ACIP

Gulf Shores Middle School

Baldwin County Board of Education

Mr. Kyle McCartney, Administrator
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Gulf Shores, AL 36542

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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 (GSMS) has 434 students and serves seventh and eighth grades. GSMS is located in Gulf Shores, Alabama - a tourism community. We have two elementary schools that feed into our middle school: Gulf Shores Elementary and Orange Beach Elementary. Our students live in Gulf Shores, Orange Beach, Fort Morgan, and Ono Island. Our student population has increased by approximately 10 students in the last three years. Of the 434 students, 89.86% identify as white, and the remaining 10.14% identify as either American Indian, Black, Not Specified, or two or more races. 39.86% of our students receive free or reduced lunch. We currently have 45 staff members. Of our certified staff, 80% have been in education for more than five years and 50% hold a masters degree or higher. Our community thrives on tourism; therefore, we do have several transient students throughout the year.

Our community churches offer assistance to our students through multiple avenues: clothing, food, school supplies, and tutoring. Tutoring is one of our students' biggest needs, and a few of our local churches provide after school tutoring for our students.

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, and responsibility. We work to prepare 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 in the classroom with both classmates and peers around the world. Students utilize twenty-first century skills to enhance their educational process. We are a 1:1 school with each student receiving a Chromebook. This tool has been instrumental in allowing students to access information quickly and efficiently. It has also allowed our students to become well versed in technology and digital citizenship. This is our sixth year being a 1:1 school, and the second year with Chromebooks. The 1:1 environment has created an enormous culture change in our school.

We partner with Gulf Shores High School to prepare our students for Career Academies. The Career Academies at the high school give students an inside look at careers they are interested in before they graduate. At GSMS, we host Career Countdown - an educational program on careers and budgeting put on by the Alabama Cooperative Extension Program from Auburn University. This program gives students a glimpse at real life and career options available to them.

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 searching for advancement opportunities for and outlets to showcase the talents of both our students and staff.

- The GSMS cheer squad received a gold superior ribbon for sideline, a goal superior ribbon for cheer, a blue superior ribbon for extreme routine, Top Banana (for being a true example of spirit and leadership), 1st place in extreme routine, 1st place in game day cheer, 2nd place in game day sideline, and overall game day winner at the Universal Cheerleader Association Camp (July 2016). We also had three cheerleaders selected for All American.
- Both our Girls' and Boys' Cross Country teams placed first in the 2A Cross Country County Championship.
- Two GSMS art students took first and second place in the 2016 Lions Club Peace Poster contest.
- Thirty-seven GSMS art students were published in the 2016 edition of the national book Celebrating Art.
- Throughout the year, we had thirty-three students earn All County in their sport: nine for Cross Country, three for Cheerleading, six for Football, four for Football, one for basketball, and ten for track.
- Six GSMS student successfully auditioned for spots on the All County Honor Band.
- The Scholars' Bowl team placed second at the county tournament and had one team member named MVP.
- Thirty-two GSMS art students placed in the art contest at the Baldwin County Fair.
- Our Robotics team has grown and held two competitions at our school last year for VEX EDR and VEX IQ. We also began an Underwater Robotics team.
- The GSMS VEX IQ team placed third at the "Bots on the Beach" tournament held at our school.
- The BEST robotics team competed at the University of South Alabama. At this competition, we won the wildcard match and advanced to the semis during the knock out rounds, and we also won first place in the t-shirt competition.
- Throughout the school year, students were given benchmark assessments through Scantron Performance Series. Our students increased both from year to year and from Fall to Spring. Our greatest areas of growth over the past two school years were seventh grade fiction and eighth grade numbers and operations. Overall, from Fall to Winter we grew approximately 89 points in math, 71 points in reading, 81 points in science on the Scantron scale.
- Our ASPIRE scores and percentage of students who are ready or exceeding have also had a dramatic increase in the past few years.

In the next three years, we have plans to improve both attendance and tardies.

This year we are implementing "Attendance Challenges." We have identified the months our students are absent the most, and we are rewarding students with 95% perfect attendance during those months with a special field trip. Our goal is to decrease the number of absences in those months by at least 2%.

Additional Information

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

Last school year (2016-2017), we held STRIVE classes. This elective-based support system class period addressed the academic needs of our students. Students scoring in the Tier 3 range based on the ASPIRE assessment received small group, direct instruction with a teacher. Students in the Tier 2 range were close to benchmark and received instruction specific to their areas of weakness through STRIDE, an Internet-based academic program that gives students the opportunity to enhance their Math, Reading, Science and Language Arts skills while working on their. Tier 1 students were above benchmark on the ASPIRE and received an additional elective.

Our goal for STRIVE was "The Chase for 55": 55% of our students ready (or exceeding) in math and reading. On the 2016-2017 ASPIRE, we had 59% of students ready (or exceeding) in math, 61% of students ready (or exceeding) in reading, and 60% of students ready (or exceeding) in science. We were able to meet our goal.

