



ACIP

Spanish Fort Middle School

Baldwin County Board of Education

Mr. Oliver Sinclair, Principal
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Spanish Fort, AL 36527

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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?

Spanish Fort is nestled between Mobile Bay and the Florida state line. The community itself is fairly new and has a diverse population. Spanish Fort is a relatively young city that was incorporated in 2003. It is one of the fastest growing communities within Baldwin County. Spanish Fort's proximity to I-10 enables its residents to have a short commute to Mobile, within Baldwin County, and to northwest Florida. Many stakeholders have moved from all over the state and country to live in Spanish Fort and work in these areas. Our community is vibrant, progressive and friendly and our focus is on a strong educational system.

Spanish Fort Middle School has three grade levels: 6th, 7th, and 8th grades. There are approximately 1007 students at our school. Our school population is made up of American Indian, Asian, African American, Multi-race, White, and Hispanic. 80% of our population is caucasian and 20% is non-caucasian.

The city of Spanish Fort has recently grown to around 7,806 residents. The schools in the community have a stellar reputation and continue to be a big part of Spanish Fort's appeal to new and young families. Keeping up with the growth is still and will continue to be the biggest challenge both for the community and the schools share while Baldwin County continues to be one of the fastest growing counties in Alabama. In addition, Spanish Fort is one of the fastest growing communities in Baldwin County today.

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.

Our mission, in partnership with the community, parents, faculty, and students, is to provide an engaging, diverse curriculum aimed at producing active, self-directed learners for life. Our school's motto is 'A Commitment to Excellence.' We believe that an education for young adolescents must be developmentally responsive, challenging, empowering and equitable. We want our students to be able to function successfully at all levels of society by making our curriculum relevant to their future. Decisions at every level for our school are based on the distinctive needs of our students. Research indicates that effective middle schools are organized in three significant areas: curriculum and instruction; culture and community; and leadership and organization. Our students need to be engaged in a meaningful learning experience provided by teachers who use a variety of learning styles and best practices. It is a collaborative effort supported by professional development that strives for real progress that leads to success in our classrooms. Our number one priority is to provide an environment that is inviting, safe, inclusive, and supportive of all. We use strategies from Making Middle Grades Work provided through the Southern Regional Education Board along with Laying the Foundation methods to enhance our curriculum and provide as much rigor and relevance as possible.

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.

Our student population has almost doubled in size since the school opened in 2008. Our average daily attendance continues to be around 98% which is above the state standard. We have been taking the Scantron Performance Series Assessment and using it to help identify weaknesses and strengths in individual students, grade levels, subjects, as well as school-wide. Our 2017-18 Scantron data revealed our school's average scaled score met benchmark for both reading and math.

With the transition of our state assessment, our county has been using the Scantron Performance Series to assess our students and intervene as necessary. Our school wide push is for our students and parents to have data awareness. In this process our Curriculum Leader, Jacqueline Richardson, is going into the classrooms explaining the data in detail to our students and faculty. Our students then use a goal/reflection form after each assessment to help them better prepare and plan for the next assessment. Performance series assessments are taken three times a year. Students will create a professional portfolio to share with their parents in our student led conferences on Dec. 11 and then sometime in April. This data will be used throughout the year by our PST Team, Intervention teachers, classroom teachers, special education teachers, counselors, administrators, and in parent/student conferences.

We continue to use Think Tank which is an opportunity for extra help from teachers. This begins daily at 7:10 and ends at 7:35. Also, our students use Chromebooks in our one-to-one initiative in Baldwin County as we continue to strive to provide a 21st century education for our students.

Additional Information

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

Spanish Fort Middle School was established in 2007-2008. However, the school's roots were entrenched in this feeder pattern long before that. Many of our faculty members taught at Spanish Fort High School when it retained grades 7 through 12. In addition, some of our teachers taught at Spanish Fort School, currently Spanish Fort Elementary School, when it was a K-8 school. Since opening, Spanish Fort Middle School has grown to become the largest middle school in Baldwin County. We are the only middle school in Baldwin County that houses 6th graders. Our feeder pattern elementary schools cannot accommodate due to their large populations. We can be found at 33899 Jimmy Faulkner Drive just a few miles north of Spanish Fort High School.

