

## **ACIP**

# Gulf Shores Middle School

## Baldwin County Board of Education

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# Executive Summary

## **Introduction**

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

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

## Description of the School

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

Gulf Shores Middle School has 422 students in grades 7 and 8. We are located in Gulf Shores, AL. We have several communities that feed into our middle school. Those communities include Gulf Shores, Orange Beach, Fort Morgan, and Ono Island. Our student population has increased approximately 60 students the last three years. Of the 422 students, 91.7% are white and the remaining 8.3% included are American Indian, Black, Not Specified, or two or more races. We have approximately 46.7% free and/or reduced lunch students. We currently have 48 staff members. Of our certificated staff, 61% have been in education for more than five years. Our community is considered a tourist community, so we have a few transient students each year. We have students that come from poor homes to rich homes. Our community churches help in many ways such as clothing, food, school supplies, etc. One of our biggest needs is tutoring. There are some churches that offer tutoring as well. We partner with Gulf Shores High School and their Peer Helpers Program for tutoring. The high school students will come down and tutor some of our students. We are blessed to receive financial support from various foundations and individuals to support our teachers and students, and the programs we have in place.

## 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.**

Baldwin County Public Schools Mission Statement:

In partnership with the community, the Baldwin County Public School's mission is to provide a quality education that fosters learning.

GSMS Mission Statement:

Working as a partnership of staff, parents, and community members, our mission is to provide a safe and stimulating learning environment which will promote academic excellence, responsibility, life-long learning, a positive self-concept, and a feeling of belonging.

Our vision is to create a world class learning environment.

We believe:

- \*Focus must be given to the needs of all students as individuals, with the expectation that all students can learn.
- \*A positive, respectful, and safe environment is vital to the success of the learning process.
- \*Curricula combined with high expectations should be appropriate and of high quality in order to prepare students to be responsible citizens successful individuals, life-long learners, and active participants in the future.
- \*Students must be problem solvers, decision makers, and critical thinkers.
- \*A partnership, including the parent, staff, and student, must be promoted in order to have effective education.
- \*A strong coalition must exist among staff so that a productive learning and working environment prevails.
- \*A variety of methods must be utilized in order to teach the curricula and to measure student performance.
- \*Quality education, provided at the middle school level, is critical to the total development of an adult.
- \*Every student needs a positive role model.

We embody the purpose of our mission statement and beliefs by holding our students to high expectations, accountability, responsibility, and preparing our students to be productive citizens in society. We offer a rigorous curriculum that is relevant to real world learning. Students are engaged in collaborative efforts within the classroom with students and teachers. Students utilize 21st century skills to enhance their educational process. The drive behind this comes from our use of Apple laptops. We have laptops for all of our students. This tool has been instrumental in allowing students to access information quickly and efficiently. It also has allowed our students to create multi-media presentations such as iMovies, commercials, websites, keynote presentations, etc. We are in year two of having the laptops and it has created an enormous change as far as the culture in our school. We partner with Gulf Shores High in preparing our students for a career academy when they arrive as freshman. We bring in guest speakers and take field trips that expose our students to different careers. We have a Career Day that helps us with bringing in guest speakers and a lot of speakers are actually parents of our students in our community. We encourage our parents to be active in our school helping as volunteers at school or on field trips. We volunteer in the community in various ways such as participating in Coastal Cleanup and canned-good drives. We have intervention programs in place for students who are not proficient in reading and math as well as Rosetta Stone available for all students and staff.



## 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.**

Gulf Shores Middle School is constantly reaching for notable achievements.

The yearbook staff was awarded the National Yearbook Program of Excellence by Jostens in both the 2012-2013 school year and the 2013-2014 school year.

Our Scholars' Bowl team has been top contenders in the county championship for many years running. They won second place in 2012 and 2013 and placed third in 2015.

The art classes have won numerous awards during the past three years. At the Baldwin County Fair, we were awarded twelve ribbons in 2012, twenty-eight ribbons in 2013, and twenty-five ribbons in 2015. Of those ribbons, nine were first place ribbons, twelve were second place ribbons, and five were third place ribbons. For the past two years, we have had students published in Celebrating Art. We had thirty-one students published in the Spring 2015 edition and twenty student featured in Spring 2014. In addition to these, our art students enter in various local art contests throughout the year.

