



ACIP

Vinemont Middle School

Cullman County Board of Education

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Executive Summary

Introduction

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

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

Description of the School

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

Vinemont Middle School is a beautiful school that houses grades 6 - 8 in the rural community of Vinemont, Alabama. The school was built in 2000 and serves approximately 250 students. While the student race population is primarily caucasian, a growing number of Hispanic students attend the school and add to the richness of our culture and understanding of others. The Vinemont area is a high poverty area and 67% of the student population qualify for the free or reduced lunch program.

There is a strong sense of community and pride in the school, and the middle school, elementary school, and high school serve as the heart of the community. Many of our students' parents are graduates of Vinemont High, and are proud to carry on the Eagle tradition with their own children.

Vinemont Middle School has experienced some teacher and administrative turnover in the past three years, but many of the twenty-two faculty and staff have served the school for many years and have been welcoming to the new administrators and teachers. A spirit of cooperation and collaboration exists in the middle school and among the three campuses that make up Vinemont schools.

Our school motto for 2018-2019 is "Don't Be the One, Be a Ten!"

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The administrators, faculty, staff, parents, and students review and, if necessary, revise yearly the statement that defines who we are as a school. Using our mascot, the Eagles, the following statement serves as our guide.

We are: Engaged in learning about ourselves, our community, and the world

Accountable to ourselves, our families, and each other for our success and failures

Grateful that we live in a community and a nation where people care about us and our success

Literate in math, science, English, history, technology, health and the arts

Energized by learning new ideas and important skills

Self-disciplined and socially responsible

We use a variety of data to ensure we meet the high expectations we have for our students and for ourselves. The data points include, but are not limited to, test scores, student grades, teacher professional development and learning, student surveys, staff surveys, parent surveys, and feedback from the parent advisory committee.

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.

The Vinemont Middle School leadership team meets in the summer to discuss to analyze student performance data and to provide a plan to guide student learning and instruction for the 2018-19 school year.

Vinemont Middle School added several areas for student enrichment to our schedule including an Eagle News Network, a journalism class,, a guitar class, a horticulture club, and a health and wellness class. All students have an enrichment period and the individual student needs are considered when those classes are assigned.

Technology has been a focus at Vinemont Middle School for the past three years. The school now has seven Chromebook carts and three fully-functioning computer labs and with additional purchases made this year Vinemont Middle School will effectively be a one-two-one school. Four years ago there were no Chromebooks and only two computer labs. In addition to adding devices, all teachers have participated in extensive professional development so they use the devices in ways that support instruction.

SMART boards have been purchased for use in five classrooms, and virtual headsets have been purchased to assist classroom history teachers.

An additional FOCUS class has been created to support every Vinemont Middle School student every day. These classes are offered daily, and students meet in teacher advisory groups. This class offers reading support to students as well as additional academic, behavior, and social. State guidance standards will be incorporated in this time period with REACH standards.

Teachers have participated in national conferences, state, and district professional development that supports instruction.

Areas of Notable Achievement:

Scantron Results - Growth (Learning Gains from 2016-17 to 2017-18)

Which areas are above the expected levels of performance?

65% of all Vinemont Middle School students met their annual growth target in Math

8th grade math - 93% met their annual growth target

Describe the areas that show a positive trend in performance

5th - 6th grade math 31% proficiency - 46% proficiency

7th - 8th grade reading 47% proficiency - 56% proficiency

7th - 8th grade math 62% proficiency - 75% proficiency

Which areas indicate the overall highest performance?

93% of 8th grade math students met their target growth for 2017-18.

Additional Information

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

Vinemont Middle Schools students are respectful and courteous. The faculty and staff work with students in the teacher advisory program to teach goal-setting skills, leadership skills, and employability skills. Those skills are taught daily and are part of the culture of our school. While the focus is on academics, our faculty and staff are strong role models for effective leadership, for self-discipline, and for working with others to improve ourselves, our school, and our community.

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.

Vinemont Middle School has a parent advisory committee that is chosen each year. Parent representatives are chosen from all three grade levels. The committee also includes parents of Hispanic students and parents of special education students. The principal sends personal invitations to the stakeholders. The first advisory committee meeting is held near the day of the Title I meeting since the required Title I meeting is so early in the 2018 - 2019 school year as per federal programs. The advisory meeting is separate from the required Title I meeting.

There are at least two other advisory meetings scheduled during the school year - one at the beginning of second semester and a reflective meeting at the end of the school year. The principal may call special meetings, at the stakeholders' convenience, should an issue arise that needs to be addressed.

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

Parents from each grade level, parents of special education students, parents of non-English speaking students. Vinemont Middle School includes stakeholders who have a special interest in academics, athletics, and the arts so we can solicit feedback and input on our programs for all areas.

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

The improvement plan is posted on our school website, parents are sent a copy of our plan on a page that summarizes the goals of the school, and goals are frequently posted on the school's Facebook page.

Student Performance Diagnostic

Introduction

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

Student Performance Data

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

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	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 indifferently analyzed and presented with little 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 below what would otherwise be expected.	Level 2

	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?

Vinemont Middle School is using ASPIRE data for purposes of determining student academic growth from the 2016 - 2017 school year to the 2017 - 2018 school year.

2017-18 percent proficient data shows that 8th grade reading scores were 56 which is 9% higher than the district average.

2017-18 percent proficient data shows that 8th math reading scores were 75 which is 20% higher than the district average.

The percentage of students in 8th grade math who met their annual target growth is 93%.

While the 8th grade scores increased by the highest percentages, the Vinemont Middle School faculty and administration attributes the significant growth to the instruction provided in 6th, 7th, and 8th grades.

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

Vinemont Middle School faculty and administrators compared scores for the SAME group of students to determine growth.

8th grade reading % proficient increased from 47% (2016-17) to 56% (2017-18) which is above the the district's average of 47%

8th grade math % proficient increased from 70% (2016-17) to 75% (2017-18) which is above the the district's average of 55%

The following data reflects end of year 2016-17 to 2017-18 cohort data.

Cohort (same student data) 5th grade - 6th grade math increased from 31 - 46

Cohort (same student data) 7th grade - 8th grade reading increased from 47 - 56

Cohort (same student data) 7th grade - 8th grade math increased from 62-75

Which area(s) indicate the overall highest performance?

2017-18 end of year data

8th grade math - 75%

8th grade reading - 56%

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

The following information reflects percent proficient data from Fall 2017 to Fall 2018

Meal Assistance subgroup increased from 41 - 42 percent in reading

LEP subgroup increased from 44 - 50 percent in reading

IEP (to include special education, gifted, & speech) subgroup increased from 45 - 52 percent in reading

LEP subgroup increased from 50 - 100 percent in math

Between which subgroups is the achievement gap closing?

The achievement gap for meal assistance students decreased by 4% in reading.

The achievement gap for meal assistance students decreased by 1% in math.

The achievement gap for female students decreased by 2% in math .

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

Scantron data was consistent with classroom formative assessments, Edgenuity, and grades.

Areas in Need of Improvement

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

Vinemont Middle School faculty and administrators compared scores for the SAME group of students to determine growth.

Percent proficient performed below expected levels of performance in the following areas:

6th grade reading 39% (2017-18) which is below the the district's average of 51%

7th grade reading 46% (2017-18) which is below the the district's average of 48%

6th grade math 46% (2017-18) which is below the the district's average of 53%

7th grade math 38% (2017-18) which is below the the district's average of 48%

The following data reflects end of year 2016-17 to 2017-18 cohort data.

Cohort (same student data) 5th grade - 6th grade reading decreased from 44 - 39

Cohort (same student data) 6th grade - 7th grade reading decreased from 50 - 46

Cohort (same student data) 6th grade - 7th grade math decreased from 54-38

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

Percent proficient performed below expected levels of performance in the following areas:

6th grade reading decreased 11% from 2016-17 to 2017-18

7th grade reading decreased 1% from 2016-17 to 2017-18

6th grade math decreased 8% from 2016-17 to 2017-18

7th grade math decreased 24% from 2016-17 to 2017-18

Which area(s) indicate the overall lowest performance?

The overall lowest performance was 7th grade math 2017-18 (38%) and 6th grade reading 2017-18 (39%).

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

The following information reflects percent proficient data from Fall 2017 to Fall 2018

Male subgroup decreased from 48 - 45 percent in reading

SY 2018-2019

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Male subgroup decreased from 48 - 43 percent in math

Female subgroup decreased from 53 - 50 percent in reading

Female subgroup decreased from 43 - 39 percent in math

Meal assistance subgroup decreased from 39 - 37 percent in math

IEP (to include special education, gifted, & speech) subgroup decreased from 44 - 37 percent in math

Between which subgroups is the achievement gap becoming greater?

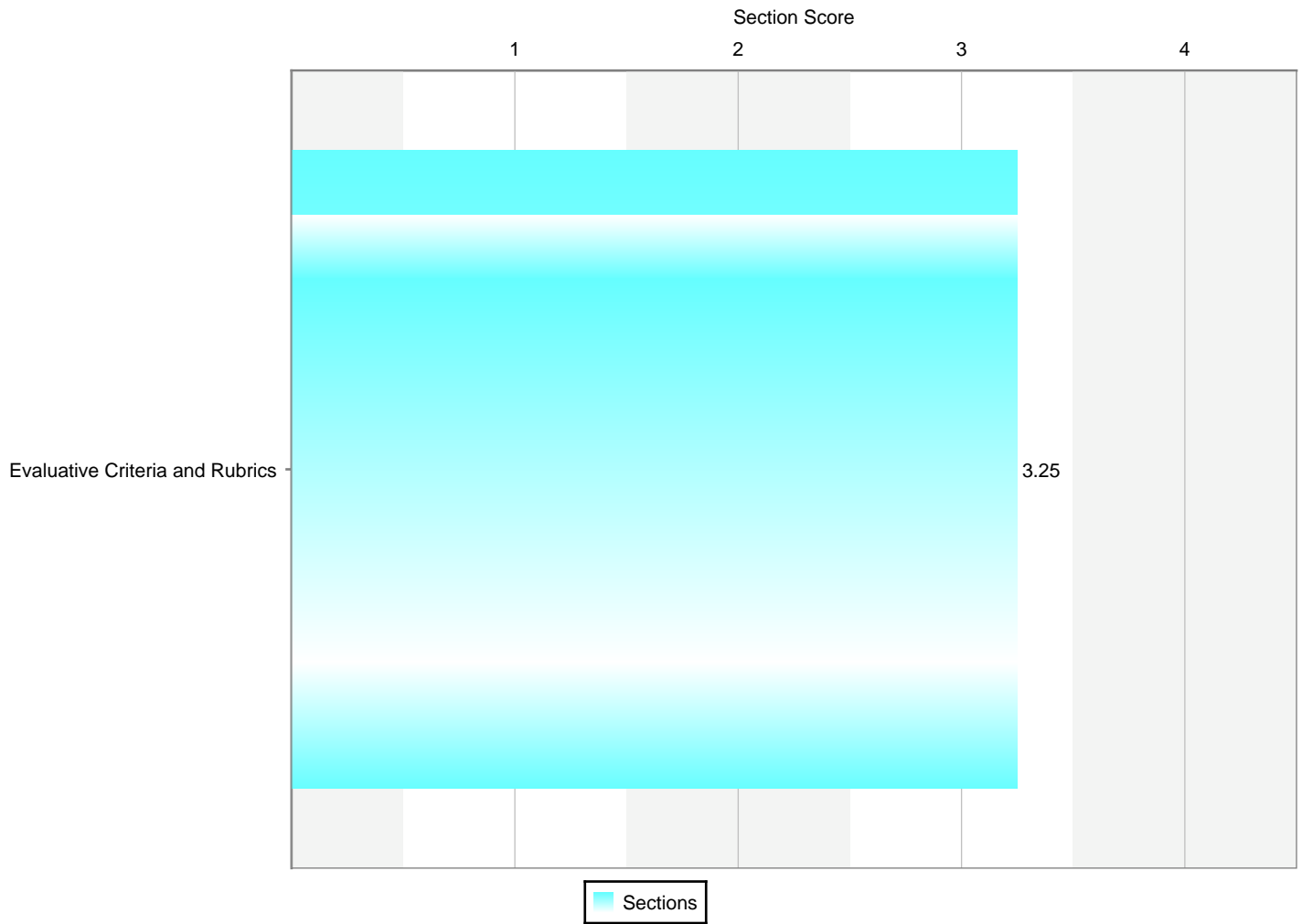
IEP (to include special education, gifted, & speech) subgroup achievement gap became greater by 2%

