



# **Accreditation Report**

**Rehobeth Middle School**

**Houston County Board of Education**

Mr. John C Dixon, Principal  
5631 County Road 203  
Rehobeth, AL 36301-8931

# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School.....	3
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	7
Additional Information.....	8

## **Self Assessment**

Introduction.....	10
Standard 1: Purpose and Direction.....	11
Standard 2: Governance and Leadership.....	14
Standard 3: Teaching and Assessing for Learning.....	18
Standard 4: Resources and Support Systems.....	26
Standard 5: Using Results for Continuous Improvement.....	29
Report Summary.....	34

## **Stakeholder Feedback Diagnostic**

Introduction.....	36
Stakeholder Feedback Data.....	37
Evaluative Criteria and Rubrics.....	38

Areas of Notable Achievement..... 39

Areas in Need of Improvement..... 41

Report Summary..... 42

**Student Performance Diagnostic**

Introduction..... 44

Student Performance Data..... 45

Evaluative Criteria and Rubrics..... 46

Areas of Notable Achievement..... 47

Areas in Need of Improvement..... 49

Report Summary..... 51

**AdvancED Assurances**

Introduction..... 53

AdvancED Assurances..... 54

**2015-2016 ACIP**

Overview..... 56

Goals Summary..... 57

    Goal 1: Transition Goal 2015-2016..... 58

    Goal 2: Develop a plan to increase student awareness of healthy nutritional habits and physical fitness which research proves will increase student academic performance as indicated in Alabama's Plan 2020 objective five..... 59

    Goal 3: Professional Development 2015-16: ..... 60

    Goal 4: Grade Level Goal 2015-2016..... 61

    Goal 5: 2015-2016 Engage the learner through aligned College and Career Ready Standards, instruction, and assessments for math and reading..... 62

    Goal 6: Technology Goal 2015-2016: Engage and improve the learner through technology..... 63

Goal 7: Safety Goal.....	64
Goal 8: 2015-16 EL Goal: Adequate Progress on Language Acquisition.....	65
Activity Summary by Funding Source.....	68

# **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?**

Rehobeth Middle School is a rural school located just outside Dothan, Alabama. We serve 596 students, with 27 teachers, 1 counselor, 1 counselor aide, 1 special education aide, 1 media specialist, 1 nurse, 1 custodian, 30 bus drivers, and 2 administrators. Our community consists largely of farmers and factory workers. The general population of the community and the school is 84% Caucasian, 9% Black, 6% Hispanic, .7% Multi Racial, and .4% Asian. The campus is composed of 4 permanent buildings ranging in age from 1928 to 2012. The attendance area served by Rehobeth School includes approximately 110 square miles of southwestern Houston County. The incorporated communities within this area are Taylor, Madrid, and Rehobeth; the unincorporated areas are Hodgesville and Big Creek. The economic, cultural, recreational, and educational facilities for the area are mainly located in the city of Dothan.

The town of Rehobeth is approximately five square miles in size with a population of 1200 according to the 2010 census; however, since then there have been numerous homes built, which makes the population estimate more like 1300 in the incorporated limits. Before 1996 when Rehobeth was incorporated, it was considered the community of Rehobeth. Historians say that in his heyday, the legendary Hank Williams stayed in Rehobeth on his way to the beach. He stayed with friends at a home next door from the school where the townspeople would come and listen to him play on the front porch.

The first school was at Piney Grove Methodist Church from 1878 to 1929 where all students attended school, kindergarten through twelfth grade. In 1929, the Main Building was erected at the current Rehobeth Middle School. When you walk through the halls of the Main Building, one can see the history through the arched openings and the expansive ceilings. The current media center was originally the gymnasium, which makes for one of the most beautiful media centers in the county simply because of its size and character. It is rumored that this Main Building is haunted by a janitor named Beauregard. Legend says that Beauregard passed away while cleaning the restrooms in the Main Building and now roams the hallways at night. Supposedly, if you drive by the building at the stroke of midnight, he will wave to you as you pass by. Several teachers have had mysterious happenings which have been blamed on Beauregard through the years, such as doors opening and papers missing! Any school house is eerie at night, but Rehobeth Middle School's Main Building is more unnerving than most!

The rural nature of the community is an asset to school and community relations. Because there are virtually no civic organizations except church-related ones, school-related organizations provide most of the community cohesiveness. Other than churches and volunteer fire departments, the only community organizations are the Rehobeth PTA, the Rehobeth PeeWee Football Parent's Club, the Rebel Club, the Talyor/Rehobeth Baseball Association, and the Senior Citizens' Centers of Rehobeth and Taylor.

One of the most significant developments in the community served by the school is the construction of several hundred new homes in subdivisions served by Rehobeth School, which has put a strain on the limited classroom space and transportation facilities. This circumstance has resulted in insufficient classroom space for housing all of the current teacher assignments. Because of this strain, a new building was built in 2012 which houses our sixth grade students in 8 classrooms.

The agricultural basis and rural nature of the community have served to limit the access of the students to the fast-paced developments that have occurred in the use of computers in technology-based education. Furthermore, the funding for technology in the classroom has been limited and insufficient for the number of students at Rehobeth Middle School. However, we have just used funds to create two new computer

labs for all teachers to use, as well as adding twenty new computers in the library for all students and teachers.

## 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.**

Rehobeth Middle School, being a part of the Houston County School District, follows the mission and vision statements, as well as beliefs, adopted by the local school board. Our overall mission is to follow the Five Absolutes set by our State Superintendent, Dr. Tommy Bice. We strive to do the following:

1. Teach to the standards for each of the required subjects
2. Through a clearly articulated and locally aligned K-12 curriculum
3. Supported by aligned resources, support, and professional development
4. Monitored regularly through formative, interim/benchmark assessments to inform the effectiveness of the instruction and continued learning needs of individuals and groups of students
5. With a goal that each student graduates from high school with the knowledge and skills to succeed in post-high school education and the workforce without the need for remediation as evidenced by multiple measures achieved through multiple pathways to meet the graduation requirements set for students in Alabama.

Mission Statement: Houston County Schools, believing that children are our future, commit to a partnership with stakeholders, to provide safe, caring learning environments that encourage each student to achieve to his or her full potential.

The mission of Rehobeth Middle School is to establish an environment which nurtures the intellectual, physical, social, and emotional development of all students while encouraging learners to reach their full potentials as they advance toward future educational opportunities.

Vision Statement: Houston County Schools, in partnership with our stakeholders, will prepare students to lead productive lives and meet the high expectations of a competitive global society. In this pursuit, we will strive to become innovative, exemplary, and technology-rich centers for learning. We will inspire, challenge, and empower students to become responsible citizens and lifelong learners who are excited about the challenges of tomorrow. By implementing high quality, research-based, educational strategies in a safe, secure, and nurturing environment, we will insure the success of our students to compete in the twenty-first century. While sharing this vision, we will shape the future through perseverance, dedication, and teamwork.

Beliefs:

- A school community should be a safe and caring environment that promotes respect, self-worth, creativity, and academic growth.
- All stakeholders should work collaboratively.
- Education should be responsive to the diversity of our students.
- A school community should foster the intellectual, emotional, and physical well-being of each student.
- Education should be celebrated as a lifelong process that fosters personal growth.
- Essential components of learning are innovation, risk-taking, and challenging students' limits.

Description of Program Offerings:

1. All students and staff have equal opportunities to access available educational resources.
2. Students and staff are efficient, comfortable, confident using technology and printed resources.

3. Students and staff are independent, lifelong learners.
4. Technology is used as a valuable tool for learning and teaching on a daily basis in order to meet the individual needs of the learner.
5. Stronger bonds are made to communicate between school, families, and community.
6. Ethical and responsible use of technology and other educational resources are observed.

## 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.**

It is the continuous goal for the faculty and staff of Rehobeth Middle School to ensure that our students excel in academic and other areas of development. The faculty and staff will continue to attend professional development workshops in order to gain knowledge of new technologies, curriculum, and evolving resources to improve the academic performance of the students. In addition, Rehobeth Middle School will continue to offer programs such as Robotics, Grade Recovery, school athletic teams and clubs, yearbook, and counseling resources to enhance the academic, emotional, and social needs of our students.

A notable accomplishment is our Robotics team has won second place in the BEST Robotics for our area for the past two years and then placed 34th in the Southern Regionals in Auburn, Alabama. What is most notable is our competition was compiled of private, charter, and public high schools and middle schools from eight states.

Another area of achievement is our newly formed Beta Club. In the past, RMS has had a National Junior Honor Society, but we have noted the involvement of Beta versus NJHS, hence decided to make the change to Beta. Twenty-one Beta members went to the state convention in the Spring of 2015 and competed in numerous areas. In 2016, we plan on competing in several more areas and winning or placing in many! Our fifty-eight Beta members are excited about the variety of challenges that the Beta Convention offers from theater and art to academic bowls! These students must have and maintain an A average as well as have an A on character ratings by teachers; their induction is also based on leadership, academics, service, and citizenship.

## **Additional Information**

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

No additional information at this time.