We provide a strong and rigorous background in the core classes and enrich our students' experiences with a variety of electives. There are many clubs and athletic teams to provide opportunities for our students to participate in extracurricular activities at our school. We believe that there are many lessons that can be learned outside as well as inside the classroom and these experiences create the well-rounded student we want to foster at Spanish Fort Middle School. Our students will grow into responsible students who are prepared to succeed in high school and beyond. Together, the school and the students make a commitment to excellence at Spanish Fort Middle School!

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The Instructional Leadership Team is comprised of a diverse group of stakeholders, including parents and community members. This team is comprised of administrators, counselors, grade level reps, and community members. The Instructional Leadership Team meetings are scheduled at various times to accommodate work schedules of parents, teacher class schedules, etc. The team meets to review and discuss data as well as provide input for improvement for our overall instructional strengths and weaknesses.

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

Members of the Instructional Leadership Team committee provide a good representation of the school. With all three grade level representatives serving on the committee, the teacher's concerns are represented. This leadership changes every two years. No teacher is allowed to have back-to-back terms as a grade-level representative and the teachers elect their reps. Also, counselors and administrators serve on the committee to represent other facets of Spanish Fort Middle School. The parent who is also a classified employee represents both the community and other support personnel at our school. They are all involved in reviewing data from ACT Aspire tests and Scantron Performance Series to help pinpoint strengths and weaknesses. College and Career Readiness Standards were also reviewed to determine areas of improvement and goals for the future.

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

Every member of the committee was part of the process. Grade level reps shared this with their colleagues, counselors shared this with parents, and the parent shared this with various members of our community. A mid-year review is conducted along with an end-of-the-year review to determine progress. We will continue to meet once a month as scheduled and each member has access to the digital version of this year's ACIP.

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		SFMS Scantron Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	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?

All of our grade levels at Spanish Fort Middle are above the expected level of performance as all grade levels are performing in the Quartile 3 which is above average.

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

Throughout the years of using Performance Series Assessment, Spanish Fort Middle School students have been in Quartile 3.

Which area(s) indicate the overall highest performance?

Math:

6 - 8 Strength:

Numbers and Operations

Reading:

6th and 8th Grades:

Fiction

7th Grade:

Nonfiction

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

Evidence will be provided in the near future.

Between which subgroups is the achievement gap closing?

Our hispanic population is closing gap in achievement in reading.

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

Performance Series is our only source of data at this time.

Areas in Need of Improvement

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

Our special education population is consistently scoring below average.

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

There isn't really a negative trend at the moment using our scantron data.

Which area(s) indicate the overall lowest performance?

Overall lowest performance

Reading:

6th and 8th grades:

Long Passage

7th grade:

Vocabulary

Math:

6th and 7th grades:

Algebra

8th grade:

Data Analysis and probability

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

Our subgroups all seem to be trending upward by closing the gap in performance. In math, our special education and African American population did decrease from 2016-17 to 2017-18.

Between which subgroups is the achievement gap becoming greater?

