



## **ACIP**

# Stevenson Middle School

## Jackson County Board of Education

Mr. Rob Paradise, Principal  
701 Kentucky Avenue  
Stevenson, AL 35772

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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?**

Stevenson Middle School is nestled against the beautiful Appalachian mountains. We have a student population of 307 students in grades 5-8. There are 3 homerooms in each grade. It is located in Stevenson Alabama which is in the Northeast corner of Alabama. It has a population of approximately 2046 citizens. Most students live in a rural setting and some have to travel a long distance to school. While the population of Stevenson is low, the majority of our students live outside the city limits. Stevenson has recently lost industry due to them closing or moving to another town. One of our main employers TVA (which is coal fired plant) will close by the end of the 2016 year however many employees have already transferred out of the area. We are excited about the possible growth going to occur due to a Google Data Center being built in a neighboring city, which is less than 12 miles from our school. Our student population is very diverse. We have several ethnic backgrounds represented. We also have over 68% of our students who are on free and reduced lunch. Our infrastructure is only 14 years old, which makes our campus one of the nicest in the county. We have up to date technology in every room including smart boards. The original school was torn down and the new one built in the exact spot. The school is centrally located in Stevenson and very close to the downtown area.



## 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.**

### Purpose

The purpose of Stevenson Middle School is to strive to create a fun, enjoyable learning environment in which teachers and students are engaged in science, technology, engineering, and math activities across the subject areas to prepare students for success in the real world.

### Mission

Performance for Today, Achievement for Tomorrow, and Success for a Lifetime

Performance, Achievement, Success

### Stevenson Middle School Beliefs

#### Community

The school environment should be a positive model for respect, creativity, and diversity.

School, parents, and community should work collaboratively to enhance the school program.

#### Students

Students should show respect by following school rules, by treating others kindly, and by obeying teachers.

Students should explore a variety of technological learning in order to prepare for the future.

#### Teachers

Teachers should promote activities that will foster each child's individual creativity.

Parents should be involved in their child's education and encourage them to have respect of self, others, and property.

### Vision

Stevenson Middle School will be a school of excellence providing students with the skills and knowledge to achieve their highest potential and become lifelong learners. This will ensure the success of each student while improving the quality of life of our community in an ever changing world.

## 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.**

### ACHIEVEMENTS:

Our ACT Aspire scores show improvement in 5 out of the 8 tests (reading and math in each grade 5-8). Reading scores have always been a strength at Stevenson Middle School. Math scores have made an upward trend in recent years. The free and reduced lunch subgroup has had a high percentage of proficient students over the past 3 years. These scores also show an upward trend. We are working to close the gap between special education and general education students in all subject areas. 72% of students with disabilities showed an increase in scores from last year. STAR data is consistent with state testing ACT Aspire results.

Stevenson Middle School is offering elective classes to every 7th and 8th grade student. The courses offered are: Forensics, Health Services, Art, Creative Writing, Personal Finance and Robotics. Students will have classes for one semester and then swap. Students will get a total of 4 classes during their two years (7th and 8th grade years). We are very excited that ALL students in 7th and 8th grade are getting to participate in these classes. All students in the health service class have become CPR/AED certified.

Stevenson Middle School utilizes technology in every classroom. Smart boards are in 75% of classrooms and every student in the school participates in a computer skills class weekly. Every 7th and 8th grader has computer ed classes all school year.

Our school hosted the county math tournament last year. We had two students place within the top ten in their grade on the written exam. Our math team did considerably better than in the past years. We are very proud of the students who represented our school.

The 6th grade puts on a large Christmas production each year. Every child in the 6th grade has a part and they are taught skills to enhance their dramatic production. Music is incorporated and rhythmic dance is also brought into the production.

For the past three years our Geography Bee winner has traveled to Birmingham to compete in the state Geography Bee. While there they have represented our school well in the scores they have received on the written as well as the question/answer sessions.

Our sports programs at Stevenson Middle have always been an area of pride. The Lady Panther basketball team won the County Championship last year. Our football team has struggled the last two years but bright things on the horizon for a great group of young men.

Due to a rigorous Spelling curriculum our SMS Spelling Bee winner was runner-up in the Jackson County Spelling Bee.

We have made strides in keeping our parents involved and informed of things happening here at SMS by using Remind 101 and developing our school a twitter account.

We hope to strive even higher in the areas of math tournament, geography bee, and all sports groups to make each group the best they can be.

### IMPROVEMENT:

We feel that one of our greatest areas of improvement has been in the area of parental contact. Parent feedback has been very positive concerning the REMIND101 program we are using. Attendance is greater at all school events due to the information being relayed to parents. Each teacher has an account and parents are helping to be more supportive of student assignments because they are made aware of them. Our math instruction is an area that we have worked hard on in the last 2 years and we feel improvements are being made. The supplemental materials and professional development are being well received and we are expecting to see positive results in ASPIRE scores as a result.

## **Additional Information**

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

Student achievement takes priority at Stevenson Middle School. We are always trying new strategies to meet the needs of all students.

All of our teachers are highly qualified and do an exceptional job teaching our students. We have a very high percentage of teachers with master's degrees. We are very proud of the staff we have here at Stevenson Middle School.

We not only want to meet the required academic standards, but we want to go above and beyond to reach the social needs of the students as well as prepare them for the future. We want them to feel like they are important and cared for at Stevenson Middle School.

# **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.**

Members of the committee are representatives from all aspects of the school and include the principal, teachers, stakeholders, students and parents. Team members were asked to serve on the committee based on their expertise and expressed desire to further the achievement of all students served by Stevenson Middle School. Every teacher on the staff had a role in helping develop our aCIP plan. They were placed on a team with other teachers and asked to give feedback on the previous plan and to give insight into strategies and information needed in this years plan. Through a collaborative effort between administration and the aCIP chairperson, a leadership team was chosen that best represents our school. Members of this team were notified through email and personal conversations with administration. Monthly faculty meetings will be held to discuss how the aCIP is working within our school and to note successes seen from strategies and action steps being implemented. Meetings will be conducted at various times to best accommodate all stakeholders.

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

The leadership team is comprised of administrators, teachers, parents, community stakeholders and students. Each grade level as well as subject area is represented on the committee. Meetings with school personnel will be held monthly until plan is completed. Each part of the plan was divided up among team members. Those members looked at data and made decisions about what to add to the plan. Each team member also understood that they were to communicate with faculty/staff not on the committee and let them know how we were progressing. They would also use their input to make decisions.

The leadership team is comprise of:

Robert Paradise - Principal - Oversight  
Heather Burnette - Assistant Principal - CIP Chairperson  
Rachel Blackwood - Counselor - Data Collection/Parental Involvement  
Hillary Williams - 5th grade teacher - Analyze Data  
Keesha Lyons - 6th grade teacher - Analyze Data  
Terry Williamson - 7th and 8th grade teacher - Analyze Data  
Carissa Little - Parent - Collaboration of ideas to enhance school experience.  
Melissa Cardenas - Student  
Becky McCoy - Community Stakeholder

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

<http://stevenson.jcm.schoolinsites.com>. The a-CIP will be updated as needed and posted on the Jackson County Board of Education website. A new copy will be placed in the office as well as updated on the website. A one page summary of the plan will be sent home with all students.



# **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	Document was created and uploaded.	Student Performance Data Document 16-17

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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

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

## Areas of Notable Achievement

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

ACT Aspire results show that that grades 5-8 in the area of English are above the expected levels of performance. ACT Aspire results show that test scores are taking an upward trend in grades 5 and 7 in the area of Reading. In math, grades 6,7 and 8 are showing upward trends. We are very proud of the strides being made in the area of Math and helping students to problem solve.

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

There has been an increase in the percentage proficient students in 5th and 7th grade reading and 6th, 7th and 8th grade Math. Students with disabilities are making gains. 56 percent of these students made gains in reading and or math. The upward trends have been celebrated and will continue to be analyzed to ensure they continue to grow.

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

English is the area with the overall highest performance schoolwide at Stevenson Middle School. Students are continuing to score higher in reading than math however math trends are upward.

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

Students with disabilities are showing an increase in performance. 72% of students showed an increase in scores in reading and or math.

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

The achievement gap is closing between the general education students and the students with disabilities. Student scores are looked at and it was determined that gains are being made and the gap is slowly closing. This will continue to be an area of focus for Stevenson Middle School.

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

Findings are consistent with STAR assessments as well as benchmark assessments in each subject area.

## Areas in Need of Improvement

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

Math scores on the ACT Aspire are below the expected level of performance. Upward trends were made in grades 6,7 and 8 however they are still below the goal for student who are proficient. Helping students to increase their performance in math is a large focus for us at Stevenson Middle School.

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

5th grade math is the only area that has shown a negative trend in performance.

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

Eighth grade math shows the lowest overall performance.

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

While the students with disabilities scores are improving they are still the subgroup in which the most gains need to be made.

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

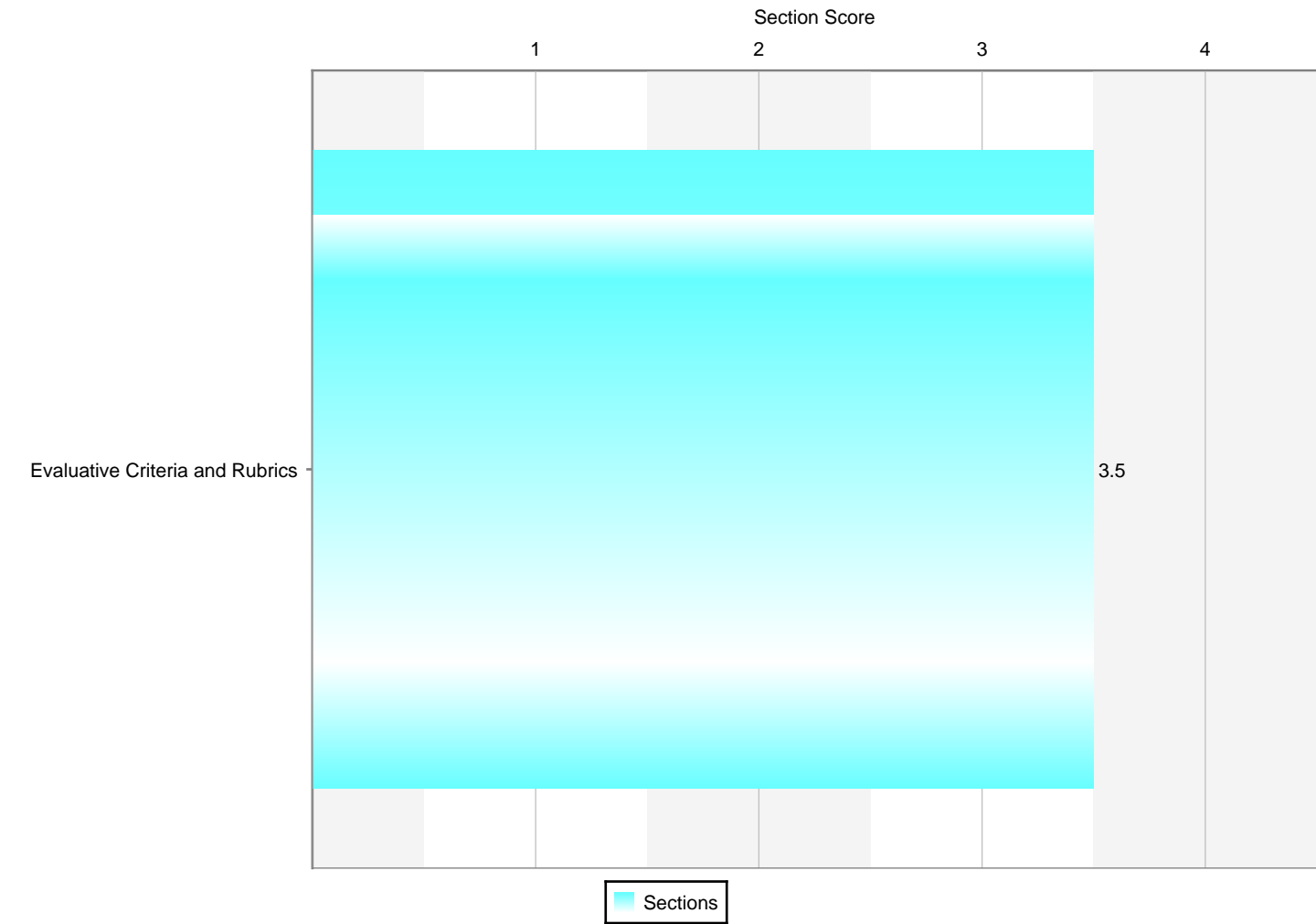
At this time there were only gains made between subgroups so gaps are closing instead of becoming greater.

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

STAR assessments show that students with disabilities consistently score below general education students.

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	Sign in sheet was signed and attached.	Leadership Team Signatures

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	The Department of Education does not discriminate on the basis of: race, color, religion, sex, national origin, age, disability, genetic information, sexual orientation, gender identity, status as a parent, marital status or political affiliation.	2016-2017 EL District Plan 2016-2017 Federal Programs Plan Civil Rights Document

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	Complaints or comments can be submitted by contacting the Jackson County Board of Education, Mr. Chris Davis, Special Education Supervisor at 16003 US Hwy. 35 Scottsboro, AL 35768. He can be reached by phone at 256-259-9500 or by email at <a href="mailto:davisc@jackson.k12.al.us">davisc@jackson.k12.al.us</a>	

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	The Parental Involvement Plan has been uploaded.	2016-2017 Parental Involvement Plan

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

# **2016-2017 Stevenson Middle School Continuous Improvement Plan**

# Overview

**Plan Name**

2016-2017 Stevenson Middle School Continuous Improvement Plan

**Plan Description**

2016-2017 Stevenson Middle School Continuous Improvement Plan

## 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	Provide a rigorous and effective instructional program to ensure the academic growth of all students.	Objectives: 5 Strategies: 9 Activities: 19	Academic	\$0
2	Engage Parents and Community in the Educational Process	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
3	Ensure that all students have optimal instructional time.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0

# Goal 1: Provide a rigorous and effective instructional program to ensure the academic growth of all students.

## Measurable Objective 1:

62% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by the ACT Aspire assessment.

## Strategy 1:

Professional Development on Instructional Strategies for Teaching Reading - Professional development will be provided on: instructional strategies which teach foundation skills and vocabulary development; effective questioning techniques which develop critical thinking skills; and the close reading skills that help students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing from sources. The professional development will be provided through face-to-face sessions, book studies, blended learning, and teacher collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano

Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation.	Professional Learning	08/08/2014	06/01/2017	\$0	No Funding Required	Principals ELA Teachers Curriculum Coordinator
Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	01/03/2017	\$0	No Funding Required	Curriculum Coordinator
Activity - Professional Development on Vocabulary Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development on vocabulary development will be provided through a book study for teachers of grades K-8. Teachers in grades 5-8 will complete an online book study.	Professional Learning	10/03/2016	07/31/2017	\$0	Title II Part D	Curriculum Coordinator Principals Teachers

## Strategy 2:

Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, social studies, and science teachers in grades 5-8 will participate in a careful analysis of the reading portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled

and areas which were not mastered as a means of evaluating the instruction provided. All ELA, social studies and science teachers in grades 5-8 will participate in a careful analysis of the ELA portions of the ACT aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

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

Activity - Professional Development on Data Analysis of Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers in grades 5-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.	Direct Instruction, Professional Learning	09/23/2015	11/30/2016	\$0	No Funding Required	Principal, Teachers, Curriculum Coordinator
Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stevenson Middle School will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/30/2016	11/01/2017	\$0	No Funding Required	Curriculum Coordinator, Principals, Teachers
Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 5-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/30/2017	\$0	No Funding Required	Principal, Curriculum Coordinator, Teachers

### Strategy 3:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0	No Funding Required	Superintendent, Selected Supervisors, Principal
Activity - Classroom Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using the Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0	No Funding Required	Superintendent, Appropriate Supervisors, Principal
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**Measurable Objective 2:**

70% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by the ACT Aspire assessment.

**Strategy 1:**

Professional Development for K-8 Teachers on Mental Math and Computational Strategies and Reasoning Strategies - Math teachers in grades 5-8 will have the opportunity to participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program. The professional development includes training videos and materials.