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

Data analyzed from Scantron was consistent with the results from classroom formative assessments, Edgenuity, and grades. Findings are consistent with Blue Ribbon survey/stakeholder perceptions related to hands on learning and research and projects.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

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

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		Assurance

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		Assurances2

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

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

2018-2019 Vinemont Middle School Goals and Plans

Overview

Plan Name

2018-2019 Vinemont Middle School Goals and Plans

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	EL Goal: Progression of EL students toward language acquisition	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
2	Learning Supports & Culture Goal: Identify barriers to teaching & learning and align support systems to address barriers.	Objectives: 2 Strategies: 3 Activities: 12	Organizational	\$0
3	Instruction Goal: Engage learners through high quality aligned college and career ready standards, instruction, and assessment in all content areas	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$25936
4	Management Goal: Effectively use our teachers , leaders, and staff to increase student achievement, stakeholder involvement and satisfaction	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

Goal 1: EL Goal: Progression of EL students toward language acquisition

Measurable Objective 1:

demonstrate a proficiency of all EL students meeting their cumulative target growth toward achievement of EL exit score of 4.8 or higher by 08/08/2018 as measured by ACCESS for ELLs 2.0.

Strategy 1:

Core EL instruction - English as a Second Language (ESL) is the core program taught by regular education teachers. EL teachers collaborate with regular education teachers to use SDAIE (Specially Designed Academic Instruction in English) strategies, SI (Sheltered Instruction) model strategies, and ARI strategies to assure attainment of reading and math goals and English proficiency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Markos & Himmel. Using sheltered instruction to support English learners. March 2016. Washington, DC.

Willner & Monroe. The WIDA Accessibility and Accommodations Framework. 2015. WIDA Consortium. Madison, WI.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Administrator, EL and Classroom Teachers
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Direct Instruction, Academic Support Program, Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	District support, EL and Classroom Teachers
Activity - Overview of EL Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

<p>An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.</p>	<p>Direct Instruction, Academic Support Program, Professional Learning</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>District support, Administration, EL and Classroom Teachers</p>
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Goal 2: Learning Supports & Culture Goal: Identify barriers to teaching & learning and align support systems to address barriers.

Measurable Objective 1:

collaborate to promote a positive culture which ensures administrators, teachers, and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by data collected during implementation of specified activities.

Strategy 1:

Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality learning. Educator Effectiveness promotes and supports the effective preparation, development, and improvement of Alabama's teachers and instructional leaders to insure that through effective professional practice, all students graduate college and/or career ready.

Category: Develop/Implement Professional Learning and Support

Research Cited: Research Cited: Effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness.

Teachers who set

pedagogical growth goals and work to achieve them, either alone or with a coach or administrator, improve their expertise and instructional skill. Marzano

Activity - Teacher Training & Support and Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>- e5LT training for school representatives k-12 - Teacher representatives from each grade level will serve as the school's representative. These teachers will receive training and support that will be expected to be turned around to their colleagues. These teachers will serve as model classrooms for our district.</p> <p>- Teachers attend various professional learning opportunities offered by the school district. This includes the CCETC held for all teachers, administrators, counselors, and staff.</p> <p>-Job specific training is offered for guidance counselors, library media specialists, and all teachers.</p> <p>-Job embedded training is offered by the district Technology Integration Specialists which includes model lessons, co-teaching, and coaching. Support will be provided for the implementation of Compass Learning and Edgenuity. In addition, Local school technology coaches attend periodic meetings for training that is then turned around to the teachers at their local schools.</p> <p>- Teachers implement i21 Zone lessons that engage students with technology-based instruction.</p> <p>-District instructional and technology coaches will continue coaching teachers throughout the school year. Specific focus will be to train teachers new to our district.</p>	<p>Technology, Direct Instruction, Behavioral Support Program, Academic Support Program, Professional Learning</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>School administrator</p>
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Activity - Early Release	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>There are four early release days during the 2018-19 school year. Calendar of topics have been provided to administrators. Students will be dismissed at 12:00 on one Wednesday in September, November, February and April for administrators and teachers to participate in professional learning and collaboration in order to implement district/school initiatives and promote continuous improvement.</p>	<p>Extra Curricular, Direct Instruction, Career Preparation/Orientation, Behavioral Support Program, Academic Support Program, Policy and Process, Professional Learning</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>School administration</p>

Activity - Blue Ribbon School of Excellence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Blue Ribbon School of Excellence visited Vinemont Middle School in the fall of 2017-18 I to provide support for the continuous improvement processes that are currently implemented. The leadership team reviewed the stakeholder survey perceptions and generated ways to implement improvement efforts. These efforts will be implemented during the 2018-19 school year.	Tutoring, Extra Curricular, Technology, Parent Involvement, Direct Instruction, Behavioral Support Program, Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	School administration
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Strategy 2:

Culture - Emphasis will be placed on promoting practices that foster school culture. The elements that will be considered are safety, relationships, teaching and learning, and the institutional environments.

Activities may include:

- Teacher-student interactions
- Students who feel safe, connected and engaged
- Policies promoting social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement, plus a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged
- Clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors
- Parental involvement
- Collaborative relationships between the school leader and faculty as well as between faculty members
- Focus on learning and high expectations for student achievement
- Decreased teacher turnover and increased teacher satisfaction

Category: Develop/Implement Student and School Culture Program

Research Cited: Research Cited: U.S. Department of Education. (2014) Guiding Principles: A Resource Guide for Improving Schools Climate and Discipline, Washington, D.C.

Activity - Adult Advisor Program (FOCUS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Each student who attends Vinemont Middle School is assigned a teacher advisor in the 6th grade. That advisor follows the student through his or her middle school years. Advisors meet with advisory groups daily. During this time advisors will teach lessons developed by Cullman County Schools guidance counselors and using REACH and they will offer reading support. At the beginning of the school year, students meet 7th period with their advisor teacher where they go through the student handbook and are taught the expectations of the faculty and staff. Additionally, progress reports and report cards are given out and discussed with advisory teachers.</p>	<p>Parent Involvement, Direct Instruction, Career Preparation/Orientation, Behavioral Support Program, Academic Support Program</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>School administration</p>
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Activity - Parent and Family Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Throughout the school year, parent representatives from Vinemont Middle School will receive training from district leadership. Training topics include iNOW from home, state assessment score reports, study skills, technology safety, etc.</p> <p>Vinemont Middle School has established clear communication channels between parents and school staff through Facebook, Instagram, Twitter, the school website, ENN media reports, and newsletters.</p>	<p>Community Engagement, Parent Involvement, Career Preparation/Orientation, Behavioral Support Program, Academic Support Program</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>School administration</p>

Activity - Student Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>-Vinemont Middle School and Vinemont Elementary School coordinate a time each school year for 5th grade students to tour the school. The principal, assistant principal, guidance counselor and select teachers meet with the students prior to the tour to explain expectations and procedures. Students are encouraged to ask questions.</p> <p>-Vinemont Middle School hosts a 6th grade open house on Sunday before the 7th and 8th grade open house. Students and parents are provided a student handbook, students' schedules, and locker assignments. Students and parents move through the schedules where teachers explain class procedures and expectations. There is time for a question and answer session in each classroom. Students are given the opportunity to try their locker combinations and are encouraged to practice. The principal uses the intercom system to explain a typical school day including breaks, lunch, and dismissal procedures.</p> <p>-In cooperation with Vinemont High School, the faculty and administrators provide release time for 8th grade students to tour the high school in preparation for moving to the high school.</p>	<p>Direct Instruction, Career Preparation/Orientation, Behavioral Support Program, Academic Support Program</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>School administrators</p>
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Activity - Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>School leadership will monitor student attendance throughout the school year. The school will incorporate activities to motivate students and promote student attendance.</p>	<p>Parent Involvement, Behavioral Support Program, Academic Support Program</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>School administration</p>

Activity - Discipline	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Vinemont Middle School will follow a uniform discipline ladder that will be used in all Cullman County Schools. To promote safer school environments and encourage more positive school behavior, Saturday school will be utilized this school year.</p>	<p>Parent Involvement, Direct Instruction, Behavioral Support Program</p>	<p>08/15/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>School Administrator</p>

Activity - Safety	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>-Administrators and School Resource Officers are trained on up to date safety guidelines and protocols. SROs implement these training practices in their local schools. Safety plans and drills will be conducted monthly and documented in Virtual Alabama.</p> <p>-Each teacher has been made aware of his/her responsibilities in relation to the school's safety plan. Lockdown procedures and safety flip-charts are made readily accessible in each classroom. Each teacher has a backpack with essential emergency supplies.</p>	Other - Safety Plans	08/08/2018	05/24/2019	\$0	No Funding Required	School administration
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Measurable Objective 2:

demonstrate a proficiency of a 5% increase in student growth: Scantron Math from 65% to 70%, Scantron Reading from 52% to 57% of students reaching their individual annual growth target by 05/24/2019 as measured by state assessments.

Strategy 1:

Student Support - Vinemont Middle School will implement student support teams and teacher advisory groups to support our students in the development of not only academic but also social and personal needs. The learning supports will address barriers to learning to promote student success.

Category: Develop/Implement Learning Supports

Research Cited: Unified and Comprehensive System of Learning Supports for Alabama Students, Alabama State Department of Education, 2013

Activity - Student Support Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will engage in activities designed to support students: -Local school RtI Coordinators will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students. Teachers will refer, document interventions, and monitor monthly. -Adult Advisor Program - 6 - 8 including REACH; Needs assessments, monitor and support student attendance and truancy Program Review including parent and family engagement (District Parental Involvement calendar as provided to parent representatives)</p>	Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	School Administration

Activity - 7th Period Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students who are struggling in a core class or who have been identified on Scantron as at-risk are scheduled with a core teacher who is best equipped to offer direct remediation. Additionally, students at-risk use Edgenuity software based on their path identified by Scantron. They are remediated with a combination of teacher assistance and Edgenuity.</p>	Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	School administration

Activity - Social Worker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Social workers visit the school to provide intervention services for at-risk students. They provide group, individual, and intervention services based on referrals from their school principals. This alternative program will include strategies and focus on academic, character education, and coping skills. They provide coping skills in the areas of anger management, stress management and conflict resolution; while working with social services to meet the needs of the students and their families, with the ultimate goal of helping students make better choices and be successful in academics and in life.	Parent Involvement, Career Preparation/Orientation, Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	School Administration
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Goal 3: Instruction Goal: Engage learners through high quality aligned college and career ready standards, instruction, and assessment in all content areas

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Scantron Math from 52% to 57%, Scantron Reading from 45% to 50% by 05/24/2019 as measured by state assessment.

