Parents are asked to schedule either a face-to-face parent/teacher conference or a phone conference with the teacher whose class the student is failing. While teachers are required to call parents about grades or student behavior when necessary, a phone call from the principal, assistant principal, or counselor lends credibility to the seriousness of remaining in good academic or behavioral standing. Additionally, the phone calls and meetings are designed to keep parents informed and encourages them to be a significant part of their child's educational process.</p>	<p>Academic Support Program</p>			<p>09/18/2014</p>	<p>05/29/2015</p>	<p>\$0 - No Funding Required</p>	<p>Rtl Coordinator, counselor, principal</p>

Activity - Rtl Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>In many cases a phone call to the parents and conferencing with the students will result in improved academic performance and no other formal action is required. However, for those students who are determined to be at-risk (through STAR data, class performance, attendance, behavior, and/or standardized testing), a formal Rtl process will begin as prescribed by Cullman County Schools. Students will be supported as needed and those students will be tracked through the process until they either are referred for special education testing or their performance is improved through targeted assistance by teachers. Teachers will meet in grade-level and cross curricular meetings to discuss student data and to determine ways to help the students. These meetings will be funded through a separate allowance from Title II funds - \$2400.00.</p>	<p>Academic Support Program</p>			<p>09/18/2014</p>	<p>05/29/2015</p>	<p>\$0 - No Funding Required</p>	<p>Rtl Coordinator; faculty</p>

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Activity - TAG Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students meet at each progress report and report card period with their TAG faculty member. The students are given their reports on an individual basis and the teacher conferences with the students about their progress and their grades.	Academic Support Program			09/18/2014	05/29/2015	\$0 - No Funding Required	All faculty members will be assigned students for TAG.

Strategy2:

Professional Support on Data Analysis - Teachers are given continuous support on interpreting student data following each test administration.

Research Cited: Learning Forward - ongoing, job-embedded professional development - PD standards.

Activity - Professional Development on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and staff will engage in action research and exploration of differentiated instruction. A seven-member team will participate in a middle school conference where the targeted topics will be differentiating instruction, formative assessments, and integrating technology into student learning. The attending faculty members will make recommendations to the principal on an implementation process for integrating the learning in a manner that respects the professionalism and talents of our teachers, but provides a safe environment to try new techniques or ideas.	Professional Learning			11/05/2014	05/29/2015	\$0 - No Funding Required	Teachers, principal, assistant principal, instructional coach

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes		Principal Attestation

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes		Principal Attestation

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

Each staff member provides a Professional Learning Plan that identifies areas that they wish to focus on for the school year. These plans are reviewed and discussed with the administrators, and there is an ongoing yearly evaluation for each teacher. This process makes teachers accountable for their learning and implementation of knowledge.

Component 4: Strategies to Attract Highly Qualified Teachers

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

STRENGTH: For the 2014 - 2015 School Year, Vinemont Middle School hired two new math teachers, a new history teacher, and a new P. E. teacher. Those teachers are highly qualified and bring a new perspective to Vinemont Middle School.

WEAKNESS: Teacher attendance in the classroom has declined in the 2013-14 school year which is a serious issue for student learning.

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

Vinemont Middle School employs mostly veteran teachers with six or more years' of experience. One new teacher has only one year of experience, but he is well supported and mentored by veteran faculty and by the instructional coach assigned to VMS.

3. What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

Vinemont Middle School uses SearchSoft to recruit new teachers. The administrators have high expectations for student learning and teacher performance and qualified and dedicated teachers are welcomed and supported through ample resources, opportunities for professional growth, and a flexible schedule.

4. What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

Cullman County Schools uses SearchSoft. Additionally, the district requires all teachers working in Cullman County for the first time to participate in the New Teacher Academy.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

NA

Component 5: High Quality and Ongoing Professional Development

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

Teachers are provided job-embedded professional development in a number of ways. The district provides extensive professional development in technology for two teachers. Those teachers return and conduct turnaround training and support for all teachers. For the 2014 - 2015 school year Vinemont Middle School is focusing on effectively integrating technology into the curriculum and differentiated instruction.

All teachers will conduct elect reviews in other classrooms. Following those, and upon review of the results, teachers may participate in training that addresses identified needs.

A seven-member team will attend a middle school conference in November and will return with turnaround training. The focus is on technology and differentiated instruction.

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

Early Release Day: Data Analysis, Differentiated Instruction, elect, Technology Integration, Helping Strugglers Read, P. E., Suicide Prevention, Web Design

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

New teachers are assigned a mentor teacher. In addition, the instructional coach, the assistant principal, and the principal offer continued support for new teachers.

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

The school district has implemented an early release day designated for professional development one day per month. The principals are required to submit plans for those days to the superintendent. Additionally central office personnel, the instructional coach, the math coach, and the local technology teachers provide support and professional development. The principal, along with the leadership team, evaluates the effectiveness of professional development activities.

Component 6: Transition Strategies

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

All 6th grade students and their parents attend an orientation prior to attending the middle school. Students are supported in the first few weeks of school with lockers, class changes, and other procedures that may be intimidating during the transition. The principal meets with each 8th grader during the first semester to help establish goals to ensure success at the high school level. The school has a formal RtI process and a formal advocacy program so every student is well known by at least one adult on the campus.

Component 7: Teacher Participation in Making Assessment Decisions

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

Upon receipt of the results of statewide assessments teachers meet with the principal, guidance counselor, media specialist, instructional coach, and grade-level teachers. The results of each student are carefully reviewed and decisions are made collaboratively about student placement in the RtI process.

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

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

Vinemont Middle School has a formal RtI process that is outlined in the goals section of the CIP. After identifying those students, they are assigned to a remediation class where they receive additional academic support as well as enrichment in the form of educational computer games, board games, robotics, guitar, or art. All students have the opportunity to participate in an enjoyable activity.