# Self Assessment

## **Introduction**

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

## Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Purpose statements - past and present</li> <li>•-SchoolCast</li> <li>-Student Handbook</li> <li>-Rehobeth Middle School Website</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•The school's statement of purpose</li> </ul>	Level 3

# Accreditation Report

Rehobeth Middle School

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"><li>•Survey results</li><li>•Agenda, minutes from continuous improvement planning meetings</li><li>•The school continuous improvement plan</li></ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Rehobeth Middle School, along with all Houston County Schools function well under a common purpose and direction. We strive to:

1. Teach to the standards for each of the required subjects (Alabama College- and Career-Ready Standards - Courses of Study)
2. Through a clearly articulated and locally aligned K-12 curriculum (Sample curricula found on ALEX, Alabama Insight, and Engage NY)
3. Supported by aligned resources, support, and professional development (Sample lesson plans and supporting resources found on ALEX, differentiated support through ALSDE Regional Support Teams and ALSDE Initiatives, etc.)
4. Monitored regularly through formative, interim/benchmark assessments to inform the effectiveness of the instruction and continued learning needs of individuals and groups of students (STI Assessment, STI QualityCore Benchmarks, and other locally determined assessments such as ClassWorks)
5. With a goal that each student graduates from high school with the knowledge and skills to succeed in post-high school education and the workforce without the need for remediation as evidenced by multiple measures achieved through multiple pathways to meet the graduation requirements set for students in Alabama. (Alabama High School Graduation Requirements/Diploma)

RMS recognizes the need for strong leadership, vision, and planning to meet the needs of our 21st century learners.

An area of strength that was realized through the self- assessment process was indicator 1.4: "Leadership at all levels of the school implement a continuous improvement process that provides clear direction for improving conditions that support student learning." Our Annual Continuous Improvement Plan (ACIP) goals are determined by the staff, stakeholders including students, and administration and then

distributed to all faculty. Once they have been distributed, the ACIP committee reviews each goal with the faculty and explains the strategies and activities needed to implement this goal. At least monthly, the committee meets to review the plan and make any changes that might be needed. The goals are based upon assessment data such as STI Assessment and especially Aspire scores. In August, each teacher receives a listing of current students that were in the "Close" range and the "In Need of Support" range in order for them to be identified for more intensive instruction. These students are monitored more closely and may attend the remediation class during Exploratory period. In addition, we use the majority of our professional development funding and time to review incoming data, access the data, and to improve our methodologies in order to achieve success for our students. To maintain this strength, the ACIP team will need to continue to work with the leadership of the school and stakeholders to access progress toward meeting goals of the plan.

Although all indicators received a level three, we feel that an area of improvement is indicator 1.1 which states that we "engage in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success." Although we have done an excellent job in notifying the faculty of our purpose through posting the five absolutes in every building on campus, we are not certain that our community stakeholders and parents are aware of this. Our students see the posters in the hallway and in the classrooms which makes them somewhat aware, but it was decided that staff should address the absolutes with students to make them more mindful of the process and what is ultimately expected of all students.

## Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•School handbooks</li> <li>•- Houston County Board Policies, Procedures and Practices located on Houston County Board of Education website (<a href="http://eboard.eboardsolutions.com">http://eboard.eboardsolutions.com</a>)</li> <li>- Rehobeth Middle School Faculty Handbook</li> <li>- Houston County Student Code of conduct Handbook</li> <li>- Houston County Board of Education Strategic Plan 2012-2017</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	<ul style="list-style-type: none"> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> <li>•Code of Ethics in Board Policy Manual (<a href="http://www.hcboe.us">www.hcboe.us</a>; About HCBOE; Board of Education; Board Policies; HCBOE Policy Manual; Board Policy 4-17-15)</li> <li>- Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest by Teacher Institute in Ashford</li> <li>- New Teacher Orientation to introduce teachers to procedures and policies of Houston County Schools</li> </ul>	Level 2

# Accreditation Report

Rehobeth Middle School

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•School improvement plan developed by the school</li> <li>•Communications regarding board actions</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> <li>•- Continuous Improvement Plan (ACIP)</li> <li>- Minutes of ACIP meetings</li> <li>- Evaluations through Educate Alabama</li> <li>- Parent, Student, and Teacher Surveys</li> <li>- Survey results for Advanc-ed accreditation</li> <li>- Board Minutes</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> <li>•- Examples of collaboration such as Grade level meetings/ common planning to determine what standards are the strongest and weakest</li> <li>- School calendar and Code of conduct committees</li> <li>- SCRAG ( 5 absolutes posted in every classroom)</li> <li>- ACIP</li> <li>- Minutes of ACIP meetings</li> <li>- Examples of Stakeholder feedback from surveys</li> </ul>	Level 3

# Accreditation Report

Rehobeth Middle School

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	<ul style="list-style-type: none"><li>•Minutes from meetings with stakeholders</li><li>•Copies of surveys or screen shots from online surveys</li><li>•Survey responses</li><li>•- Surveys from stakeholders (parents, staff, and students)</li><li>- Copies of screen shots from online surveys</li><li>- Remind 101 (used as part of communication plan)</li><li>- Minutes from ACIP meetings showing involvement with stakeholders</li></ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"><li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li><li>•Representative supervision and evaluation reports</li><li>•- Examples of Teachers Observing Teachers (TOT's) to improve professional practice and student success</li><li>- Examples of Evaluations through Educate Alabama</li><li>- Examples of directives from central office</li><li>- Examples of Professional Development offerings based on supervision and evaluation</li></ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

The school operates under governance and leadership that promote and support student performance and school effectiveness. Standard 2 was scored high overall by all committee members, and as Standard 2 was discussed, the committee on average felt there was enough evidence to score each indicator at a Level 3. There were two definite strengths that we felt were above the other indicators, scoring 4 on both, and within two indicators we felt there are weaknesses that need to be addressed.

One of our greatest strengths falls under indicator 2.1: "The governing body establishes policies and supports practices that ensure effective administration of the school." Our school follows a faculty handbook, the system's code of conduct, a board policy manual, and a strategic plan that support the school's purpose and direction and the effective operation of the school. These ensure all stakeholders are aware of and agree with our school's practices and direction in general. Another strength lies in indicator 2.3: "The governing body ensures that the

school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively." Our school determines our goals for the year with our ACIP (school improvement plan), and our principal monitors how we implement that plan through evaluations through Educate Alabama. Our school utilizes teacher, parent, and student surveys to involve stakeholders in the operations of the school.

The committee felt one of our greatest weaknesses identified during our review process is under indicator 2.2, which was overall a level 2. The board policy is what the school staff and students comply with, yet we feel our system does not communicate this policy as efficiently as possible. We do have teacher institute and new teacher orientation to bridge the gap; also, the HCBOE website does provide access to the board policy manual. Our most pressing weakness, however, lies in indicator 2.5: "Leadership engages stakeholders effectively in support of the school's purpose and direction." While we elicit responses and recommendations from stakeholders through surveys and committee meetings, we need to work on stakeholder involvement. The school website, the marquis, and Remind101 keep parents up-to-date, but a more hands-on approach is desired by our school. Perhaps B CEP can open the door for more involvement from stakeholders.

### Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.08

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>•Lesson plans</li> <li>•Posted learning objectives</li> <li>•Course descriptions</li> <li>•Subject level meetings</li> <li>"I Can" Statements</li> <li>Courses of Study</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Common assessments</li> <li>•Lesson plans aligned to the curriculum</li> <li>•STI Assessments: www.stiassessment.com Vertical Alignment Standards Lesson Plans Pacing Guides Class Syllabus</li> </ul>	Level 4

**Accreditation Report**

Rehobeth Middle School

<b>Indicator</b>	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Professional development focused on these strategies</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Example of teacher use of technology as an instructional resource - iPad snapshots from experiments Professional development agenda from technology workshop, technology Course of Study</li> </ul>	Level 3

<b>Indicator</b>	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> <li>•Documentation of collection of lesson plans and grade books</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Administrative classroom observation protocols and logs</li> <li>• Teacher Observing Teachers (TOTs)</li> </ul>	Level 4

# Accreditation Report

Rehobeth Middle School

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Common Planning Collaboration (Formal/Informal Collaboration across grade levels/content areas) Teachers Observing Teachers (TOT) Peer coaching Procedures and Examples (Formal Collaboration across grade levels/content areas) Professional Development Agenda on Technology in the Classroom (Formal Collaboration across grade levels/content areas) Notes from Patsy Sheffield's Meeting on Changes to ASPIRE Test (Formal Collaboration on 5/8/15 to prepare for assessment)</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> <li>•Course Syllabus</li> <li>Progress Reports</li> <li>Report Cards</li> <li>"I Can" Statements</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> <li>•Patsy Sheffield resources and notes from training</li> <li>Alabama State B.O.E. Plan 2020</li> <li>New Teacher Resource Guide</li> </ul>	Level 3

# Accreditation Report

Rehobeth Middle School

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process</li> <li>•Administration walk-through results Text Message Reminders through Remind App School Calendar and Daily Schedule SchoolCast phone calls sent through office</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•Master schedule with time for formal adult advocate structure</li> <li>•Student Interest Questionnaires Individual Education Plans (I.E.P.'s) Student Grade Monitoring Forms in Exploratory classes-adult advocate/mentoring</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> <li>•Sample report cards for each grade level and for all courses</li> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•Policies, processes, and procedures on grading and reporting</li> <li>•Student Code of Conduct I-Now Parent Portal Student Progress Reports School Brochure Course Syllabus</li> </ul>	Level 3

# Accreditation Report

Rehobeth Middle School

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"><li>•Survey results</li><li>•Professional Development on Technology in the Classroom Professional Learning Plans</li><li>•Professional Development Needs Assessment Continuous Improvement Plan</li><li>•Professional Development - DOK Training</li><li>•Professional Development - Vertical Subject Training</li><li>•Common Core - Reading Standards for Literature</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	<ul style="list-style-type: none"><li>•List of learning support services and student population served by such services</li><li>•Training and professional learning related to research on unique characteristics of learning</li><li>•Asperger's Comprehensive Handbook Excerpt</li><li>•Therapy dog in the classroom</li><li>•Understanding Individuals with Asperger's Syndrome Handout</li><li>•Diabetic Student Handout</li><li>•English Learner Program Basics</li></ul>	Level 2

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Rehobeth Middle School acknowledges the importance of curriculum and the impact that it

must have along with both instructional design and assessment practices. Indeed, we understand that

these three components provide the very backbone of instruction, and they must all work concurrently

to ensure teacher effectiveness and student learning across all grade levels. We know that our

curriculum, instructional design, and assessment practices are critical to enabling students to think, to

learn, and to live productive lives within our community. Therefore, we acknowledge the importance of

constantly revisiting those components to discern both our strengths and our weaknesses to ensure that we remain effective in our teaching practices and that our students are able to achieve both their academic and societal goals.