We implement an attendance incentive program throughout the school year. Each student has the opportunity to participate and receive the opportunity to go on a special field trip if they maintain at least 95% attendance for the designated time period. We have consistently stayed between 94%-96% average daily attendance the last three years. Our goal is to increase our attendance from 94% last school year to 95% this year.

Our Positive Behavior Support team created our Golden Ticket reward system to encourage and reward good behavior. Students receive six Golden Tickets each semester. Teachers collect Golden Tickets from students when they break a class rule or are unprepared for class. If students keep at least four tickets through the end of the quarter (and have not received on campus suspension, out of school suspension, or before/after school detention), they qualify for a reward at the end of the semester. We seek to use this program to reduce the number of office referrals and missed class time due to behavior.

### Additional Information

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

This year we began STRIVE time. This thirty-minute class period addresses the academic needs of our students. Students scoring in the Tier 3 range based on the ASPIRE assessment are receiving small group, direct instruction through intervention strategies such as VMATH. Students in the Tier 2 range are close to benchmark and receive instruction specific to their areas of weakness through Compass Learning. Tier 1 students are above benchmark on the ASPIRE and receive enrichment based on their interests. In addition to STRIVE time, students needing additional instruction in reading are also placed in an English enrichment elective. Our goal for STRIVE is 50-50-50: 50% ready (or exceeding) on math, 50% ready (or exceeding) on reading, and 50% ready (or exceeding) on science.

# Improvement Plan Stakeholder Involvement

## **Introduction**

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

## Improvement Planning Process

### Improvement Planning Process

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

A variety of stakeholders was involved in the development of our continuous improvement plan. This process included all certified staff members, PTSO parents, and select students. The students and parents were selected based on their key roles of involvement with our school. The plans and goals for our school were sent out to all parties through the US mail. They were asked to look over them and provide feedback. Face-to-face discussions were held with several individuals, but feedback from others was obtained via email and threaded online discussions.

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

Most of the stakeholder groups were from our certified staff. Most of the staff was enthusiastic, while a few took it on as another task. Students were available to provide input, and most gave an honest effort to help. Our PTSO parents care about our school and are very active in fundraising and supporting our staff. The parents are also on board for anything to help in the improvement of our students' skills in reading and math. The Building Leadership Team ultimately signs off on the goals and plan for our school.

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

The final Continuous Improvement Plan was communicated to stakeholders thru email. Stakeholders receive information on its progress once a month. The continuous improvement plan can be accessed by all stakeholders thru the website:

# 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      | The ACT Aspire was a new standardized test that we took in the Spring of 2015. Data analysis by skill is attached. | GSMS Test by Skill |



## Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

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

|    | Statement or Question | Response  | Rating  |
|----|-----------------------|---|---------|
| 4. | Equity of Learning    | Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined. | Level 4 |

## Areas of Notable Achievement

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

The students at Gulf Shores Middle had the highest scores in the area of Science

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

Of the test administered, 8th grade science shows the most positive trend.

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

8th grade science

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

NA

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

NA

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

NA

## Areas in Need of Improvement

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

7th grade reading and math as well as 8th grade reading and math showed fewer students that were ACT ready.