Strategy 1:

Effective Instruction - Vinemont Middle School focuses on instruction, assessment, grading, and academic reporting that is based on students demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their education. Teachers implement the Instructional Framework as they teach the college and career readiness standards across all content areas.

- 1) What do I want my students to know and be able to do?
- 2) How will I know if they know it?
- 3) What will I do if they don't?
- 4) What will I do if they already know it?

Category: Develop/Implement College and Career Ready Standards

Research Cited: Whatever It Takes - Richard DuFour

Activity - Strategic Lesson Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are responsible for challenging their students and preparing them for their future endeavors through a variety of real-life experiences, hands-on strategies, and technological activities. Administrators will monitor lesson plans and their implementation through walkthroughs and discussion.	Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Classroom teachers, administrators
Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>-Technology Conference - Teachers, counselors, administrators, and staff will attend the Cullman County Technology Conference on January 9, 2019. Classroom teachers from throughout the county will present technological strategies that are used within their classroom to increase student engagement while introducing new technology to classroom teachers.</p> <p>- Teachers will continue to implement strategies learned during recent i21 Zone training. The model lessons presented during this training are being directly attributed to an increase in the ease of using technology in the classroom by teachers.</p> <p>- All educators at Vinemont Middle School have access to an individual set of Chromebooks or a computer lab at any given time. Additional Chromebooks are being purchased this year which will allow it to become a one-to-one school by the end of the current year.</p>	<p>Technology, Direct Instruction, Career Preparation/Orientation, Academic Support Program</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$25936</p>	<p>Title I Schoolwide</p>	<p>Classroom teachers, counselors, administrators</p>
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Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>- Teachers will utilize pacing guides in grades 6-8 (in core subject areas) as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards.</p> <p>- Instructional Guide will be used by all teachers. This requires the date standards were taught and the percentage of students who have mastered the standards each nine weeks to be documented so the teacher and the administrator can review student/teacher success.</p> <p>-Scantron Achievement Series will be utilized to assess students in grades 6-8 each nine weeks. Assessments will be used to monitor student progress of students mastery of standards. These benchmark assessments will be monitored by the administrator to increase student achievement and retention throughout the school year.</p>	<p>Direct Instruction, Academic Support Program</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Classroom teacher, administrators</p>

Activity - Focus Period (school wide reading plan)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Vinemont Middle School teachers and administrators worked together to develop reading strategies which were taught and implemented during the 2017-2018 school year. This school year the faculty are required to model and teach these guided reading lessons during our FOCUS period to each student. These lessons are to be based on nonfictional reading selections to increase reading comprehension and fluency.</p>	<p>Direct Instruction, Academic Support Program</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Classroom teachers, Librarian, PE teacher,</p>

Activity - Reading Horizons Elevate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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- Vinemont Middle School offers a reading program which incorporates additional phonics training to students in the 6th and 7th grades which are considered at risk academically. This additional training is offered two days a week during the student's reading class.	Tutoring, Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Classroom teachers
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Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated Reader will be used to promote reading comprehension and fluency, to provide motivation for students to read, and to provide teachers a way to monitor students' reading across various genres. Vinemont Middle School language arts teachers will incorporate AR into instructional time which includes ample time for the students to visit the library to check out new books, take assessments, and read their AR book. Students will also have the opportunity to read these books during their FOCUS period in order to increase student reading achievement.	Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Classroom teachers, Librarian

Goal 4: Management Goal: Effectively use our teachers , leaders, and staff to increase student achievement, stakeholder involvement and satisfaction

Measurable Objective 1:

collaborate to effectively collect, analyze, and use data to continuously improve teaching and learning experiences for all students by 05/24/2019 as measured by agendas, sign in sheets, student performance, and walk-throughs..

Strategy 1:

Collect and Utilize Data Sources - Vinemont Middle School will implement processes to collect, analyze, and apply findings from various data sources in order to continuously improve student and teacher achievement.

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

Research Cited: 7 Step Cycle for Continuous Improvement, Learning Forward

Activity - Collaborative Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>- Teachers and administrators will participate in data meetings. A variety of student data will be reviewed including grades, test scores, attendance, and behavior. This will improve teacher collaboration, better increase the instructional needs of students, and improve the practices of teachers and administrators This should lead to the continuous improvement of the school.</p> <p>- Leadership Team will meet to discuss school wide data, create goals and plans, and develop strategies for student academic success.</p> <p>- Grade level meetings- Teacher will meet periodically to collaborate on lesson planning and review student achievement data.</p> <p>- subject area meetings- Subject areas teachers will meet to review Benchmark assessment data in order to determine instructional strategies and offer intervention assistance to promote student achievement.</p>	<p>Tutoring, Direct Instruction, Behavioral Support Program, Academic Support Program, Policy and Process</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>classroom teachers, administrators</p>
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Activity - ELEOT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>ELEOT observations will be conducted during the school year. Administrators will also conduct walk throughs and classroom observations.</p>	<p>Direct Instruction, Academic Support Program</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Classroom teachers and administrators</p>

Activity - Educator Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers and Administrators will utilize Educator Effectiveness and Leadership Effectiveness throughout the school year. The basis of the program is to improve practice of teachers, administrators and district leadership in order to better serve the instructional needs of students and lead to continuous improvement of the school. Self assessments will occur and teachers/leaders will receive ongoing feedback with targeted suggestions for personal growth. Plans for growth will be developed and implemented throughout the year through their professional learning plans in order to increase performance. Administration will conduct observations throughout the year in teacher classrooms.</p>	<p>Direct Instruction, Academic Support Program, Professional Learning</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>District Support Staff, Administrators, Teachers</p>

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
Focus Period (school wide reading plan)	Vinemont Middle School teachers and administrators worked together to develop reading strategies which were taught and implemented during the 2017-2018 school year. This school year the faculty are required to model and teach these guided reading lessons during our FOCUS period to each student. These lessons are to be based on nonfictional reading selections to increase reading comprehension and fluency.	Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	\$0	Classroom teachers, Librarian, PE teacher,
Student Transition	<p>-Vinemont Middle School and Vinemont Elementary School coordinate a time each school year for 5th grade students to tour the school. The principal, assistant principal, guidance counselor and select teachers meet with the students prior to the tour to explain expectations and procedures. Students are encouraged to ask questions.</p> <p>-Vinemont Middle School hosts a 6th grade open house on Sunday before the 7th and 8th grade open house. Students and parents are provided a student handbook, students' schedules, and locker assignments. Students and parents move through the schedules where teachers explain class procedures and expectations. There is time for a question and answer session in each classroom. Students are given the opportunity to try their locker combinations and are encouraged to practice. The principal uses the intercom system to explain a typical school day including breaks, lunch, and dismissal procedures.</p> <p>-In cooperation with Vinemont High School, the faculty and administrators provide release time for 8th grade students to tour the high school in preparation for moving to the high school.</p>	Direct Instruction, Career Preparation/Orientation, Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	\$0	School administrators
7th Period Remediation	Students who are struggling in a core class or who have been identified on Scantron as at-risk are scheduled with a core teacher who is best equipped to offer direct remediation. Additionally, students at-risk use Edgenuity software based on their path identified by Scantron. They are remediated with a combination of teacher assistance and Edgenuity.	Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	\$0	School administration

Safety	<p>-Administrators and School Resource Officers are trained on up to date safety guidelines and protocols. SROs implement these training practices in their local schools. Safety plans and drills will be conducted monthly and documented in Virtual Alabama.</p> <p>-Each teacher has been made aware of his/her responsibilities in relation to the school's safety plan. Lockdown procedures and safety flip-charts are made readily accessible in each classroom. Each teacher has a backpack with essential emergency supplies.</p>	Other - Safety Plans	08/08/2018	05/24/2019	\$0	School administration
ELEOT	ELEOT observations will be conducted during the school year. Administrators will also conduct walk throughs and classroom observations.	Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	\$0	Classroom teachers and administrators
Attendance	School leadership will monitor student attendance throughout the school year. The school will incorporate activities to motivate students and promote student attendance.	Parent Involvement, Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	\$0	School administration
Data Analysis	At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	\$0	Administrator, EL and Classroom Teachers
Student Support Teams	<p>Teachers will engage in activities designed to support students:</p> <p>-Local school RtI Coordinators will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students. Teachers will refer, document interventions, and monitor monthly.</p> <p>-Adult Advisor Program - 6 - 8 including REACH; Needs assessments, monitor and support student attendance and truancy Program Review including parent and family engagement (District Parental Involvement calendar as provided to parent representatives)</p>	Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	\$0	School Administration

Strategic Lesson Development	Teachers are responsible for challenging their students and preparing them for their future endeavors through a variety of real-life experiences, hands-on strategies, and technological activities. Administrators will monitor lesson plans and their implementation through walkthroughs and discussion.	Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	\$0	Classroom teachers, administrators
Overview of EL Program	An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Direct Instruction, Academic Support Program, Professional Learning	08/08/2018	05/24/2019	\$0	District support, Administration, EL and Classroom Teachers
Adult Advisor Program (FOCUS)	Each student who attends Vinemont Middle School is assigned a teacher advisor in the 6th grade. That advisor follows the student through his or her middle school years. Advisors meet with advisory groups daily. During this time advisors will teach lessons developed by Cullman County Schools guidance counselors and using REACH and they will offer reading support. At the beginning of the school year, students meet 7th period with their advisor teacher where they go through the student handbook and are taught the expectations of the faculty and staff. Additionally, progress reports and report cards are given out and discussed with advisory teachers.	Parent Involvement, Direct Instruction, Career Preparation/Orientation, Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	\$0	School administration
Standards Based Instruction	<p>- Teachers will utilize pacing guides in grades 6-8 (in core subject areas) as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards.</p> <p>- Instructional Guide will be used by all teachers. This requires the date standards were taught and the percentage of students who have mastered the standards each nine weeks to be documented so the teacher and the administrator can review student/teacher success.</p> <p>-Scantron Achievement Series will be utilized to assess students in grades 6-8 each nine weeks. Assessments will be used to monitor student progress of students mastery of standards. These benchmark assessments will be monitored by the administrator to increase student achievement and retention throughout the school year.</p>	Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	\$0	Classroom teacher, administrators