We begin with a survey of the strengths of Rehobeth Middle School. According to our research, our school shows a decided strength in Indicator 3.8, engaging families in meaningful ways in their children's education and keeping them informed of their children's learning progress. Our school regularly sends home student progress reports, mails report cards directly to the student's home, and utilizes a web-based system (iNow Parent Portal) where parents can monitor their child's grades online at any time. Homework assignments may be accessed on line through Remind or the teacher's individual webpage through the county ([www.hcboe.us](http://www.hcboe.us)). PTO meetings are regularly scheduled throughout the year to allow parents the opportunity to become active participants, and parents are notified of the meetings via school calendars located on the school website and via an LED sign located in front of the school. Should a student experience a specific issue, teachers are readily available to discuss those situations with the parent and student during scheduled parent-teacher-student conferences. Finally, we feel that the stability of our faculty and the residency of many of our staff in our community allow us additional opportunities to interact informally with our shareholders and to provide a "social safety net"; chances are very good that we have taught siblings and even parents during our tenure at RMS, and we know our shareholders as neighbors.

Another area of notable strength is Indicator 3.1. We at Rehobeth Middle School do offer our students a curriculum and learning experiences that provide them with challenging and equitable opportunities. Subject level meetings are held on a regular basis to ensure that all members of the faculty understand the curriculum and teach rigorously to that curriculum. These meeting provide

teachers with the opportunity to share experiences and to ask questions that relate directly to our curriculum. Teachers also formally collaborate at these meetings to ensure that like courses/classes have equivalent learning expectations; and because these meetings involve multiple grades, we are able to discern which students may need differentiation early in the school year and to provide either extra support to ensure student success. To further support the curriculum, teachers must have lesson plans on file that align with the provided curriculum, and students are made aware of the Course of Study objectives that are being taught daily through the use of "I Can" statements posted in each classroom. Finally, because our high school is physically located nearby and because many of our faculty mingle in the community with the high school faculty, there is always informal assessment of student progress throughout high school.

While we feel that Rehobeth Middle School shows great strength in several areas, we also understand that there are areas in which we may improve. For instance, we feel that Rehobeth needs a formal structure in the school whereby each student is well known and mentored by at least one adult advocate who supports that student's education experience (Indicator 3.9). Although we feel that all of our faculty members are advocates for each student who attends Rehobeth Middle School, we do not have a formal structure in place to interact with students in a one-on-one setting. Discussions among our faculty and administration about how to adequately address this issue are on-going.

A second area in which our school needs improvement is Indicator 3.12, which deals with providing and coordinating learning support services to meet the unique learning needs of students.

Recently, our school has experienced a sharp increase in the enrollment of students who speak little to no English. The obvious communication problems that arise with these new enrollees are difficult and challenging to overcome. Currently, we have one faculty member who is fluent in Spanish and too often

we must rely on other Spanish-speaking students to assist with translation. Presently, our entire school system has one ESL liaison to assist with all of the ESL students within the school system. Although we have encountered this situation several times, we still feel that we are not helping these students enough to meet our level of satisfaction.

## Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Documentation of highly qualified staff</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•School schedule</li> <li>•School calendar</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <li>•Records of depreciation of equipment</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> <li>•Maintenance schedules</li> </ul>	Level 3

**Accreditation Report**

Rehobeth Middle School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <li>•Budget related to media and information resource acquisition</li> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> <li>•Media specialist sends out schedules and calendars for use of the computer labs and media center.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Policies relative to technology use</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> <li>•Agreements with school community agencies for student-family support</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Description of IEP process</li> </ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing.**

**Cite sources of evidence External Review team members may be interested in reviewing.**

## Standard Four Narrative

Rehobeth Middle School strives to meet the physical, emotional, social, and academic needs of students through providing support. RMS seeks to employ the best staff possible to support our direction and purpose. We endeavor to maintain, monitor, and manage the facilities, equipment, and technology in order to ensure a safe, productive, and successful learning environment for our students and faculty. Although the committee rated all indicators in Standard 4 at a level three, we feel that RMS is slightly weaker in certain areas. Several of our buildings are very old, nearly a century old! Even so, we work diligently to "maintain facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff" as indicator 4.3 states. This is a weakness that cannot be completely prevented; however, we are working toward improving in this area. Discussions at the Central Office are starting to take place to build a new lunchroom for the middle school only. At present, RMS shares the lunchroom on campus with the elementary school; with both schools, that is 1800 students being served by this one lunchroom! Some RES students eat lunch at 10:00 a.m. while the middle schoolers finish around 1:00. The mass numbers make the volume and chaos in the lunchroom difficult to control. Another area where we see improvement could take place is indicator 4.5 since our technology infrastructure is being tested daily. RMS recently added necessary cameras for safety purposes, but this addition has caused overload issues to occur. In October 2015, we are planning on placing IP telephones in each classroom to improve our safety for the students and faculty, however, we expect issues with our server; therefore, we are attempting to address these issues before the phones are installed. The technology department is aware of these concerns and is working persistently to prepare for our present and future technology needs.

Areas of strength for Rehobeth Middle School are indicators 4.1 and 4.6. RMS endeavors to employ "qualified professional and support staff to fulfill roles and responsibilities necessary to support the school's purpose, direction, and the educational program" as well as "providing support services to meet the physical, social, and emotional needs of the student population being served." RMS is able to maintain an acceptable class-size while also offering extra services to help support our students. For example, we employ an Attendance Officer, a full-time nurse, an aide to assist with our ever-increasing Special Education Caseload, a Behavioral Specialist to serve in In-School Suspension (ISS), a School Counselor, and a full-time Instructional Coach who teaches remediation/grade recovery along with a part-time tutor. Many of these services are over-and-beyond what is expected, but we feel that these services offer benefits that improve our students' lives and education. Through the nurse and counselor, we offer physical support; through the counselor, ISS teacher, and Instructional Coach, we offer social and emotional services; and through all of these services, we offer social and academic support. Rehobeth Middle School conscientiously makes every effort to make our students successful in every area of their lives.

## Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Evidence that assessments are reliable and bias free</li> <li>•- Brief description of technology or web-based platforms that support the education delivery model</li> <li>- Survey Results ??</li> <li>- Brief description of student assessment system, including range of data produced from standardized and local or school assessments on student learning and school performance</li> <li>- Evidence of assessment tools to show they are reliable and bias free</li> <li>- Continuous Improvement Plan to show how assessment data will be used in response to the student</li> </ul>	Level 3

# Accreditation Report

Rehobeth Middle School

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> <li>•- Example schedule of Data Meetings where results of STI Assessments were discussed to determine trends with data and our future focus.               <ul style="list-style-type: none"> <li>- Departmental meetings to discuss trends in scores and identify students not at the readiness level on the previous year's Aspire Test.</li> <li>- Professional Development Needs Assessment Survey</li> <li>- Continuous Improvement Plan</li> </ul> </li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Documentation of attendance and training related to data use</li> <li>•Survey results</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> <li>•- Examples of materials discussed during Data Meetings with Patsy Sheffield.               <ul style="list-style-type: none"> <li>- Training Example for EL Students</li> <li>- Professional Development to assess trends with the data.</li> <li>- Agendas for Training Days</li> <li>- Survey for Professional Development.</li> </ul> </li> </ul>	Level 3

**Accreditation Report**

Rehobeth Middle School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> <li>•Agendas, minutes of meetings related to analysis of data</li> <li>•Description of process for analyzing data to determine verifiable improvement in student learning</li> <li>•Examples of use of results to evaluate continuous improvement action plans</li> <li>•Evidence of student success at the next level</li> <li>•Syllabus from District-Wide departmental meetings discussing strategies, resources, and websites to cover T.O.T. School-wide grade checks through mentor teacher Rtl and GR Guidelines and proof of attendance Potential Failure letters to parents Departmental data mtgs-discuss score trends and how they pertain to what/how we will teach to bring readiness level up Outside Sources introduced at STI data meetings to bring the readiness level up Separate weekly data mtgs to discuss readiness of SPED</li> </ul>	Level 3

# Accreditation Report

Rehobeth Middle School

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none"><li>•Survey results</li><li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li><li>•- Example of Stakeholder's access to INow Parent Portal where grades, plans, and objectives may be accessed.</li><li>- School and County Websites</li><li>- Continuous Improvement Plan Pamphlet</li><li>- Open-House Meetings before school opens, then after each progress report.</li><li>- Mailed report cards and progress reports.</li><li>- Teachers actively use Remind101 to communicate dates, assignments, and announcements to parents and students.</li><li>- Marquis Sign updated regularly for the community</li></ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Rehobeth Middle School uses various comprehensive tests to produce data: Aspire, Explore, STI Assessment, and Classworks. The data generated is used to gauge learning, to identify trends and to measure the effectiveness of the system.