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

NA

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

8th grade math

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

NA

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

NA

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

NA

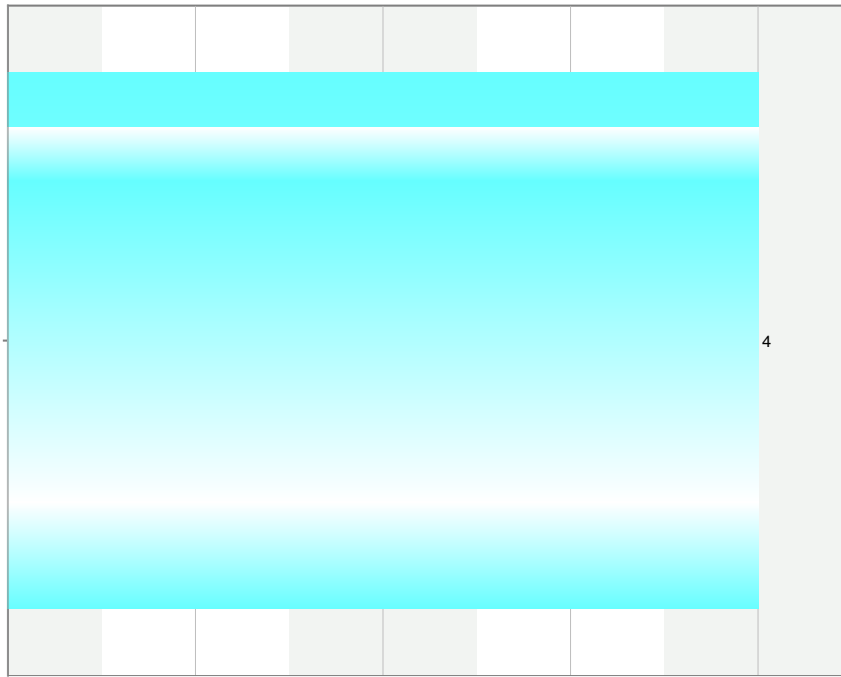
### Report Summary

#### Scores By Section

Section Score

1 2 3 4

Evaluative Criteria and Rubrics



Sections

## ACIP Assurances

## **Introduction**

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

**ACIP Assurances**

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

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

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 3.    | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field. | Yes      |         |            |

| Label | Assurance  | Response | Comment                                     | Attachment |
|-------|--|----------|---|------------|
| 4.    | The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically. | No       | Gulf Shores Middle is not a Title I school. |            |

| Label | Assurance   | Response | Comment                                     | Attachment |
|-------|---|----------|---|------------|
| 5.    | The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students. | No       | Gulf Shores Middle is not a Title I school. |            |

## Plan for ACIP 2015-2016



## **Overview**

### **Plan Name**

Plan for ACIP 2015-2016

### **Plan Description**

## Goals Summary

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

| # | Goal Name   | Goal Details                                 | Goal Type      | Total Funding |
|---|---|--|----------------|---------------|
| 1 | Increase the percentage of meeting or exceeding baseline proficiency on the ASPIRE.                               | Objectives:3<br>Strategies:2<br>Activities:5 | Academic       | \$3500        |
| 2 | Increase communication with parents and guardians, local businesses, and other stakeholders within the community. | Objectives:1<br>Strategies:2<br>Activities:3 | Organizational | \$0           |

## Goal 1: Increase the percentage of meeting or exceeding baseline proficiency on the ASPIRE.

### Measurable Objective 1:

50% of All Students will demonstrate a proficiency ASPIRE in Reading by 05/31/2016 as measured by ACT ASPIRE.

### (shared) Strategy 1:

Formative Assessment - Use assessment data from Scantron to drive instruction. The test will be administered to all students at Gulf Shores Middle in August, December and March. In addition, students receiving RTI services will be progress monitored once a month.

Category:

| Activity - Laying the Foundation Teacher Training           | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|--------------------------|------------|------------|-------------------|---------------------|--|
| Scantron Professional Development and Laying the Foundation | Academic Support Program | 10/12/2015 | 10/12/2015 | \$0               | No Funding Required | Sallie Lawrence from Scantron, A+ College Ready training |

| Activity - AMSTI PLT   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|--------------------------|------------|------------|-------------------|-------------------|--|
| The AMSTI department in Mobile has partnered with us to provide teacher training on Best Practices in the math and science fields. | Academic Support Program | 09/15/2015 | 05/13/2016 | \$1000            | General Fund      | Kyle McCartney<br>Teresa Brewer, Math Department Head<br>Kim Earley, Assistant Principal |

### Measurable Objective 2:

50% of All Students will demonstrate a proficiency on the Math portion of the ASPIRE in Mathematics by 05/13/2016 as measured by ACT ASPIRE.

### (shared) Strategy 1:

Formative Assessment - Use assessment data from Scantron to drive instruction. The test will be administered to all students at Gulf Shores Middle in August, December and March. In addition, students receiving RTI services will be progress monitored once a month.

Category:

| Activity - Laying the Foundation Teacher Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------------|----------|-------------------|-------------------|-------------------|

|   |                          |            |            |     |                     |  |
|---|--------------------------|------------|------------|-----|---------------------|--|
| Scantron Professional Development and Laying the Foundation | Academic Support Program | 10/12/2015 | 10/12/2015 | \$0 | No Funding Required | Sallie Lawrence from Scantron, A+ College Ready training |
|---|--------------------------|------------|------------|-----|---------------------|--|

**Strategy 2:**

Vertical Teaming - GSMS and GSHS are working together to provide training an space for departments to vertical team within their department. The teams will be quarterly to plan the important keys for each grade level and subject.