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Teacher Training & Support and Technology Integration	<p>- e5LT training for school representatives k-12 - Teacher representatives from each grade level will serve as the school's representative. These teachers will receive training and support that will be expected to be turned around to their colleagues. These teachers will serve as model classrooms for our district.</p> <p>- Teachers attend various professional learning opportunities offered by the school district. This includes the CCETC held for all teachers, administrators, counselors, and staff.</p> <p>-Job specific training is offered for guidance counselors, library media specialists, and all teachers.</p> <p>-Job embedded training is offered by the district Technology Integration Specialists which includes model lessons, co-teaching, and coaching. Support will be provided for the implementation of Compass Learning and Edgenuity. In addition, Local school technology coaches attend periodic meetings for training that is then turned around to the teachers at their local schools.</p> <p>- Teachers implement i21 Zone lessons that engage students with technology-based instruction.</p> <p>-District instructional and technology coaches will continue coaching teachers throughout the school year. Specific focus will be to train teachers new to our district.</p>	Technology, Direct Instruction, Behavioral Support Program, Academic Support Program, Professional Learning	08/08/2018	05/24/2019	\$0	School administrator
Accelerated Reader	<p>Accelerated Reader will be used to promote reading comprehension and fluency, to provide motivation for students to read, and to provide teachers a way to monitor students' reading across various genres. Vinemont Middle School language arts teachers will incorporate AR into instructional time which includes ample time for the students to visit the library to check out new books, take assessments, and read their AR book. Students will also have the opportunity to read these books during their FOCUS period in order to increase student reading achievement.</p>	Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	\$0	Classroom teachers, Librarian
Parent and Family Engagement	<p>Throughout the school year, parent representatives from Vinemont Middle School will receive training from district leadership. Training topics include iNOW from home, state assessment score reports, study skills, technology safety, etc.</p> <p>Vinemont Middle School has established clear communication channels between parents and school staff through Facebook, Instagram, Twitter, the school website, ENN media reports, and newsletters.</p>	Community Engagement, Parent Involvement, Career Preparation/Orientation, Behavioral Support Program, Academic Support Program	08/08/2018	05/24/2019	\$0	School administration

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Professional Development	EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Direct Instruction, Academic Support Program, Professional Learning	08/08/2018	05/24/2019	\$0	District support, EL and Classroom Teachers
Collaborative Data Meetings	<p>- Teachers and administrators will participate in data meetings. A variety of student data will be reviewed including grades, test scores, attendance, and behavior. This will improve teacher collaboration, better increase the instructional needs of students, and improve the practices of teachers and administrators This should lead to the continuous improvement of the school.</p> <p>- Leadership Team will meet to discuss school wide data, create goals and plans, and develop strategies for student academic success.</p> <p>- Grade level meetings- Teacher will meet periodically to collaborate on lesson planning and review student achievement data.</p> <p>- subject area meetings- Subject areas teachers will meet to review Benchmark assessment data in order to determine instructional strategies and offer intervention assistance to promote student achievement.</p>	Tutoring, Direct Instruction, Behavioral Support Program, Academic Support Program, Policy and Process	08/08/2018	05/24/2019	\$0	classroom teachers, administrators
Reading Horizons Elevate	- Vinemont Middle School offers a reading program which incorporates additional phonics training to students in the 6th and 7th grades which are considered at risk academically. This additional training is offered two days a week during the student's reading class.	Tutoring, Direct Instruction, Academic Support Program	08/08/2018	05/24/2019	\$0	Classroom teachers
Social Worker	Social workers visit the school to provide intervention services for at-risk students. They provide group, individual, and intervention services based on referrals from their school principals. This alternative program will include strategies and focus on academic, character education, and coping skills. They provide coping skills in the areas of anger management, stress management and conflict resolution; while working with social services to meet the needs of the students and their families, with the ultimate goal of helping students make better choices and be successful in academics and in life.	Parent Involvement, Career Preparation/Orientation, Behavioral Support Program	08/08/2018	05/24/2019	\$0	School Administration

Blue Ribbon School of Excellence	Blue Ribbon School of Excellence visited Vinemont Middle School in the fall of 2017-18 I to provide support for the continuous improvement processes that are currently implemented. The leadership team reviewed the stakeholder survey perceptions and generated ways to implement improvement efforts. These efforts will be implemented during the 2018-19 school year.	Tutoring, Extra Curricular, Technology, Parent Involvement, Direct Instruction, Behavioral Support Program, Professional Learning	08/08/2018	05/24/2019	\$0	School administration
Educator Effectiveness	Teachers and Administrators will utilize Educator Effectiveness and Leadership Effectiveness throughout the school year. The basis of the program is to improve practice of teachers, administrators and district leadership in order to better serve the instructional needs of students and lead to continuous improvement of the school. Self assessments will occur and teachers/leaders will receive ongoing feedback with targeted suggestions for personal growth. Plans for growth will be developed and implemented throughout the year through their professional learning plans in order to increase performance. Administration will conduct observations throughout the year in teacher classrooms.	Direct Instruction, Academic Support Program, Professional Learning	08/08/2018	05/24/2019	\$0	District Support Staff, Administrators, Teachers
Early Release	There are four early release days during the 2018-19 school year. Calendar of topics have been provided to administrators. Students will be dismissed at 12:00 on one Wednesday in September, November, February and April for administrators and teachers to participate in professional learning and collaboration in order to implement district/school initiatives and promote continuous improvement.	Extra Curricular, Direct Instruction, Career Preparation/Orientation, Behavioral Support Program, Academic Support Program, Policy and Process, Professional Learning	08/08/2018	05/24/2019	\$0	School administration

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Discipline	Vinemont Middle School will follow a uniform discipline ladder that will be used in all Cullman County Schools. To promote safer school environments and encourage more positive school behavior, Saturday school will be utilized this school year.	Parent Involvement, Direct Instruction, Behavioral Support Program	08/15/2018	05/24/2019	\$0	School Administrator
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Integration	<p>-Technology Conference - Teachers, counselors, administrators, and staff will attend the Cullman County Technology Conference on January 9, 2019. Classroom teachers from throughout the county will present technological strategies that are used within their classroom to increase student engagement while introducing new technology to classroom teachers.</p> <p>- Teachers will continue to implement strategies learned during recent i21 Zone training. The model lessons presented during this training are being directly attributed to an increase in the ease of using technology in the classroom by teachers.</p> <p>- All educators at Vinemont Middle School have access to an individual set of Chromebooks or a computer lab at any given time. Additional Chromebooks are being purchased this year which will allow it to become a one-to-one school by the end of the current year.</p>	Technology, Direct Instruction, Career Preparation/Orientation, Academic Support Program	08/08/2018	05/24/2019	\$25936	Classroom teachers, counselors, administrators
Total					\$25936	

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	Please see attached Stakeholder Feedback Data Document.	StakeholderFeedba ck

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

Parent:

Parents feel that their interactions with the staff are

-respectful - 68%

-helpful - 60%

-supportive - 62%

-comfortable - 52%

Staff:

Teacher collaboration with peers - 82%

Students have formal opportunities to develop positive relationships with their peers and/or adults - 82%

Teachers have ample resources to assist in meeting the needs of students - 81%

Students:

Students know that their teachers care about them - 69%

Students feel that they can talk to their teachers about anything - 47%

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

Parents, teachers, and students satisfaction with the student/teacher/parent relationship and the increase in the acquisition of and use of technology shows a positive trend.

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

Findings are consistent with anecdotal evidence and feedback on a document used by the principal through the Certified Instructional Leadership program.

Areas in Need of Improvement

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

Parent:

Parents feel that their child is most often...

-Listening - 70%

-Taking Tests - 54%

-Completing worksheets - 47%

...while at school

37% of parents feel that their interactions with staff at the school are brief.

Staff:

59% of teachers sporadically or infrequently use a formal, two-way process to communicate with parents, families, and or legal guardians

Students:

48% of students say the activities in class are not always fun, but they have to participate

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

There is no decreasing trend in any area.

What are the implications for these stakeholder perceptions?

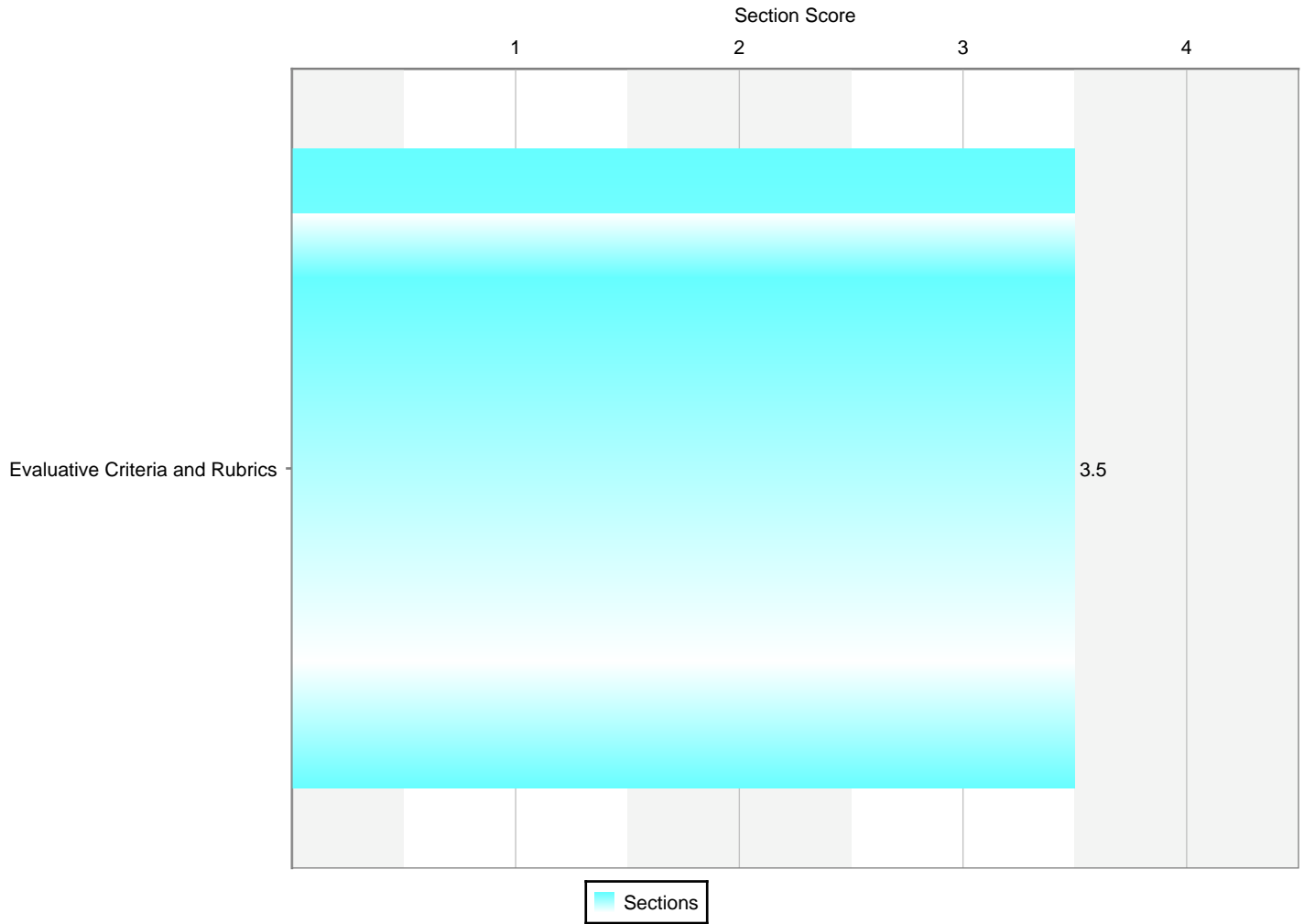
Vinemont Middle School continues to use stakeholder feedback to address the quality of instruction we provide students. While our data indicates overall satisfaction, we continue to strive to do better.