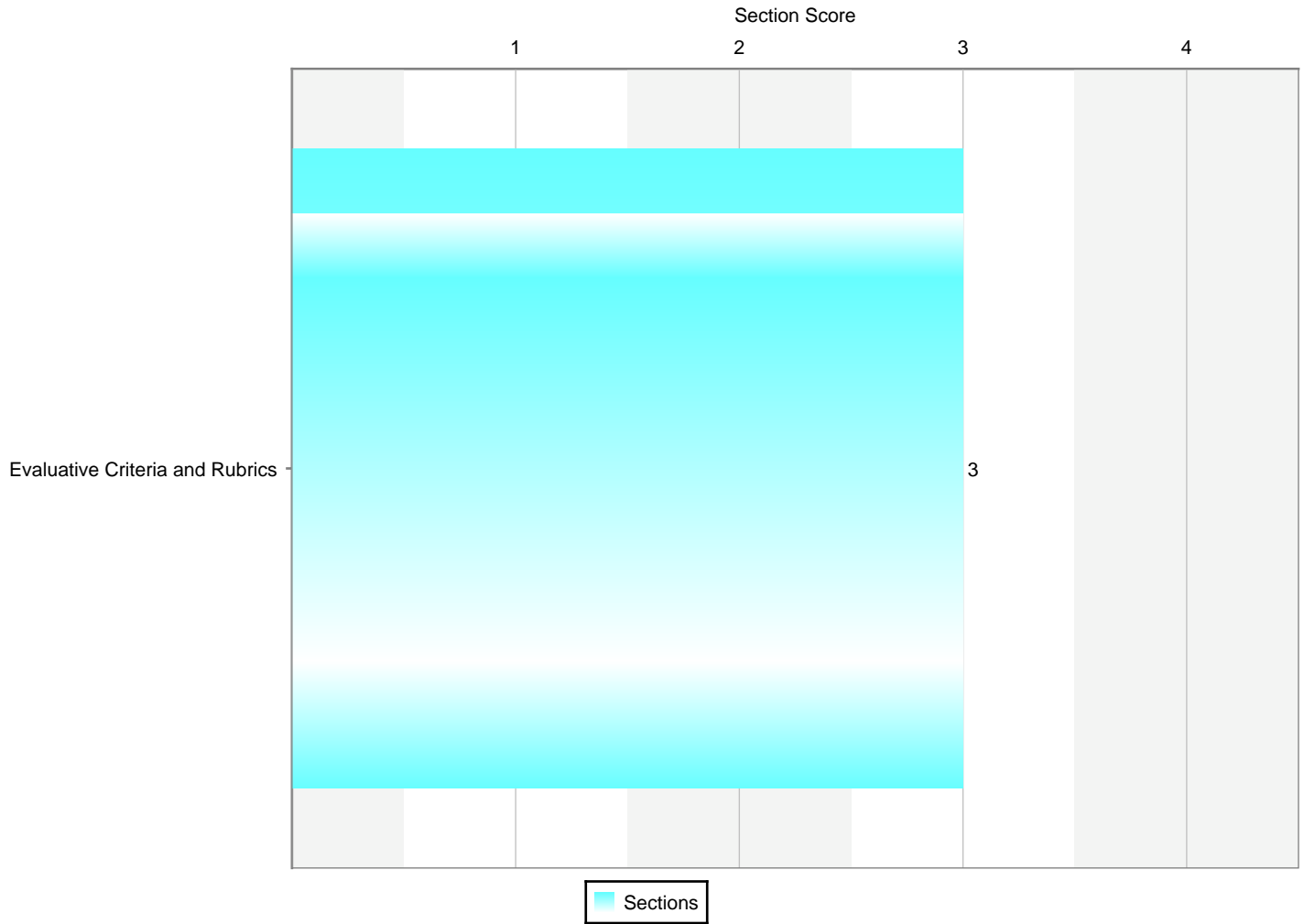
We do not have any subgroups that the achievement gap is becoming greater at the moment.

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

The only source of data is the performance series data.

Report Summary

Scores By Section



ACIP Assurances

Introduction

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

ACIP Assurances

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

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		Assurance #3

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	No	NA	

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	No	NA	

2018-2019 ACIP Plan

Overview

Plan Name

2018-2019 ACIP Plan

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	To increase the number of students who are proficient in math. We will increase our math total proficiency score from 74% to 77% during the 2018-19 school year.	Objectives: 1 Strategies: 4 Activities: 13	Academic	\$0
2	To increase the number of students who are reading. We will increase our reading total proficiency from 70.8% to 73.8% for grades 6th, 7th, and 8th during the 2018-2019 school year.	Objectives: 1 Strategies: 4 Activities: 12	Organizational	\$0
3	Non Academic Goal: To increase attendance school wide from the previous year (2017-18) by 1%.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: To increase the number of students who are proficient in math. We will increase our math total proficiency score from 74% to 77% during the 2018-19 school year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Mathematics by 05/17/2019 as measured by Scantron Achievement and Performance Series results.

Strategy 1:

Formative Assessment - Various types of formative assessments will be used regularly and purposefully in order to drive future classroom instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students complete the formative assessment three times per year. This data is reviewed by the leadership team, teachers, and students.	Other - Assessment	09/12/2017	05/17/2019	\$0	District Funding	Teachers, counselors, administrators, students

Activity - Verification of Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will randomly verify that formative assessments are visible on lesson plans and are seen during walk through visits to the classroom.	Other - Administrative Review	10/23/2017	05/17/2019	\$0	No Funding Required	Teachers and administration

Activity - Formatively Assess RTI students in grades 6-8	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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RTI students in grades 6-8 will take the Scantron Performance Series assessment multiple times throughout the year to assess student growth. This data will be reviewed and discussed during monthly PST meetings.	Academic Support Program	10/23/2017	05/17/2019	\$0	No Funding Required	Teachers, counselors, curriculum leader and administration
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Strategy 2:

Depth of Knowledge - DOK Levels II, III, and IV will be represented in lessons, lesson plans, and student work on a weekly basis.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share and be provided with professional development each month during faculty meetings.	Professional Learning	10/02/2017	05/17/2019	\$0	District Funding	Teachers, admin, curriculum leader

Status	Progress Notes	Created On	Created By
Completed	DOK PD held in March by C. Baldwin. All teachers were in attendance during their planning period.	April 30, 2018	Leslie Wheeler

Activity - DOK Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan purposefully to incorporate levels II, III, and IV of Webb's Depth of Knowledge in lesson plans and classroom activities.	Professional Learning	10/23/2017	05/17/2019	\$0	No Funding Required	Teachers and curriculum leader

Status	Progress Notes	Created On	Created By
In Progress	Teachers meet weekly during their grade level/content area PLC on Thursday.	April 30, 2018	Leslie Wheeler

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Activity - Verification of DOK	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and Curriculum Leader will verify implementation of DOK in lesson plans and classroom activities.	Academic Support Program	10/23/2017	05/17/2019	\$0	No Funding Required	Teachers, curriculum leader and administration

Strategy 3:

Learning Targets - All teachers will work at implementing learning targets regularly and with intention.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development in regards to learning targets to better understand what they are and how to use them in their classroom. This will also be discussed and questions asked during monthly PLC meetings on Thursday.	Professional Learning	11/06/2017	05/17/2019	\$0	District Funding	Teachers, administrators, curriculum leader

Status	Progress Notes	Created On	Created By
Completed	Learning Targets PD held in November during planning period. PD facilitated by L. Wheeler and C. Baldwin.	April 30, 2018	Leslie Wheeler

Activity - Visible Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning targets will be visible in all classrooms so that students are aware of what is expected of them. The term learning targets will become a more common and familiar term with teachers and students.	Direct Instruction	10/23/2017	05/17/2019	\$0	No Funding Required	Teachers

Activity - Verification of Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Administration and Curriculum Leader will verify learning targets are in lesson plans and visible in the classroom through lesson plan review and classroom visits.	Academic Support Program	10/23/2017	05/17/2019	\$0	No Funding Required	Curriculum Leader and administration
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Strategy 4:

Differentiated Instruction - Teachers will plan and implement learning tasks at varying DOK levels.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School data

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be responsible for providing lessons using differentiated instructional strategies to meet the needs of all learners.	Technology	11/06/2017	05/17/2019	\$0	No Funding Required	All teachers will be responsible for having differentiated lessons in their weekly lesson plans.

Status	Progress Notes	Created On	Created By
In Progress	Weekly lesson plans uploaded to google drive. DOK levels specified.	April 30, 2018	Leslie Wheeler

Activity - Verification of Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and Curriculum Leader will verify differentiated instruction through inspection of lesson plans and classroom visits.	Academic Support Program	10/23/2017	05/17/2019	\$0	No Funding Required	Teachers, curriculum leader and administration

Activity - Differentiated Instruction PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

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Teachers will be provided professional development for differentiated instruction.	Professional Learning	10/23/2017	05/17/2019	\$0	No Funding Required	Curriculum Leader and administration
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Status	Progress Notes	Created On	Created By
Completed	Differentiation resources provided to teachers by C. Baldwin.	April 30, 2018	Leslie Wheeler

Activity - Math Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have been identified through Rtl as having a area of concern in math based on Performance Series scores will take the Math Studies class to receive intervention by a math teacher.	Direct Instruction, Academic Support Program	08/20/2018	05/17/2019	\$0	No Funding Required	Administration and teachers

Goal 2: To increase the number of students who are reading. We will increase our reading total proficiency from 70.8% to 73.8% for grades 6th, 7th, and 8th during the 2018-2019 school year.

Measurable Objective 1:

achieve college and career readiness with a 3% gain in proficiency for our 6th, 7th and 8th grade students during the 2018-2019 school year. by 05/17/2019 as measured by Scantron Performance Series results.