Rehobeth Middle School collects data and systematically analyzes it as it compares to other schools within our county, state, and nation. Outside coaching is arranged to help with those comparisons and to help identify weaknesses and strengths which guide departments toward changes needed to achieve successes. RMS has also implemented departmental meetings where scores are discussed and compared to previous years to determine trends within the school. Students at the "ready" and "close" levels were identified. These students were grouped and taught according to process set forth in the Continuous Improvement Plan. At the close of the year, teachers completed a Professional Development Needs Assessment Survey to evaluate the effectiveness of the training received and to determine what training would better prepare teachers for analyzing data and applying it to the classroom.

Rehobeth Middle School's professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation and use of data. In trainings with Patsy Sheffield, teachers learn to break down scores between classes and students and interpret what is needed for each class and student to be successful. Additionally, the EL administrator for the county frequently trains teachers how to determine what needs EL students have in relation to scores on comprehensive and classroom tests. County-wide training is provided to departments to analyze techniques that are working within the county. These trainings are evaluated at the end of the year through Professional Development Needs Assessment Surveys to determine if the professional development provided was effective and to determine what training is still needed.

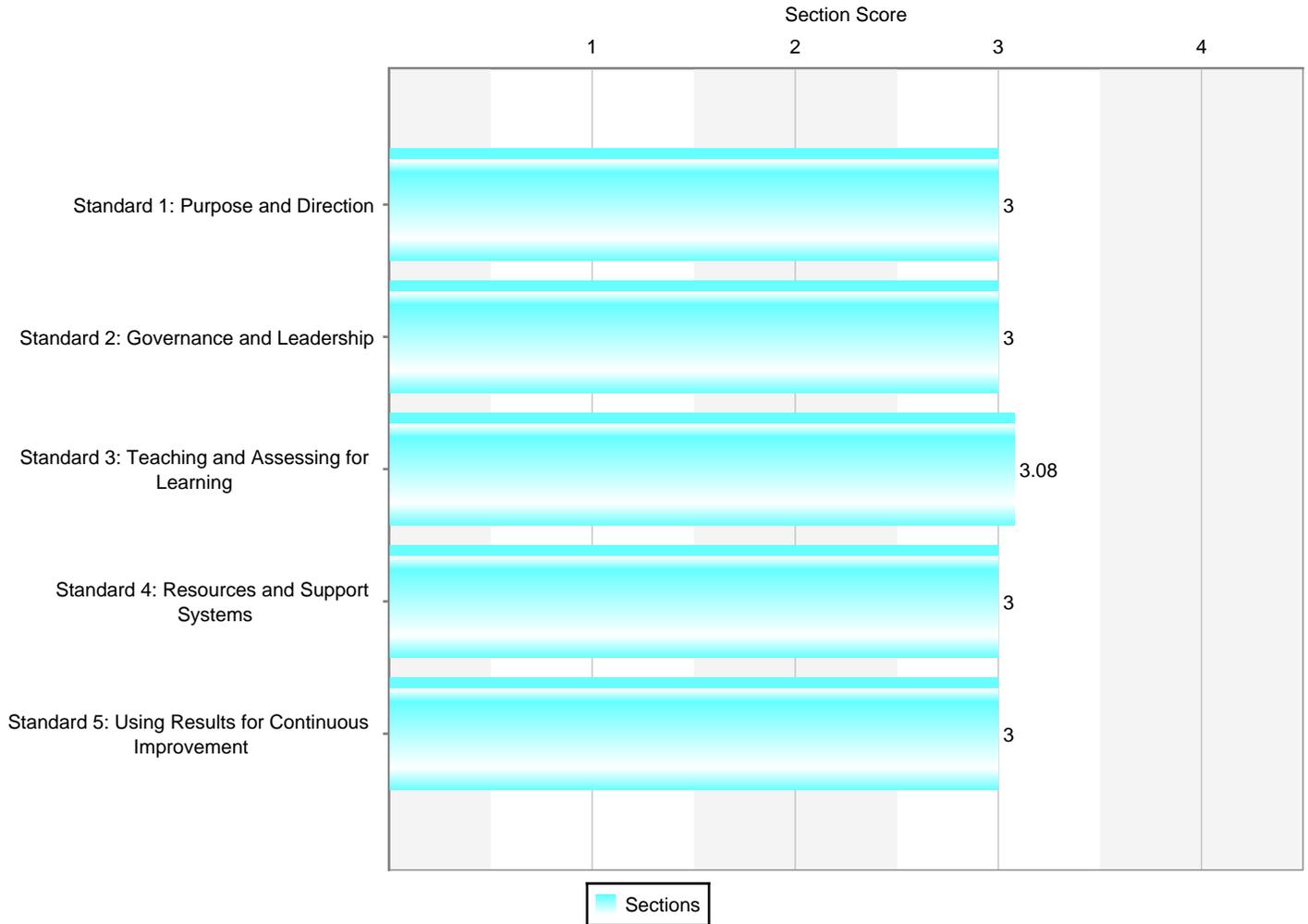
Rehobeth Middle School analyzes data to determine improvements in student learning, readiness and success at the next level.

Departmental meetings are held to discuss strategies that have been successful with student learning in the classrooms. In addition to that, RMS participates in T.O.T., Teachers Observing Teachers, to observe new strategies that may help students be more successful. Success is checked and monitored by mentor teachers who do weekly grade checks. Students who are in need of assistance due to low grades are referred to the Response to Intervention (RTI) teacher who provides guided instruction to students in need. Students who fall below passing are then referred to Grade Recovery, where the staff provides even more support to help those students experience success. At that point, letters are also sent home to notify parents of potential failures. Again, departmental meetings are held to discuss students in danger of failing. Separate data meetings are held weekly to determine the needs of special education students.

Rehobeth Middle School regularly communicates information about student learning and achievements to all stakeholders. INow is available to all parents for access of grades, announcements, and lesson plans and the school website communicates announcements, goals, and achievements off all students. On that website, the Continuous Improvement Plan is available for stakeholders to view. These are also available at regularly held open-house meetings before school opens and then the first Tuesday after each progress report where the community is invited to come out and visit the school and staff. Teachers at RMS also regularly send friendly reminders home to students and parents through the Remind101 app. Finally, our stakeholders are reminded of the school's achievements and upcoming events with the marquis sign out front, which is updated weekly.

## Report Summary

### Scores By Section



# 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		Student Survey 2015 Parent Survey 2015 Staff Survey 2015 Stakeholder Feedback Data Doc 2015-16 Parent Survey Letter

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

## Areas of Notable Achievement

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

#### Staff Survey Highs

We had 31 areas that the staff thought were above a 4.3 but the highest were as follows:

36. Our school provides qualified staff members to support student learning.(4.69)
12. Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning. (4.66)
8. Our school's leaders support an innovative and collaborative culture. (4.62)

#### Student Survey Highs

1. In my school, programs and services are available to help me succeed (4.06).
5. In my school, teachers work together to improve student learning (4.03).
9. My school gives me multiple assessments to check my understanding of what was taught (4.11).
22. All of my teachers fairly grade and evaluate my work. 4.07
32. My school prepares me for success in the next school year. 4.29

#### Parent Survey Highs

1. Our school's purpose statement is clearly focused on student success (4.13).
3. Our school has established goals and a plan for improving student learning (4.06).
6. Our school's governing body or school board complies with all policies, procedures, laws, and regulations (4.06).
19. My child knows the expectations for learning in all classes (4.08).
21. My child is given multiple assessments to measure his/her understanding of what was taught (4.0)
26. Our school provides a safe learning environment (4.08).
32. Our school ensures that instructional time is protected and interruptions are minimized (4.02).

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

All surveys showed great satisfaction in the area of teachers, teacher concern, and instruction. Some of the notable trends toward achievement are as follows:

Based on Parent Surveys, our school

- 1) purpose is clearly focused on student success (4.13).
- 3) has established goals and a plan for improving student learning (4.06).
- 6) has high expectations for students in all classes (4.06).
- 26) provides a safe learning environment (4.08).

Based on student surveys, students feel that RMS

- 1) has programs and services available to help students succeed (4.06)

5) teachers work together (4.03)

32) prepares me for success in the next school year (4.29)

Based on faculty surveys, teachers feel that the leadership supports collaboration, expects standards to be taught, and has a defined purpose and improvement process they are implementing (Questions 1-15).

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

Students and parents have always given high marks to the instruction and teachers. In last year's surveys, the remarks were very similar.

## Areas in Need of Improvement

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

#### Parent Survey Lows

15. All of my child's teachers help me to understand my child's progress (3.46).

16. All of my child's teachers keep me informed regularly of how my child is being graded. 3.35

#### Student Surveys Low

27. In my school, students help each other even if they are not friends. 2.63

#### Staff Survey Lows

31. In our school, a formal process is in place to support new staff members in their professional practice. 3.76

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

Stakeholders would like more communication between parents and teachers. Although teachers use Remind, email, the marquis sign, the RMS website, and texts, parents would still like more communication sent home.