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

This data is consistent with anecdotal data and surveys administered by the principal as part of the Certified Instructional Leadership program.

Report Summary

Scores By Section



Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

Vinemont Middle School administers the following surveys:

Student surveys, parent surveys, and staff surveys.

Additionally, the leadership team guides the faculty through in-depth data analysis on each individual student including, but not limited to, Scantron, classroom grades, discipline referrals, and attendance.

What were the results of the comprehensive needs assessment?

The results of the comprehensive needs assessment indicates that students are receiving effective in-class instruction. Those students who are in need of remediation are scheduled during enrichment period with a teacher who is best equipped to assist that student with any academic difficulties. Additionally, teachers provide differentiated instruction in the regular classroom to address any academic needs of students. Students in need of intensive intervention are assisted using Edgenuity learning software.

What conclusions were drawn from the results?

Vinemont Middle School faculty, staff, administrators, and the leadership team determined our current plan is an effective and comprehensive plan that will address the needs of all students.

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

After analyzing perception, student achievement, programs, and demographic data, the conclusion was drawn that Vinemont Middle School is sensitive and responsive to the differences in our students, that teachers and administrators respond appropriately and quickly to any identified needs.

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

The school goals reflect the response to needs identified after analyzing achievement data and perception data collected through surveys, Scantron, and classroom grades. All strategies and activities reflect the best efforts of administrators and teachers to address any gaps in instruction or student learning and any identified social and/or emotional needs of students.

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

All goals, strategies, and activities were created and designed to address the academic, social, and emotional needs of students. Data analyzed included standardized tests (SCANTRON), classroom tests and grades, attendance, and discipline.

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

Vinemont Middle School has a high percentage of students who receive free or reduced lunch. Those students are not specifically known to teachers in accordance with confidentiality laws. It is the belief of all faculty, administrators, and staff that the economic status of students is not a prediction of their capabilities. The goals are created in response to specific and detailed data and not to the socio-economic status of our students. The Vinemont Middle School faculty, administrators, and staff recognize the importance of providing students with the rigorous experience that prepares them for college and/or careers.

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

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

Goal 1:

Engage learners through high quality aligned college and career ready standards, instruction, and assessments in all content areas

Measurable Objective 1:

demonstrate a proficiency of 5% increase in student achievement: Scantron Math from 47% to 52%, Scantron Reading from 51% to 56% by 05/24/2018 as measured by state assessments.

Strategy1:

Remediation and Enrichment - All Vinemont Middle School students are scheduled into a 7th period remediation or enrichment class. The purpose of the class is to protect a time for students who need extra help from teachers to be given that opportunity. Additionally, students who are proficient and not struggling academically participate in robotics, guitar, financial responsibility, wellness, or arts and crafts depending on their interests.

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

Research Cited: Response to Instruction Manual - State of Alabama

Activity - 7th period remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are struggling in a core class or who have been identified on Scantron as at-risk are scheduled with a core teacher who is best equipped to offer direct remediation. Additionally, students at-risk use Edgenuity software based on their path identified by Scantron. They are remediated with a combination of teacher assistance and Edgenuity.	Academic Support Program	09/04/2017	05/24/2018	\$0 - No Funding Required	Teachers and administrators

Strategy2:

Increase Educator Effectiveness - Cullman County Schools has adopted the Instructional Framework. Teachers will implement the Instructional Framework as they teach the college and career readiness standards across all content areas.

- 1) What do I want my students to know and be able to do?
- 2) How will I know if they know it?
- 3) What will I do if they don't?
- 4) What will I do if they already know it?

Category: Develop/Implement College and Career Ready Standards

Research Cited: Whatever It Takes - Richard DuFour

Activity - School-wide Reading Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team of teachers met during the summer to develop a reading plan to increase student reading comprehension and critical thinking skills. The team created model lessons that will be taught by every teacher on the early release days. The lessons include videos, writing assignments, depth of knowledge questions that require critical thinking, and other activities. Every student is taught the same lesson. The reading selections support the school theme for the year, "Can One Person Change the World".	Direct Instruction	07/18/2017	05/24/2018	\$0 - No Funding Required	Classroom teachers, and principals

Activity - Morning Writing Prompt	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Middle School sets aside twelve minutes at the beginning of each school day to give students time to respond to a writing prompt based on character education, setting goals, and other topics that support the school theme, "Can One Person Change the World". Classroom teachers receive the prompt in advance and monitor students to make sure they are writing.	Behavioral Support Program Academic Support Program Career Preparation/Orientation	08/14/2017	05/24/2018	\$0 - No Funding Required	Principal and classroom teachers

Activity - Implementing the Instructional Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop lesson plans and monitored by principal weekly walkthroughs and discussion	Direct Instruction Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	Classroom teachers, principal, assistant principal

Activity - Educator Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training for and implementation of Educator Effectiveness and Leadership Effectiveness will occur throughout the 2017-18 school year. The basis of the program is to improve practice of teachers and administrators in order to better serve the instructional needs of students and lead to continuous improvement of the school. Self assessments will occur and teachers/leaders will receive ongoing feedback with targeted suggestions for personal growth. Results will differentiate performance into four effectiveness groups: exemplary, effective, developing, and ineffective level of practice. Plans for growth will be developed and implemented throughout the year through their professional learning plans in order to increase performance.	Academic Support Program Direct Instruction Professional Learning	06/20/2017	05/24/2018	\$0 - No Funding Required	Teachers and administrators

Strategy3:

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Professional Development - Vinemont Middle School teachers and administrators will participate in high-quality, ongoing, job-embedded professional development. Teachers and administrators will attend select national and state professional conferences and will use skills and strategies learned to continue to improve the relevance and rigor of instruction at Vinemont Middle School.

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

Research Cited: Learning Forward; Shirley Hord; SEDL

Activity - Technology Acquisition and Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Middle School will use a portion of its school-wide Title I funds to purchase interactive white boards and other technology (ELMO for example) for classrooms. Additionally, effective professional development will be provided either in-house or through a technology conference to assure all technology is used in a manner that directly impacts improved student learning.	Direct Instruction	10/02/2017	08/01/2018	\$13150 - Title I Schoolwide	Principal and select teachers

Activity - National Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working together in professional teams is essential to creating sustainable improvement in schools. Learning Forward is the premier professional organization for providing a deep understanding of the principles and practices of using job-embedded professional development to enhance instruction. Select teachers and administrators will attend national conferences to gain a deeper understanding of excellent professional practice.	Direct Instruction	11/01/2017	07/26/2018	\$6797 - Title I Schoolwide	Principal and select teachers The funding source is listed as no funding required because professional development is also an activity under another goal and the funding is listed there.

Goal 2:

Effectively use teachers, leaders, and staff to increase student achievement, stakeholder involvement and satisfaction

Measurable Objective 1:

collaborate to effectively collect, analyze, and use data to continuously improve teaching and learning experiences for all students by 05/24/2018 as measured by actual student achievement and not forms.

Strategy1:

Continued monitoring by school staff on student progress - Vinemont Middle School faculty, administrators and staff are dedicated to the process of school improvement and increased student achievement. Continuing with the practice of analyzing a variety of student data, the faculty, staff, and administrators focus on the whole child. In order to provide each student with the specific help he or she needs, the faculty, staff, and administrators take a proactive stance on getting to know each student including the unique and interesting facets of the child that cannot be measured by a walkthrough, form, or program. Students are treated as individuals, and regular and ongoing formal and informal dialogue is held by administrators, faculty, and staff. The culture of the school is built around mutual trust among the staff and between the student body and the staff.

Formal surveys as well as anecdotal evidence is used to assure efforts are successful.

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

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Research Cited: Learning Forward

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will participate in monthly data meetings. A variety of student data will be reviewed including grades, test scores, attendance, and behavior.	Academic Support Program Behavioral Support Program	08/07/2017	05/24/2018	\$194 - Title I Schoolwide	Administrators; faculty

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Middle School faculty and administrators will monitor the school improvement efforts by reviewing the continuous improvement plan and making adjustments as deemed necessary, by conducting peer observations, walk-throughs, and self-assessments. Teachers and administrators will monitor their professional growth through the process of self-assessment, professional learning plans, and student achievement.	Behavioral Support Program Academic Support Program	08/09/2017	05/24/2018	\$0 - No Funding Required	Administrators, faculty, staff

Goal 3:

Instruction Goal: Engage learners through high quality aligned college and career ready standards, instruction, and assessment in all content areas

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Scantron Math from 52% to 57%, Scantron Reading from 45% to 50% by 05/24/2019 as measured by state assessment.

Strategy1:

Effective Instruction - Vinemont Middle School focuses on instruction, assessment, grading, and academic reporting that is based on students demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their education. Teachers implement the Instructional Framework as they teach the college and career readiness standards across all content areas.

- 1) What do I want my students to know and be able to do?
- 2) How will I know if they know it?
- 3) What will I do if they don't?
- 4) What will I do if they already know it?

Category: Develop/Implement College and Career Ready Standards

Research Cited: Whatever It Takes - Richard DuFour

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Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader will be used to promote reading comprehension and fluency, to provide motivation for students to read, and to provide teachers a way to monitor students' reading across various genres. Vinemont Middle School language arts teachers will incorporate AR into instructional time which includes ample time for the students to visit the library to check out new books, take assessments, and read their AR book. Students will also have the opportunity to read these books during their FOCUS period in order to increase student reading achievement.	Direct Instruction Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Classroom teachers, Librarian

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>-Technology Conference - Teachers, counselors, administrators, and staff will attend the Cullman County Technology Conference on January 9, 2019. Classroom teachers from throughout the county will present technological strategies that are used within their classroom to increase student engagement while introducing new technology to classroom teachers.</p> <p>- Teachers will continue to implement strategies learned during recent i21 Zone training. The model lessons presented during this training are being directly attributed to an increase in the ease of using technology in the classroom by teachers.</p> <p>- All educators at Vinemont Middle School have access to an individual set of Chromebooks or a computer lab at any given time. Additional Chromebooks are being purchased this year which will allow it to become a one-to-one school by the end of the current year.</p>	Career Preparation/ Orientation Direct Instruction Technology Academic Support Program	08/08/2018	05/24/2019	\$25936 - Title I Schoolwide	Classroom teachers, counselors, administrators

Activity - Strategic Lesson Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are responsible for challenging their students and preparing them for their future endeavors through a variety of real-life experiences, hands-on strategies, and technological activities. Administrators will monitor lesson plans and their implementation through walkthroughs and discussion.	Academic Support Program Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	Classroom teachers, administrators

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Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>- Teachers will utilize pacing guides in grades 6-8 (in core subject areas) as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards.</p> <p>- Instructional Guide will be used by all teachers. This requires the date standards were taught and the percentage of students who have mastered the standards each nine weeks to be documented so the teacher and the administrator can review student/teacher success.</p> <p>-Scantron Achievement Series will be utilized to assess students in grades 6-8 each nine weeks. Assessments will be used to monitor student progress of students mastery of standards. These benchmark assessments will be monitored by the administrator to increase student achievement and retention throughout the school year.</p>	Academic Support Program Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	Classroom teacher, administrators

Activity - Focus Period (school wide reading plan)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Vinemont Middle School teachers and administrators worked together to develop reading strategies which were taught and implemented during the 2017-2018 school year. This school year the faculty are required to model and teach these guided reading lessons during our FOCUS period to each student. These lessons are to based on nonfictional reading selections to increase reading comprehension and fluency.</p>	Academic Support Program Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	Classroom teachers, Librarian, PE teacher,

Goal 4:

Management Goal: Effectively use our teachers , leaders, and staff to increase student achievement, stakeholder involvement and satisfaction

Measurable Objective 1:

collaborate to effectively collect, analyze, and use data to continuously improve teaching and learning experiences for all students by 05/24/2019 as measured by agendas, sign in sheets, student performance, and walk-throughs..