Category: Develop/Implement Professional Learning and Support

Activity - Independent, Online Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers in grades 5-8 will participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	09/23/2016	06/30/2017	\$0	No Funding Required	Curriculum Coordinator Principal
Activity - Professional Development on Using Number Talks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development on using number talks will provided for new 5-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	11/15/2016	05/01/2017	\$0	No Funding Required	Curriculum Coordinator, Principals, Teachers

**Strategy 2:**

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement in Mathematics - Increased emphasis will be placed on the use of formative and summative assessments to inform instruction.

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

Activity - Increased Emphasis on Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers in grades 5-8 who are unfamiliar with the ACT Aspire test will participate in professional development which is designed to help teachers interpret summative assessment data based on ACT Aspire benchmarks.  Teachers in 5-8 will also participate in a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 5-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/03/2016	06/01/2017	\$0	No Funding Required	Curriculum Coordinator, Principal, Teachers
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Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. regularly scheduled meetings will be held. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0	No Funding Required	Curriculum Coordinator, Principal, Teachers

**Strategy 3:**

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students in Math - The Implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk-throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0	No Funding Required	Superintendent, Selected Supervisors, Principals

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using the Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0	No Funding Required	Superintendent, Appropriate Supervisors, Principal

**Measurable Objective 3:**

62% of English Learners students will demonstrate a proficiency in comprehension in Reading by 05/29/2020 as measured by the ACT Aspire assessment.

**(shared) Strategy 1:**

Curricular and Instructional Guidance - The school will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development for teachers will be provided as needed.	Professional Learning, Academic Support Program	10/20/2015	05/29/2020	\$0	District Funding	EI Coordinator

Activity - WIDA ACCESS Assessment and IELP's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0	No Funding Required	EL Coordinator

**Measurable Objective 4:**

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by the ACT Aspire assessment .

**(shared) Strategy 1:**

Curricular and Instructional Guidance - The school will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development for teachers will be provided as needed.	Professional Learning, Academic Support Program	10/20/2015	05/29/2020	\$0	District Funding	EI Coordinator

Activity - WIDA ACCESS Assessment and IELP's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0	No Funding Required	EL Coordinator

**Measurable Objective 5:**

80% of All Students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations..

**Strategy 1:**

STEM Professional Development - Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.

Category: Develop/Implement Professional Learning and Support

Activity - Grade Level Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0	No Funding Required	Curriculum Coordinator, Principal, Teachers
Activity - Moodle Site for Teacher Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	\$0	No Funding Required	Curriculum coordinator, Principals, Teachers

**Strategy 2:**

Curriculum Development for Robotics - In order to ensure equity across the school district STEM teachers will collaborate to identify what students should know and be able to do at each level of robotics instruction. Such Collaboration will result in a robotics curriculum for the school district.

Category: Develop/Implement College and Career Ready Standards

Activity - Defining and Organizing Robotics Concepts and Applications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STEM teacher will collaborate to develop a robotics curriculum for Jackson County Schools. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2017	\$0	No Funding Required	Curriculum Coordinator, Principal, Robotics Teachers

**Goal 2: Engage Parents and Community in the Educational Process****Measurable Objective 1:**

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys.

**Strategy 1:**

Develop a School and Community Relations Plan - A team of administrators, teachers and parents will collaborate to develop a plan to ensure that the gap is lessened between Stevenson Middle School and the community of Stevenson.

Category: Develop/Implement Student and School Culture Program

Activity - Digital Signage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All activities related to academics and extra-curricular will be displayed on the large digital signage in front of the school. This sign is located on a main road in Stevenson and will reach most community members.	Community Engagement	01/04/2016	07/01/2017	\$0	No Funding Required	Principal, designated teachers
Activity - Increase the use of the Remind 101 system	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will utilize Remind 101 for whole school announcements and individualized classes and clubs. Each teacher has a Remind 101 account. Parents are notified of assignments and tests as well as sporting events and parent involvement activities going on at the school.	Community Engagement	08/12/2015	06/01/2017	\$0	No Funding Required	Principal Teachers
Activity - Use of Positive Post Cards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each staff member will send two post cards home every 4.5 weeks to students who they feel are doing a great job. We will acknowledge great academic performance as well as superior character.	Community Engagement	09/14/2016	06/01/2017	\$0	No Funding Required	Teachers, Assistant Principal

**Goal 3: Ensure that all students have optimal instructional time.****Measurable Objective 1:**

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 23% to 20% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program. .

**Strategy 1:**

School Advocacy Program - The school will design and implement an Advocacy Program in which each student has an adult advocate at the school who is invested in the student's educational progress. Advocates will provide encouragement and support for academic growth including encouraging attendance and following-up on unexcused absences.

Category: Develop/Implement Student and School Culture Program

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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An advocacy leader will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers at Stevenson Middle School.	Academic Support Program	08/26/2016	08/26/2016	\$0	No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principal
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Activity - Planning and Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will develop a plan for their advocacy program and launch the program with a "kick off" day.	Academic Support Program	08/26/2016	09/06/2016	\$0	No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school's Advocacy Leader will meet monthly with Advocacy Leaders from other schools and Central Office personnel to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0	No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	05/30/2017	\$0	No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals.

**Strategy 2:**

Parent/Guardian Notification System - Parents will be notified within 3 days when their child has an unexcused absence. We have had a similar method in the past but it could be as long as 2 weeks before parents were notified. A new system of notifications through letters sent home to parents will be used to more quickly notify parents when their child has an unexcused absence.

Category: Develop/Implement Learning Supports

**ACIP**

Stevenson Middle School

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stevenson Middle School will conduct an evaluation session to improve the notification system.	Academic Support Program	09/15/2016	05/30/2017	\$0	No Funding Required	Principal, Assistant Principal and selected school personnel

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Independent, Online Professional Development	Math teachers in grades 5-8 will participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	09/23/2016	06/30/2017	\$0	Curriculum Coordinator Principal
Increased Emphasis on Data Meetings Focused on Formative Math Assessments	An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. regularly scheduled meetings will be held. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0	Curriculum Coordinator, Principal, Teachers
Digital Signage	All activities related to academics and extra-curricular will be displayed on the large digital signage in front of the school. This sign is located on a main road in Stevenson and will reach most community members.	Community Engagement	01/04/2016	07/01/2017	\$0	Principal, designated teachers
Classroom Observations	Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using the Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0	Superintendent, Appropriate Supervisors, Principal
Moodle Site for Teacher Collaboration	Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	\$0	Curriculum coordinator, Principals, Teachers
Planning and Implementation	The school will develop a plan for their advocacy program and launch the program with a "kick off" day.	Academic Support Program	08/26/2016	09/06/2016	\$0	School Improvement Specialist, School Advocacy Leader, Teachers, Principals



**ACIP**

Stevenson Middle School

Defining and Organizing Robotics Concepts and Applications	STEM teacher will collaborate to develop a robotics curriculum for Jackson County Schools. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2017	\$0	Curriculum Coordinator, Principal, Robotics Teachers
Planning and Implementing a Notification System	Stevenson Middle School will conduct an evaluation session to improve the notification system.	Academic Support Program	09/15/2016	05/30/2017	\$0	Principal, Assistant Principal and selected school personnel
Use of Positive Post Cards	Each staff member will send two post cards home every 4.5 weeks to students who they feel are doing a great job. We will acknowledge great academic performance as well as superior character.	Community Engagement	09/14/2016	06/01/2017	\$0	Teachers, Assistant Principal
Grade Level Workshops	Grade level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0	Curriculum Coordinator, Principal, Teachers
Advocacy Leader Meetings	The school's Advocacy Leader will meet monthly with Advocacy Leaders from other schools and Central Office personnel to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals
Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire	Stevenson Middle School will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/30/2016	11/01/2017	\$0	Curriculum Coordinator, Principals, Teachers
Teacher Collaboration and Self-Assessment on Effective Questioning	ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation.	Professional Learning	08/08/2014	06/01/2017	\$0	Principals ELA Teachers Curriculum Coordinator
Regularly Scheduled Advocacy Sessions	The school will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	05/30/2017	\$0	School Improvement Specialist, School Advocacy Leader, Teachers, Principals.

Professional Development on Using Number Talks	Professional Development on using number talks will be provided for new 5-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	11/15/2016	05/01/2017	\$0	Curriculum Coordinator, Principals, Teachers
Professional Development for Advocate Leaders and Teachers	An advocacy leader will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers at Stevenson Middle School.	Academic Support Program	08/26/2016	08/26/2016	\$0	School Improvement Specialist, School Advocacy Leader, Teachers, Principal
Administrator Walk Throughs	Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk-throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0	Superintendent, Selected Supervisors, Principals
Professional Development on Data Analysis of Summative Assessments	All teachers in grades 5-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.	Direct Instruction, Professional Learning	09/23/2015	11/30/2016	\$0	Principal, Teachers, Curriculum Coordinator
Increase the use of the Remind 101 system	The school will utilize Remind 101 for whole school announcements and individualized classes and clubs. Each teacher has a Remind 101 account. Parents are notified of assignments and tests as well as sporting events and parent involvement activities going on at the school.	Community Engagement	08/12/2015	06/01/2017	\$0	Principal Teachers
Classroom Observations	Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using the Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0	Superintendent, Appropriate Supervisors, Principal
WIDA ACCESS Assessment and IELP's	The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0	EL Coordinator
Professional Development on Data Analysis of Formative Assessments	Teachers in grades 5-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/30/2017	\$0	Principal, Curriculum Coordinator, Teachers

**ACIP**

Stevenson Middle School

Increased Emphasis on Data Meetings Focused on Math Summative Assessments	Teachers in grades 5-8 who are unfamiliar with the ACT Aspire test will participate in professional development which is designed to help teachers interpret summative assessment data based on ACT Aspire benchmarks.  Teachers in 5-8 will also participate in a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 5-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/03/2016	06/01/2017	\$0	Curriculum Coordinator, Principal, Teachers
Administrator Walk Throughs	Principal, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0	Superintendent, Selected Supervisors, Principal
Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	5-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	01/03/2017	\$0	Curriculum Coordinator
<b>Total</b>					\$0	

**Title II Part D**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development on Vocabulary Development	Professional development on vocabulary development will be provided through a book study for teachers of grades K-8. Teachers in grades 5-8 will complete an online book study.	Professional Learning	10/03/2016	07/31/2017	\$0	Curriculum Coordinator Principals Teachers
<b>Total</b>					\$0	

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Face to Face Professional Development	Professional Development for teachers will be provided as needed.	Professional Learning, Academic Support Program	10/20/2015	05/29/2020	\$0	EI Coordinator
<b>Total</b>					\$0	

# **Stakeholder Feedback Diagnostic**

## **Introduction**

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Document was created and uploaded.	SMS Stakeholder Feedback Document 16-17

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

## Areas of Notable Achievement

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

Students and parents felt that the following areas were to their satisfaction or approval.

Indicator 1.1 The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

Indicator 1.3 The School's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

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

Indicator 3.1 The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills to succeed at the next level.

Indicator 3.3 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Indicator 3.6 Teachers implement the school's instructional process in support of student learning.

Indicator 4.4 Students and school personnel use a range of media and information resources to support the school's educational programs.

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

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

Data shows that the following areas have become highest scoring indicators this year compared to last year.

Indicator 1.1: The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

Indicator 1.2: The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.

Indicator 3.6: Teachers implement the school's instructional process in support of student learning.

Indicator 4.1: Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.



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

Other stakeholder feedback sources support the finding that the following areas are a strength amount students and parents.

Indicator 4.1 Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction and the educational program.

## Areas in Need of Improvement

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

Students, parents and staff indicated that they were not as satisfied with the areas listed below.

Indicator 3.3 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Indicator 3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

Indicator 4.6 The school provides support services to meet the physical, social, and emotional needs of the student population being served.

Indicator 5.5 Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

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

The following indicators continue to have the lowest satisfaction.

Indicator 3.3: Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Indicator 4.6 The school provides support services to meet the physical, social, the emotional needs of the student population being served.

These indicators will be made a priority and professional development will be assigned to address the needs. An advocacy program will be implemented to meet the needs of all students.

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

If parents do not feel they are being included their perception of the school could adversely effect their child's success. A negative attitude or a displeasure with school occurrences by students and staff can negatively effect motivation and therefore inhibit student success. Parents who do not feel they are a valued part of their child's education may not give students the support they need to complete homework, projects  
SY 2016-2017

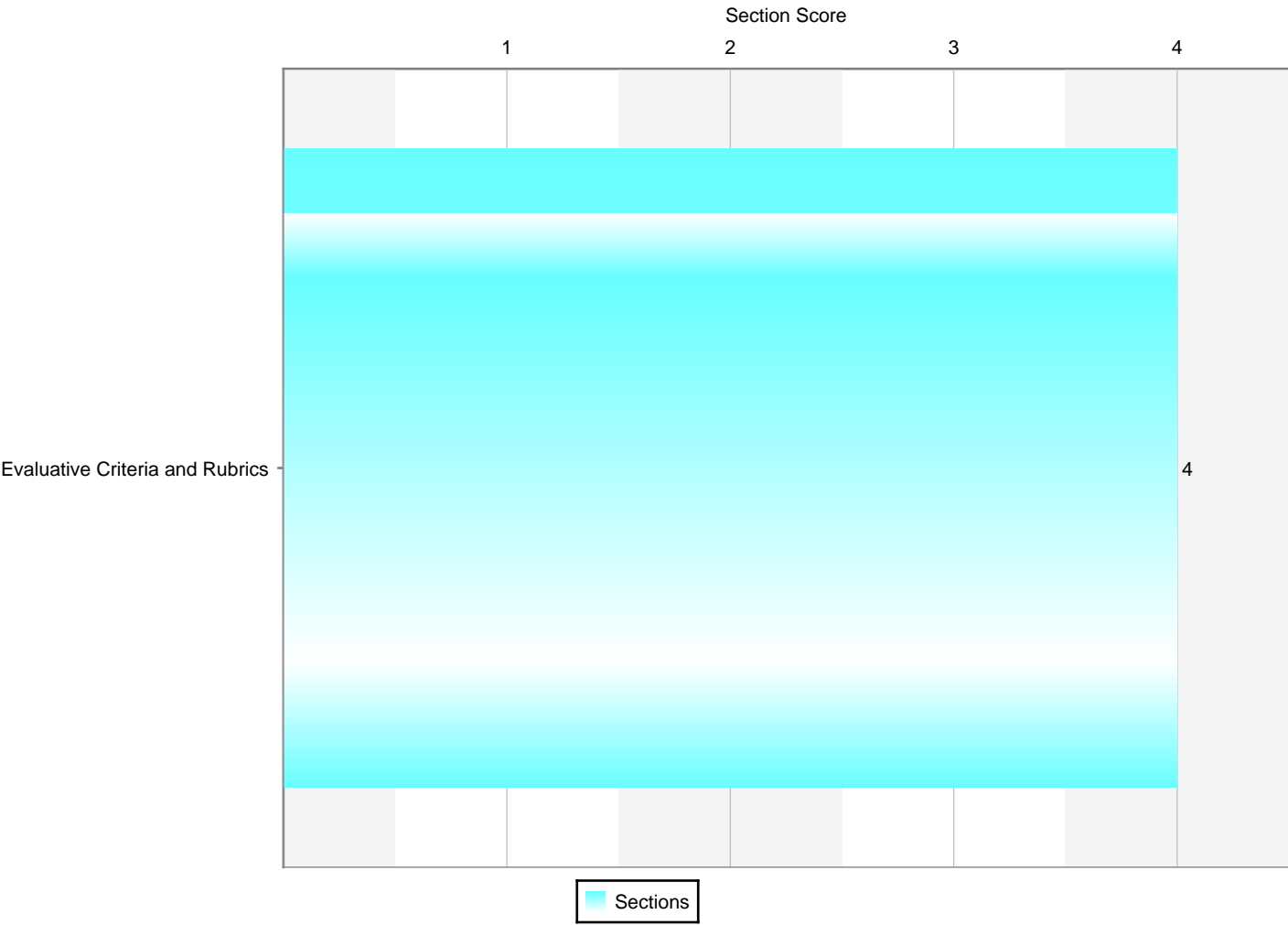
etc. due to a negative attitude toward the school.

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

Indicator 3.3 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations : is low with these reported findings as well as other feedback sources. Indicator 3.3 will be made a priority with the 2016-2017 plan. The leadership team and the faculty and staff as a whole has identified this weakness and are making great strides to improve student engagement.