Category:

| Activity - Monthly Vertical Team meetings   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|------------|------------|-------------------|-------------------|--|
| teachers will meet with the local high school to plan a pacing guide and key concept guide for all grades and subjects. | Professional Learning | 09/15/2015 | 05/13/2016 | \$1000            | General Fund      | Kyle McCartney<br>Kim Earley<br>Department heads at GSMS |

**Measurable Objective 3:**

50% of All Students will demonstrate a proficiency ACT ASPIRE in Science by 09/13/2015 as measured by ACT ASPIRE.

**(shared) Strategy 1:**

Formative Assessment - Use assessment data from Scantron to drive instruction. The test will be administered to all students at Gulf Shores Middle in August, December and March. In addition, students receiving RTI services will be progress monitored once a month.

Category:

| Activity - Laying the Foundation Teacher Training           | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|--------------------------|------------|------------|-------------------|---------------------|--|
| Scantron Professional Development and Laying the Foundation | Academic Support Program | 10/12/2015 | 10/12/2015 | \$0               | No Funding Required | Sallie Lawrence from Scantron, A+ College Ready training |

| Activity - AMSTI PLT | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|----------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|----------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

|  |                          |                   |                 |                          |                          |  |
|--|--------------------------|-------------------|-----------------|--------------------------|--------------------------|--|
| The AMSTI department in Mobile has partnered with us to provide teacher training on Best Practices in the math and science fields.   | Academic Support Program | 09/15/2015        | 05/13/2016      | \$1000                   | General Fund             | Kyle McCartney<br>Teresa Brewer, Math Department Head<br>Kim Earley, Assistant Principal   |
| <b>Activity - AMSTI PLT</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>   |
| The AMSTI office in Mobile has teamed with us to provide professional learning to out Math and Science teachers.   | Professional Learning    | 09/18/2015        | 05/13/2016      | \$0                      | General Fund             | Teresa Brewer,<br>Joshua Cobb,<br>Kim Earley,<br>Kyle McCartney  |
| <b>Activity - Leadership Training</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>   |
| The Principal will attend the Key Leaders Network in Saraland during the 2015-2016 school year. The Assistant Principal and two teacher leaders will attend the Professional Community Network in Orange Beach. The educational technology liason is attending the Instructional Partner training. | Professional Learning    | 09/16/2015        | 05/13/2016      | \$1500                   | General Fund             | Best Practices Center in Alabama will provide the training. The leaders will then turn the training around to the staff at GSMS. |

## Goal 2: Increase communication with parents and guardians, local businesses, and other stakeholders within the community.

### Measurable Objective 1:

collaborate to increase communication with parents and guardians, local businesses, and other stakeholders within the community by 05/01/2016 as measured by website hits by 10%..

### Strategy 1:

Develop a school webcast - Students in the LEAD class will produce and publish a daily webcast. The webcast will be posted on the school website and Facebook.

Category:

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| Activity - Development of Dolphin Daily News                                    | Activity Type        | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                           |
|---|----------------------|------------|------------|-------------------|---------------------|---|
| writing script, producing, filming, editing, and a daily broadcast for parents. | Community Engagement | 10/01/2015 | 05/02/2016 | \$0               | No Funding Required | Kyle McCartney, Kim Earley, Brittany Reeves |

**Strategy 2:**

Update Gulf Shore Middle School Facebook page and website at least 3 times per week. - The schools newspaper will coordinate the update of the Facebook page with important information.

Category:

| Activity - School Webpage                                 | Activity Type        | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                              |
|---|----------------------|------------|------------|-------------------|---------------------|--|
| Update Gulf Shore Middle School Webpage 3 times per week. | Community Engagement | 09/23/2015 | 05/13/2016 | \$0               | No Funding Required | Brittany Reeves and the school newspaper staff |

| Activity - Weekly School Messenger   | Activity Type        | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible         |
|--|----------------------|------------|------------|-------------------|---------------------|---------------------------|
| The Principal will send at least 1 school messenger per week during the 2015-2016 school year. | Community Engagement | 09/14/2015 | 05/13/2016 | \$0               | No Funding Required | Kyle McCartney, Principal |