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

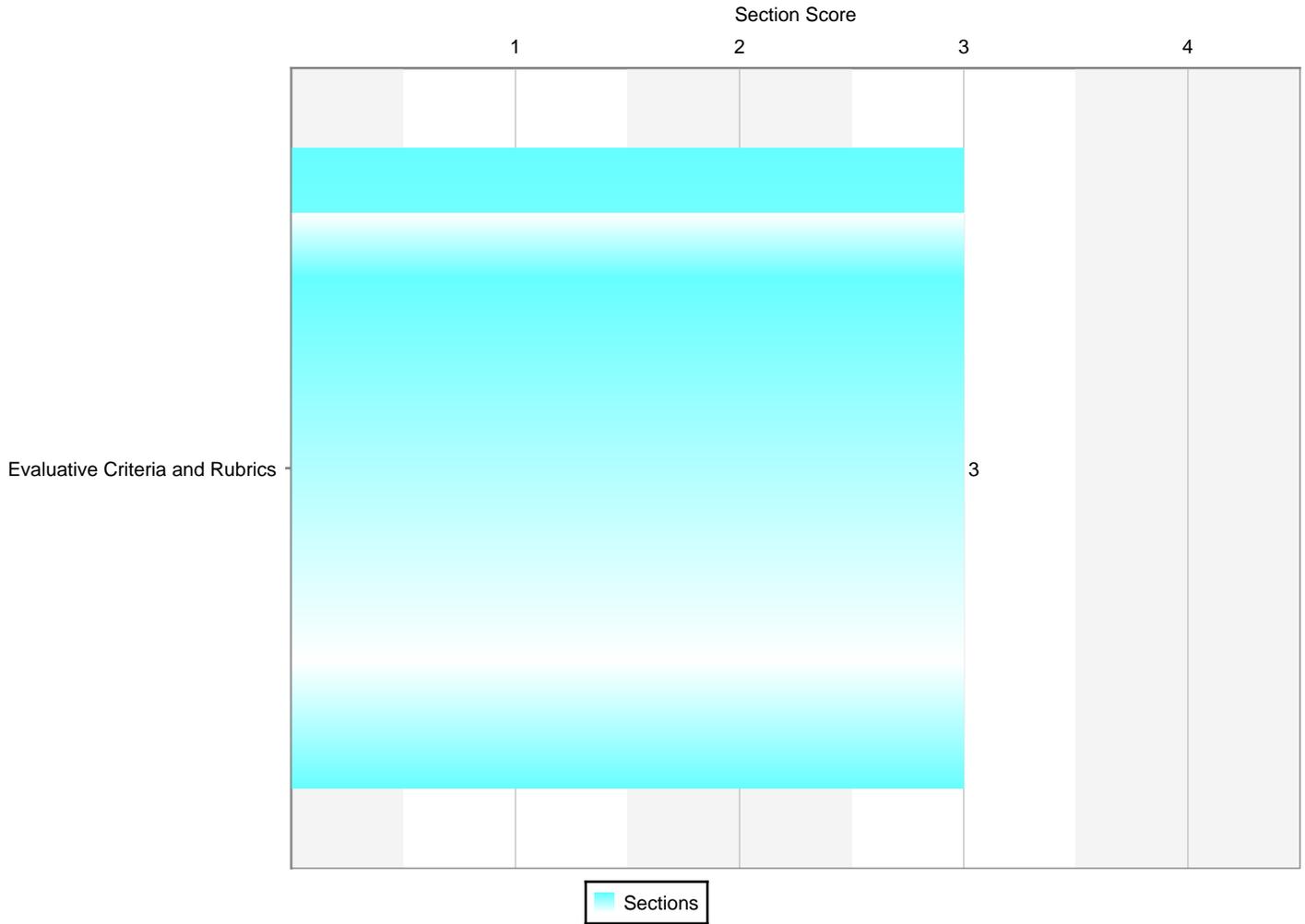
Teachers are using technology such as Remind 101 and the RMS website to communicate more effectively with parents, but there is always a transition in middle school for parents to understand the difference between the dependence of elementary and the need for some independence in middle school.

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

On the past PRIDE surveys, bullying has always been a slight issue which has is consistent with the results on "all students are treated with respect", "students respect the property of others", and "students help each other even if they are not friends."

## Report Summary

### Scores By Section



# Student Performance Diagnostic

## **Introduction**

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

### Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Aspire data 2015 and 2014

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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

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

## Areas of Notable Achievement

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

Sixth grade:

Math -72% of our students achieved Exceeds or Ready status with the highest area being in Justification and Explanation.

Reading-54% of our students achieved Exceeds or Ready status with the highest area being in Craft and Structure.

Seventh grade:

Math- 42% of our students achieved Exceeds or Ready status with the highest area being in Justification and Explanation.

Reading-52% of our students achieved Exceeds or Ready status with the highest area being in Craft and Structure.

Eighth grade:

35% of our students achieved Exceeds or Ready status with the highest area being in Statistics and Probability.

58% of our students achieved Exceeds or Ready status with the highest area being in Key Ideas and Details.

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

Since we have only been using the Aspire as a state assessment for two years, it is difficult to show definite trends of any kind; however, from the 2014 and 2015 Aspire scores, we have discerned the following:

As the gap for the CCRS standards is closing, the math scores are increasing. In other words, the eighth graders have more standards that they skipped when CCRS was implemented than the sixth graders; therefore, the sixth graders have a higher score overall (6th-71%; 7th-43%; and 8th-35).

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

At 71% passing, our sixth grade math scores are significantly higher than all other scores. Our Hispanic sixth graders scored considerably higher in math at 82% than any other group. Our Hispanic students in eighth grade also did well in reading at 78% passing, which is the same as their 2014 reading score when they were in seventh grade.

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

When you compare the Aspire scores from 2014 to 2015, the following increases occurred for Rehobeth Middle School when you compare the SAME STUDENTS and not the same subject:

READING

Seventh grade increased from 46% in sixth grade to 52% in seventh

Eighth grade increased from 52% in seventh grade to 58% in eighth

Females in the seventh grade increased from 40% in sixth grade to 49% in seventh

Males in the seventh grade increased from 54% in sixth grade to 56% in seventh

Black students in the eighth grade increased from 13% in sixth grade to 20% in seventh

White students in the eighth grade increased from 56% in sixth grade to 62% in seventh

Hispanic students in seventh grade increased from 55% to 58% and in eighth grade they maintained an impressive 78% from seventh to eighth grade.

**MATH**

Black students in the sixth grade increased from 25% in sixth grade to 41% in seventh

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

The gap in math is closing for all students. Each year, the passing rate improves. In Eighth grade it is only 35%; in seventh grade it is 43%; and in sixth grade, it is 71%. The belief is that this will continue to take place since change in the new CCRS standards are being taught sooner and there is less of a gap in years of instruction.

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

Based on STI Assessment data, these findings are very similar although the sixth grade math did better on the Aspire than on STI Assessment.

## Areas in Need of Improvement

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

\* Our lowest area is our eighth grade black students, especially in math. Unfortunately, it looks to be a trend since the same students received the exact same score of 7% passing in 2014.

\*Our seventh and eighth grade females did significantly lower in math than the males (11 point difference for 7th grade and 12 point difference for eighth).

\*Our Hispanic students are all over the place with significantly higher scores in some areas and significantly lower scores in other areas. In sixth grade reading, their scores were 17% lower than the All Students category, yet 11% better in math at 82%. This makes some sense because in most cases, English is their second language; however, let's look at seventh grade Hispanic students who scored 6% better in seventh grade. Yet in math where the language should not matter as much, their scores were 14% lower than All Students in seventh grade. In eighth grade, the Hispanic students did 20% higher in reading and 10% higher in math.

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

\*For the past two years, the eighth grade students, especially the males and Hispanics, did the best which means the gap in reading is not closing like it is in math. Because of CCRS standards and standards being taught in earlier grades, the gap should be closing as it is in math and sixth grade should be doing the best each year.

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

\*Our black eighth graders are significantly lower than all of the other students with only 7% (1 out of 15) passing. RMS has notified RHS of this trend since this subgroup has received the same score in 2014 and 2015.

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

The subgroup that shows a trend of decreasing performance is our Hispanic students in reading on the Aspire. In the past, our Hispanic students have excelled which is evident by the eighth grade scores, but now the sixth grade Hispanic students are 27% lower than All Students.