Report Summary

Scores By Section



# **Title I Schoolwide Diagnostic**

## **Introduction**

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

## Component 1: Comprehensive Needs Assessment

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

Stevenson Middle School staff worked together using multiple sources of data to determine what were the greatest needs to be addressed during the 2016-2017 school year. Sources used include Aspire, STAR, ELL data, attendance data, survey results, and discipline data. Meetings were held at multiple times with teachers, administrators and parents to look at the data and determine the areas of greatest need. Meetings were held at multiple times and with multiple teachers. Some of these meetings were formal and others were informal. Formal meetings included all stakeholders where informal meetings were held with administrators and teachers. These were done during their planning time or at after school meetings. Teachers meet once a month as a Problem Solving Team to reevaluate strategies and decide if needs are being met.

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

The comprehensive needs assessment shows that there is a large gap between achievement of students with disabilities and general education students. It however did show that students with disabilities did make gains even though they are still not proficient.

Attendance for last year:

Grade 8 - 96.44%

Grade 7 - 96.27%

Grade 6 - 96.93%

Grade 5 - 96.20%

Total School Attendance rate: 96.45%

Tardies for the 2015-2016 school year:

5th grade - 240

6th grade - 236

7th grade - 218

8th grade - 160

total for school - 854

Tardies and check outs were seen as a need at Stevenson Middle School. We are working to make sure students are in class and engaged.

Discipline results for 2015-2016 school year.

Disorderly Conduct - 2

Defiance of Authority - 58

Fighting - 8

Truancy/Unauthorized absence - 1

Disobedience - 4

Disposition:

SY 2016-2017

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Corporal Punishment - 27

Warning - 25

Alternative Placement - 15

Suspended / In School - 7

Stakeholder feed back data is included in the appropriate section of this aCIP plan. These results were analyzed and strengths and weaknesses identified. These areas are addressed in our strategies and activities in order to improve in the areas that were identified.

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

Results from the comprehensive needs assessment show that strategies and action steps need to be implemented to ensure that students make significant growth in academic achievement. Every subject area needs improvement therefore there will be an objective and strategies for each subject.

Results show that while our attendance is good, our check in/check out numbers are too high. Students are missing valuable instruction time and therefore this must be addressed. The advocacy program is going to be used in hopes of encouraging students to not come in late or check out. We want students to feel valued and important. This program will be implemented during the 2016-2017 school year.

The advocacy program is also being used to decrease the number of office referrals for discipline. Students have an extra staff member who checks on them and encourages them to behave appropriately. Advocacy leaders are notified if students get in trouble so that they may offer encouragement to them.

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

It was determined that our school is seeing an upward trend in Reading and Math scores, however they are still below the needed percentage for proficient. Goals were set to ensure that school personnel are aware of the trends and are addressing the areas of need. Parent perceptions show that they do not feel as if they are engaged in their child's learning process. demographic data show that 68% of our student population qualify for free and reduced lunch. These findings are what we used to determine which goals and objectives needed to be our focus for the 2016-2017 school year.

It was determined that our advocacy program would be used to improve discipline and attendance rates.

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

Stevenson Middle School goals are directly related to the needs assessment that was done. Survey data, test results, collaboration meetings, and information gathered from other sources led to the development of the goals in this plan. Teachers and administrators met and



discussed each piece of data in detail. Once the discussions were held and a decision about needs was made, the team then decided what steps would be taken to improve the school. The goals and objectives added to this plan reflect the results of the needs assessment and those meetings.

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

Goals address needs based on looking at data from attendance, discipline, surveys and academic assessments. Each goal in Stevenson Middle School's plan addressed the instructional needs and behavior/attendance needs of the students. We looked at what needed to be done to address each issue that we identified as a weakness. Group meetings were held to discuss possible goals and once it was decided upon, they were added to the plan. Aspire data, STAR data, survey results and attendance/discipline reports from STI were used to help us to develop goals which would move our school in a positive direction toward improving student achievement. Survey results were used to determine how we could better bridge the gap between community and school. We feel that schools and communities should be partners in the educational process. We worked hard to determine ways in which we could involve the community and keep them informed of important happenings at the school.

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

Academic goals address each grade in the subjects of reading and math. We want to make sure that each student's needs are met regardless of what academic level the child is on. We want every child to get the individualized help they need to either catch up, or continue to excel forward. Our advocacy program reaches every student in our school. We once again feel like every student has needs and we are here to meet them.

## Component 2: Schoolwide Reform Strategies

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

#### Goal 1:

Provide a rigorous and effective instructional program to ensure the academic growth of all students.

#### Measurable Objective 1:

70% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by the ACT Aspire assessment .

#### Strategy1:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students in Math - The Implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using the Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principal

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk-throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, Principals

#### Strategy2:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement in Mathematics - Increased emphasis will be placed on the use of formative and summative assessments to inform instruction.

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

Research Cited:

Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. regularly scheduled meetings will be held. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

Activity - Increased Emphasis on Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 5-8 who are unfamiliar with the ACT Aspire test will participate in professional development which is designed to help teachers interpret summative assessment data based on ACT Aspire benchmarks.  Teachers in 5-8 will also participate in a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 5-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/03/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

**Strategy3:**

Professional Development for K-8 Teachers on Mental Math and Computational Strategies and Reasoning Strategies - Math teachers in grades 5-8 will have the opportunity to participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program. The professional development includes training videos and materials.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Independent, Online Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers in grades 5-8 will participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	09/23/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator Principal

Activity - Professional Development on Using Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on using number talks will be provided for new 5-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	11/15/2016	05/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

**Measurable Objective 2:**

SY 2016-2017

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62% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by the ACT Aspire assessment .

**Strategy1:**

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, Principal

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using the Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principal

**Strategy2:**

Professional Development on Instructional Strategies for Teaching Reading - Professional development will be provided on: instructional strategies which teach foundation skills and vocabulary development; effective questioning techniques which develop critical thinking skills; and the close reading skills that help students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing from sources. The professional development will be provided through face-to-face sessions, book studies, blended learning, and teacher collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano

Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation.	Professional Learning	08/08/2014	06/01/2017	\$0 - No Funding Required	Principals ELA Teachers Curriculum Coordinator

Activity - Professional Development on Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on vocabulary development will be provided through a book study for teachers of grades K-8. Teachers in grades 5-8 will complete an online book study.	Professional Learning	10/03/2016	07/31/2017	\$0 - Title II Part D	Curriculum Coordinator Principals Teachers

Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	01/03/2017	\$0 - No Funding Required	Curriculum Coordinator

**Strategy3:**

Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, social studies, and science teachers in grades 5-8 will participate in a careful analysis of the reading portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA, social studies and science teachers in grades 5-8 will participate in a careful analysis of the ELA portions of the ACT aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

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

Research Cited:

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 5-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/30/2017	\$0 - No Funding Required	Principal, Curriculum Coordinator, Teachers

Activity - Professional Development on Data Analysis of Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in grades 5-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.	Professional Learning Direct Instruction	09/23/2015	11/30/2016	\$0 - No Funding Required	Principal, Teachers, Curriculum Coordinator

Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stevenson Middle School will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/30/2016	11/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

**Measurable Objective 3:**

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by the ACT Aspire assessment .

**Strategy1:**

Curricular and Instructional Guidance - The school will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited:

Activity - WIDA ACCESS Assessment and IELP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Academic Support Program Professional Learning	10/20/2015	05/29/2020	\$0 - District Funding	EI Coordinator

**Measurable Objective 4:**

62% of English Learners students will demonstrate a proficiency in comprehension in Reading by 05/29/2020 as measured by the ACT Aspire assessment .

**Strategy1:**

Curricular and Instructional Guidance - The school will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited:

Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Professional Learning Academic Support Program	10/20/2015	05/29/2020	\$0 - District Funding	EI Coordinator

Activity - WIDA ACCESS Assessment and IELP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

**Measurable Objective 5:**

80% of All Students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations..

**Strategy1:**

Curriculum Development for Robotics - In order to ensure equity across the school district STEM teachers will collaborate to identify what students should know and be able to do at each level of robotics instruction. Such Collaboration will result in a robotics curriculum for the school district.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Defining and Organizing Robotics Concepts and Applications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM teacher will collaborate to develop a robotics curriculum for Jackson County Schools. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principal, Robotics Teachers

**Strategy2:**

STEM Professional Development - Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Grade Level Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

Activity - Moodle Site for Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	\$0 - No Funding Required	Curriculum coordinator, Principals, Teachers

**Goal 2:**

Provide multi-discipline, authentic learning in the area of Science, Technology, Engineering, and Mathematics which will increase content knowledge and support the development of critical thinking, problem solving, and collaboration skills

**Measurable Objective 1:**

80% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking, problem solving, and collaboration skills in Technology, Engineering, Mathematics, and in Science by 05/29/2020 as measured by project rubrics, lesson plans, and classroom observations..

**Strategy1:**

Professional Development for Science, Technology, and Science Teachers - Science, Technology, and Mathematics Teachers will participate in multi-discipline workshops.

Category:

Research Cited:

Activity - Grade Level Workshops for Science, Technology, and Mathematics Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in face-to-face professional development on project-based learning focused on authentic, real-world problem solving using mathematics, science, and technology.	Professional Learning	10/07/2015	05/29/2020	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

**Strategy2:**

Collaborative Planning for STEM Learning Projects with Grading Rubrics - Teachers will collaborate to plan multi-discipline STEM Learning Projects which address state standards and incorporate authentic, hands-on learning and solving real world problems.

Category:

Research Cited:

Activity - Financial Support for STEM Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Financial support will be given to schools to ensure STEM projects are being used in the daily curriculum.	Other - Financial Support for STEM Projects.	10/01/2015	06/01/2016	\$0 - District Funding	Curriculum Coordinator, Principal, Teacher, Chief Financial Officer



Activity - Lesson Plans and Grading Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lesson plans and grading rubrics will be provided to classroom teachers through embedded professional development with instructional coaches.	Professional Learning	09/01/2015	06/01/2016	\$0 - No Funding Required	Instructional Coach, Central Office Curriculum Coordinator, Principal, Classroom Teachers

Activity - Grade-Level Collaborative Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade-Level Collaborative Planning	Academic Support Program	09/01/2015	06/01/2016	\$0 - No Funding Required	Principals, teachers, Central Office Personnel

**Strategy3:**

Professional STEM Speakers - The district will incorporate presentations by STEM Professionals into learning units to enrich instruction and to support its efforts to assist students with College and Career Reading Planning.

Category:

Research Cited:

Activity - STEM Speakers List	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A list of STEM guest speakers will be given to schools for them to use while implemented STEM activities. These speakers will help in assisting students and staff with career planning.	Career Preparation/ Orientation	10/01/2015	06/01/2016	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

**Strategy4:**

Celebrating STEM Projects - The district will design a forum in which student STEM Projects can be shared with parents and community.

Category:

Research Cited:

Activity - STEM SHARE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will design a forum which will share STEM activities with parents and the community.	Community Engagement	11/02/2015	05/30/2016	\$0 - No Funding Required	IT Staff, Curriculum Coordinator, Principal, Teachers

**Goal 3:**

Engage Parents and Community in the Educational Process

**Measurable Objective 1:**

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys.

**Strategy1:**

Develop a School and Community Relations Plan - A team of administrators, teachers and parents will collaborate to develop a plan to ensure that the gap is lessened between Stevenson Middle School and the community of Stevenson.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Digital Signage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All activities related to academics and extra-curricular will be displayed on the large digital signage in front of the school. This sign is located on a main road in Stevenson and will reach most community members.	Community Engagement	01/04/2016	07/01/2017	\$0 - No Funding Required	Principal, designated teachers

Activity - Use of Positive Post Cards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each staff member will send two post cards home every 4.5 weeks to students who they feel are doing a great job. We will acknowledge great academic performance as well as superior character.	Community Engagement	09/14/2016	06/01/2017	\$0 - No Funding Required	Teachers, Assistant Principal

Activity - Increase the use of the Remind 101 system	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will utilize Remind 101 for whole school announcements and individualized classes and clubs. Each teacher has a Remind 101 account. Parents are notified of assignments and tests as well as sporting events and parent involvement activities going on at the school.	Community Engagement	08/12/2015	06/01/2017	\$0 - No Funding Required	Principal Teachers

**Goal 4:**

Ensure that all students have optimal instructional time.

**Measurable Objective 1:**

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 23% to 20% by 06/30/2017 as measured by daily attendance data accumulated in the sate attendance program. .

**Strategy1:**

Parent/Guardian Notification System - Parents will be notified within 3 days when their child has an unexcused absence. We have had a similar method in the past but it could be as long as 2 weeks before parents were notified. A new system of notifications through letters sent home to parents will be used to more quickly notify parents when their child has an unexcused absence.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stevenson Middle School will conduct an evaluation session to improve the notification system.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principal, Assistant Principal and selected school personnel

**Strategy2:**

School Advocacy Program - The school will design and implement an Advocacy Program in which each student has an adult advocate at the school who is invested in the student's educational progress. Advocates will provide encouragement and support for academic growth including encouraging attendance and following-up on unexcused absences.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An advocacy leader will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers at Stevenson Middle School.	Academic Support Program	08/26/2016	08/26/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principal

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	05/30/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals.

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school's Advocacy Leader will meet monthly with Advocacy Leaders from other schools and Central Office personnel to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Activity - Planning and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will develop a plan for their advocacy program and launch the program with a "kick off" day.	Academic Support Program	08/26/2016	09/06/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals

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

**Goal 1:**

Provide a rigorous and effective instructional program to ensure the academic growth of all students.

**Measurable Objective 1:**

80% of All Students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations..

**Strategy1:**

STEM Professional Development - Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Moodle Site for Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	\$0 - No Funding Required	Curriculum coordinator, Principals, Teachers

Activity - Grade Level Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

**Strategy2:**

Curriculum Development for Robotics - In order to ensure equity across the school district STEM teachers will collaborate to identify what students should know and be able to do at each level of robotics instruction. Such Collaboration will result in a robotics curriculum for the school district.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Defining and Organizing Robotics Concepts and Applications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM teacher will collaborate to develop a robotics curriculum for Jackson County Schools. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principal, Robotics Teachers

**Measurable Objective 2:**

62% of English Learners students will demonstrate a proficiency in comprehension in Reading by 05/29/2020 as measured by the ACT Aspire assessment .

**Strategy1:**

Curricular and Instructional Guidance - The school will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited:

Activity - WIDA ACCESS Assessment and IELP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Professional Learning Academic Support Program	10/20/2015	05/29/2020	\$0 - District Funding	EI Coordinator

**Measurable Objective 3:**

62% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by the ACT Aspire assessment .

**Strategy1:**

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using the Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principal

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, Principal

**Strategy2:**

Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, social studies, and science teachers in grades 5-8 will participate in a careful analysis of the reading portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA, social studies and science teachers in grades 5-8 will participate in a careful analysis of the ELA portions of the ACT aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

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

Research Cited:

Activity - Professional Development on Data Analysis of Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in grades 5-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.	Direct Instruction Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principal, Teachers, Curriculum Coordinator

Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stevenson Middle School will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/30/2016	11/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 5-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/30/2017	\$0 - No Funding Required	Principal, Curriculum Coordinator, Teachers

**Strategy3:**

Professional Development on Instructional Strategies for Teaching Reading - Professional development will be provided on: instructional strategies which teach foundation skills and vocabulary development; effective questioning techniques which develop critical thinking skills; and the close reading skills that help students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing from sources. The professional development will be provided through face-to-face sessions, book studies, blended

learning, and teacher collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano

Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	01/03/2017	\$0 - No Funding Required	Curriculum Coordinator

Activity - Professional Development on Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on vocabulary development will be provided through a book study for teachers of grades K-8. Teachers in grades 5-8 will complete an online book study.	Professional Learning	10/03/2016	07/31/2017	\$0 - Title II Part D	Curriculum Coordinator Principals Teachers

Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation.	Professional Learning	08/08/2014	06/01/2017	\$0 - No Funding Required	Principals ELA Teachers Curriculum Coordinator

#### Measurable Objective 4:

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by the ACT Aspire assessment .

#### Strategy1:

Curricular and Instructional Guidance - The school will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited:

Activity - WIDA ACCESS Assessment and IELP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Academic Support Program Professional Learning	10/20/2015	05/29/2020	\$0 - District Funding	EI Coordinator

**Measurable Objective 5:**

70% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by the ACT Aspire assessment .

**Strategy1:**

Professional Development for K-8 Teachers on Mental Math and Computational Strategies and Reasoning Strategies - Math teachers in grades 5-8 will have the opportunity to participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program. The professional development includes training videos and materials.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Independent, Online Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers in grades 5-8 will participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	09/23/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator Principal

Activity - Professional Development on Using Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on using number talks will provided for new 5-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	11/15/2016	05/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

**Strategy2:**

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement in Mathematics - Increased emphasis will be placed on the use of formative and summative assessments to inform instruction.