Our 2017-2018 goal is "The Momentum: 65-60-65": 65% of students ready (or exceeding) in reading, 60% of students ready (or exceeding) in math, and 65% of students ready (or exceeding) in science. We are continuing to have STRIVE time as an elective period. Students with an IEP use STRIVE time for a Resource time to meet with their case manager. Students in the Tier 3 range based on their ASPIRE assessment have a STRIVE elective. Teachers provide small group or one-on-one direct instruction through the STRIDE Academy program.

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:

ACIP
Gulf Shores Middle School
SY 2016-2017

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		

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?

k

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

l

Which area(s) indicate the overall highest performance?

l

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

l

Between which subgroups is the achievement gap closing?

l

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

l

Areas in Need of Improvement

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

7th Grade Math

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

7th Grade Algebra standards

Which area(s) indicate the overall lowest performance?

Math- Algebra

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

Black and Hispanic

Between which subgroups is the achievement gap becoming greater?

Special Education

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

Algebra standards are weaker according to Scantron, STRIDE, and Compass data sources.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics

3
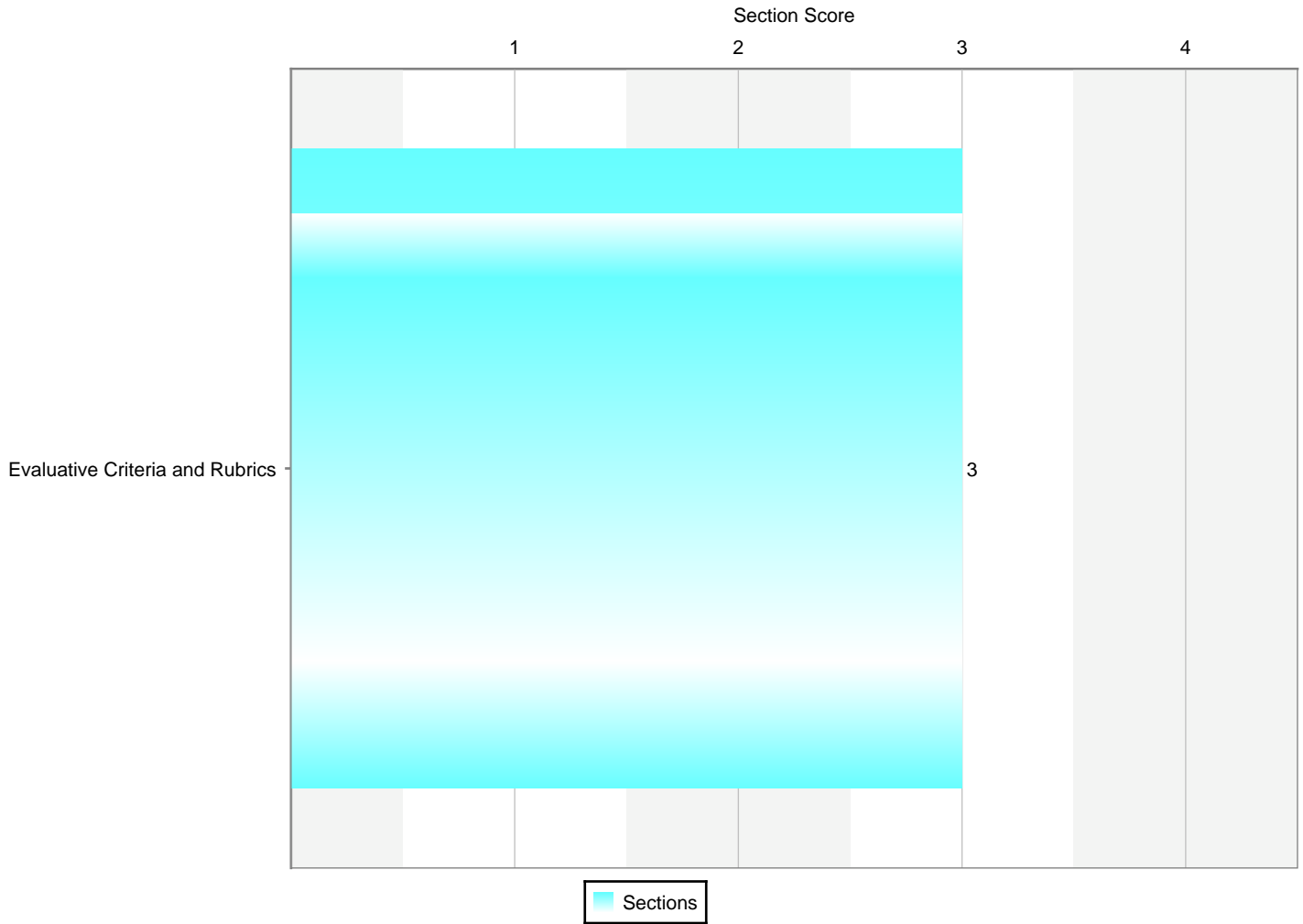
Sections

2017-2018 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		acip leadership

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		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	see attached	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.	Yes	see attached	Parental Plan