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

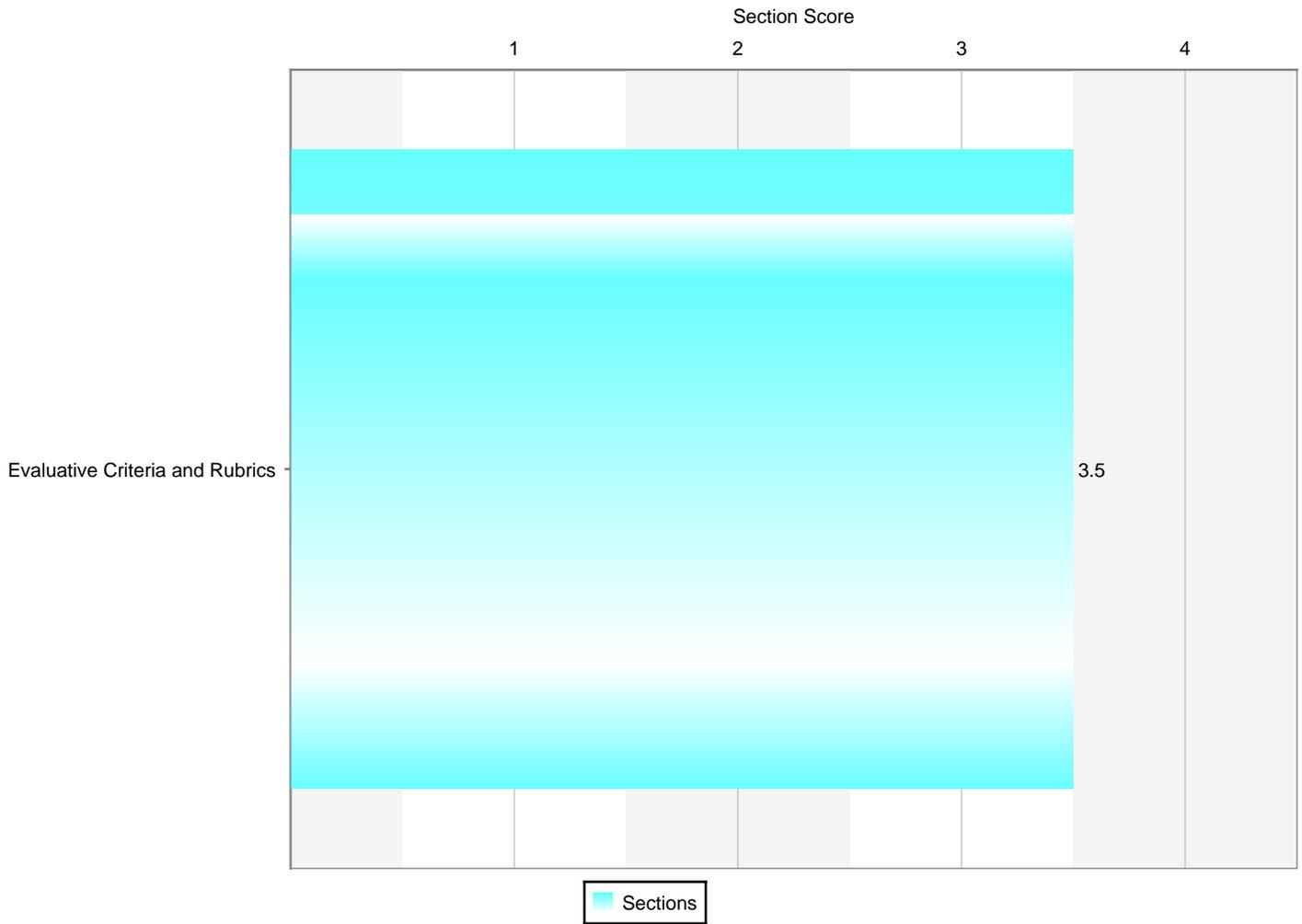
For the past two years, the eighth grade students, especially the males and Hispanics, did the best which means the gap in reading is not closing like it is in math. Because of CCRS standards and standards being taught in earlier grades, the gap should be closing as it is in math and sixth grade should be doing the best each year.

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

Our Aspire scores were consistent with the Rehobeth Middle School data from STI Assessment.

## Report Summary

### Scores By Section



# AdvancED Assurances

## **Introduction**

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

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 Assurances for Accreditation.

## AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	<p>The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to:</p> <ul style="list-style-type: none"> <li>- Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction</li> <li>- Mission and purpose of the institution</li> <li>- Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership</li> <li>- Grade levels served by the institution</li> <li>- Staffing, including administrative and other non-teaching professionals personnel</li> <li>- Available facilities, including upkeep and maintenance</li> <li>- Level of funding</li> <li>- School day or school year</li> <li>- Establishment of an additional location geographically apart from the main campus</li> <li>- Student population that causes program or staffing modification(s)</li> <li>- Available programs, including fine arts, practical arts and student activities</li> </ul>	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		Safety Plan 2015

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		Accounting letter

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes	See ASSIST	

## 2015-2016 ACIP

## Overview

### Plan Name

2015-2016 ACIP

### Plan Description

2015-2016 ACIP

## 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	Transition Goal 2015-2016	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
2	Develop a plan to increase student awareness of healthy nutritional habits and physical fitness which research proves will increase student academic performance as indicated in Alabama's Plan 2020 objective five.	Objectives: 2 Strategies: 2 Activities: 5	Organizational	\$0
3	Professional Development 2015-16:	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
4	Grade Level Goal 2015-2016	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	2015-2016 Engage the learner through aligned College and Career Ready Standards, instruction, and assessments for math and reading.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
6	Technology Goal 2015-2016: Engage and improve the learner through technology	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
7	Safety Goal	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$2026
8	2015-16 EL Goal: Adequate Progress on Language Acquisition	Objectives: 2 Strategies: 1 Activities: 4	Organizational	\$0

## Goal 1: Transition Goal 2015-2016

### Measurable Objective 1:

collaborate to transition eighth grade students to the ninth grade by 05/20/2016 as measured by completion of an interest inventory, 4-year plan, counseling orientation, and pairing of at-risk students with a graduation coach..

### Strategy 1:

Orientation at RHS - Eighth grade teachers and the RMS Counselor, Carole Cobb, will take this year's eighth grade students to RHS to show the students the ninth grade building, office, library, gym, and other important places. Additionally, parents and students will be invited to an orientation at RHS to discuss procedures and schedules for the upcoming year.

Category:

Research Cited: Education Partnerships, Inc. Williamson & Johnston, 1999).

Activity - RHS visit and meeting for parents and eighth grade students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High School Orientation	Career Preparation/Orientation	08/10/2015	05/20/2016	\$0	No Funding Required	RMS Counselor and eighth grade teachers

### Strategy 2:

Transition Students by setting school and career goals - In the eighth grade computer class, students will set goals to prepare them for success during high school and beyond by meeting with the Houston County Career Coach.

Category:

Research Cited: CCRS-Five Absolutes

Activity - Four-year Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As 8th grade students are transitioning to 9th grade, they will complete a 4-year plan determining a course outline for high school	Career Preparation/Orientation	08/10/2015	05/20/2016	\$0	No Funding Required	RMS Computer/Technology Teacher, RMS Counselor, and Houston County Career Coach

**Accreditation Report**

Rehobeth Middle School

Activity - Career Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eighth grade students will research careers to determine which would best suit their desires. After researching, they will construct posters detailing their chosen career and be interviewed about this position by volunteers.	Career Preparation/Orientation	08/10/2015	05/20/2016	\$0	Career and Technical Education Funds	Career Coach, Computer/Technology Instructor, Media Specialist, and Eighth Grade Teachers.

**Goal 2: Develop a plan to increase student awareness of healthy nutritional habits and physical fitness which research proves will increase student academic performance as indicated in Alabama's Plan 2020 objective five.**

**Measurable Objective 1:**

increase student growth in physical fitness by 05/24/2016 as measured by a 10% increase in student performance on the Alabama Physical Fitness Assessment..

**Strategy 1:**

Improving Physical Fitness - A daily routine to increase overall physical fitness as measured by Alabama Physical Fitness Assessment.

## Category:

Research Cited: CDC and Active Living Research, along with several other sources, strongly indicates a correlation between physical fitness and academic success.

[http://www.cdc.gov/healthyyouth/health\\_and\\_academics/pdf/pa-pe\\_paper.pdf](http://www.cdc.gov/healthyyouth/health_and_academics/pdf/pa-pe_paper.pdf)

[http://activelivingresearch.org/files/ALR\\_Brief\\_ActiveEducation\\_Summer2009.pdf](http://activelivingresearch.org/files/ALR_Brief_ActiveEducation_Summer2009.pdf)

Activity - Warm ups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will perform various daily warm up activities to include flexibility exercises, strength exercises, and cardiovascular activities.	Direct Instruction	08/10/2015	05/24/2016	\$0	No Funding Required	Physical Education teachers will conduct the activities and administrators will monitor progress.

Activity - Alabama Physical Fitness Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

**Accreditation Report**

Rehobeth Middle School

Administration of the Alabama Physical Fitness Assessment	Direct Instruction	08/10/2015	05/24/2016	\$0	No Funding Required	Physical Education teachers and administrators to monitor progress.
---	--------------------	------------	------------	-----	---------------------	---

**Measurable Objective 2:**

increase student growth in nutritional education by 05/24/2016 as measured by a pre- and post- nutritional assessment .

**Strategy 1:**

Nutritional Education - Nutritional education to increase healthy habits of our students, including healthy eating habits.

Category:

Research Cited: CDC and many other research strongly suggests a direct correlation between good nutrition and academic success.

[http://www.cdc.gov/HealthyYouth/health\\_and\\_academics/](http://www.cdc.gov/HealthyYouth/health_and_academics/)

<http://www.ncbi.nlm.nih.gov/pubmed/18336680>

Activity - Pre- and Post- Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Physical Education teachers will administer a pre- and post- assessment on nutrition.	Direct Instruction	08/10/2015	05/24/2016	\$0	No Funding Required	Physical Education teachers will administer the assessment and administrators will monitor progress.

Activity - Nutritional Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Health instruction will include classes on healthy food choices, eating habits, and nutrition.	Direct Instruction	08/10/2015	05/24/2016	\$0	No Funding Required	Physical Education teachers.

Activity - Close Read of Nutrition Based Articles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete close-reads relating to nutritional education.	Direct Instruction	08/10/2015	05/24/2016	\$0	No Funding Required	Science teachers will be responsible for close-read instruction.

### Goal 3: Professional Development 2015-16:

**Measurable Objective 1:**

collaborate to graduate College and Career Ready students as outlined by PLAN 2020 professional objective 1: Every child is taught by a well-prepared , resourced, supported, and effective teacher. by 05/20/2016 as measured by lesson plans, walk-through observations, and participation in professional development activities.

**Strategy 1:**

Teacher learning opportunities/support and training. This strategy will give teachers training, resources, and support that is needed to increase student effectiveness. - Teachers will be provided with opportunities and professional development to increase their knowledge of strategic teaching, Depth of Knowledge (DOK) , and CCRS standards in order to better implement these in the classroom. Teachers will continue to collaborate on strategies through Teachers Observing Teachers (TOTs) to increase student learning and teacher effectiveness.