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

Research Cited:



Activity - Increased Emphasis on Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers in grades 5-8 who are unfamiliar with the ACT Aspire test will participate in professional development which is designed to help teachers interpret summative assessment data based on ACT Aspire benchmarks.</p> <p>Teachers in 5-8 will also participate in a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 5-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.</p>	Academic Support Program	10/03/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. regularly scheduled meetings will be held. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

**Strategy3:**

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students in Math - The Implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using the Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principal

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk-throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, Principals

**Goal 2:**

Provide multi-discipline, authentic learning in the area of Science, Technology, Engineering, and Mathematics which will increase content knowledge and support the development of critical thinking, problem solving, and collaboration skills

**Measurable Objective 1:**

80% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking, problem solving, and collaboration skills in Technology, Engineering, Mathematics, and in Science by 05/29/2020 as measured by project rubrics, lesson plans, and classroom observations..

**Strategy1:**

Professional STEM Speakers - The district will incorporate presentations by STEM Professionals into learning units to enrich instruction and to support its efforts to assist students with College and Career Reading Planning.

Category:

Research Cited:

Activity - STEM Speakers List	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A list of STEM guest speakers will be given to schools for them to use while implemented STEM activities. These speakers will help in assisting students and staff with career planning.	Career Preparation/ Orientation	10/01/2015	06/01/2016	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

**Strategy2:**

Professional Development for Science, Technology, and Science Teachers - Science, Technology, and Mathematics Teachers will participate in multi-discipline workshops.

Category:

Research Cited:

Activity - Grade Level Workshops for Science, Technology, and Mathematics Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in face-to-face professional development on project-based learning focused on authentic, real-world problem solving using mathematics, science, and technology.	Professional Learning	10/07/2015	05/29/2020	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

**Strategy3:**

Collaborative Planning for STEM Learning Projects with Grading Rubrics - Teachers will collaborate to plan multi-discipline STEM Learning Projects which address state standards and incorporate authentic, hands-on learning and solving real world problems.

Category:

Research Cited:

Activity - Financial Support for STEM Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Financial support will be given to schools to ensure STEM projects are being used in the daily curriculum.	Other - Financial Support for STEM Projects.	10/01/2015	06/01/2016	\$0 - District Funding	Curriculum Coordinator, Principal, Teacher, Chief Financial Officer

Activity - Lesson Plans and Grading Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lesson plans and grading rubrics will be provided to classroom teachers through embedded professional development with instructional coaches.	Professional Learning	09/01/2015	06/01/2016	\$0 - No Funding Required	Instructional Coach, Central Office Curriculum Coordinator, Principal, Classroom Teachers

Activity - Grade-Level Collaborative Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade-Level Collaborative Planning	Academic Support Program	09/01/2015	06/01/2016	\$0 - No Funding Required	Principals, teachers, Central Office Personnel

#### Strategy4:

Celebrating STEM Projects - The district will design a forum in which student STEM Projects can be shared with parents and community.

Category:

Research Cited:

Activity - STEM SHARE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will design a forum which will share STEM activities with parents and the community.	Community Engagement	11/02/2015	05/30/2016	\$0 - No Funding Required	IT Staff, Curriculum Coordinator, Principal, Teachers

#### Goal 3:

Engage Parents and Community in the Educational Process

#### Measurable Objective 1:

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys.

#### Strategy1:

Develop a School and Community Relations Plan - A team of administrators, teachers and parents will collaborate to develop a plan to ensure that the gap is lessened between Stevenson Middle School and the community of Stevenson.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Digital Signage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All activities related to academics and extra-curricular will be displayed on the large digital signage in front of the school. This sign is located on a main road in Stevenson and will reach most community members.	Community Engagement	01/04/2016	07/01/2017	\$0 - No Funding Required	Principal, designated teachers

Activity - Use of Positive Post Cards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each staff member will send two post cards home every 4.5 weeks to students who they feel are doing a great job. We will acknowledge great academic performance as well as superior character.	Community Engagement	09/14/2016	06/01/2017	\$0 - No Funding Required	Teachers, Assistant Principal

Activity - Increase the use of the Remind 101 system	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will utilize Remind 101 for whole school announcements and individualized classes and clubs. Each teacher has a Remind 101 account. Parents are notified of assignments and tests as well as sporting events and parent involvement activities going on at the school.	Community Engagement	08/12/2015	06/01/2017	\$0 - No Funding Required	Principal Teachers

#### Goal 4:

Ensure that all students have optimal instructional time.

#### Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 23% to 20% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program. .

#### Strategy1:

Parent/Guardian Notification System - Parents will be notified within 3 days when their child has an unexcused absence. We have had a similar method in the past but it could be as long as 2 weeks before parents were notified. A new system of notifications through letters sent home to parents will be used to more quickly notify parents when their child has an unexcused absence.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stevenson Middle School will conduct an evaluation session to improve the notification system.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principal, Assistant Principal and selected school personnel

**Strategy2:**

School Advocacy Program - The school will design and implement an Advocacy Program in which each student has an adult advocate at the school who is invested in the student's educational progress. Advocates will provide encouragement and support for academic growth including encouraging attendance and following-up on unexcused absences.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school's Advocacy Leader will meet monthly with Advocacy Leaders from other schools and Central Office personnel to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	05/30/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals.

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An advocacy leader will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers at Stevenson Middle School.	Academic Support Program	08/26/2016	08/26/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principal

Activity - Planning and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will develop a plan for their advocacy program and launch the program with a "kick off" day.	Academic Support Program	08/26/2016	09/06/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals

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

**Goal 1:**

Provide a rigorous and effective instructional program to ensure the academic growth of all students.

**Measurable Objective 1:**

70% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by the ACT Aspire assessment .

**Strategy1:**

Professional Development for K-8 Teachers on Mental Math and Computational Strategies and Reasoning Strategies - Math teachers in grades 5-8 will have the opportunity to participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program. The professional development includes training videos and materials.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Independent, Online Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers in grades 5-8 will participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	09/23/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator Principal

Activity - Professional Development on Using Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on using number talks will provided for new 5-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	11/15/2016	05/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

**Strategy2:**

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement in Mathematics - Increased emphasis will be placed on the use of formative and summative assessments to inform instruction.

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

Research Cited:

Activity - Increased Emphasis on Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers in grades 5-8 who are unfamiliar with the ACT Aspire test will participate in professional development which is designed to help teachers interpret summative assessment data based on ACT Aspire benchmarks.</p> <p>Teachers in 5-8 will also participate in a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 5-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.</p>	Academic Support Program	10/03/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. regularly scheduled meetings will be held. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

**Strategy3:**

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students in Math - The Implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using the Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principal

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk-throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, Principals

**Measurable Objective 2:**

80% of All Students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations..

**Strategy1:**

STEM Professional Development - Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Grade Level Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

Activity - Moodle Site for Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	\$0 - No Funding Required	Curriculum coordinator, Principals, Teachers

**Strategy2:**

Curriculum Development for Robotics - In order to ensure equity across the school district STEM teachers will collaborate to identify what students should know and be able to do at each level of robotics instruction. Such Collaboration will result in a robotics curriculum for the school district.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Defining and Organizing Robotics Concepts and Applications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM teacher will collaborate to develop a robotics curriculum for Jackson County Schools. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principal, Robotics Teachers

**Measurable Objective 3:**



62% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by the ACT Aspire assessment .

**Strategy1:**

Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, social studies, and science teachers in grades 5-8 will participate in a careful analysis of the reading portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA, social studies and science teachers in grades 5-8 will participate in a careful analysis of the ELA portions of the ACT aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

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

Research Cited:

Activity - Professional Development on Data Analysis of Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in grades 5-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.	Professional Learning Direct Instruction	09/23/2015	11/30/2016	\$0 - No Funding Required	Principal, Teachers, Curriculum Coordinator

Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stevenson Middle School will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/30/2016	11/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 5-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/30/2017	\$0 - No Funding Required	Principal, Curriculum Coordinator, Teachers

**Strategy2:**

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, Principal

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using the Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principal

**Strategy3:**

Professional Development on Instructional Strategies for Teaching Reading - Professional development will be provided on: instructional strategies which teach foundation skills and vocabulary development; effective questioning techniques which develop critical thinking skills; and the close reading skills that help students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing from sources. The professional development will be provided through face-to-face sessions, book studies, blended learning, and teacher collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano

Activity - Professional Development on Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on vocabulary development will be provided through a book study for teachers of grades K-8. Teachers in grades 5-8 will complete an online book study.	Professional Learning	10/03/2016	07/31/2017	\$0 - Title II Part D	Curriculum Coordinator Principals Teachers

Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	01/03/2017	\$0 - No Funding Required	Curriculum Coordinator

Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation.	Professional Learning	08/08/2014	06/01/2017	\$0 - No Funding Required	Principals ELA Teachers Curriculum Coordinator

**Measurable Objective 4:**

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by the ACT Aspire assessment .

**Strategy1:**

Curricular and Instructional Guidance - The school will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited:

Activity - WIDA ACCESS Assessment and IELP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Professional Learning Academic Support Program	10/20/2015	05/29/2020	\$0 - District Funding	EI Coordinator

**Measurable Objective 5:**

62% of English Learners students will demonstrate a proficiency in comprehension in Reading by 05/29/2020 as measured by the ACT Aspire assessment .

**Strategy1:**

Curricular and Instructional Guidance - The school will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited:

Activity - WIDA ACCESS Assessment and IELP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Academic Support Program Professional Learning	10/20/2015	05/29/2020	\$0 - District Funding	EI Coordinator

**Goal 2:**

Provide multi-discipline, authentic learning in the area of Science, Technology, Engineering, and Mathematics which will increase content knowledge and support the development of critical thinking, problem solving, and collaboration skills

**Measurable Objective 1:**

80% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking, problem solving, and collaboration skills in Technology, Engineering, Mathematics, and in Science by 05/29/2020 as measured by project rubrics, lesson plans, and classroom observations..

**Strategy1:**

Professional STEM Speakers - The district will incorporate presentations by STEM Professionals into learning units to enrich instruction and to support its efforts to assist students with College and Career Reading Planning.

Category:

Research Cited:

Activity - STEM Speakers List	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A list of STEM guest speakers will be given to schools for them to use while implemented STEM activities. These speakers will help in assisting students and staff with career planning.	Career Preparation/ Orientation	10/01/2015	06/01/2016	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

**Strategy2:**

Celebrating STEM Projects - The district will design a forum in which student STEM Projects can be shared with parents and community.

Category:

Research Cited:

Activity - STEM SHARE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will design a forum which will share STEM activities with parents and the community.	Community Engagement	11/02/2015	05/30/2016	\$0 - No Funding Required	IT Staff, Curriculum Coordinator, Principal, Teachers

**Strategy3:**

Collaborative Planning for STEM Learning Projects with Grading Rubrics - Teachers will collaborate to plan multi-discipline STEM Learning Projects which address state standards and incorporate authentic, hands-on learning and solving real world problems.

Category:

Research Cited:

Activity - Financial Support for STEM Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Financial support will be given to schools to ensure STEM projects are being used in the daily curriculum.	Other - Financial Support for STEM Projects.	10/01/2015	06/01/2016	\$0 - District Funding	Curriculum Coordinator, Principal, Teacher, Chief Financial Officer

Activity - Lesson Plans and Grading Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lesson plans and grading rubrics will be provided to classroom teachers through embedded professional development with instructional coaches.	Professional Learning	09/01/2015	06/01/2016	\$0 - No Funding Required	Instructional Coach, Central Office Curriculum Coordinator, Principal, Classroom Teachers

Activity - Grade-Level Collaborative Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade-Level Collaborative Planning	Academic Support Program	09/01/2015	06/01/2016	\$0 - No Funding Required	Principals, teachers, Central Office Personnel

**Strategy4:**

Professional Development for Science, Technology, and Science Teachers - Science, Technology, and Mathematics Teachers will participate in multi-discipline workshops.

Category:

Research Cited:

Activity - Grade Level Workshops for Science, Technology, and Mathematics Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in face-to-face professional development on project-based learning focused on authentic, real-world problem solving using mathematics, science, and technology.	Professional Learning	10/07/2015	05/29/2020	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

**Goal 3:**

Engage Parents and Community in the Educational Process

**Measurable Objective 1:**

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys.

**Strategy1:**

Develop a School and Community Relations Plan - A team of administrators, teachers and parents will collaborate to develop a plan to ensure that the gap is lessened between Stevenson Middle School and the community of Stevenson.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Digital Signage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All activities related to academics and extra-curricular will be displayed on the large digital signage in front of the school. This sign is located on a main road in Stevenson and will reach most community members.	Community Engagement	01/04/2016	07/01/2017	\$0 - No Funding Required	Principal, designated teachers

Activity - Increase the use of the Remind 101 system	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will utilize Remind 101 for whole school announcements and individualized classes and clubs. Each teacher has a Remind 101 account. Parents are notified of assignments and tests as well as sporting events and parent involvement activities going on at the school.	Community Engagement	08/12/2015	06/01/2017	\$0 - No Funding Required	Principal Teachers

Activity - Use of Positive Post Cards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each staff member will send two post cards home every 4.5 weeks to students who they feel are doing a great job. We will acknowledge great academic performance as well as superior character.	Community Engagement	09/14/2016	06/01/2017	\$0 - No Funding Required	Teachers, Assistant Principal

#### Goal 4:

Ensure that all students have optimal instructional time.

#### Measurable Objective 1:

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 23% to 20% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program. .

#### Strategy1:

Parent/Guardian Notification System - Parents will be notified within 3 days when their child has an unexcused absence. We have had a similar method in the past but it could be as long as 2 weeks before parents were notified. A new system of notifications through letters sent home to parents will be used to more quickly notify parents when their child has an unexcused absence.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stevenson Middle School will conduct an evaluation session to improve the notification system.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principal, Assistant Principal and selected school personnel

**Strategy2:**

School Advocacy Program - The school will design and implement an Advocacy Program in which each student has an adult advocate at the school who is invested in the student's educational progress. Advocates will provide encouragement and support for academic growth including encouraging attendance and following-up on unexcused absences.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school's Advocacy Leader will meet monthly with Advocacy Leaders from other schools and Central Office personnel to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An advocacy leader will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers at Stevenson Middle School.	Academic Support Program	08/26/2016	08/26/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principal

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	05/30/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals.

Activity - Planning and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will develop a plan for their advocacy program and launch the program with a "kick off" day.	Academic Support Program	08/26/2016	09/06/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals

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

**Goal 1:**

Provide a rigorous and effective instructional program to ensure the academic growth of all students.

**Measurable Objective 1:**

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by the ACT SY 2016-2017

Aspire assessment .

### Strategy1:

Curricular and Instructional Guidance - The school will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited:

Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Professional Learning Academic Support Program	10/20/2015	05/29/2020	\$0 - District Funding	EL Coordinator

Activity - WIDA ACCESS Assessment and IELP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

### Measurable Objective 2:

62% of English Learners students will demonstrate a proficiency in comprehension in Reading by 05/29/2020 as measured by the ACT Aspire assessment .

### Strategy1:

Curricular and Instructional Guidance - The school will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited:

Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Professional Learning Academic Support Program	10/20/2015	05/29/2020	\$0 - District Funding	EL Coordinator

Activity - WIDA ACCESS Assessment and IELP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator



**Measurable Objective 3:**

80% of All Students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations..

**Strategy1:**

STEM Professional Development - Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Grade Level Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

Activity - Moodle Site for Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	\$0 - No Funding Required	Curriculum coordinator, Principals, Teachers

**Strategy2:**

Curriculum Development for Robotics - In order to ensure equity across the school district STEM teachers will collaborate to identify what students should know and be able to do at each level of robotics instruction. Such Collaboration will result in a robotics curriculum for the school district.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Defining and Organizing Robotics Concepts and Applications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM teacher will collaborate to develop a robotics curriculum for Jackson County Schools. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principal, Robotics Teachers

**Measurable Objective 4:**

62% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by the ACT Aspire assessment .