Strategy 1:

Formative Assessment - Various types of formative assessments will be used regularly and purposefully in order to drive future classroom instruction.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

ACIP

Spanish Fort Middle School

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scantron Formative assessment will be taken three times during the school year: Fall and Spring.	Academic Support Program	09/22/2017	05/17/2019	\$0	District Funding	Teachers, counselors, administrators

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During weekly lesson plan review and classroom walkthroughs administrators will be looking for verification that formative assessments are visible on their lesson plans and are seen during walk through visits.	Other - Administrative Review	10/23/2017	05/17/2019	\$0	No Funding Required	Administrators and teachers

Activity - Formatively Assess RTI students in grades 6-8	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI students in grades 6-8 will take the Scantron Performance Series assessment multiple times throughout the school year to assess student growth. The PST Team will monitor this data during their monthly meetings.	Direct Instruction, Academic Support Program, Tutoring	10/23/2017	05/17/2019	\$0	District Funding	Teachers, PST Team, administration

Strategy 2:

DOK - DOK Levels II, III, and IV will be represented in lessons, lesson plans, and student work on a weekly basis.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Department Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will share Depth of Knowledge strategies and ideas during their weekly PLC meetings and monthly department meetings.	Professional Learning	11/13/2017	05/17/2019	\$0	No Funding Required	Teachers

Status	Progress Notes	Created On	Created By
In Progress	Monthly department meetings held throughout the school year. All departments focused on DOK 3 and 4 strategies.	April 30, 2018	Leslie Wheeler

Activity - Verification of DOK	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and curriculum leader will verify implementation of DOK in lesson plans and classroom activities.	Academic Support Program	10/23/2017	05/17/2019	\$0	No Funding Required	Teachers, curriculum leader and administration

Activity - DOK Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DOK professional development will be provided to teachers by Curriculum Leader.	Professional Learning	10/23/2017	05/17/2019	\$0	No Funding Required	Curriculum Leader, teachers and administration

Status	Progress Notes	Created On	Created By
Completed	Chelsey Baldwin provided DOK PD to teachers during the month of March - during planning time.	April 30, 2018	Jennifer Bedgood

Strategy 3:

Differentiation - Teachers will provide differentiated instruction and plan purposeful lessons which are differentiated by content, process, or product. These lessons will be planned thoughtfully around the needs of all students but especially for students in subgroups. Teachers will also participate in a book study, Teach Like a Pirate, which will help them generate ideas about differentiation.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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During weekly PLC meetings teachers will discuss and collaborate about differentiated lesson plans and activities they use to meet the needs of all learners specifically subgroups.	Professional Learning	10/26/2017	05/17/2019	\$0	No Funding Required	Teachers, curriculum leader, administrators
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Status	Progress Notes	Created On	Created By
In Progress	Teachers meet once a week on Thursdays to PLC during their grade level/content planning time. These meetings are documented through a google doc.	April 30, 2018	Jennifer Bedgood

Activity - Verification of Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and curriculum leader will verify differentiated instruction through inspection of lesson plans and classroom visits.	Academic Support Program	10/23/2017	05/17/2019	\$0	No Funding Required	Curriculum leader and administration

Activity - Differentiated Instruction PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided professional development for differentiated instruction through curriculum leader.	Professional Learning	10/23/2017	05/17/2019	\$0	No Funding Required	Curriculum leader and administration

Status	Progress Notes	Created On	Created By
Completed	Curriculum leader, C. Baldwin, sent differentiated resources sent to teachers via email.	April 30, 2018	Leslie Wheeler

Strategy 4:

Learning Targets - All teachers will work at implementing learning targets regularly and with intention.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During weekly PLC meetings, teachers will discuss and collaborate to decide weekly learning targets to document in lesson plans.	Professional Learning	10/26/2017	05/17/2019	\$0	No Funding Required	Teachers, curriculum leader and admin

Status	Progress Notes	Created On	Created By
In Progress	Teachers meet once a week on Thursdays to PLC during their grade level/content planning time. These meetings are documented through a google doc.	April 30, 2018	Leslie Wheeler

Activity - Verification of Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and academic leader will verify learning targets are in lesson plans and visible in the classroom through lesson plan review and classroom visits.	Academic Support Program	10/23/2017	05/17/2019	\$0	No Funding Required	Curriculum leader and administration

Activity - Learning Targets PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers will be provided with professional development and assistance on learning targets. Teachers will work together in their grade level PLC and with the curriculum leader to come up with content specific learning targets. Students will use learning targets to assess themselves after each unit.	Professional Learning	10/23/2017	05/17/2019	\$0	No Funding Required	Curriculum leader, teachers and administration

Status	Progress Notes	Created On	Created By
Completed	C. Baldwin and L. Wheeler provided PD on Learning Targets on Nov. 1, 2017 during teacher planning time.	April 30, 2018	Leslie Wheeler

Goal 3: Non Academic Goal: To increase attendance school wide from the previous year (2017-18) by 1%.