Category:

Research Cited: Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano (2001)

Education Week's Education, September 2009, Volume 15, Number 3; Highly Effective Teachers.

Activity - Implementation of Strategies Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher implementation of strategic teaching and use of CCRS standards and DOK will be monitored through walk-through observations, formal observations, and lesson plan evaluations.	Professional Learning	08/10/2015	05/20/2016	\$0	No Funding Required	Administration

Activity - Professional Development Opportunites	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ARI Specialist will continue to train teachers on CCRS. Teachers will be provided with professional development opportunities throughout the year to further increase their knowledge of appropriate strategies to use in the classroom as well as standards-based lesson planning and data meeting to drive instruction. Faculty meetings and departmental meetings will serve as follow up and allow time for teachers to discuss strategies and DOK. Teachers will be provided with opportunities to observe other teacher who are using new strategies through TOTs to increase teacher effectiveness and student learning. Each teacher will be provided with a DOK poster to post in the classroom for students and teachers to know what level is being taught and expected.	Professional Learning	08/10/2015	05/20/2016	\$0	No Funding Required	Administration and Instructional Coach

### Goal 4: Grade Level Goal 2015-2016

**Measurable Objective 1:**

collaborate to develop a student-teacher mentor program to provide all students with an adult advocate on campus by 05/20/2016 as measured by documentation of weekly meetings about grades and behavior.

**Strategy 1:**

Mentor Program - A student-teacher mentor program will be put into place through Exploratory classes. Exploratory teachers will review grades with students on a weekly basis paying specific attention to the students with a 70 average or less in a core subject (English, Math, Science, and History for grades 7 and 8; Reading and math for grade 6) Parents will be contacted as needed based on low averages.

Category:

Research Cited: Coalition for Evidence Based Policy, 2004a, 2004b, 2004c, and 2004d

Activity - Grade Check Sheets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Check Sheets will be maintained by every Exploratory teacher for his/her students. Documentation of the conference between the teacher and the student must be kept if a student's average in a core subject is a 70 or below.	Academic Support Program	08/10/2015	05/20/2016	\$0	No Funding Required	All Exploratory teachers and administration

**Goal 5: 2015-2016 Engage the learner through aligned College and Career Ready Standards, instruction, and assessments for math and reading.**

**Measurable Objective 1:**

collaborate to engage the learner by 05/20/2016 as measured by implementation of College and Career Ready Standards and instruction.

**Strategy 1:**

ClassWorks - The ClassWorks program will be utilized to engage and remediate College and Career Ready Standards for at-risk and special education students. The program will measure student performance in math and reading.

Category:

Research Cited: Duffy, Helen Meeting the Needs of Significantly Struggling Learners in High School: A Look at Approaches to Tiered Intervention, American Institute for Research, National High School Center website.

Activity - ClassWorks Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier III and Special Education students will utilize ClassWorks to remediate standards. ClassWorks RTI Model is based on research-based best practices. It blends the two most commonly recognized models - Standards protocol and Problem solving, creating an ideal learning environment for all students. This model specifically accounts for students at all grades. ClassWorks provides individualization and is key strength of the Problem Solving model.	Academic Support Program	08/10/2015	05/20/2016	\$0	No Funding Required	Instructional Coach, Media Specialist, and teachers, especially SPED and Exploratory

**Strategy 2:**

STI Assessment - Students will take STI benchmark and Formative Assessments throughout the year in 6th-8th grade math and reading

Category:

Activity - STI Data Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take STI benchmark and Formative Assessments throughout the year in 6th, 7th, and 8th grade math and reading. Teachers will attend STI workshops (lead by Patsy Sheffield) to review student data and to collaborate to develop ways to engage students and increase their knowledge of CCRS, instructions, and assessments.	Academic Support Program	08/10/2015	05/20/2016	\$0	No Funding Required	Teachers, Administrators, and STI Support Staff including Patsy Sheffield

**Goal 6: Technology Goal 2015-2016: Engage and improve the learner through technology**

**Measurable Objective 1:**

demonstrate a behavior that all educators and students will have tools to access comprehensive viable infrastructure when and where they need it as well as effectively and responsibly using standards-based digital media to learn and communicate real-world applications by 05/20/2016 as measured by classroom/student observations conducted by Administrators.

**Strategy 1:**

Internet Safety - Teachers will use community resources to teach students what is acceptable on the internet by going over Acceptable Use policies and procedures so that students will be effective and responsible users of digital based media in their classrooms.

Category:

Research Cited: Common Core Standards

Activity - Sheriff's Department	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Sheriff's Deputies will come to all PE classes and go over acceptable use on the Internet as well as Internet Safety.	Technology	08/10/2015	05/27/2016	\$0	No Funding Required	PE teachers and technology instructor

**Strategy 2:**

Digital Media Policy - Technology Instructor, Thad Smith, will conduct professional development to review acceptable use policies for teachers. This should alleviate computers getting viruses and make all teachers aware of the new policies and procedures.

Category:

Research Cited: Common Core Strategies

## Accreditation Report

Rehobeth Middle School

Activity - Technology PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development for teachers to know what is acceptable and expected from teachers as well as students. Teachers will be able to explain to students what is acceptable in order for the students to be effective and responsible users of digital based media.	Technology	08/10/2015	05/27/2016	\$0	No Funding Required	Technology Instructor, administrators, and teachers

## Goal 7: Safety Goal

### Measurable Objective 1:

collaborate to maintain a safe learning environment for all students at Rehobeth Middle School by 05/27/2016 as measured by the surveys stating that the students, parents, and faculty feel safe at school.

### Strategy 1:

IP Telephones - Student safety is a top priority for school administrators at RMS, now more than ever. In an emergency, schools must be able to communicate with students, parents, and local government, quickly and reliably. But ensuring student safety and keeping the lines of communication open can be more problematic in rural school districts, where even cell phone service can be spotty. Therefore, Internet Protocol (IP) telephones will be placed in all daily occupied classrooms.

Category:

Research Cited: ACADEMIC JOURNAL ARTICLE

T H E Journal (Technological Horizons In Education), Robert Yost

Activity - IP Telephone Installment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using technology money, twenty-eight IP telephones will be installed in each daily instruction classroom on campus.	Direct Instruction, Policy and Process, Technology, Other - Safety	10/01/2015	05/27/2016	\$2026	Other	Thad Smith, Bob Blalock, and administrators

### Strategy 2:

Incident Prevention - Video cameras will be maintained and in some cases upgraded in order to prevent incidents from occurring.

Category:

Research Cited: Science Daily <http://www.sciencedaily.com/releases/2014/06/140618100532.htm>

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

## Accreditation Report

Rehobeth Middle School

Buses will maintain, and in some cases upgrade, the Angel Track System for video surveillance on school buses	Policy and Process, Technology, Behavioral Support Program	08/10/2015	05/27/2016	\$0	No Funding Required	Mark Fairris
Activity - On campus surveillance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Maintenance of video cameras on campus and the addition of six cameras to be installed on campus to prevent incidents from taking place: two new ones on the sixth grade hallway, one outside of the sixth grade building, and three in the gymnasium.	Policy and Process, Technology	06/01/2015	05/27/2016	\$0	No Funding Required	Mark Fairris
Activity - Safety Video	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will watch the video, "Run, Hide, Fight" video (Wichita school district's training video). All history teachers will show this video to all students in order for students and faculty to know what to do if there is a lock down incident with a real intruder.	Other - Safety	08/10/2015	05/27/2016	\$0	No Funding Required	All faculty, history teachers, and Mark Fairris

## Goal 8: 2015-16 EL Goal: Adequate Progress on Language Acquisition

### Measurable Objective 1:

collaborate to increase the number of EL students making AMAO targets for the A & B portion. AMAO A's target is resulting in a .05 gain in proficiency. AMAO B is the exit target of 21% district wide. by 05/27/2016 as measured by AMAO.

### (shared) Strategy 1:

Student Goal Setting - Teachers will engage in student goal setting for all ELs. Students ACCESS scores, Can Do Descriptors, and EL- IEP will be used to plan for student goal setting in the four proficiency areas of listening, speaking, reading, and writing. The EL teacher will administer the WIDA ACCESS exam by the end of the 2015-2016 school year. Scores for targeted students will show areas of gain.

Category:

Research Cited: CCRS- Five Absolutes- everyone is a graduate who is college and/or career ready

Activity - Scheduling Goal Setting Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the first month of school the EL and classroom teachers will schedule student goal setting meetings to review and analyze each EL's comprehensive data.	Academic Support Program	08/10/2015	05/27/2016	\$0	No Funding Required	Reyna Starling and classroom teachers

**Accreditation Report**

Rehobeth Middle School

Activity - Student Goal Setting/ Teacher Goal Setting:	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the 2015-2016 school year, classroom teachers will implement strategies in teaching EL's. The strategies will follow students' goal setting and EL Plan. The goal is to help students become proficient in both Basic Interpersonal Communication Skills (BICS) and Communicative Academic Language Proficiency (CALP) areas.	Academic Support Program	08/10/2015	05/27/2016	\$0	No Funding Required	EL Staff and classroom teachers
Activity - Implementation of Goal Setting Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
By November 2015 and throughout the school year, classroom teacher will continue to follow the student goal setting plan during regular classroom instruction.	Academic Support Program	08/10/2015	05/27/2016	\$0	No Funding Required	EL Staff and classroom teachers
Activity - Midyear Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After the WIDA ACCESS has been administered by the EL teacher, teachers of targeted students will collaborate with the EL teacher to follow up goal setting to discuss progress and make adjustments to the teachers' instructional goals on an as needed basis.	Academic Support Program	08/10/2015	05/27/2016	\$0	No Funding Required	EL Staff and classroom teachers

**Measurable Objective 2:**

collaborate to increase the number of EL students making AMAO School wide by showing a .05 gain in proficiency and meet the exit rate goal district wide by 05/27/2016 as measured by AMAO schoolwide.