**Strategy1:**

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using the Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principal

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, Principal

**Strategy2:**

Professional Development on Instructional Strategies for Teaching Reading - Professional development will be provided on: instructional strategies which teach foundation skills and vocabulary development; effective questioning techniques which develop critical thinking skills; and the close reading skills that help students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing from sources. The professional development will be provided through face-to-face sessions, book studies, blended learning, and teacher collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano

Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation.	Professional Learning	08/08/2014	06/01/2017	\$0 - No Funding Required	Principals ELA Teachers Curriculum Coordinator

Activity - Professional Development on Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on vocabulary development will be provided through a book study for teachers of grades K-8. Teachers in grades 5-8 will complete an online book study.	Professional Learning	10/03/2016	07/31/2017	\$0 - Title II Part D	Curriculum Coordinator Principals Teachers

Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	01/03/2017	\$0 - No Funding Required	Curriculum Coordinator

**Strategy3:**

Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, social studies, and science teachers in grades 5-8 will participate in a careful analysis of the reading portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA, social studies and science teachers in grades 5-8 will participate in a careful analysis of the ELA portions of the ACT aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

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

Research Cited:

Activity - Professional Development on Data Analysis of Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in grades 5-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.	Professional Learning Direct Instruction	09/23/2015	11/30/2016	\$0 - No Funding Required	Principal, Teachers, Curriculum Coordinator

Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stevenson Middle School will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/30/2016	11/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 5-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/30/2017	\$0 - No Funding Required	Principal, Curriculum Coordinator, Teachers

**Measurable Objective 5:**

70% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by the ACT Aspire assessment .

**Strategy1:**

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students in Math - The Implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk-throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, Principals

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using the Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principal

**Strategy2:**

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement in Mathematics - Increased emphasis will be placed on the use of formative and summative assessments to inform instruction.

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

Research Cited:

Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. regularly scheduled meetings will be held. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

Activity - Increased Emphasis on Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 5-8 who are unfamiliar with the ACT Aspire test will participate in professional development which is designed to help teachers interpret summative assessment data based on ACT Aspire benchmarks.  Teachers in 5-8 will also participate in a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 5-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/03/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

**Strategy3:**

Professional Development for K-8 Teachers on Mental Math and Computational Strategies and Reasoning Strategies - Math teachers in grades 5-8 will have the opportunity to participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program. The professional development includes training videos and materials.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Professional Development on Using Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on using number talks will be provided for new 5-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	11/15/2016	05/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Independent, Online Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers in grades 5-8 will participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	09/23/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator Principal

**Goal 2:**

Provide multi-discipline, authentic learning in the area of Science, Technology, Engineering, and Mathematics which will increase content knowledge and support the development of critical thinking, problem solving, and collaboration skills

**Measurable Objective 1:**

80% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th

to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking, problem solving, and collaboration skills in Technology, Engineering, Mathematics, and in Science by 05/29/2020 as measured by project rubrics, lesson plans, and classroom observations..

**Strategy1:**

Collaborative Planning for STEM Learning Projects with Grading Rubrics - Teachers will collaborate to plan multi-discipline STEM Learning Projects which address state standards and incorporate authentic, hands-on learning and solving real world problems.

Category:

Research Cited:

Activity - Lesson Plans and Grading Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lesson plans and grading rubrics will be provided to classroom teachers through embedded professional development with instructional coaches.	Professional Learning	09/01/2015	06/01/2016	\$0 - No Funding Required	Instructional Coach, Central Office Curriculum Coordinator, Principal, Classroom Teachers

Activity - Grade-Level Collaborative Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade-Level Collaborative Planning	Academic Support Program	09/01/2015	06/01/2016	\$0 - No Funding Required	Principals, teachers, Central Office Personnel

Activity - Financial Support for STEM Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Financial support will be given to schools to ensure STEM projects are being used in the daily curriculum.	Other - Financial Support for STEM Projects.	10/01/2015	06/01/2016	\$0 - District Funding	Curriculum Coordinator, Principal, Teacher, Chief Financial Officer

**Strategy2:**

Professional STEM Speakers - The district will incorporate presentations by STEM Professionals into learning units to enrich instruction and to support its efforts to assist students with College and Career Reading Planning.

Category:

Research Cited:

Activity - STEM Speakers List	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A list of STEM guest speakers will be given to schools for them to use while implemented STEM activities. These speakers will help in assisting students and staff with career planning.	Career Preparation/ Orientation	10/01/2015	06/01/2016	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

**Strategy3:**

Professional Development for Science, Technology, and Science Teachers - Science, Technology, and Mathematics Teachers will participate in multi-discipline workshops.

Category:

Research Cited:

Activity - Grade Level Workshops for Science, Technology, and Mathematics Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in face-to-face professional development on project-based learning focused on authentic, real-world problem solving using mathematics, science, and technology.	Professional Learning	10/07/2015	05/29/2020	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

#### Strategy4:

Celebrating STEM Projects - The district will design a forum in which student STEM Projects can be shared with parents and community.

Category:

Research Cited:

Activity - STEM SHARE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will design a forum which will share STEM activities with parents and the community.	Community Engagement	11/02/2015	05/30/2016	\$0 - No Funding Required	IT Staff, Curriculum Coordinator, Principal, Teachers

#### Goal 3:

Engage Parents and Community in the Educational Process

#### Measurable Objective 1:

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys.

#### Strategy1:

Develop a School and Community Relations Plan - A team of administrators, teachers and parents will collaborate to develop a plan to ensure that the gap is lessened between Stevenson Middle School and the community of Stevenson.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Increase the use of the Remind 101 system	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will utilize Remind 101 for whole school announcements and individualized classes and clubs. Each teacher has a Remind 101 account. Parents are notified of assignments and tests as well as sporting events and parent involvement activities going on at the school.	Community Engagement	08/12/2015	06/01/2017	\$0 - No Funding Required	Principal Teachers

Activity - Use of Positive Post Cards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each staff member will send two post cards home every 4.5 weeks to students who they feel are doing a great job. We will acknowledge great academic performance as well as superior character.	Community Engagement	09/14/2016	06/01/2017	\$0 - No Funding Required	Teachers, Assistant Principal

Activity - Digital Signage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All activities related to academics and extra-curricular will be displayed on the large digital signage in front of the school. This sign is located on a main road in Stevenson and will reach most community members.	Community Engagement	01/04/2016	07/01/2017	\$0 - No Funding Required	Principal, designated teachers

**Goal 4:**

Ensure that all students have optimal instructional time.

**Measurable Objective 1:**

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 23% to 20% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program. .

**Strategy1:**

Parent/Guardian Notification System - Parents will be notified within 3 days when their child has an unexcused absence. We have had a similar method in the past but it could be as long as 2 weeks before parents were notified. A new system of notifications through letters sent home to parents will be used to more quickly notify parents when their child has an unexcused absence.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stevenson Middle School will conduct an evaluation session to improve the notification system.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principal, Assistant Principal and selected school personnel

**Strategy2:**

School Advocacy Program - The school will design and implement an Advocacy Program in which each student has an adult advocate at the



school who is invested in the student's educational progress. Advocates will provide encouragement and support for academic growth including encouraging attendance and following-up on unexcused absences.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	05/30/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals.

Activity - Planning and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will develop a plan for their advocacy program and launch the program with a "kick off" day.	Academic Support Program	08/26/2016	09/06/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school's Advocacy Leader will meet monthly with Advocacy Leaders from other schools and Central Office personnel to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An advocacy leader will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers at Stevenson Middle School.	Academic Support Program	08/26/2016	08/26/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, 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:**

Provide a rigorous and effective instructional program to ensure the academic growth of all students.

**Measurable Objective 1:**

62% of English Learners students will demonstrate a proficiency in comprehension in Reading by 05/29/2020 as measured by the ACT Aspire assessment .

**Strategy1:**

Curricular and Instructional Guidance - The school will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited:

Activity - WIDA ACCESS Assessment and IELP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Academic Support Program Professional Learning	10/20/2015	05/29/2020	\$0 - District Funding	EI Coordinator

**Measurable Objective 2:**

62% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by the ACT Aspire assessment .

**Strategy1:**

Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, social studies, and science teachers in grades 5-8 will participate in a careful analysis of the reading portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA, social studies and science teachers in grades 5-8 will participate in a careful analysis of the ELA portions of the ACT aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

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

Research Cited:

Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stevenson Middle School will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/30/2016	11/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Professional Development on Data Analysis of Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in grades 5-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.	Direct Instruction Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principal, Teachers, Curriculum Coordinator

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 5-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/30/2017	\$0 - No Funding Required	Principal, Curriculum Coordinator, Teachers

**Strategy2:**

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using the Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principal

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, Principal

**Strategy3:**

Professional Development on Instructional Strategies for Teaching Reading - Professional development will be provided on: instructional strategies which teach foundation skills and vocabulary development; effective questioning techniques which develop critical thinking skills; and the close reading skills that help students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing from sources. The professional development will be provided through face-to-face sessions, book studies, blended learning, and teacher collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano

Activity - Professional Development on Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on vocabulary development will be provided through a book study for teachers of grades K-8. Teachers in grades 5-8 will complete an online book study.	Professional Learning	10/03/2016	07/31/2017	\$0 - Title II Part D	Curriculum Coordinator Principals Teachers

Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation.	Professional Learning	08/08/2014	06/01/2017	\$0 - No Funding Required	Principals ELA Teachers Curriculum Coordinator

Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	01/03/2017	\$0 - No Funding Required	Curriculum Coordinator

**Measurable Objective 3:**

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by the ACT Aspire assessment .

**Strategy1:**

Curricular and Instructional Guidance - The school will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited:

Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Professional Learning Academic Support Program	10/20/2015	05/29/2020	\$0 - District Funding	El Coordinator

Activity - WIDA ACCESS Assessment and IELP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

**Measurable Objective 4:**

70% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by the ACT Aspire assessment .

**Strategy1:**

Professional Development for K-8 Teachers on Mental Math and Computational Strategies and Reasoning Strategies - Math teachers in grades 5-8 will have the opportunity to participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program. The professional development includes training videos and materials.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Professional Development on Using Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on using number talks will provided for new 5-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	11/15/2016	05/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Independent, Online Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers in grades 5-8 will participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	09/23/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator Principal

**Strategy2:**

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students in Math - The Implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk-throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, Principals

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using the Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principal

**Strategy3:**

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement in Mathematics - Increased emphasis will be placed on the use of formative and summative assessments to inform instruction.

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

Research Cited:

Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. regularly scheduled meetings will be held. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

Activity - Increased Emphasis on Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 5-8 who are unfamiliar with the ACT Aspire test will participate in professional development which is designed to help teachers interpret summative assessment data based on ACT Aspire benchmarks.  Teachers in 5-8 will also participate in a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 5-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/03/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

**Measurable Objective 5:**

80% of All Students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations..

**Strategy1:**

Curriculum Development for Robotics - In order to ensure equity across the school district STEM teachers will collaborate to identify what

students should know and be able to do at each level of robotics instruction. Such Collaboration will result in a robotics curriculum for the school district.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Defining and Organizing Robotics Concepts and Applications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM teacher will collaborate to develop a robotics curriculum for Jackson County Schools. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principal, Robotics Teachers

### Strategy2:

STEM Professional Development - Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Moodle Site for Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	\$0 - No Funding Required	Curriculum coordinator, Principals, Teachers

Activity - Grade Level Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

### Goal 2:

Provide multi-discipline, authentic learning in the area of Science, Technology, Engineering, and Mathematics which will increase content knowledge and support the development of critical thinking, problem solving, and collaboration skills

### Measurable Objective 1:

80% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will collaborate to complete authentic, multi-discipline projects annually to increase content

knowledge and ensure the development of critical thinking, problem solving, and collaboration skills in Technology, Engineering, Mathematics, and in Science by 05/29/2020 as measured by project rubrics, lesson plans, and classroom observations..

**Strategy1:**

Professional STEM Speakers - The district will incorporate presentations by STEM Professionals into learning units to enrich instruction and to support its efforts to assist students with College and Career Reading Planning.

Category:

Research Cited:

Activity - STEM Speakers List	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A list of STEM guest speakers will be given to schools for them to use while implemented STEM activities. These speakers will help in assisting students and staff with career planning.	Career Preparation/ Orientation	10/01/2015	06/01/2016	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

**Strategy2:**

Celebrating STEM Projects - The district will design a forum in which student STEM Projects can be shared with parents and community.

Category:

Research Cited:

Activity - STEM SHARE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will design a forum which will share STEM activities with parents and the community.	Community Engagement	11/02/2015	05/30/2016	\$0 - No Funding Required	IT Staff, Curriculum Coordinator, Principal, Teachers

**Strategy3:**

Collaborative Planning for STEM Learning Projects with Grading Rubrics - Teachers will collaborate to plan multi-discipline STEM Learning Projects which address state standards and incorporate authentic, hands-on learning and solving real world problems.

Category:

Research Cited:

Activity - Grade-Level Collaborative Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade-Level Collaborative Planning	Academic Support Program	09/01/2015	06/01/2016	\$0 - No Funding Required	Principals, teachers, Central Office Personnel

Activity - Lesson Plans and Grading Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lesson plans and grading rubrics will be provided to classroom teachers through embedded professional development with instructional coaches.	Professional Learning	09/01/2015	06/01/2016	\$0 - No Funding Required	Instructional Coach, Central Office Curriculum Coordinator, Principal, Classroom Teachers



Activity - Financial Support for STEM Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Financial support will be given to schools to ensure STEM projects are being used in the daily curriculum.	Other - Financial Support for STEM Projects.	10/01/2015	06/01/2016	\$0 - District Funding	Curriculum Coordinator, Principal, Teacher, Chief Financial Officer

**Strategy4:**

Professional Development for Science, Technology, and Science Teachers - Science, Technology, and Mathematics Teachers will participate in multi-discipline workshops.

Category:

Research Cited:

Activity - Grade Level Workshops for Science, Technology, and Mathematics Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in face-to-face professional development on project-based learning focused on authentic, real-world problem solving using mathematics, science, and technology.	Professional Learning	10/07/2015	05/29/2020	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

**Goal 3:**

Engage Parents and Community in the Educational Process

**Measurable Objective 1:**

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys.

**Strategy1:**

Develop a School and Community Relations Plan - A team of administrators, teachers and parents will collaborate to develop a plan to ensure that the gap is lessened between Stevenson Middle School and the community of Stevenson.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Increase the use of the Remind 101 system	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will utilize Remind 101 for whole school announcements and individualized classes and clubs. Each teacher has a Remind 101 account. Parents are notified of assignments and tests as well as sporting events and parent involvement activities going on at the school.	Community Engagement	08/12/2015	06/01/2017	\$0 - No Funding Required	Principal Teachers

Activity - Use of Positive Post Cards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each staff member will send two post cards home every 4.5 weeks to students who they feel are doing a great job. We will acknowledge great academic performance as well as superior character.	Community Engagement	09/14/2016	06/01/2017	\$0 - No Funding Required	Teachers, Assistant Principal

Activity - Digital Signage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All activities related to academics and extra-curricular will be displayed on the large digital signage in front of the school. This sign is located on a main road in Stevenson and will reach most community members.	Community Engagement	01/04/2016	07/01/2017	\$0 - No Funding Required	Principal, designated teachers

**Goal 4:**

Ensure that all students have optimal instructional time.

**Measurable Objective 1:**

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 23% to 20% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program. .

**Strategy1:**

School Advocacy Program - The school will design and implement an Advocacy Program in which each student has an adult advocate at the school who is invested in the student's educational progress. Advocates will provide encouragement and support for academic growth including encouraging attendance and following-up on unexcused absences.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	05/30/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals.

Activity - Planning and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will develop a plan for their advocacy program and launch the program with a "kick off" day.	Academic Support Program	08/26/2016	09/06/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school's Advocacy Leader will meet monthly with Advocacy Leaders from other schools and Central Office personnel to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An advocacy leader will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers at Stevenson Middle School.	Academic Support Program	08/26/2016	08/26/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principal

**Strategy2:**

Parent/Guardian Notification System - Parents will be notified within 3 days when their child has an unexcused absence. We have had a similar method in the past but it could be as long as 2 weeks before parents were notified. A new system of notifications through letters sent home to parents will be used to more quickly notify parents when their child has an unexcused absence.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stevenson Middle School will conduct an evaluation session to improve the notification system.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principal, Assistant Principal and selected school personnel

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

Provide a rigorous and effective instructional program to ensure the academic growth of all students.

**Measurable Objective 1:**

80% of All Students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations..