Measurable Objective 1:

demonstrate a behavior where daily attendance increased by 1% going from 94% to 95%. by 05/17/2019 as measured by the ADA report from the 2018-19 school year..

Strategy 1:

Student Buy In - Middle School administrators have a friendly attendance competition every month. The middle School with the highest rate of attendance is awarded the Attendance Belt. This gets students excited about coming to school because they want to win the attendance belt!

Category: Develop/Implement Student and School Culture Program

Research Cited: School leaders provide a review of the policy and expectations, including the attendance policy and incentives.

Activity - Handbook Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance will be approached in a positive way through our student handbook, bulletin boards, posting of perfect attendance every quarter and our attendance belt winner each month.	Behavioral Support Program, Policy and Process	08/15/2018	05/17/2019	\$0	No Funding Required	Teachers, office staff, counselors, administrators

Status	Progress Notes	Created On	Created By
Completed	Reviewed handbook with students during 1st week of school. Handbook is also placed online for students and parents to locate at all times.	April 30, 2018	Leslie Wheeler

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Handbook Review	Attendance will be approached in a positive way through our student handbook, bulletin boards, posting of perfect attendance every quarter and our attendance belt winner each month.	Behavioral Support Program, Policy and Process	08/15/2018	05/17/2019	\$0	Teachers, office staff, counselors, administrators
Verification of Differentiated Instruction	Administration and Curriculum Leader will verify differentiated instruction through inspection of lesson plans and classroom visits.	Academic Support Program	10/23/2017	05/17/2019	\$0	Teachers, curriculum leader and administration
DOK Planning	Teachers will plan purposefully to incorporate levels II, III, and IV of Webb's Depth of Knowledge in lesson plans and classroom activities.	Professional Learning	10/23/2017	05/17/2019	\$0	Teachers and curriculum leader
Visible Learning Targets	Learning targets will be visible in all classrooms so that students are aware of what is expected of them. The term learning targets will become a more common and familiar term with teachers and students.	Direct Instruction	10/23/2017	05/17/2019	\$0	Teachers
Learning Targets PD	The teachers will be provided with professional development and assistance on learning targets. Teachers will work together in their grade level PLC and with the curriculum leader to come up with content specific learning targets. Students will use learning targets to assess themselves after each unit.	Professional Learning	10/23/2017	05/17/2019	\$0	Curriculum leader, teachers and administration
Formatively Assess RTI students in grades 6-8	RTI students in grades 6-8 will take the Scantron Performance Series assessment multiple times throughout the year to assess student growth. This data will be reviewed and discussed during monthly PST meetings.	Academic Support Program	10/23/2017	05/17/2019	\$0	Teachers, counselors, curriculum leader and administration
Verification of DOK	Administrators and curriculum leader will verify implementation of DOK in lesson plans and classroom activities.	Academic Support Program	10/23/2017	05/17/2019	\$0	Teachers, curriculum leader and administration
Math Studies	Students who have been identified through Rtl as having a area of concern in math based on Performance Series scores will take the Math Studies class to receive intervention by a math teacher.	Direct Instruction, Academic Support Program	08/20/2018	05/17/2019	\$0	Administration and teachers