Strategy1:

Collect and Utilize Data Sources - Vinemont Middle School will implement processes to collect, analyze, and apply findings from various data sources in order to

continuously improve student and teacher achievement.

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

Research Cited: 7 Step Cycle for Continuous Improvement, Learning Forward

Activity - ELEOT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELEOT observations will be conducted during the school year. Administrators will also conduct walk throughs and classroom observations.	Academic Support Program Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	Classroom teachers and administrators

Activity - Collaborative Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>- Teachers and administrators will participate in data meetings. A variety of student data will be reviewed including grades, test scores, attendance, and behavior. This will improve teacher collaboration, better increase the instructional needs of students, and improve the practices of teachers and administrators This should lead to the continuous improvement of the school.</p> <p>- Leadership Team will meet to discuss school wide data, create goals and plans, and develop strategies for student academic success.</p> <p>- Grade level meetings- Teacher will meet periodically to collaborate on lesson planning and review student achievement data.</p> <p>- subject area meetings- Subject areas teachers will meet to review Benchmark assessment data in order to determine instructional strategies and offer intervention assistance to promote student achievement.</p>	Policy and Process Behavioral Support Program Direct Instruction Tutoring Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	classroom teachers, administrators

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

Goal 1:

Learning Supports & Culture Goal: Identify barriers to teaching & learning and align support systems to address barriers.

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student growth: Scantron Math from 65% to 70%, Scantron Reading from 52% to 57% of students reaching their individual annual growth target by 05/24/2019 as measured by state assessments.

Strategy1:

Student Support - Vinemont Middle School will implement student support teams and teacher advisory groups to support our students in the development of not only academic but also social and personal needs. The learning supports will address barriers to learning to promote student success.

Category: Develop/Implement Learning Supports

Research Cited: Unified and Comprehensive System of Learning Supports for Alabama Students, Alabama State Department of Education,

2013

Activity - 7th Period Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are struggling in a core class or who have been identified on Scantron as at-risk are scheduled with a core teacher who is best equipped to offer direct remediation. Additionally, students at-risk use Edgenuity software based on their path identified by Scantron. They are remediated with a combination of teacher assistance and Edgenuity.	Behavioral Support Program Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	School administration

Measurable Objective 2:

collaborate to promote a positive culture which ensures administrators, teachers, and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by data collected during implementation of specified activities.

Strategy1:

Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality learning. Educator Effectiveness promotes and supports the effective preparation, development, and improvement of Alabama's teachers and instructional leaders to insure that through effective professional practice, all students graduate college and/or career ready.

Category: Develop/Implement Professional Learning and Support

Research Cited: Research Cited: Effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness. Teachers who set pedagogical growth goals and work to achieve them, either alone or with a coach or administrator, improve their expertise and instructional skill. Marzano

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Activity - Teacher Training & Support and Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>- e5LT training for school representatives k-12 - Teacher representatives from each grade level will serve as the school's representative. These teachers will receive training and support that will be expected to be turned around to their colleagues. These teachers will serve as model classrooms for our district.</p> <p>- Teachers attend various professional learning opportunities offered by the school district. This includes the CCETC held for all teachers, administrators, counselors, and staff.</p> <p>-Job specific training is offered for guidance counselors, library media specialists, and all teachers.</p> <p>-Job embedded training is offered by the district Technology Integration Specialists which includes model lessons, co-teaching, and coaching. Support will be provided for the implementation of Compass Learning and Edgenuity. In addition, Local school technology coaches attend periodic meetings for training that is then turned around to the teachers at their local schools.</p> <p>- Teachers implement i21 Zone lessons that engage students with technology-based instruction.</p> <p>-District instructional and technology coaches will continue coaching teachers throughout the school year. Specific focus will be to train teachers new to our district.</p>	<p>Academic Support Program Technology Direct Instruction Professional Learning Behavioral Support Program</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0 - No Funding Required</p>	<p>School administrator</p>

Activity - Early Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>There are four early release days during the 2018-19 school year. Calendar of topics have been provided to administrators. Students will be dismissed at 12:00 on one Wednesday in September, November, February and April for administrators and teachers to participate in professional learning and collaboration in order to implement district/school initiatives and promote continuous improvement.</p>	<p>Direct Instruction Professional Learning Extra Curricular Behavioral Support Program Career Preparation/ Orientation Policy and Process Academic Support Program</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0 - No Funding Required</p>	<p>School administration</p>

Goal 2:

Instruction Goal: Engage learners through high quality aligned college and career ready standards, instruction, and assessment in all content areas

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Scantron Math from 52% to 57%, Scantron Reading from 45% to 50% by 05/24/2019 as measured by state assessment.

Strategy1:

Effective Instruction - Vinemont Middle School focuses on instruction, assessment, grading, and academic reporting that is based on students demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their education. Teachers implement the Instructional Framework as they teach the college and career readiness standards across all content areas.

- 1) What do I want my students to know and be able to do?
- 2) How will I know if they know it?
- 3) What will I do if they don't?
- 4) What will I do if they already know it?

Category: Develop/Implement College and Career Ready Standards

Research Cited: Whatever It Takes - Richard DuFour

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader will be used to promote reading comprehension and fluency, to provide motivation for students to read, and to provide teachers a way to monitor students' reading across various genres. Vinemont Middle School language arts teachers will incorporate AR into instructional time which includes ample time for the students to visit the library to check out new books, take assessments, and read their AR book. Students will also have the opportunity to read these books during their FOCUS period in order to increase student reading achievement.	Direct Instruction Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Classroom teachers, Librarian

Activity - Reading Horizons Elevate	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- Vinemont Middle School offers a reading program which incorporates additional phonics training to students in the 6th and 7th grades which are considered at risk academically. This additional training is offered two days a week during the student's reading class.	Academic Support Program Direct Instruction Tutoring	08/08/2018	05/24/2019	\$0 - No Funding Required	Classroom teachers

Activity - Strategic Lesson Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are responsible for challenging their students and preparing them for their future endeavors through a variety of real-life experiences, hands-on strategies, and technological activities. Administrators will monitor lesson plans and their implementation through walkthroughs and discussion.	Academic Support Program Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	Classroom teachers, administrators

Activity - Focus Period (school wide reading plan)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Middle School teachers and administrators worked together to develop reading strategies which were taught and implemented during the 2017-2018 school year. This school year the faculty are required to model and teach these guided reading lessons during our FOCUS period to each student. These lessons are to be based on nonfictional reading selections to increase reading comprehension and fluency.	Academic Support Program Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	Classroom teachers, Librarian, PE teacher,

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>-Technology Conference - Teachers, counselors, administrators, and staff will attend the Cullman County Technology Conference on January 9, 2019. Classroom teachers from throughout the county will present technological strategies that are used within their classroom to increase student engagement while introducing new technology to classroom teachers.</p> <p>- Teachers will continue to implement strategies learned during recent i21 Zone training. The model lessons presented during this training are being directly attributed to an increase in the ease of using technology in the classroom by teachers.</p> <p>- All educators at Vinemont Middle School have access to an individual set of Chromebooks or a computer lab at any given time. Additional Chromebooks are being purchased this year which will allow it to become a one-to-one school by the end of the current year.</p>	Academic Support Program Direct Instruction Career Preparation/ Orientation Technology	08/08/2018	05/24/2019	\$25936 - Title I Schoolwide	Classroom teachers, counselors, administrators

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>- Teachers will utilize pacing guides in grades 6-8 (in core subject areas) as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards.</p> <p>- Instructional Guide will be used by all teachers. This requires the date standards were taught and the percentage of students who have mastered the standards each nine weeks to be documented so the teacher and the administrator can review student/teacher success.</p> <p>-Scantron Achievement Series will be utilized to assess students in grades 6-8 each nine weeks. Assessments will be used to monitor student progress of students mastery of standards. These benchmark assessments will be monitored by the administrator to increase student achievement and retention throughout the school year.</p>	Academic Support Program Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	Classroom teacher, administrators

Goal 3:

Management Goal: Effectively use our teachers , leaders, and staff to increase student achievement, stakeholder involvement and satisfaction

Measurable Objective 1:

collaborate to effectively collect, analyze, and use data to continuously improve teaching and learning experiences for all students by 05/24/2019 as measured by agendas, sign in sheets, student performance, and walk-throughs..

Strategy1:

Collect and Utilize Data Sources - Vinemont Middle School will implement processes to collect, analyze, and apply findings from various data sources in order to

continuously improve student and teacher achievement.

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

Research Cited: 7 Step Cycle for Continuous Improvement, Learning Forward

Activity - ELEOT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELEOT observations will be conducted during the school year. Administrators will also conduct walk throughs and classroom observations.	Academic Support Program Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	Classroom teachers and administrators

Activity - Educator Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Administrators will utilize Educator Effectiveness and Leadership Effectiveness throughout the school year. The basis of the program is to improve practice of teachers, administrators and district leadership in order to better serve the instructional needs of students and lead to continuous improvement of the school. Self assessments will occur and teachers/leaders will receive ongoing feedback with targeted suggestions for personal growth. Plans for growth will be developed and implemented throughout the year through their professional learning plans in order to increase performance. Administration will conduct observations throughout the year in teacher classrooms.	Direct Instruction Professional Learning Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	District Support Staff, Administrators, Teachers

Activity - Collaborative Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>- Teachers and administrators will participate in data meetings. A variety of student data will be reviewed including grades, test scores, attendance, and behavior. This will improve teacher collaboration, better increase the instructional needs of students, and improve the practices of teachers and administrators This should lead to the continuous improvement of the school.</p> <p>- Leadership Team will meet to discuss school wide data, create goals and plans, and develop strategies for student academic success.</p> <p>- Grade level meetings- Teacher will meet periodically to collaborate on lesson planning and review student achievement data.</p> <p>- subject area meetings- Subject areas teachers will meet to review Benchmark assessment data in order to determine instructional strategies and offer intervention assistance to promote student achievement.</p>	<p>Behavioral Support Program Policy and Process Academic Support Program Direct Instruction Tutoring</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0 - No Funding Required</p>	<p>classroom teachers, administrators</p>

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

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

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

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

Goal 1:

Learning Supports & Culture Goal: Identify barriers to teaching & learning and align support systems to address barriers.

Measurable Objective 1:

collaborate to promote a positive culture which ensures administrators, teachers, and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by data collected during implementation of specified activities.

Strategy1:

Professional Learning - Members will attend training and collaborate to increase knowledge and understanding and improve their practice by participating in high quality learning. Educator Effectiveness promotes and supports the effective preparation, development, and improvement of Alabama's teachers and instructional leaders to insure that through effective professional practice, all students graduate college and/or career ready.