**Strategy1:**

STEM Professional Development - Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Grade Level Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

Activity - Moodle Site for Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	\$0 - No Funding Required	Curriculum coordinator, Principals, Teachers

### Strategy2:

Curriculum Development for Robotics - In order to ensure equity across the school district STEM teachers will collaborate to identify what students should know and be able to do at each level of robotics instruction. Such Collaboration will result in a robotics curriculum for the school district.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Defining and Organizing Robotics Concepts and Applications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM teacher will collaborate to develop a robotics curriculum for Jackson County Schools. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principal, Robotics Teachers

### Measurable Objective 2:

70% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by the ACT Aspire assessment .

### Strategy1:

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students in Math - The Implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk-throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, Principals

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using the Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principal

**Strategy2:**

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement in Mathematics - Increased emphasis will be placed on the use of formative and summative assessments to inform instruction.

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

Research Cited:

Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. regularly scheduled meetings will be held. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

Activity - Increased Emphasis on Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 5-8 who are unfamiliar with the ACT Aspire test will participate in professional development which is designed to help teachers interpret summative assessment data based on ACT Aspire benchmarks.  Teachers in 5-8 will also participate in a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 5-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.	Academic Support Program	10/03/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

**Strategy3:**

Professional Development for K-8 Teachers on Mental Math and Computational Strategies and Reasoning Strategies - Math teachers in grades 5-8 will have the opportunity to participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program. The professional development includes training videos and materials.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Professional Development on Using Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on using number talks will provided for new 5-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	11/15/2016	05/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Independent, Online Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers in grades 5-8 will participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	09/23/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator Principal

**Measurable Objective 3:**

62% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by the ACT Aspire assessment .

**Strategy1:**

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using the Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principal

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, Principal

**Strategy2:**

Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, social studies, and science teachers in grades 5-8 will participate in a careful analysis of the reading portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA, social studies and science teachers in grades 5-8 will participate in a careful analysis of the ELA portions of the ACT aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

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

Research Cited:

Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stevenson Middle School will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/30/2016	11/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 5-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/30/2017	\$0 - No Funding Required	Principal, Curriculum Coordinator, Teachers

Activity - Professional Development on Data Analysis of Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in grades 5-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.	Direct Instruction Professional Learning	09/23/2015	11/30/2016	\$0 - No Funding Required	Principal, Teachers, Curriculum Coordinator

**Strategy3:**

Professional Development on Instructional Strategies for Teaching Reading - Professional development will be provided on: instructional strategies which teach foundation skills and vocabulary development; effective questioning techniques which develop critical thinking skills; and the close reading skills that help students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing from sources. The professional development will be provided through face-to-face sessions, book studies, blended learning, and teacher collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano

Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	01/03/2017	\$0 - No Funding Required	Curriculum Coordinator

Activity - Professional Development on Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on vocabulary development will be provided through a book study for teachers of grades K-8. Teachers in grades 5-8 will complete an online book study.	Professional Learning	10/03/2016	07/31/2017	\$0 - Title II Part D	Curriculum Coordinator Principals Teachers

Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation.	Professional Learning	08/08/2014	06/01/2017	\$0 - No Funding Required	Principals ELA Teachers Curriculum Coordinator

**Measurable Objective 4:**

62% of English Learners students will demonstrate a proficiency in comprehension in Reading by 05/29/2020 as measured by the ACT Aspire assessment .

**Strategy1:**

Curricular and Instructional Guidance - The school will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited:

Activity - WIDA ACCESS Assessment and IELP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator



Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Professional Learning Academic Support Program	10/20/2015	05/29/2020	\$0 - District Funding	EI Coordinator

**Measurable Objective 5:**

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by the ACT Aspire assessment .

**Strategy1:**

Curricular and Instructional Guidance - The school will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited:

Activity - WIDA ACCESS Assessment and IELP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Professional Learning Academic Support Program	10/20/2015	05/29/2020	\$0 - District Funding	EI Coordinator

**Goal 2:**

Provide multi-discipline, authentic learning in the area of Science, Technology, Engineering, and Mathematics which will increase content knowledge and support the development of critical thinking, problem solving, and collaboration skills

**Measurable Objective 1:**

80% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking, problem solving, and collaboration skills in Technology, Engineering, Mathematics, and in Science by 05/29/2020 as measured by project rubrics, lesson plans, and classroom observations..

**Strategy1:**

Professional STEM Speakers - The district will incorporate presentations by STEM Professionals into learning units to enrich instruction and to support its efforts to assist students with College and Career Reading Planning.

Category:

Research Cited:

Activity - STEM Speakers List	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A list of STEM guest speakers will be given to schools for them to use while implemented STEM activities. These speakers will help in assisting students and staff with career planning.	Career Preparation/ Orientation	10/01/2015	06/01/2016	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

#### Strategy2:

Celebrating STEM Projects - The district will design a forum in which student STEM Projects can be shared with parents and community.

Category:

Research Cited:

Activity - STEM SHARE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will design a forum which will share STEM activities with parents and the community.	Community Engagement	11/02/2015	05/30/2016	\$0 - No Funding Required	IT Staff, Curriculum Coordinator, Principal, Teachers

#### Strategy3:

Professional Development for Science, Technology, and Science Teachers - Science, Technology, and Mathematics Teachers will participate in multi-discipline workshops.

Category:

Research Cited:

Activity - Grade Level Workshops for Science, Technology, and Mathematics Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in face-to-face professional development on project-based learning focused on authentic, real-world problem solving using mathematics, science, and technology.	Professional Learning	10/07/2015	05/29/2020	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

#### Strategy4:

Collaborative Planning for STEM Learning Projects with Grading Rubrics - Teachers will collaborate to plan multi-discipline STEM Learning Projects which address state standards and incorporate authentic, hands-on learning and solving real world problems.

Category:

Research Cited:

Activity - Grade-Level Collaborative Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade-Level Collaborative Planning	Academic Support Program	09/01/2015	06/01/2016	\$0 - No Funding Required	Principals, teachers, Central Office Personnel

Activity - Financial Support for STEM Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Financial support will be given to schools to ensure STEM projects are being used in the daily curriculum.	Other - Financial Support for STEM Projects.	10/01/2015	06/01/2016	\$0 - District Funding	Curriculum Coordinator, Principal, Teacher, Chief Financial Officer

Activity - Lesson Plans and Grading Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lesson plans and grading rubrics will be provided to classroom teachers through embedded professional development with instructional coaches.	Professional Learning	09/01/2015	06/01/2016	\$0 - No Funding Required	Instructional Coach, Central Office Curriculum Coordinator, Principal, Classroom Teachers

**Goal 3:**

Engage Parents and Community in the Educational Process

**Measurable Objective 1:**

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys.

**Strategy1:**

Develop a School and Community Relations Plan - A team of administrators, teachers and parents will collaborate to develop a plan to ensure that the gap is lessened between Stevenson Middle School and the community of Stevenson.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Digital Signage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All activities related to academics and extra-curricular will be displayed on the large digital signage in front of the school. This sign is located on a main road in Stevenson and will reach most community members.	Community Engagement	01/04/2016	07/01/2017	\$0 - No Funding Required	Principal, designated teachers

Activity - Increase the use of the Remind 101 system	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will utilize Remind 101 for whole school announcements and individualized classes and clubs. Each teacher has a Remind 101 account. Parents are notified of assignments and tests as well as sporting events and parent involvement activities going on at the school.	Community Engagement	08/12/2015	06/01/2017	\$0 - No Funding Required	Principal Teachers

Activity - Use of Positive Post Cards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each staff member will send two post cards home every 4.5 weeks to students who they feel are doing a great job. We will acknowledge great academic performance as well as superior character.	Community Engagement	09/14/2016	06/01/2017	\$0 - No Funding Required	Teachers, Assistant Principal

**Goal 4:**

Ensure that all students have optimal instructional time.

**Measurable Objective 1:**

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 23% to 20% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program. .

**Strategy1:**

School Advocacy Program - The school will design and implement an Advocacy Program in which each student has an adult advocate at the school who is invested in the student's educational progress. Advocates will provide encouragement and support for academic growth including encouraging attendance and following-up on unexcused absences.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	05/30/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals.

Activity - Planning and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will develop a plan for their advocacy program and launch the program with a "kick off" day.	Academic Support Program	08/26/2016	09/06/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An advocacy leader will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers at Stevenson Middle School.	Academic Support Program	08/26/2016	08/26/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principal

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school's Advocacy Leader will meet monthly with Advocacy Leaders from other schools and Central Office personnel to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals

**Strategy2:**

Parent/Guardian Notification System - Parents will be notified within 3 days when their child has an unexcused absence. We have had a similar method in the past but it could be as long as 2 weeks before parents were notified. A new system of notifications through letters sent home to parents will be used to more quickly notify parents when their child has an unexcused absence.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stevenson Middle School will conduct an evaluation session to improve the notification system.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principal, Assistant Principal and selected school personnel

**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:**

Provide a rigorous and effective instructional program to ensure the academic growth of all students.

**Measurable Objective 1:**

80% of All Students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking and problem solving in (STEM) Technology, Engineering, Mathematics, and in Science by 06/01/2020 as measured by project rubrics, lesson plans, and classroom observations..

**Strategy1:**

STEM Professional Development - Science, Technology, and Mathematics teachers will participate in multi-discipline workshops which support STEM instruction.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Moodle Site for Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share lesson plans, grading rubrics, and project activities on a Moodle site with a collaboration space for each grade level.	Academic Support Program	10/03/2016	06/01/2020	\$0 - No Funding Required	Curriculum coordinator, Principals, Teachers

Activity - Grade Level Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level workshops (which utilize local resources, AMSTI trainers, and Science in Motion) will address instructional strategies and the development of multi-discipline lessons which use hands-on-learning to construct knowledge and guide students in the application of content knowledge to solving real-world problems.	Professional Learning	01/04/2016	06/01/2020	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

#### Strategy2:

Curriculum Development for Robotics - In order to ensure equity across the school district STEM teachers will collaborate to identify what students should know and be able to do at each level of robotics instruction. Such Collaboration will result in a robotics curriculum for the school district.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Defining and Organizing Robotics Concepts and Applications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STEM teacher will collaborate to develop a robotics curriculum for Jackson County Schools. The curriculum will define what students should know and be able to do at each level. The development of a core curriculum will provide guidance and support to teachers while setting a minimum base-line for equity across the school district as robotics becomes available to all students.	Policy and Process	12/01/2016	08/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principal, Robotics Teachers

#### Measurable Objective 2:

62% of English Learners students will demonstrate a proficiency in comprehension in Reading by 05/29/2020 as measured by the ACT Aspire assessment .

#### Strategy1:

Curricular and Instructional Guidance - The school will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited:

Activity - WIDA ACCESS Assessment and IELP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Academic Support Program Professional Learning	10/20/2015	05/29/2020	\$0 - District Funding	EL Coordinator

**Measurable Objective 3:**

62% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in comprehension in Reading by 06/30/2020 as measured by the ACT Aspire assessment .

**Strategy1:**

Data Analysis to Identify Student Proficiency and Areas in Need of Improvement - All ELA, social studies, and science teachers in grades 5-8 will participate in a careful analysis of the reading portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. All ELA, social studies and science teachers in grades 5-8 will participate in a careful analysis of the ELA portions of the ACT aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.

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

Research Cited:

Activity - Professional Development on Data Analysis of Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers in grades 5-8 who are unfamiliar with the ACT Aspire Test will participate in professional development which is designed to help teachers interpret summative assessment data based on the ACT Aspire benchmarks.	Professional Learning Direct Instruction	09/23/2015	11/30/2016	\$0 - No Funding Required	Principal, Teachers, Curriculum Coordinator

Activity - Increase the Inclusiveness of Personnel in Reading Data Meetings for the ACT Aspire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stevenson Middle School will expand the use of summative data meetings to include content teachers in the analysis of ACT Aspire data for reading.	Academic Support Program	10/30/2016	11/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Professional Development on Data Analysis of Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 5-8 who are unfamiliar with the district's formative assessments will participate in professional development which is designed to help teachers interpret formative assessment data based on the ACT Aspire benchmarks. Vertical articulation of the curriculum will be addressed through data meetings.	Professional Learning	10/03/2016	11/30/2017	\$0 - No Funding Required	Principal, Curriculum Coordinator, Teachers

**Strategy2:**

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students - The implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, appropriate Supervisors, and the district's School Improvement Specialist will complete walk throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, Principal

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using the Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principal

**Strategy3:**

Professional Development on Instructional Strategies for Teaching Reading - Professional development will be provided on: instructional strategies which teach foundation skills and vocabulary development; effective questioning techniques which develop critical thinking skills; and the close reading skills that help students to compare and contrast, summarize, annotate, make inferences, predict and draw conclusions, and writing from sources. The professional development will be provided through face-to-face sessions, book studies, blended learning, and teacher collaboration.

Category: Develop/Implement Professional Learning and Support

Research Cited: Marzano

Activity - Professional Development for New Teachers and Teachers in Need of Assistance on Close Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5-8 English Language Arts Teachers and Content Area teachers will participate on close reading strategies and text-based questioning techniques that foster critical thinking skills. Training will be provided in face-to-face sessions and through online book studies.	Professional Learning	10/03/2016	01/03/2017	\$0 - No Funding Required	Curriculum Coordinator



Activity - Professional Development on Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development on vocabulary development will be provided through a book study for teachers of grades K-8. Teachers in grades 5-8 will complete an online book study.	Professional Learning	10/03/2016	07/31/2017	\$0 - Title II Part D	Curriculum Coordinator Principals Teachers

Activity - Teacher Collaboration and Self-Assessment on Effective Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA teachers will work in collaborative groups to observe each other and evaluate teacher questions based on Bloom's Taxonomy or Webb's Depth of knowledge using an observation tool developed by the school district. Vertical grouping will serve the secondary purpose of vertical articulation.	Professional Learning	08/08/2014	06/01/2017	\$0 - No Funding Required	Principals ELA Teachers Curriculum Coordinator

**Measurable Objective 4:**

70% of English Learners students will demonstrate a proficiency in problem solving in Mathematics by 05/29/2020 as measured by the ACT Aspire assessment .

**Strategy1:**

Curricular and Instructional Guidance - The school will be guided by the WIDA ELP Standards and related materials such as the Can Do Descriptors.

Category:

Research Cited:

Activity - WIDA ACCESS Assessment and IELP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The WIDA ACCESS will be given annually as a benchmark assessments and as the basis for the development of IELP's.	Academic Support Program	10/13/2015	05/29/2020	\$0 - No Funding Required	EL Coordinator

Activity - Face to Face Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for teachers will be provided as needed.	Academic Support Program Professional Learning	10/20/2015	05/29/2020	\$0 - District Funding	EI Coordinator

**Measurable Objective 5:**

70% of Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in problem solving in Mathematics by 06/30/2020 as measured by the ACT Aspire assessment .

**Strategy1:**

Professional Development for K-8 Teachers on Mental Math and Computational Strategies and Reasoning Strategies - Math teachers in grades 5-8 will have the opportunity to participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program. The professional development includes training videos and materials.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Professional Development on Using Number Talks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development on using number talks will be provided for new 5-8 teachers and teachers who have not had an opportunity to participate in this type of professional development in the past.	Professional Learning	11/15/2016	05/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principals, Teachers

Activity - Independent, Online Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers in grades 5-8 will participate in online, self-paced professional development on the strategies used in the standards-based Eureka Mathematics program for the purpose of implementing these strategies in their classrooms.	Professional Learning	09/23/2016	06/30/2017	\$0 - No Funding Required	Curriculum Coordinator Principal

## Strategy2:

Test Data Analysis to Identify Student Proficiency and Areas in Need of Improvement in Mathematics - Increased emphasis will be placed on the use of formative and summative assessments to inform instruction.

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

Research Cited:

Activity - Increased Emphasis on Data Meetings Focused on Formative Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An increased emphasis will be placed on the use of formative assessment data to inform instruction in math. regularly scheduled meetings will be held. Vertical articulation of the curriculum will be addressed through data meetings.	Academic Support Program	10/03/2016	08/31/2017	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

Activity - Increased Emphasis on Data Meetings Focused on Math Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers in grades 5-8 who are unfamiliar with the ACT Aspire test will participate in professional development which is designed to help teachers interpret summative assessment data based on ACT Aspire benchmarks.</p> <p>Teachers in 5-8 will also participate in a careful analysis of the math portions of the ACT Aspire test results for students taught in the previous academic year to determine areas in which students excelled and areas which were not mastered as a means of evaluating the instruction provided. Teachers in grades 5-8 will participate in a careful analysis of the math portions of the ACT Aspire test results for their current students to determine areas in which students excelled and areas which were not mastered the previous year in order to plan an effective instructional program for the current year.</p>	Academic Support Program	10/03/2016	06/01/2017	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

**Strategy3:**

Monitor Progress in the Implementation of Instructional Strategies and Active Engagement of Students in Math - The Implementation of instructional strategies which foster active engagement, the development of higher order thinking skills, student-centered classrooms, and inquiry-based learning will be monitored throughout the school year to ensure growth as the district strives toward an effective instructional program.