PLC Meetings	During weekly PLC meetings teachers will discuss and collaborate about differentiated lesson plans and activities they use to meet the needs of all learners specifically subgroups.	Professional Learning	10/26/2017	05/17/2019	\$0	Teachers, curriculum leader, administrators
Formative Assessment	During weekly lesson plan review and classroom walkthroughs administrators will be looking for verification that formative assessments are visible on their lesson plans and are seen during walk through visits.	Other - Administrative Review	10/23/2017	05/17/2019	\$0	Administrators and teachers
Differentiated Instruction PD	Teachers will be provided professional development for differentiated instruction through curriculum leader.	Professional Learning	10/23/2017	05/17/2019	\$0	Curriculum leader and administration
PLC Meetings	During weekly PLC meetings, teachers will discuss and collaborate to decide weekly learning targets to document in lesson plans.	Professional Learning	10/26/2017	05/17/2019	\$0	Teachers, curriculum leader and admin
Differentiated Instruction PD	Teachers will be provided professional development for differentiated instruction.	Professional Learning	10/23/2017	05/17/2019	\$0	Curriculum Leader and administration
Department Meetings	Teachers will share Depth of Knowledge strategies and ideas during their weekly PLC meetings and monthly department meetings.	Professional Learning	11/13/2017	05/17/2019	\$0	Teachers
Verification of Learning Targets	Administration and academic leader will verify learning targets are in lesson plans and visible in the classroom through lesson plan review and classroom visits.	Academic Support Program	10/23/2017	05/17/2019	\$0	Curriculum leader and administration
DOK Professional Development	DOK professional development will be provided to teachers by Curriculum Leader.	Professional Learning	10/23/2017	05/17/2019	\$0	Curriculum Leader, teachers and administration
Lesson Plans	Teachers will be responsible for providing lessons using differentiated instructional strategies to meet the needs of all learners.	Technology	11/06/2017	05/17/2019	\$0	All teachers will be responsible for having differentiated lessons in their weekly lesson plans.
Verification of Learning Targets	Administration and Curriculum Leader will verify learning targets are in lesson plans and visible in the classroom through lesson plan review and classroom visits.	Academic Support Program	10/23/2017	05/17/2019	\$0	Curriculum Leader and administration
Verification of DOK	Administration and Curriculum Leader will verify implementation of DOK in lesson plans and classroom activities.	Academic Support Program	10/23/2017	05/17/2019	\$0	Teachers, curriculum leader and administration
Verification of Differentiated Instruction	Administrators and curriculum leader will verify differentiated instruction through inspection of lesson plans and classroom visits.	Academic Support Program	10/23/2017	05/17/2019	\$0	Curriculum leader and administration

ACIP

Spanish Fort Middle School

Verification of Formative Assessment	Administration will randomly verify that formative assessments are visible on lesson plans and are seen during walk through visits to the classroom.	Other - Administrative Review	10/23/2017	05/17/2019	\$0	Teachers and administration
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Formative Assessment	Scantron Formative assessment will be taken three times during the school year: Fall and Spring.	Academic Support Program	09/22/2017	05/17/2019	\$0	Teachers, counselors, administrators
Professional Development	Teachers will share and be provided with professional development each month during faculty meetings.	Professional Learning	10/02/2017	05/17/2019	\$0	Teachers, admin, curriculum leader
Formatively Assess RTI students in grades 6-8	RTI students in grades 6-8 will take the Scantron Performance Series assessment multiple times throughout the school year to assess student growth. The PST Team will monitor this data during their monthly meetings.	Direct Instruction, Academic Support Program, Tutoring	10/23/2017	05/17/2019	\$0	Teachers, PST Team, administration
Formative Assessment	All students complete the formative assessment three times per year. This data is reviewed by the leadership team, teachers, and students.	Other - Assessment	09/12/2017	05/17/2019	\$0	Teachers, counselors, administrators, students
Professional Development	Teachers will be provided with professional development in regards to learning targets to better understand what they are and how to use them in their classroom. This will also be discussed and questions asked during monthly PLC meetings on Thursday.	Professional Learning	11/06/2017	05/17/2019	\$0	Teachers, administrators, curriculum leader
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		

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?

Evidence will be provided in the near future.

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

Evidence will be provided in the near future.

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

Evidence will be provided in the near future.

Areas in Need of Improvement

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

Evidence will be provided in the near future.

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

Evidence will be provided in the near future.

What are the implications for these stakeholder perceptions?