Category: Develop/Implement Professional Learning and Support

Research Cited: Research Cited: Effective teaching is essential to student achievement, and appropriate evaluation and coaching can increase teacher effectiveness. Teachers who set pedagogical growth goals and work to achieve them, either alone or with a coach or administrator, improve their expertise and instructional skill. Marzano

Activity - Blue Ribbon School of Excellence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Blue Ribbon School of Excellence visited Vinemont Middle School in the fall of 2017-18 to provide support for the continuous improvement processes that are currently implemented. The leadership team reviewed the stakeholder survey perceptions and generated ways to implement improvement efforts. These efforts will be implemented during the 2018-19 school year.	Direct Instruction Tutoring Professional Learning Parent Involvement Technology Behavioral Support Program Extra Curricular	08/08/2018	05/24/2019	\$0 - No Funding Required	School administration

Strategy2:

Culture - Emphasis will be placed on promoting practices that foster school culture. The elements that will be considered are safety, relationships, teaching and learning, and the institutional environments.

Activities may include:

- Teacher-student interactions
- Students who feel safe, connected and engaged
- Policies promoting social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement, plus a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged
- Clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors
- Parental involvement
- Collaborative relationships between the school leader and faculty as well as between faculty members
- Focus on learning and high expectations for student achievement
- Decreased teacher turnover and increased teacher satisfaction

Category: Develop/Implement Student and School Culture Program

Research Cited: Research Cited: U.S. Department of Education. (2014) Guiding Principles: A Resource Guide for Improving Schools Climate and Discipline, Washington, D.C.

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Activity - Safety	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>-Administrators and School Resource Officers are trained on up to date safety guidelines and protocols. SROs implement these training practices in their local schools. Safety plans and drills will be conducted monthly and documented in Virtual Alabama.</p> <p>-Each teacher has been made aware of his/her responsibilities in relation to the school's safety plan. Lockdown procedures and safety flip-charts are made readily accessible in each classroom. Each teacher has a backpack with essential emergency supplies.</p>	Other - Safety Plans	08/08/2018	05/24/2019	\$0 - No Funding Required	School administration

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership will monitor student attendance throughout the school year. The school will incorporate activities to motivate students and promote student attendance.	Behavioral Support Program Parent Involvement Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	School administration

Activity - Discipline	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Middle School will follow a uniform discipline ladder that will be used in all Cullman County Schools. To promote safer school environments and encourage more positive school behavior, Saturday school will be utilized this school year.	Parent Involvement Direct Instruction Behavioral Support Program	08/15/2018	05/24/2019	\$0 - No Funding Required	School Administrator

Measurable Objective 2:

demonstrate a proficiency of a 5% increase in student growth: Scantron Math from 65% to 70%, Scantron Reading from 52% to 57% of students reaching their individual annual growth target by 05/24/2019 as measured by state assessments.

Strategy1:

Student Support - Vinemont Middle School will implement student support teams and teacher advisory groups to support our students in the development of not only academic but also social and personal needs. The learning supports will address barriers to learning to promote student success.

Category: Develop/Implement Learning Supports

Research Cited: Unified and Comprehensive System of Learning Supports for Alabama Students, Alabama State Department of Education, 2013

Activity - 7th Period Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are struggling in a core class or who have been identified on Scantron as at-risk are scheduled with a core teacher who is best equipped to offer direct remediation. Additionally, students at-risk use Edgenuity software based on their path identified by Scantron. They are remediated with a combination of teacher assistance and Edgenuity.	Behavioral Support Program Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	School administration

Activity - Student Support Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage in activities designed to support students: -Local school Rtl Coordinators will follow the Cullman County guidelines for screening students and providing intervention. Based on universal screening results, teacher recommendation, and/or parent requests further screening for dyslexic tendencies will take place and intervention will be provided by classroom teachers to meet the needs of the students. Teachers will refer, document interventions, and monitor monthly. -Adult Advisor Program - 6 - 8 including REACH; Needs assessments, monitor and support student attendance and truancy Program Review including parent and family engagement (District Parental Involvement calendar as provided to parent representatives)	Academic Support Program Behavioral Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	School Administration

Goal 2:

Instruction Goal: Engage learners through high quality aligned college and career ready standards, instruction, and assessment in all content areas

Measurable Objective 1:

demonstrate a proficiency of a 5% increase in student achievement: Scantron Math from 52% to 57%, Scantron Reading from 45% to 50% by 05/24/2019 as measured by state assessment.

Strategy1:

Effective Instruction - Vinemont Middle School focuses on instruction, assessment, grading, and academic reporting that is based on students demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their education. Teachers implement the Instructional Framework as they teach the college and career readiness standards across all content areas.

- 1) What do I want my students to know and be able to do?
- 2) How will I know if they know it?
- 3) What will I do if they don't?
- 4) What will I do if they already know it?

Category: Develop/Implement College and Career Ready Standards

Research Cited: Whatever It Takes - Richard DuFour

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader will be used to promote reading comprehension and fluency, to provide motivation for students to read, and to provide teachers a way to monitor students' reading across various genres. Vinemont Middle School language arts teachers will incorporate AR into instructional time which includes ample time for the students to visit the library to check out new books, take assessments, and read their AR book. Students will also have the opportunity to read these books during their FOCUS period in order to increase student reading achievement.	Academic Support Program Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	Classroom teachers, Librarian

Activity - Focus Period (school wide reading plan)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vinemont Middle School teachers and administrators worked together to develop reading strategies which were taught and implemented during the 2017-2018 school year. This school year the faculty are required to model and teach these guided reading lessons during our FOCUS period to each student. These lessons are to be based on nonfictional reading selections to increase reading comprehension and fluency.	Academic Support Program Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	Classroom teachers, Librarian, PE teacher,

Activity - Reading Horizons Elevate	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
- Vinemont Middle School offers a reading program which incorporates additional phonics training to students in the 6th and 7th grades which are considered at risk academically. This additional training is offered two days a week during the student's reading class.	Academic Support Program Direct Instruction Tutoring	08/08/2018	05/24/2019	\$0 - No Funding Required	Classroom teachers

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Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>- Teachers will utilize pacing guides in grades 6-8 (in core subject areas) as they plan daily lessons based on the standards for their grade level content. Pacing will be considered as well as individual student mastery of standards.</p> <p>- Instructional Guide will be used by all teachers. This requires the date standards were taught and the percentage of students who have mastered the standards each nine weeks to be documented so the teacher and the administrator can review student/teacher success.</p> <p>-Scantron Achievement Series will be utilized to assess students in grades 6-8 each nine weeks. Assessments will be used to monitor student progress of students mastery of standards. These benchmark assessments will be monitored by the administrator to increase student achievement and retention throughout the school year.</p>	Academic Support Program Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	Classroom teacher, administrators

Goal 3:

Management Goal: Effectively use our teachers , leaders, and staff to increase student achievement, stakeholder involvement and satisfaction

Measurable Objective 1:

collaborate to effectively collect, analyze, and use data to continuously improve teaching and learning experiences for all students by 05/24/2019 as measured by agendas, sign in sheets, student performance, and walk-throughs..

Strategy1:

Collect and Utilize Data Sources - Vinemont Middle School will implement processes to collect, analyze, and apply findings from various data sources in order to continuously improve student and teacher achievement.

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

Research Cited: 7 Step Cycle for Continuous Improvement, Learning Forward

Activity - Collaborative Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>- Teachers and administrators will participate in data meetings. A variety of student data will be reviewed including grades, test scores, attendance, and behavior. This will improve teacher collaboration, better increase the instructional needs of students, and improve the practices of teachers and administrators This should lead to the continuous improvement of the school.</p> <p>- Leadership Team will meet to discuss school wide data, create goals and plans, and develop strategies for student academic success.</p> <p>- Grade level meetings- Teacher will meet periodically to collaborate on lesson planning and review student achievement data.</p> <p>- subject area meetings- Subject areas teachers will meet to review Benchmark assessment data in order to determine instructional strategies and offer intervention assistance to promote student achievement.</p>	<p>Tutoring Policy and Process Academic Support Program Direct Instruction Behavioral Support Program</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0 - No Funding Required</p>	<p>classroom teachers, administrators</p>

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

Goal 1:

EL Goal: Progression of EL students toward language acquisition

Measurable Objective 1:

demonstrate a proficiency of all EL students meeting their cumulative target growth toward achievement of EL exit score of 4.8 or higher by 08/08/2018 as measured by ACCESS for ELLs 2.0.

Strategy1:

Core EL instruction - English as a Second Language (ESL) is the core program taught by regular education teachers. EL teachers collaborate with regular education teachers to use SDAIE (Specially Designed Academic Instruction in English) strategies, SI (Sheltered Instruction) model strategies, and ARI strategies to assure attainment of reading and math goals and English proficiency.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Markos & Himmel. Using sheltered instruction to support English learners. March 2016. Washington, DC.

Willner & Monroe. The WIDA Accessibility and Accommodations Framework. 2015. WIDA Consortium. Madison, WI.

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of the school year, the EL teachers will review and analyze ACCESS reports showing comprehensive student data to monitor student language proficiency growth and to align I-ELPs to meet each student's needs. Each school EL committee will meet to discuss EL students' needs and accommodations to enhance student language proficiency growth.	Academic Support Program	08/08/2018	05/24/2019	\$0 - No Funding Required	Administrator, EL and Classroom Teachers

Activity - Overview of EL Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An EL Program overview training video will be provided to all Cullman County teachers and administrators. The video will explain major components of the EL program and introduce the EL teachers and staff. Individual English Language Plans (i-ELPs), WIDA standards, green folders for documentation, accommodations, and interpreting ACCESS scores are some of the components to be discussed.	Professional Learning Academic Support Program Direct Instruction	08/08/2018	05/24/2019	\$0 - No Funding Required	District support, Administration, EL and Classroom Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EL team will provide professional development for regular education teachers in the use of effective instructional strategies that can be used to meet needs of EL students in the classroom. These strategies are based on the SIOP model and are part of the Ellevation program used by Cullman County Schools to maintain EL student records. All teachers will have access to the instructional strategies, which focus on using the domains of speaking, listening, reading, and writing.	Academic Support Program Direct Instruction Professional Learning	08/08/2018	05/24/2019	\$0 - No Funding Required	District support, EL and Classroom Teachers

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

Vinemont Middle School provides progress reports to parents at the four and a half week grading period and report cards at the end of each nine weeks. Parents may access the iNOW student portal to monitor a student's grades, and teachers regularly email or call parents to discuss student achievement, if necessary.

The principal and assistant principal monitor student grades and one week prior to each reporting period, they talk with students who may be in danger of failing a class. That discussion is followed up with a letter sent to parents and an invitation to meet with teachers if the parent chooses to do so.

Vinemont Middle School hosts a parent/teacher conference night. All parent notes are provided in a language the parent understands and a parent liaison is present for any parent meetings where the language is other than English.

All other information is translated and sent home in the native language.

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

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

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

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

All Vinemont Middle School faculty members are assigned to classes for which they are highly qualified and highly competent to teach. Additionally, teachers receive professional development designed to improve instruction.

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

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

Vinemont Middle School experienced no teacher turnover for this year. The administration at Vinemont Middle School is new, but both of them have many years of teaching and/or leadership experience.