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

Research Cited:

Activity - Administrator Walk Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, appropriate Supervisors, and the district's School Improvement Specialist will complete walk-throughs on a regular basis and document the process.	Policy and Process	08/04/2014	06/01/2020	\$0 - No Funding Required	Superintendent, Selected Supervisors, Principals

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and appropriate Supervisors will complete a minimum of two classroom observations of each teacher using the Effective Learning Environment Observation Tool and will conduct a post-observation conference with each teacher.	Policy and Process	01/04/2016	06/30/2020	\$0 - No Funding Required	Superintendent, Appropriate Supervisors, Principal

**Goal 2:**

Provide multi-discipline, authentic learning in the area of Science, Technology, Engineering, and Mathematics which will increase content knowledge and support the development of critical thinking, problem solving, and collaboration skills

**Measurable Objective 1:**

80% of Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically

Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th

to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will collaborate to complete authentic, multi-discipline projects annually to increase content knowledge and ensure the development of critical thinking, problem solving, and collaboration skills in Technology, Engineering, Mathematics, and in Science by 05/29/2020 as measured by project rubrics, lesson plans, and classroom observations..

**Strategy1:**

Celebrating STEM Projects - The district will design a forum in which student STEM Projects can be shared with parents and community.

Category:

Research Cited:

Activity - STEM SHARE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will design a forum which will share STEM activities with parents and the community.	Community Engagement	11/02/2015	05/30/2016	\$0 - No Funding Required	IT Staff, Curriculum Coordinator, Principal, Teachers

**Strategy2:**

Collaborative Planning for STEM Learning Projects with Grading Rubrics - Teachers will collaborate to plan multi-discipline STEM Learning Projects which address state standards and incorporate authentic, hands-on learning and solving real world problems.

Category:

Research Cited:

Activity - Grade-Level Collaborative Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade-Level Collaborative Planning	Academic Support Program	09/01/2015	06/01/2016	\$0 - No Funding Required	Principals, teachers, Central Office Personnel

Activity - Financial Support for STEM Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Financial support will be given to schools to ensure STEM projects are being used in the daily curriculum.	Other - Financial Support for STEM Projects.	10/01/2015	06/01/2016	\$0 - District Funding	Curriculum Coordinator, Principal, Teacher, Chief Financial Officer

Activity - Lesson Plans and Grading Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lesson plans and grading rubrics will be provided to classroom teachers through embedded professional development with instructional coaches.	Professional Learning	09/01/2015	06/01/2016	\$0 - No Funding Required	Instructional Coach, Central Office Curriculum Coordinator, Principal, Classroom Teachers

**Strategy3:**

Professional Development for Science, Technology, and Science Teachers - Science, Technology, and Mathematics Teachers will participate in multi-discipline workshops.

Category:

Research Cited:

Activity - Grade Level Workshops for Science, Technology, and Mathematics Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in face-to-face professional development on project-based learning focused on authentic, real-world problem solving using mathematics, science, and technology.	Professional Learning	10/07/2015	05/29/2020	\$0 - No Funding Required	Curriculum Coordinator Principals Teachers

**Strategy4:**

Professional STEM Speakers - The district will incorporate presentations by STEM Professionals into learning units to enrich instruction and to support its efforts to assist students with College and Career Reading Planning.

Category:

Research Cited:

Activity - STEM Speakers List	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A list of STEM guest speakers will be given to schools for them to use while implemented STEM activities. These speakers will help in assisting students and staff with career planning.	Career Preparation/ Orientation	10/01/2015	06/01/2016	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

**Goal 3:**

Engage Parents and Community in the Educational Process

**Measurable Objective 1:**

collaborate to inform parents and the community of the academic achievement and other accomplishments of Jackson County students using a variety of delivery methods by 01/02/2017 as measured by parent and community surveys.

**Strategy1:**

Develop a School and Community Relations Plan - A team of administrators, teachers and parents will collaborate to develop a plan to ensure that the gap is lessened between Stevenson Middle School and the community of Stevenson.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Use of Positive Post Cards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each staff member will send two post cards home every 4.5 weeks to students who they feel are doing a great job. We will acknowledge great academic performance as well as superior character.	Community Engagement	09/14/2016	06/01/2017	\$0 - No Funding Required	Teachers, Assistant Principal

Activity - Digital Signage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All activities related to academics and extra-curricular will be displayed on the large digital signage in front of the school. This sign is located on a main road in Stevenson and will reach most community members.	Community Engagement	01/04/2016	07/01/2017	\$0 - No Funding Required	Principal, designated teachers

Activity - Increase the use of the Remind 101 system	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will utilize Remind 101 for whole school announcements and individualized classes and clubs. Each teacher has a Remind 101 account. Parents are notified of assignments and tests as well as sporting events and parent involvement activities going on at the school.	Community Engagement	08/12/2015	06/01/2017	\$0 - No Funding Required	Principal Teachers

**Goal 4:**

Ensure that all students have optimal instructional time.

**Measurable Objective 1:**

collaborate to reduce the percentage of unexcused absences from the 2015-2016 baseline of 23% to 20% by 06/30/2017 as measured by daily attendance data accumulated in the state attendance program. .

**Strategy1:**

Parent/Guardian Notification System - Parents will be notified within 3 days when their child has an unexcused absence. We have had a similar method in the past but it could be as long as 2 weeks before parents were notified. A new system of notifications through letters sent home to parents will be used to more quickly notify parents when their child has an unexcused absence.

Category: Develop/Implement Learning Supports

Research Cited:

Activity - Planning and Implementing a Notification System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stevenson Middle School will conduct an evaluation session to improve the notification system.	Academic Support Program	09/15/2016	05/30/2017	\$0 - No Funding Required	Principal, Assistant Principal and selected school personnel

**Strategy2:**

School Advocacy Program - The school will design and implement an Advocacy Program in which each student has an adult advocate at the school who is invested in the student's educational progress. Advocates will provide encouragement and support for academic growth including encouraging attendance and following-up on unexcused absences.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Advocacy Leader Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school's Advocacy Leader will meet monthly with Advocacy Leaders from other schools and Central Office personnel to discuss research-based practices utilized in advocacy programs, monitor activities, and evaluate progress.	Professional Learning	09/29/2016	05/12/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leaders, Teachers, Principals

Activity - Regularly Scheduled Advocacy Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will schedule advocacy sessions throughout the school year.	Academic Support Program	08/26/2016	05/30/2017	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals.

Activity - Planning and Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will develop a plan for their advocacy program and launch the program with a "kick off" day.	Academic Support Program	08/26/2016	09/06/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principals

Activity - Professional Development for Advocate Leaders and Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An advocacy leader will participate in a workshop pertaining to the development of an advocacy program for students after which the advocacy leader will turn the training around for the teachers at Stevenson Middle School.	Academic Support Program	08/26/2016	08/26/2016	\$0 - No Funding Required	School Improvement Specialist, School Advocacy Leader, Teachers, Principal

**Component 3: Instruction by Qualified Staff**

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes	All Instructional paraprofessionals meet state requirements. All 3 paraprofessionals are also state certified teachers.	

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

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

Staffing decisions are made to ensure that all students receive instruction from staff that is highly qualified in that area.



## Component 4: Strategies to Attract Qualified Teachers

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

We have had one math teacher to transfer to another school within our district. We gained a teacher unit so one teacher transferred to the computer lab which left an opening for a math teacher. We hired a new 7th and 8th grade math teacher this school year. One of them was a veteran teacher with tenure who transferred within the system. The other is a veteran teacher transferring from outside the system.

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

9 out of 15 teachers have a Master's degree. Our principal is also a Nationally Board Certified Teacher.

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

New teachers are mentored by veteran teachers to make sure that teachers feel welcome and become acclimated with the school quickly.

## **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?**

Incentives for voluntary transfers, the provision of professional development, recruitment programs, ensure that highly qualified teachers are attracted to the Jackson County schools.

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

Mentoring program within the school where veteran teachers mentor new teachers in hopes of reducing the turnover rate.

### **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 special education teacher will be mentored by the former veteran teacher who is now the Assistant Principal.

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

Assistant Principal and teacher leaders will attend professional development and then do turnaround training for all teachers. Walk throughs are used to make sure teachers are implementing strategies learned through professional development sessions.

## 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.**

The 4th grade students will tour the school at the end of the 2016-2017 school year. During this time all teachers and support staff will be introduced. Events at our school, both academic and extra-curricular are highlighted.

Before the 16-17 school year starts, an open house just for incoming 5th graders was held. During this time parent participated in a parent orientation meeting while the students are once again touring and becoming familiar with the facilities. Things such as drop-off and pick up, lockers, dressing out for PE, changing classes, field trips, attendance policy, counseling program, and Remind 101 will be discussed.

Our 8th grade students will attend a pep rally at North Jackson High School during the 2016 football season. NJHS will also host these students on campus and provide them a meal during the fall semester. After the meal they will be allowed to enter a football game free of charge. At the end of the 2017 school year the 8th grade will tour the high school and learn important information concerning the school. A parent night will also be held so parents are aware of all aspects of high school life.

The 8th grade will tour the Earnest Pruitt Center of Technology. While on these tours, each student explores various avenues from which they will make choices which will be placed in their Four Year plan for high school. Kudor will be used as a transition tool as well.

Career activities will be held throughout the year to expose students to many different jobs available. What degrees are needed to obtain these will also be discussed. We have a large bulletin board where there is a college and career of the week displayed.

## **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?**

Grade level and subject level data meetings are held to discuss the results of the ASPIRE test. Each teacher is involved in a meeting and as the opportunity to add their opinions and suggestions about how to use the results to drive instruction and therefore increase student achievement.

## **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?**

Stevenson Middle School's Problem Solving Team (PST) meets once a month to look at STAR data and to discuss student progress within the classroom. ASPIRE data will also be looked at and added to these meetings as well. STAR data puts students in categories based on their need for intervention. This list is compared with the state assessment list to see which students fell in the intervention category on both. These students were then placed in tier 2 or tier 3 based on their scaled scores. Interventions were discussed and chosen for implementation in the classroom. Documentation form was given to teachers and walk-throughs will be used to monitor interventions in the classroom.

### **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?**

Timely assistance sheets are sent home with every 4.5 week progress report and 9 week report card. This information lets parents know why the student isn't performing at a passing level and what will be done to help with the problem.

Students that are placed in tier 2 or tier 3 by PST get additional interventions weekly to assist them in reaching a proficient level. They receive intervention through skills classes 3 days a week for a total of 60 minutes.

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

Leveled readers are being used in 5th and 6th grade with the Scott-Forseman series. All grades' tier 2 and tier 3 students are worked with in smaller groups while in the general education classroom daily using differentiated materials provided by the textbook as well as materials the teachers have found beneficial for remediation. Close reading strategies are being used to scaffold reading materials for students who are struggling with reading comprehension skills. Scaffolding strategies are being used in the math classes and peer tutoring is being utilized to meet all student needs. The IXL math program is being used to differentiate instruction to meet every student's individual needs.

### **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.**

Students who experience difficulty mastering the proficient or advanced achievement standards will be provided effective and additional instructional assistance. This will be accomplished by:

1. A grant Stevenson Middle School receives to provide an after school program to serve any student wanting to participate. It will give

students extra opportunities to receive help as well as provide enrichment for those students that have already mastered the skills.

2. Stevenson Middle School has formed a partnership with the Michael Scott Learning Center which is located less than a mile from the school. Two afternoons a week free tutoring is offered to all students. The Learning Center also offers enrichment activities at least once a week. These are offered to all Stevenson Middle School students.

3. Our public library is open after school to allow students to have access to computers to complete school work or to play remediation games. The public librarian works closely with the school to meet all student needs.

#### **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.**

All students at Stevenson Middle School, including those identified as migrant, limited-English proficient, homeless, and economically disadvantaged have access to all services and programs available, including free/reduced lunch, Title I services, Special Education services, and EL services. The Problem Solving Team discusses students from each group and tries to work on strategies to meet each individual students needs based on what issues they are facing.

An EL aide is available to work with students who have limited English proficiency. The counselor identifies limited-English proficient students upon enrollment. Each new student receives a Home Language Survey used to determine eligibility for limited-English proficiency testing. Students qualify for testing if the survey indicates that a language other than English is used by the student or at the student's home. If it is determined that testing is needed the counselor oversees the process. If students are eligible for ELL services, the ELL committee convenes to determine appropriate services. There are a variety of services for ELL students. Teachers are trained on standards and strategies to use to ensure these students are given every opportunity to succeed.

The school counselor works closely with DHR and other agencies to ensure all students are safe and protected. Counselor will provide instruction to students concerning sexual abuse through Erin's Law.

The Referral Coordinator tracts referrals and notices to parents concerning eligibility meetings. The evaluation is conducted to determine if the student is eligible for special education services. An Individualized Education Plan committee convenes to determine the eligibility for special education services and to write goals that each student will work toward. Stevenson Middle School emphasizes inclusion however there are students who benefit more from small group instruction in the resource classroom.

Stevenson Middle School provides special education services and uses appropriate procedures in accordance with federal and Alabama State laws and regulations. Each teacher is made aware of every child they have with special needs. Their IEP's are given to each teacher and discussed. A plan for accommodations is discussed. Clear lines of communication are kept between general education teachers and special education teacher to ensure all needs are being addressed.

Economically disadvantaged students are identified through the application for freed and reduced lunch. Students with low family income will be identified as economically disadvantaged. These students are included in all programs to meet each individual students needs. Every procedure above includes students who are economically disadvantaged.

#### **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.**

Not applicable for Stevenson Middle School.

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

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

The Jackson County School System will utilize all available resources to achieve both local and state goals. Federal funds, along with funding from state and local sources, will be coordinated and integrated to provide a total program designed to foster educational improvement and high academic achievement for all students. In order to further the effort, a consolidated plan is developed, and revised yearly, by Jackson County Schools, to utilize federal funds to provide maximum benefit to all students. The purpose of the plan is to insure that all students are served in the best possible fashion, enabling them to meet challenging content and performance standards. This plan is developed in consultation with Federal Programs Planning Committee who provides input about allocation of funds, set-asides, administrative costs, and the over-all implementation of the program. Members of the committee are representatives from all aspects of the system and include administration, principals, teachers, stakeholders, students and parents. Federal Programs goals are congruent with state legislation requirements.

The plan will remain in effect for one year. A thorough review of each program will then be conducted and analyzed for effectiveness and necessary changes made. The Federal Programs Planning Committee will again be solicited for input on fund allocation, ideas to improve program design, implementation and evaluation. Necessary revisions will be made as indicated by the review.

The Jackson County Board of Education has one supervisor to administer programs for Title I, Title II, Title VI, and Title VII, and a half-time program specialist to administer the program for Title III. Through a collaborative effort, the federal programs are coordinated with other programs to promote the highest level of student achievement within an environment conducive to learning.

The supervisors work closely with the Chief Financial Officer for Jackson County Schools in the budgeting, coding, and expenditures of federal funds. Accounting procedures for the federal programs will adhere to the structure outlined in the Financial Planning, Budgeting and Reporting System for Alabama Public Schools. All federal and state regulations will be observed. In addition, state and local auditing requirements will be met.

In consultation with the Federal Programs Planning Committee, decisions concerning administrative funds, set asides, and school allocation will be made annually. A committee at each school composed of teachers parents, community leaders, administrators, and students where applicable, will be responsible for designing school programs and developing school budgets.

### 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.

Educational services will be coordinated and integrated to target improved student achievement most effectively. Ongoing collaboration across programs and alignment of state, local, and federal efforts will increase effectiveness, eliminate duplication and combine services. At each school, funds from a variety of sources will be used to implement the overall school improvement plan.

Title funds will provide academic programs to assist students to meet state standards and coordinate with other educational services to ensure that the needs of students are met. Special education student are eligible for Title services on the same basis as other students.

Through collaborative planning at the school level, services for children with limited-English proficiency are coordinated. Policies are in place  
SY 2016-2017



to ensure that immigrant, migratory and/or homeless children will receive proper services in the event of their enrollment in the school system.