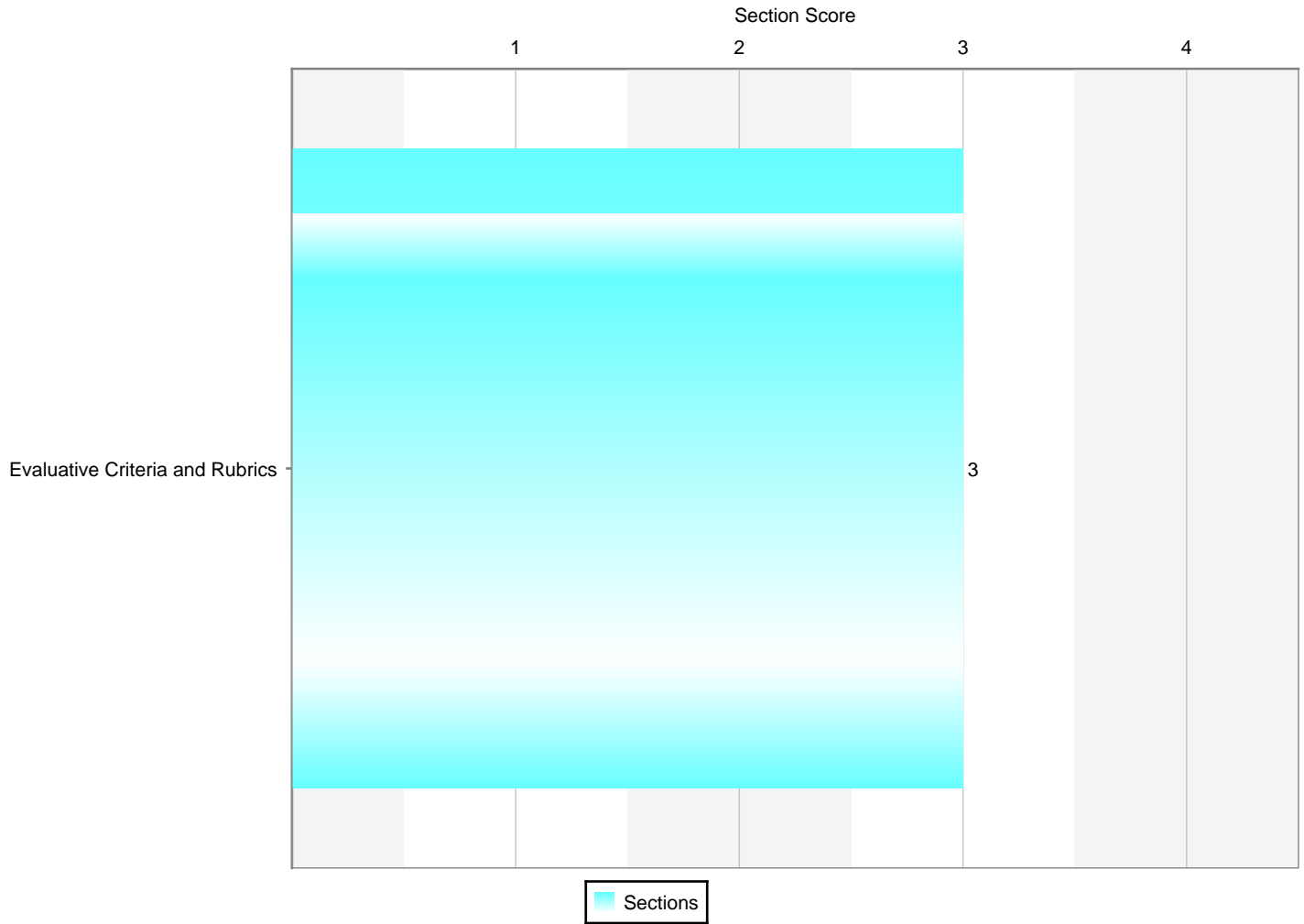
Evidence will be provided in the near future.

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

Evidence will be provided in the near future.

Report Summary

Scores By Section



Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	49.03

Provide the number of classroom teachers.

48.58

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	2640684.0

Total

2,640,684.00

Administrator Units

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

Provide the number of administrators.

2.50

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	96236.0

Total

96,236.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	1.5

Provide the number of Assistant Principals.

1.50

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	118138.0

Total

118,138.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	2.0

Provide the number of Counselors.

2.00

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	132378.0

Total

132,378.00

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	57686.0

Total

57,686.00

Career and Technical Education Administrator

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

Provide the number of Career and Technical Education Administrators.

0.00

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

Total

0.00

Career and Technical Education Counselor

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

Provide the number of Career and Technical Education Counselors.

0.00

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

Total

0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0.00

Label	Question	Value
3.	Provide the total of all funding for Technology.	16359.0

Total

16,359.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0.00

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	4908.0

Total

4,908.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0.00

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total

0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0.00

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	29232.0

Total

29,232.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0.00

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	5242.0

Total

5,242.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

NA

Title II

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

Provide a brief explanation and a breakdown of expenses.

NA

Title III

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

Provide a brief explanation and a breakdown of expenses.

NA

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

NA

Title V

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

Provide a brief explanation and a breakdown of expenses.

NA

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

NA

Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

Other

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

Provide a brief explanation and a breakdown of expenses.

NA

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

NA