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

Teachers and administrators range from 5 years to 45 years of experience.

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

N/A

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

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

Vinemont Middle School teachers are life-long learners and participate in a variety of learning experiences, both formal and informal. Teachers participate in professional learning communities on early release days, attend state conferences on effective instructional strategies, and technology integration.

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

Vinemont Middle School teachers participate in collective inquiry on the direct instruction of reading developed and implemented by our teachers; all teachers participated in the Cullman County Technology Conference; teachers take advantage of district led professional development opportunities, two teachers were given 30 hours of training on multi-sensory education program for dyslexia; and three teachers are attending eLet Technology training. They will conduct turn-around training upon return.

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

There are no novice teachers at Vinemont Middle School, but teachers regularly collaborate and provide support and feedback. The system provides mentor training for new teachers.

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

Vinemont Middle School participates in early release day professional development. At each session, teachers and administrators, review practices and extend learning by following the next-steps identified to sustain programs or practices.

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

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

Goal 1:

Learning Supports & Culture Goal: Identify barriers to teaching & learning and align support systems to address barriers.

Measurable Objective 1:

collaborate to promote a positive culture which ensures administrators, teachers, and counselors are provided the foundational documents, instructional materials, and training to teach academic, personal/social and college and career ready standards by 05/24/2019 as measured by data collected during implementation of specified activities.

Strategy1:

Culture - Emphasis will be placed on promoting practices that foster school culture. The elements that will be considered are safety, relationships, teaching and learning, and the institutional environments.

Activities may include:

- Teacher-student interactions
- Students who feel safe, connected and engaged
- Policies promoting social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement, plus a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged
- Clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors
- Parental involvement
- Collaborative relationships between the school leader and faculty as well as between faculty members
- Focus on learning and high expectations for student achievement
- Decreased teacher turnover and increased teacher satisfaction

Category: Develop/Implement Student and School Culture Program

Research Cited: Research Cited: U.S. Department of Education. (2014) Guiding Principles: A Resource Guide for Improving Schools Climate and Discipline, Washington, D.C.

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Activity - Student Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>-Vinemont Middle School and Vinemont Elementary School coordinate a time each school year for 5th grade students to tour the school. The principal, assistant principal, guidance counselor and select teachers meet with the students prior to the tour to explain expectations and procedures. Students are encouraged to ask questions.</p> <p>-Vinemont Middle School hosts a 6th grade open house on Sunday before the 7th and 8th grade open house. Students and parents are provided a student handbook, students' schedules, and locker assignments. Students and parents move through the schedules where teachers explain class procedures and expectations. There is time for a question and answer session in each classroom. Students are given the opportunity to try their locker combinations and are encouraged to practice. The principal uses the intercom system to explain a typical school day including breaks, lunch, and dismissal procedures.</p> <p>-In cooperation with Vinemont High School, the faculty and administrators provide release time for 8th grade students to tour the high school in preparation for moving to the high school.</p>	<p>Career Preparation/ Orientation Behavioral Support Program Direct Instruction Academic Support Program</p>	<p>08/08/2018</p>	<p>05/24/2019</p>	<p>\$0 - No Funding Required</p>	<p>School administrators</p>

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

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

Vinemont Middle School conducts quarterly data meetings that involve all teachers. Additionally, teachers participate in formal RtI meetings. At the beginning of the school year, all teachers review test scores for each student they will teach, and teachers meet in grade levels to learn everything they can about the students they serve.

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

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

Vinemont Middle School teachers, administrators, and staff systematically monitor all students through a variety of methods including Scantron results and classroom grades. Students whose scores indicate they are not reaching proficient level are scheduled into a remediation class and assigned work through Edgenuity. They also receive additional help from the specific subject-area teacher. Additionally, students who are not successful with classroom work are also scheduled into a remediation class to help them master standards and/or work on organizational skills.

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?

Vinemont Middle School Teachers adhere to the guidelines for Tier I, Tier II, and Tier III instruction. Students who have difficulty mastering the state's academic achievement assessment standards are monitored in classrooms and receive additional support in the regular classroom by using Tier II strategies. Standards are retaught and additional practice is provided. Students who do not positively respond to Tier I or Tier II strategies are placed on formal Rtl and, in addition to extra help in the regular classroom, are scheduled into a 7th period enrichment class where they use Edgenuity software and are monitored for progress on a weekly basis. Those students may also be helped by the teacher in charge of their 7th period class.

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.

Vinemont Middle School Teachers use Google Classroom. Students may access additional instructional videos at home through their Google Classroom accounts. At this time, Vinemont Middle School does not offer after-school tutoring primarily because most students ride school buses and transportation is not available for those students.

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.

In addition to regular classroom instruction and 7th period remediation, EL students are served by an EL teacher. Vinemont Middle has a free and reduced population of 61%. Those students are not identified to the teachers, and receive the same high quality instruction and high expectations as all students. Special education students receive in-class support from two special education teachers and one instructional aide in addition to pull-out time with the special education as per their IEPs

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.

All Vinemont Middle School students receive the same high quality, rigorous instruction and remediation when deemed necessary. Each student is treated as unique and individual regardless of personal circumstances. In cases where there are significant home issues, students are counseled by the school counselor, by the system social worker, or by mental health.

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

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

Vinemont Middle School coordinates the following resources to provide seamless and effective instructional program:

Federal Funds: Title 1 for an additional teacher unit, instructional materials and supplies, technology, and professional developmental depending on the amount allocated from the free and reduced lunch formula, as well as the 1% parental involvement set aside.

State Allocations: State foundation program - provides funding for teacher units and instructional support. Through the use of these funds, we were able to achieve wide goals.

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

Vinemont Middle School students receive lessons on cyberbullying, through the DARE program, through the REACH curriculum provided by the state, through the nutritional program, and through the school character education program.

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

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

Vinemont Middle School evaluates the implementation of the schoolwide program by analyzing all student data including test scores, grades, attendance, and discipline to determine the effectiveness of programs. Vinemont Middle School students continue to make progress and the proficiency rate on standardized tests show an upward trend.

Additionally, the faculty and administrators review student, parent, and staff surveys.

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?

Vinemont Middle School evaluates the implementation of the schoolwide program by analyzing all student data including test scores, grades, attendance, and discipline to determine effectiveness of programs. Vinemont Middle School students continue to make progress and the proficiency rate on standardized tests show an upward trend.

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

Vinemont Middle School faculty and administrators closely monitor, through formal (RtI) and informal (teacher dialogue) students who are at risk for failure. If a student is not progressing, teachers provide intense intervention.

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?

Vinemont Middle School teachers and administrators use time provided by the system (early release days) to review student data and anecdotal evidence to assure the focus remains on student learning. Additionally, the RtI committees meet regularly to monitor student progress.

Parent and Family Engagement

Introduction

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

Parent and Family Engagement

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

Vinemont Middle School conducts an annual Title I meeting at two different times to accommodate parents' schedules. Vinemont follows the PowerPoint that informs parents of the requirements of the school's participation in Title I including the 1% set-aside for parental involvement.

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

Vinemont Middle School conducts Title I meetings at two different times to accommodate parents' schedules. Meetings are held in the mornings and afternoons. Following the formal presentation of Title I requirements, parents are provided with a draft of the school's goals, objectives, and activities. The school solicits input and suggestions for the expenditure of funds. Vinemont Middle School has an active parent group called Parents of Eagles. Those parents serve as ambassadors for the school in the community and also meet regularly with the principal to provide feedback and suggestions as gleaned from parents or members of the community who may feel more comfortable speaking with another parent. The faculty and staff maintain an open and trusting relationship with Parents of Eagles and with other parents and stakeholders. Colored paper will be purchased for Eagle Newsletters, planner sheets, and monthly calendars for teachers to share information with parents.

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

Vinemont Middle School informs parents about programs in a variety of methods. Progress reports and report cards are given at the four-and-a-half week period and the nine week period of each grading period; parents have access to the iNOW parent portal where they may access their child's grades at any time; the school holds parent meetings where parent representatives on the system committee report back on information provided at those meetings; phone call-outs are made for upcoming events; a school website, Facebook page, Instagram and Twitter accounts are maintained to provide information to parents; student developed biweekly newsletters and a weekly Eagle News Network show produced by students; a school student handbook is provided at the beginning of each school year.

Additionally, the formal RtI process and procedures are followed for students who are significantly at risk, and notifications are sent home with periodic updates on students' progress through the RtI process.

The school hosts an annual Parent/Teacher conference day/evening, but parents are encouraged to meet with teachers at other times if

there are parental concerns or teacher concerns. Teachers also regularly contact parents by email or telephone if the occasion warrants a private discussion. Materials are translated into the home language when appropriate, and the system provides a liaison with the Hispanic community who attends parent meetings and IEPs to translate.

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

Vinemont Middle School complies with all requirements of the School-Parent Compact. Parent representatives serve as reviewers of the draft of the compact and offer suggestions if needed. It is a core belief of the administrators, faculty, and staff of Vinemont Middle School that we are partners in the education of our students.

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

The CIP is posted on the school website and a notice is posted on Facebook requesting parents to review the CIP and to offer any comments, either positive or critical, of the plan through an email or phone call to the principal or through a written, signed response. The administrators, faculty, and staff are responsive to questions and concerns.

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

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

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

Vinemont Middle School conducts an annual Title I meeting as required. Parents of Eagles is involved in fund-raising activities for the school, but they also serve as ambassadors and liaisons to the greater community.

Vinemont Middle School will provide ENN informational programs that will keep parents abreast of upcoming activities and events of which they can be involved. Parents can access iNOW parent portal to stay informed about their child's progress.

The principal attends a Vinemont Town Council meeting once a year to explain the school's progress and to share the goals and objectives with the mayor and town council. The Town of Vinemont is supportive of the school in a number of ways.

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

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

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

Vinemont Middle School adheres to the Title I requirements for parental involvement activities. Additionally, administrators and faculty members engage in open and continuous dialogue about effective strategies for communicating with parents including topics on conflict management and the role of parents in the school setting. Teachers consistently correspond with parents through email and phone calls and are available for face to face meetings.

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

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

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

The school counselor and the system social worker provide a list of resources to parents on where to obtain help if needed with acquiring food or clothing assistance, and how to navigate resources available through Cullman Caring for Kids, the Link (a non-profit focusing on overcoming the effects of poverty), and other resources available for families and children. The parent representatives for the school meet once a semester at the system level and bring vital information on a variety of social topic back to provide that information to other parents and guardians.

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

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

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

Materials that are created by the school and by the system are translated into the students' home language to assure effective communication. Additionally, some information is provided in Spanish on the school website, and the system Hispanic liaison is available to assist parents and teachers to overcome the challenge of a language barrier to assure effective communication between the school and home.

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

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

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

The three Vinemont Schools - elementary, middle, and high school, function as the hub of the community. Parents are involved in students' athletic activities, academic activities like Scholars Bowl and Math Team, and are encouraged to attend school functions, awards programs, talent shows, and other school activities. Through those activities, teachers and parents establish a level of trust and mutual respect that serve the community and the school well.

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

All parents and family members are valued at Vinemont Middle School. Through translated written materials and through the system liaison, parents with limited English proficiency are included in all activities in which they choose to participate. We are an inclusive school. The school is handicapped accessible and there are no physical or social barriers to participation in activities.