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

| Activity Name                  | Activity Description   | Activity Type            | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|--------------------------------|--|--------------------------|------------|------------|-------------------|--|
| Leadership Training            | The Principal will attend the Key Leaders Network in Saraland during the 2015-2016 school year. The Assistant Principal and two teacher leaders will attend the Professional Community Network in Orange Beach. The educational technology liason is attending the Instructional Partner training. | Professional Learning    | 09/16/2015 | 05/13/2016 | \$1500            | Best Practices Center in Alabama will provide the training. The leaders will then turn the training around to the staff at GSMS. |
| AMSTI PLT                      | The AMSTI office in Mobile has teamed with us to provide professional learning to out Math and Science teachers.   | Professional Learning    | 09/18/2015 | 05/13/2016 | \$0               | Teresa Brewer, Joshua Cobb, Kim Earley, Kyle McCartney   |
| AMSTI PLT                      | The AMSTI department in Mobile has partnered with us to provide teacher training on Best Practices in the math and science fields.   | Academic Support Program | 09/15/2015 | 05/13/2016 | \$1000            | Kyle McCartney<br>Teresa Brewer, Math Department Head<br>Kim Earley, Assistant Principal   |
| Monthly Vertical Team meetings | teachers will meet with the local high school to plan a pacing guide and key concept guide for all grades and subjects.  | Professional Learning    | 09/15/2015 | 05/13/2016 | \$1000            | Kyle McCartney<br>Kim Earley<br>Department heads at GSMS   |
| <b>Total</b>                   |  |                          |            |            | <b>\$3500</b>     |  |

### No Funding Required

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| Activity Name                          | Activity Description   | Activity Type            | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|--|--|--------------------------|------------|------------|-------------------|--|
| Laying the Foundation Teacher Training | Scantron Professional Development and Laying the Foundation                                    | Academic Support Program | 10/12/2015 | 10/12/2015 | \$0               | Sallie Lawrence from Scantron, A+ College Ready training |
| Development of Dolphin Daily News      | writing script, producing, filming, editing, and a daily broadcast for parents.                | Community Engagement     | 10/01/2015 | 05/02/2016 | \$0               | Kyle McCartney, Kim Earley, Brittany Reeves              |
| School Webpage                         | Update Gulf Shore Middle School Webpage 3 times per week.                                      | Community Engagement     | 09/23/2015 | 05/13/2016 | \$0               | Brittany Reeves and the school newspaper staff           |
| Weekly School Messenger                | The Principal will send at least 1 school messenger per week during the 2015-2016 school year. | Community Engagement     | 09/14/2015 | 05/13/2016 | \$0               | Kyle McCartney, Principal                                |
| <b>Total</b>                           |  |                          |            |            | <b>\$0</b>        |  |



# 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      | See attachment | GSMS Stakeholder Feedback Diagnostic |

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

## Areas of Notable Achievement

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

Parent survey results indicate a high level of satisfaction in Standard 4, 4.3 Gulf Shores Middle School maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff. In addition to this, parents, along with the staff surveys, indicate a high level of satisfaction in Standard 4.4 Gulf Shores Middle School use a range of media and information resources to support the school's educational programs.

Student surveys indicate a high approval in Standard 1 Purpose and Direction.

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

Not applicable at this time.

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

Currently, Gulf Shores Middle School does not have any other sources to support these findings; however, we will utilize the SACS survey data and implement another school wide survey on the school's website.

## Areas in Need of Improvement

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

Overall, Gulf Shores Middle School's parents rate Standard 3.8 as the lowest standard. The average score in this area is a 2.7. Some parents feel Gulf Shores Middle can improve in keeping families involved with the students learning progress.

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

Not applicable

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

Considering the overall concern with parents is the issue of feeling they are not included enough in their children's learning process, we are going to discuss ways to improve this. Through the PTA, we will ask for more input to help promote and encourage family involvement. In addition to this, we will create a survey to ask for more parent input and have a parent meeting at the beginning of the school year.

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

Gulf Shores Middle School does not have any other sources to compare these findings. In the future, we will conduct surveys through our school's website.