Research-based programs such as Success Maker Enterprise, USA Test Prep, Stride Academy and after school tutorial services through 21st Century Programs will continue to be utilized. Professional development activities will help teachers encourage students to further advance in the upper levels. Effective professional development will be funded by utilizing monies from Title I, Title II, state and local funds. The countywide School Improvement Specialist will also provide professional development to teachers on strategic teaching. Student performance on state assessments will serve as the overall evaluation of the effectiveness of professional development. Teacher surveys and voiced opinions will also be used to evaluate the effectiveness of the activities.

Funds:

Title 1, Part A \$1,452,009

The students who qualify for free or reduced lunch prices according to the guidelines set forth by the Child Nutrition Program determines the allocation for each school.

The fiscal year LEA allocation is as follows:

74% Instruction and Instructional Support

Title I, Set-Asides

14% Administration

6% LEA School Improvement Specialist

6%Parent Involvement and Consulting Teacher

\*Private School participation funds are included

A program administrator (.75 FTE), a secretary (.50 FTE), a consulting teacher (1.0 FTE) and related administrative costs (including a .50 FTE Title III program specialist, and 1.0 School Improvement Specialist) will be paid from the Title I funds.

Stevenson Middle School

Certified Instructors 0.86 units \$46,557

Materials and supplies

Instructional \$4131

Total \$50,688

Parental Involvement \$739

\*Parental Involvement funds are not included in the school allocation but are utilized to enhance Parental Involvement at the school by the Parent Involvement Consulting Teacher.

Title II, Part A - Teacher and Principal Training \$285,932

99% Class Size Reduction - Instruction

1% Professional Development

Stevenson Middle School

Title II

Instruction

Certified Instructors 0.73 \$42,594

Professional Development - County Allocation \$1,757

Title III

County Allocation \$22,302

22% EL Instruction and Instructional Support

36% EL Instructional Hardware and Software

42% Staff Professional Development

Stevenson Middle School

Professional Development - county allocation TBA

Professional Development - Focus School \$14,520

Title VI - Rural and Low Income - Pending receipt of allocation

95% Class Size Reduction - Instruction

5% Professional Development

Title VII - Indian Education \$86,408

100% Instruction and Instructional Support

Per Pupil Allotment is \$318.08

**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.**

All Jackson County Schools are served by Title I.

Educational services will be coordinated and integrated to target improved student achievement most effectively. Ongoing collaboration across programs and alignment of state, local, and federal efforts will increase effectiveness, eliminate duplication and combine services. At each school, funds from a variety of sources will be used to implement the overall school improvement plan.

The 2017 fiscal year allocation for the district is as follows:

Title I, Part A-

74% - Instruction and Instructional Support

Title I Set Asides

8% - Administration\*

6% - School Improvement Specialist

6% - Parent Involvement/Consulting Teacher

6% English Language Teacher

\*Private school participation funds are included.

Title I set-asides include related administrative costs such as: A program administrator (.75 FTE), a secretary (.50 FTE), a Parental Involvement Consulting Teacher (1.0 FTE), and related administrative costs (including a 1.0 FTE Title III program specialist, and 1.0 School Improvement Specialist) will be paid from the Title I funds. Plans are being made for a Newcomers Academy for EL students with a qualified itinerant EL teacher (1.0 FTE).

Title I School Improvement

100% Instructional Aide

Title II, Part A- Teacher and Principal Training

The fiscal year allocation is as follows:

99% Class Size Reduction-Instruction

1% Professional Development

Title III-Language Instruction for Limited English Proficient and Immigrant Students

The fiscal year allocation is as follows:

22% EL Instruction and Instructional Support

36% EL Instructional Hardware and Software

42% Staff Professional Development

Title VI-Rural and Low Income

95% Class Size Reduction-Instruction

5% Professional Development

Title VII Indian Education

100% Instruction and Instructional Support

The students who qualify for free or reduced lunch prices according to the guidelines set forth by the Child Nutrition Program determines the allocation or each school.

School counselor does a intensive non-bullying program.

School counselor conducts Erin's law training.

The Michael Scott Learning Center is located in Stevenson and offers free GED classes to adults. Any adults inquiring are referred to this program.

\* 21st Century Grants for several sites have been approved and after-school programs conducted in accordance to state guidelines for the program. Tutors work with children on homework and other subjects in which the student is deficient. Computers, software and other instructional materials and supplies are furnished and snacks are served.



## Component 10: Evaluation

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

Monthly faculty meetings are held with teachers to discuss specific parts of the CIP plan and how strategies are working, and what can be done differently if they are found to be ineffective. At the beginning of school several meetings were used to analyze and break down Aspire scores. Monthly Data Meetings are held with all reading and math teachers to monitor student progress. STAR scores are used as comparison with those results to see if a pattern is present. Conversations occur to ensure that teachers have the best materials, training and support to ensure the end result is increased student achievement.

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

The Curriculum Coordinator for the Jackson County School system compiled a chart showing percentages proficient and the amount of growth that occurred from the previous year. This data will be used to determine if the previous years strategies are effective or if they need to be revised. Each individual child's results will be analyzed to determine which areas are the weakest as a whole. Those results will drive the strategies for the current years plan. During the monthly data meetings each individual student will be looked at to see if sufficient progress is being made. From those discussions changes will be made to better meet student needs.

### 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?

Student's ASPIRE scores will be analyzed. The Curriculum Coordinator for the district put together this data so that we could see where gains were made. If gains were not made a discussion will occur as to whether or not strategies were implemented correctly or whether they need to be changed to a different strategy to meet the current student's needs. STAR results will be used monthly to see if accommodations which are discussed in PST are being successful.

### 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 discussed monthly at faculty meetings to see if strategies are working, or maybe to add a new strategy that teachers feel would be beneficial. When changes need to be made they are discussed with faculty during PST meetings, monthly faculty meetings and subject area meetings. In the spring, a reflection/projection meeting is held in which the plan is analyzed and projections are made for the new school year.

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

We will keep the following goals and progress toward meeting them will be discussed with each one also.

1. Provide a rigorous and effective instructional program to ensure the academic growth of all students.

In grades 5-8 in reading and math which totaled 8 categories. Stevenson Middle School increased in 5 of them, We stated constant in one and went down in two. We feel that the test data shows that this goal should remain a top priority and therefore it will be kept from the previous year.

2. Graduate College and Career Ready Students.

Results from the ASPIRE test show whether or not a student is "Ready" for college and career. After analyzing these results Stevenson Middle School will continue to work toward improving the percentage of students who scored in the "ready" category. With an ever changing world, we feel like preparing students for the future is of utmost importance.

4. Close the achievement gap between students with disabilities and all students.

After analyzing the results it was shown that improvements were made. 78% of students with disabilities came up in one/or both areas of reading and math. Even though there was growth, we feel the goal needs to stay in order to reach the level of proficiency needed to no longer be a focus school.

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

The Following two goals were added:

1. Engage Parents and Community in the Educational Process.

After looking at survey data, it showed that our lowest area of satisfaction was engaging parents in the educational process.

2. Provide multi-discipline, authentic learning in the area of Science, Technology, Engineering, and Mathematics which will increase content knowledge and support the development of critical thinking, problem solving, and collaboration skills.

Our school is now working on implementing STEM activities into all classrooms. With an ever changing world, we feel students need to be exposed to these areas to make them competitive in the job market once they graduate.

# **Coordination of Resources - Comprehensive Budget**

## **Introduction**

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



**I. State Foundation Funds:**

	<b>FTE's Earned</b>	<b>Units Placed</b>	<b>Total Salaries</b>
FTE Teacher Units	14.68	14.68	910,710.81
Administrator Units	1.00	1	100,556.22
Assistant Principal	0.50	0.5	36,572.49
Counselor	1.00	1.0	70,632.81
Librarian	1.00	1.0	73,061.67
Career and Technical Education Administrator	0.00	0.0	0.00
Career and Technical Education Counselor	0.00	0.0	0.00
Technology	0.00	0.0	3,079.00
Professional Development	0.00	0	1,160.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	7,371.00
Library Enhancement	0.00	0.0	387.00
<b>Totals</b>			1,203,531.00

## Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	50688.0

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

Certified instructor 0.82                \$46,165  
Focus School Allocation                \$29,915  
Instructional Materials and Supplies    \$5506.00

PPA- Per Pupil Allotment                \$318.08

\*Parental Involvement                \$956.36

Parental Involvement funds are not included in the school allocation but are utilized to enhance Parental Involvement at the school by the Parental Involvement Consulting Teacher.

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

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

N/A

Title II

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

Provide a brief explanation and a breakdown of expenses.

Professional Development - County Allocation     \$105,884

This amount is utilized at the district level to provide professional development for each school in the district.

Title III

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

Provide a brief explanation and a breakdown of expenses.

County Allocation    \$15538

Title IV

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

Provide a brief explanation and a breakdown of expenses.

Stevenson Middle School does not receive Safe and Drug-Free Schools money.

Title VI

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

Provide a brief explanation and a breakdown of expenses.

Professional Development - County Allocation    \$7978.00

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

None available

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

Provide a brief explanation and breakdown of expenses.

None available

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	120000.0

Provide a brief explanation and a breakdown of expenses.

Staff/Teacher Salaries and fringes	\$87,578
Professional Development	\$4500
Materials and Supplies	\$23,372
Travel /transportation	\$1200
Purchased services	\$3000
Indirect costs	\$350
Total	\$120,00.00



Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses

None available

# **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.**

During the start of each school year, the Principals at all Jackson County Schools, when scheduling allows, is assisted by the Parental Involvement Consulting Teacher, during Back to School Nights, Open House, etc. in which the Annual Title I Meeting is held. During this time, information explaining participation and requirements of Title I, 1% set asides, and Parents Rights to be involved is discussed in detail.

Stevenson Middle School hosted an open house/ meet the new principal night in which the consulting teacher came and informed parents of all aspects of Title I.

### **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.**

The Parental Involvement Consulting Teacher conducts a minimum of two meetings a year at each Jackson County School. One meeting is scheduled during the day and the other is scheduled at night to provide flexible hours to meet the needs of working parents. Also, where there are high numbers of Spanish speaking families, an interpreter will also be provided.

The Federal Programs Advisory Committee is comprised of parents, teachers, administrators, and community members. The purpose of this committee is to utilize federal funds to provide the maximum benefits to all the students of Jackson County. The committee discusses strategies, various federal programs available, and budgets allotted to fund them. All committee members are given the opportunity to offer opinions and suggestions.

All principals in Jackson County agree to combine their allocated Parent Involvement Funds to allow the Federal Programs Consulting Teacher to be responsible for all Parental Involvement activities. These funds include not only her salary, but also maintaining materials and supplies for both the Parent Center and fulfilling parent requests for additional resources to be used at home.

### **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.**

All documents related to Federal Programs are made available in both English and Spanish. Interpreters are available at schools with high Spanish speaking populations to further assist in any other explanation necessary. Information regarding curriculum, classroom standards, and homework policies and assessments are provided in the Jackson County School Student Handbook. All students receive a handbook on the first day of school and must return the Parental Acknowledgement form which is filed in their cumulative records. Parents are

provided with additional information throughout the school year, i.e., progress reports, report cards, assessment reports. Progress reports are sent home every 4.5 weeks and report cards are sent home every 9 weeks. Teachers make at least one parent contact per semester/year. Parents may request a conference to voice any concerns or suggestions related to the education of their child.

At our open house at the beginning of school, Stevenson Middle School holds a general meeting where Title I information is presented about various topics pertaining to the upcoming school year.

After each semester grading period a Celebration of Achievement assembly is held to honor those students who make honor roll. All parents are invited and encouraged to attend. At this assembly the principal reviews any new information regarding student learning with parents.

At the first day of school assembly parents are welcome to stay and participate. Important information is usually given at the assembly and expectation for the year are clearly stated.

State testing (ASPIRE for the 2014-2015 school year) reports are sent home with each student when they become available to the school.

Stevenson Middle School will provide messages to parents by putting them on the LCD sign which is in front of the property.

Important dates and information will be placed on the school website. We are utilizing Remind 101 to keep parents informed of all events taking place at the school.

**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).**

Stevenson Middle School has a committee comprised of students, parents, teachers, administrators, and community members. This committee is responsible for designing, implementing, and evaluating Student/Parent Compacts and the aCIP. Once all ideas are gathered from committee members, a compact is designed. This compact is revised by teachers and appropriate changes are made. Each student takes a compact home for parents to review and sign at the beginning of the school year. Each homeroom teacher retains a copy of the signed sheet stating that each parent received and read the handbook. The compact signifies that the parents, student, teacher and administration is committed to working together in partnership with each other to ensure that each child is successful in school.

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

Contact information for both the Jackson County Board of Education and the Alabama State Department of Education is provided and is made available on the Jackson County School District Website. Here is a copy of the statement provided.

If you have any comments or concerns, you may call the Jackson County Board of Education at (256)259-9500. If you desire to talk to someone at the Alabama State Department of Education you should call the Federal Programs Section at (334) 242-8199.

Local contact person is Mr. Mark Guffey, Federal Programs Supervisor and/or Mr. Chris Davis, Special Education Supervisor.

Mark Guffey email : guffeym@jackson.k12.al.us

Chris Davis email: davisc@jackson.k12.al.us

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

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

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

The Federal Programs Parental Involvement Consulting Teacher will conduct parent meetings and offer training sessions covering many topics designed to aid parents in becoming more involved in their child's education. If a principal has a specific need at his/her school the Consulting Teacher will ensure that topic is discussed. The Consulting Teacher conducts one parent meeting per semester at times convenient for all parents to attend. Flyers of upcoming meetings and training sessions will be distributed on a timely basis to ensure parents are afforded the opportunities for participation. Newsletters for parents of middle school students containing valuable and age appropriate strategies for better parenting are distributed monthly. Parents can also access the school website to stay informed and involved with the school. Also, where there are high numbers of Spanish speaking families, an interpreter will also be provided to assist parents.

Progress reports will be given each 4.5 weeks and report cards sent home every 9 weeks. STAR will be utilized to help struggling students work on target skills. STAR reports will be sent home monthly to make parents aware of student progress. The parent center at the Board of Education has many materials to assist parents with academic as well as social issues their child may face. At the beginning of school a letter is sent home to every parent informing them that the Title I or Continuous Improvement Plan is available to them at any time for their review in the office of Stevenson Middle 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)**

The Federal Programs Parental Involvement Consulting Teacher operates the Jackson County Schools Parent Center which contains videos, games, books and other educational resource tools for both parents and teachers to check-out. When parents are unable to come to the center, the Consulting Teacher will deliver requested materials to the school for the parent to pick up.

**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)**

Stevenson Middle School will continue to work with its teachers through in-services, faculty meetings, and grade-level meetings in understanding the importance of parental involvement. Remind 101 will be used to help keep parents informed of all activities happening at the school. A twitter account has also been set up to showcase student work and accomplishments throughout the year.

**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)**

A letter is disseminated in English and Spanish at the beginning of the school year making parents/guardians aware of the Parent Center and materials available. The Parent Center is also discussed at each meeting at the school explaining materials available and sample materials are given out. Stevenson Middle School has a bilingual aid that can assist in making sure all parents are aware of where the Parent Center is and materials offered. The Parental Involvement Consulting Teacher assists the principal in providing information to the parents about programs and resources available to encourage and support parents in participating in the education of their child.

**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)**

The Jackson County Board of Education provides each student with a Student Handbook at the beginning of each school year. The handbook provides clear detailed descriptions of rules, regulations, and expectations that are set by the Jackson County Board of Education. At the beginning of each school year a parent meeting is held at every school in which the Title I program is explained to parents. During this meeting the need for parental involvement is explained with the desire to foster positive family and community relationships. Parents are given the opportunity to voice concerns and ask questions. A letter explaining the materials available at the Parent Center is sent home at the beginning of the school year inviting parents to use the facility. Newsletters with age-appropriate activities are sent to the parents each month. These letters, available in English and Spanish, can also be found on the Jackson County website.

**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)**

Information related to school programs, meetings, and other activities is communicated through class and school newsletters, emails, school website, SchoolCast and Remind 101. The Parent Center, located at the Jackson County Board of Education, provides materials to assist parents with academic and social issues.

**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.**

Materials are disseminated in an understandable and uniform format to the extent possible, in a language that parents can understand.

Interpreters are also available when necessary. Every effort will be made to accommodate parents with disabilities so they are able to play a participatory role in the education of their child.