**(shared) Strategy 1:**

Student Goal Setting - Teachers will engage in student goal setting for all ELs. Students ACCESS scores, Can Do Descriptors, and EL- IEP will be used to plan for student goal setting in the four proficiency areas of listening, speaking, reading, and writing. The EL teacher will administer the WIDA ACCESS exam by the end of the 2015-2016 school year. Scores for targeted students will show areas of gain.

Category:

Research Cited: CCRS- Five Absolutes- everyone is a graduate who is college and/or career ready

Activity - Scheduling Goal Setting Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the first month of school the EL and classroom teachers will schedule student goal setting meetings to review and analyze each EL's comprehensive data.	Academic Support Program	08/10/2015	05/27/2016	\$0	No Funding Required	Reyna Starling and classroom teachers
Activity - Student Goal Setting/ Teacher Goal Setting:	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**Accreditation Report**

Rehobeth Middle School

Throughout the 2015-2016 school year, classroom teachers will implement strategies in teaching EL's. The strategies will follow students' goal setting and EL Plan. The goal is to help students become proficient in both Basic Interpersonal Communication Skills (BICS) and Communicative Academic Language Proficiency (CALP) areas.	Academic Support Program	08/10/2015	05/27/2016	\$0	No Funding Required	EL Staff and classroom teachers
<b>Activity - Implementation of Goal Setting Plan</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
By November 2015 and throughout the school year, classroom teacher will continue to follow the student goal setting plan during regular classroom instruction.	Academic Support Program	08/10/2015	05/27/2016	\$0	No Funding Required	EL Staff and classroom teachers
<b>Activity - Midyear Progress Monitoring</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
After the WIDA ACCESS has been administered by the EL teacher, teachers of targeted students will collaborate with the EL teacher to follow up goal setting to discuss progress and make adjustments to the teachers' instructional goals on an as needed basis.	Academic Support Program	08/10/2015	05/27/2016	\$0	No Funding Required	EL Staff and classroom teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
IP Telephone Installment	Using technology money, twenty-eight IP telephones will be installed in each daily instruction classroom on campus.	Direct Instruction, Policy and Process, Technology, Other - Safety	10/01/2015	05/27/2016	\$2026	Thad Smith, Bob Blalock, and administrators
<b>Total</b>					\$2026	

### Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Fair	Eighth grade students will research careers to determine which would best suit their desires. After researching, they will construct posters detailing their chosen career and be interviewed about this position by volunteers.	Career Preparation/Orientation	08/10/2015	05/20/2016	\$0	Career Coach, Computer/Technology Instructor, Media Specialist, and Eighth Grade Teachers.
<b>Total</b>					\$0	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of Goal Setting Plan	By November 2015 and throughout the school year, classroom teacher will continue to follow the student goal setting plan during regular classroom instruction.	Academic Support Program	08/10/2015	05/27/2016	\$0	EL Staff and classroom teachers

# Accreditation Report

Rehobeth Middle School

On campus surveillance	Maintenance of video cameras on campus and the addition of six cameras to be installed on campus to prevent incidents from taking place: two new ones on the sixth grade hallway, one outside of the sixth grade building, and three in the gymnasium.	Policy and Process, Technology	06/01/2015	05/27/2016	\$0	Mark Fairris
Sheriff's Department	The Sheriff's Deputies will come to all PE classes and go over acceptable use on the Internet as well as Internet Safety.	Technology	08/10/2015	05/27/2016	\$0	PE teachers and technology instructor
Four-year Plan	As 8th grade students are transitioning to 9th grade, they will complete a 4-year plan determining a course outline for high school	Career Preparation/Orientation	08/10/2015	05/20/2016	\$0	RMS Computer/Technology Teacher, RMS Counselor, and Houston County Career Coach
Alabama Physical Fitness Assessment	Administration of the Alabama Physical Fitness Assessment	Direct Instruction	08/10/2015	05/24/2016	\$0	Physical Education teachers and administrators to monitor progress.
Surveillance	Buses will maintain, and in some cases upgrade, the Angel Track System for video surveillance on school buses	Policy and Process, Technology, Behavioral Support Program	08/10/2015	05/27/2016	\$0	Mark Fairris
Safety Video	All teachers will watch the video, "Run, Hide, Fight" video (Wichita school district's training video). All history teachers will show this video to all students in order for students and faculty to know what to do if there is a lock down incident with a real intruder.	Other - Safety	08/10/2015	05/27/2016	\$0	All faculty, history teachers, and Mark Fairris
Pre- and Post- Assessment	Physical Education teachers will administer a pre- and post-assessment on nutrition.	Direct Instruction	08/10/2015	05/24/2016	\$0	Physical Education teachers will administer the assessment and administrators will monitor progress.
Technology PD	Professional Development for teachers to know what is acceptable and expected from teachers as well as students. Teachers will be able to explain to students what is acceptable in order for the students to be effective and responsible users of digital based media.	Technology	08/10/2015	05/27/2016	\$0	Technology Instructor, administrators, and teachers

## Accreditation Report

Rehobeth Middle School

Nutritional Education	Health instruction will include classes on healthy food choices, eating habits, and nutrition.	Direct Instruction	08/10/2015	05/24/2016	\$0	Physical Education teachers.
RHS visit and meeting for parents and eighth grade students	High School Orientation	Career Preparation/Orientation	08/10/2015	05/20/2016	\$0	RMS Counselor and eighth grade teachers
Professional Development Opportunities	ARI Specialist will continue to train teachers on CCRS. Teachers will be provided with professional development opportunities throughout the year to further increase their knowledge of appropriate strategies to use in the classroom as well as standards-based lesson planning and data meeting to drive instruction. Faculty meetings and departmental meetings will serve as follow up and allow time for teachers to discuss strategies and DOK. Teachers will be provided with opportunities to observe other teacher who are using new strategies through TOTS to increase teacher effectiveness and student learning. Each teacher will be provided with a DOK poster to post in the classroom for students and teachers to know what level is being taught and expected.	Professional Learning	08/10/2015	05/20/2016	\$0	Administration and Instructional Coach
Warm ups	Students will perform various daily warm up activities to include flexibility exercises, strength exercises, and cardiovascular activities.	Direct Instruction	08/10/2015	05/24/2016	\$0	Physical Education teachers will conduct the activities and administrators will monitor progress.
Scheduling Goal Setting Meetings	During the first month of school the EL and classroom teachers will schedule student goal setting meetings to review and analyze each EL's comprehensive data.	Academic Support Program	08/10/2015	05/27/2016	\$0	Reyna Starling and classroom teachers
Midyear Progress Monitoring	After the WIDA ACCESS has been administered by the EL teacher, teachers of targeted students will collaborate with the EL teacher to follow up goal setting to discuss progress and make adjustments to the teachers' instructional goals on an as needed basis.	Academic Support Program	08/10/2015	05/27/2016	\$0	EL Staff and classroom teachers
Student Goal Setting/Teacher Goal Setting:	Throughout the 2015-2016 school year, classroom teachers will implement strategies in teaching EL's. The strategies will follow students' goal setting and EL Plan. The goal is to help students become proficient in both Basic Interpersonal Communication Skills (BICS) and Communicative Academic Language Proficiency (CALP) areas.	Academic Support Program	08/10/2015	05/27/2016	\$0	EL Staff and classroom teachers
Grade Check Sheets	Grade Check Sheets will be maintained by every Exploratory teacher for his/her students. Documentation of the conference between the teacher and the student must be kept if a student's average in a core subject is a 70 or below.	Academic Support Program	08/10/2015	05/20/2016	\$0	All Exploratory teachers and administration

# Accreditation Report

Rehobeth Middle School

STI Data Meetings	Students will take STI benchmark and Formative Assessments throughout the year in 6th, 7th, and 8th grade math and reading. Teachers will attend STI workshops (lead by Patsy Sheffield) to review student data and to collaborate to develop ways to engage students and increase their knowledge of CCRS, instructions, and assessments.	Academic Support Program	08/10/2015	05/20/2016	\$0	Teachers, Administrators, and STI Support Staff including Patsy Sheffield
Close Read of Nutrition Based Articles	Students will complete close-reads relating to nutritional education.	Direct Instruction	08/10/2015	05/24/2016	\$0	Science teachers will be responsible for close-read instruction.
Implementation of Strategies Monitoring	Teacher implementation of strategic teaching and use of CCRS standards and DOK will be monitored through walk-through observations, formal observations, and lesson plan evaluations.	Professional Learning	08/10/2015	05/20/2016	\$0	Administration
ClassWorks Implementation	Tier III and Special Education students will utilize ClassWorks to remediate standards. ClassWorks RTI Model is based on research-based best practices. It blends the two most commonly recognized models - Standards protocol and Problem solving, creating an ideal learning environment for all students. This model specifically accounts for students at all grades. ClassWorks provides individualization and is key strength of the Problem Solving model.	Academic Support Program	08/10/2015	05/20/2016	\$0	Instructional Coach, Media Specialist, and teachers, especially SPED and Exploratory
<b>Total</b>					<b>\$0</b>	