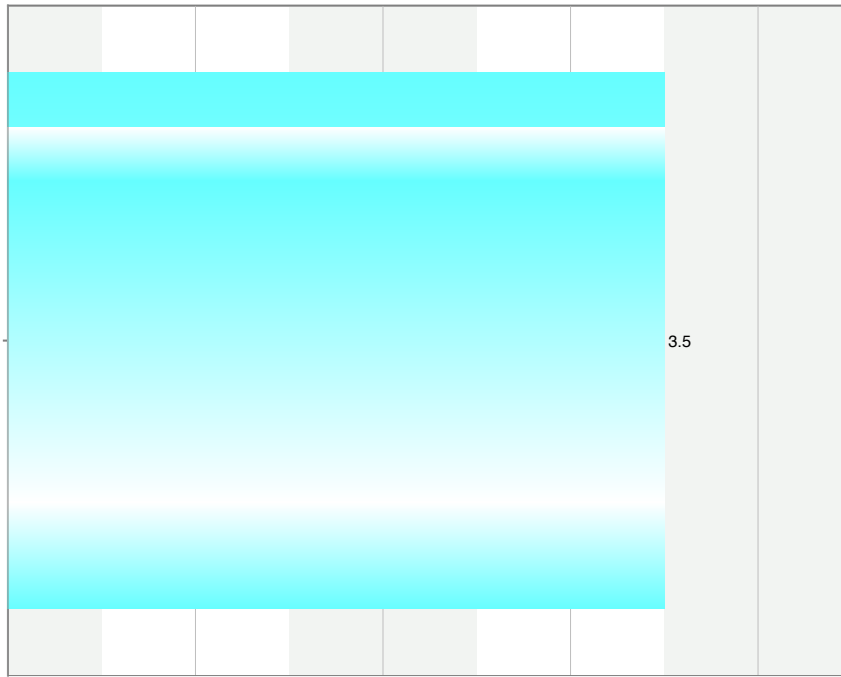
### Report Summary

#### Scores By Section

Section Score

1 2 3 4

Evaluative Criteria and Rubrics



Sections

# Coordination of Resources - Comprehensive Budget



## **Introduction**

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

**I. State Foundation Funds:**

|  | <b>FTE's Earned</b> | <b>Units Placed</b> | <b>Total Salaries</b> |
|--|---------------------|---------------------|-----------------------|
| FTE Teacher Units                            | 22.70               | 22.76               | 1,073,988.00          |
| Administrator Units                          | 1.00                | 1                   | 87,415.00             |
| Assistant Principal                          | 0.50                | .5                  | 35,835.00             |
| Counselor                                    | 1.00                | 1                   | 59,435.00             |
| Librarian                                    | 1.00                | 1                   | 53,748.00             |
| Career and Technical Education Administrator | 0.00                | 0                   | 0.00                  |
| Career and Technical Education Counselor     | 0.00                | 0                   | 0.00                  |
| Technology                                   | 0.00                | 0                   | 1,671.00              |
| Professional Development                     | 0.00                | 0                   | 1,671.00              |
| State ELL Funds                              | 0.00                | 0                   | 0.00                  |
| Instructional Supplies                       | 0.00                | 0                   | 9,793.00              |
| Library Enhancement                          | 0.00                | 0                   | 557.00                |
| <b>Totals</b>                                |                     |                     | <b>1,324,113.00</b>   |

**Title I**

| Label | Question  | Value |
|-------|---|-------|
| 1.    | Improving the Academic Achievement of the Disadvantaged<br>Provide the total. | 0.0   |

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

N/A

| Label | Question                         | Value |
|-------|----------------------------------|-------|
| 1.    | ARRA Funds<br>Provide the total. | 0.0   |

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

N/A

**Title II**

| Label | Question   | Value |
|-------|--|-------|
| 1.    | Professional Development Activites<br>Provide the total. | 0.0   |

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

Services provided - funds not allocated directly to schools

**Title III**

| Label | Question  | Value |
|-------|---|-------|
| 1.    | For English Language Learners<br>Provide the total. | 0.0   |

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

Services provided - funds not allocated directly to schools

**Title IV**

| Label | Question   | Value |
|-------|--|-------|
| 1.    | Safe and Drug-Free Schools<br>Provide the total. | 0.0   |

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

N/A

**Title VI**

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

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

N/A

**Career and Technical Education-Perkins IV**

| Label | Question                                | Value |
|-------|---|-------|
| 1.    | Basic Grant (Title I)<br>Provide total. | 0.0   |

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

N/A

| Label | Question                                   | Value |
|-------|--|-------|
| 1.    | Tech Prep (Title II)<br>Provide the total. | 0.0   |

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

N/A



**Other**

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

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

N/A

### Local Funds

| Label | Question          | Value    |
|-------|-------------------|----------|
| 1.    | Provide the total | 251713.0 |

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

Gulf Shores Middle School receives local donations from several community organizations. We use these monies to help teachers with classroom resources and supplies. In addition, we were able to purchase items to start a robotics team at GSMS.