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

After identifying those students, they are assigned to a remediation class where they receive additional academic support as well as enrichment in the form of educational computer games, board games, robotics, guitar, or art. All students have the opportunity to participate in an enjoyable activity.

Additionally, all students have an 8th period on Fridays so they can get help from their classroom teachers if they need to do so. Special needs students go to the special education teacher at that time so they can receive additional support with organization, homework, or content.

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

All teachers know their students' reading or math levels as determined through STAR reading and math and ASPIRE. Teachers group intentionally, provide additional support for students identified as struggling and provide enrichment for students who have mastered the standards.

4. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

At this time Vinemont Middle School does not have an afterschool program. Parents are encouraged to check iNOW and to correspond with teachers on ways to assist their children.

5. Describe procedures used to address challenges for EACH group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

The faculty and staff at Vinemont Middle School will provide timely assistance for students who are experiencing difficulty mastering the

proficient or advanced levels of academic achievement standards by planning and implementing numerous strategies and activities provided above regular program services.

- Parent/Teacher Conferences will allow an opportunity for teachers to discuss the academic progress of a particular student with his/her parent. Teachers will identify student weaknesses and inform parents of ways in which they may be able to help their children. Often, students who are not achieving at an appropriate level will be referred to Rtl.

- Teacher referrals are a means by which students experiencing difficulty are provided assistance in a timely manner. Students who are failing to meet achievement standards are referred to Rtl for further review.

- Rtl will review teacher referrals to suggest appropriate intervention strategies to aide in the mastery of proficient or advanced levels of achievement in some of the following ways:

(1) EL / LEP Programs - Students are provided with a migrant aide for assistance during and after school hours.

(2) Mentor Programs - Students who may be suffering from outside social influences that directly effect student performance are often paired with volunteer mentors to discuss successful behavior and/or motivational techniques.

(3) Special Education Services - Provides student, who are in need of services, the opportunity to succeed.

(4) Homebound Services - Students, who are unable to attend school due to various limitations, are provided with a homebound aide.

6. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for EACH group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

The faculty and staff at Vinemont Middle School will provide timely assistance for students who are experiencing difficulty mastering the proficient or advanced levels of academic achievement standards by planning and implementing numerous strategies and activities provided above regular program services.

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(4) Homebound Services - Students, who are unable to attend school due to various limitations, are provided with a homebound aide.

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

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

Vinemont Middle School has .8 teacher paid from Title I funds. The school receives 1/2 cent sales tax funds which it uses for enrichment, technology, and professional development. The district provides professional development for the school through the use of Title II funds.

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

Vinemont Middle School has .8 teacher paid from Title I funds. The school receives 1/2 cent sales tax funds which it uses for enrichment, technology, and professional development. The district provides professional development for the school through the use of Title II funds

3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Vinemont Middle School students participate in the federal breakfast and lunch program.

Component 10: Evaluation

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

Evaluation is a continuous process. The leadership team, along with the principal and assistant principal, with input from teachers, parents, and staff review program goals and use the LOGIC model to make decisions.

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

Through continual data analysis.

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

Vinemont Middle School uses STAR Reading and Math to benchmark and progress monitor students. Those results are compared to the results of high-stakes tests and teachers, in collaboration with the principal, the assistant principal, central office personnel, and the instructional coach chart students' progress and identify areas where students need additional help.

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

The plan is reviewed on a continual basis depending on success of students.

Coordination of Resources-Comprehensive Budget

Introduction

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

I. State Foundation Funds: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	11.95

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

Label	Question	Value
3.	Provide the number of Assistant Principal assigned units.	0.0

Label	Question	Value
4.	Provide the number of Counselor assigned units.	0.5

Label	Question	Value
5.	Provide the number of Librarian assigned units.	0.5

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

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

I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	11.95

Label	Question	Value
2.	Provide the number of Administrators.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principals.	0.0

Label	Question	Value
4.	Provide the number of Counselors.	0.5

Label	Question	Value
5.	Provide the number of Librarians.	0.5

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselors.	0.0

I. State Foundation Funds: Total Salaries

Once all questions within Section I. State Foundation Funds: Total Salaries have been completed, a total for all salaries will appear in the PDF only.

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	561422.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	83388.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	29254.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	49332.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	52032.0

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

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

Label	Question	Value
8.	Provide the total of all salaries for Technology.	0.0

Label	Question	Value
9.	Provide the total of all salaries for Professional Development.	0.0

Label	Question	Value
10.	Provide the total of all salaries for State ELL Funds.	0.0

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	4325.0

Label	Question	Value
12.	Provide the total of all salaries for Library Enhancement.	0.0

Total 779,753.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

A) .80 Teacher Units/Subs/Benefits = 48,443.01

Instructional Materials and Supplies: 1,256.99

(Computer upgrades and/or purchases to more effectively run instructional software and other researched-based materials)

B) Parental Involvement 1% set-aside 872.15

(Student planners and/or communication folders, colored paper for monthly newsletters, and ink cartridges)

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	49700.0

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
4.	Title I: ARRA Funds Provide the total.	0.0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

.20 CSR Teacher/Sub/Benefits 12,110.75

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	12110.75

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	0.0

Title IV: For Safe and Frug-free Schools

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
10.	Title IV: For Safe and Frug-free Schools Provide the total.	0.0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
12.	Title VI: For Rural and Low-income Schools Provide the total	0.0

Career and Technical Education-Perkins IV: Basic Grant (Title I)

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	0.0

Career and Technical Education-Perkins IV: Tech Prep (Title II)

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
16.	Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total.	0.0

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant**Provide a brief explanation and a breakdown of expenses.**

n/a

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

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
2.	Local Funds Provide the total.	0.0