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	No	Not a Title ! school	

Plan for ACIP 2017-2018

Overview

Plan Name

Plan for ACIP 2017-2018

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	We will increase the number of 7th and 8th grade students who are proficient in math. We will increase our math total proficiency score from 59% to 62% during the 2017-2018 school year.	Objectives: 1 Strategies: 4 Activities: 4	Organizational	$0
2	Gulf Shores Middle School will decrease the number of unexcused absences through student rewards, student recognition, and parental awareness.	Objectives: 1 Strategies: 4 Activities: 5	Organizational	$0
3	We will increase the number of 7th and 8th grade students who are proficient in reading. We will increase our reading total proficiency score from 61% to 64% during the 2017-2018 school year.	Objectives: 1 Strategies: 4 Activities: 4	Academic	$0

Goal 1: We will increase the number of 7th and 8th grade students who are proficient in math. We will increase our math total proficiency score from 59% to 62% during the 2017-2018 school year.

Measurable Objective 1:

demonstrate a proficiency in Mathematics with at least 62% of the student population by 05/25/2018 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 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize various types of formative assessments regularly and purposefully in order to drive future classroom instruction.	Direct Instruction	09/27/2017	05/18/2018	$0	No Funding Required	All teachers will be responsible for utilizing various types of formative assessments regularly and purposefully in order to drive future classroom instruction.

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 - Depth of Knowledge: Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will plan and implement a variety of DOK Levels II, III, and IV in all lessons, lesson plans, and student work on a weekly basis.	Direct Instruction	09/27/2017	05/18/2018	$0	No Funding Required	All teachers will responsible for planning and implementing a variety of DOK Levels II, III, and IV in all lessons, lesson plans, and student work on a weekly basis.

Strategy 3:

Differentiation - All teachers will modify the content (what is being taught), the process (how it is taught) and the product (how students demonstrate their learning)

based on student need as supported by formative assessments.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Differentiation: Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan and implement differentiation through content, process, and product to fit student needs.	Direct Instruction	09/27/2017	05/18/2018	$0	No Funding Required	All teachers will be responsible for differentiating the content, process, and product appropriately.

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 - Learning Targets: Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will plan and implement learning tasks at varying DOK levels.	Direct Instruction	09/27/2017	05/18/2018	$0	No Funding Required	All teachers will be responsible for utilizing learning targets at the appropriate DOK.

Goal 2: Gulf Shores Middle School will decrease the number of unexcused absences through student rewards, student recognition, and parental awareness.

Measurable Objective 1:

increase student growth through a decrease in the number of unexcused absences by 05/25/2018 as measured by a 2% decrease in unexcused absences from the prior school year.

Strategy 1:

Student Reward - We will hold two "Attendance Challenges" throughout the school year to raise awareness on the importance of school attendance. Students who are present 95% or more of the time during these challenge time periods will be rewarded with a field trip.

Category: Other - Student Reward

Activity - Attendance Challenge 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance Challenge #1	Field Trip	11/01/2017	12/31/2017	$0	No Funding Required	Robert McCartney, Kimberly Earley, Brittney Reeves

Activity - Attendance Challenge 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance Challenge 2	Field Trip	04/01/2018	04/30/2018	$0	No Funding Required	Robert McCartney, Kimberly Earley, Brittney Reeves

Strategy 2:

Student Recognition - We will recognize students with perfect attendance each month through school announcements and social media. We will use this opportunity to raise awareness on the value and importance of being present at school each day.

Category: Develop/Implement Student and School Culture Program

Research Cited: By 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school.

Activity - Monthly Attendance Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Recognize students with perfect attendance each month.	Other - Recognition	09/01/2017	05/25/2018	$0	No Funding Required	Robert McCartney, Kimberly Earley, Brittney Reeves

Strategy 3:

Parental Awareness - We will contact parents when a student's absence is not excused. This will give us the opportunity to ensure the absence was necessary and share with the parent the value and importance of school attendance.

Category: Develop/Implement Student and School Culture Program

Activity - Parental Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Contact parents regarding unexcused absences.	Other - Parental Awareness	09/01/2017	05/25/2018	$0	No Funding Required	Robert McCartney, Kimberly Earley, Sherie Harris, Jennifer McCurdy

Strategy 4:

Attendance Contract - Students with more than two unexcused absences each quarter will attend a meeting held by the school counselor, administrator, and office staff.

Category: Implement Guidance and Counseling Plan

Research Cited: School Data

Activity - Attendance Contract: Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will receive information on the negative impact a lack of attendance can take on both academic and social success. Students will then sign an attendance contract.	Behavioral Support Program	09/27/2017	05/18/2018	$0	No Funding Required	The counselor, administrators, and office staff will handle Academic Contract meetings and contracts.

Goal 3: We will increase the number of 7th and 8th grade students who are proficient in reading. We will increase our reading total proficiency score from 61% to 64% during the 2017-2018 school year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Reading by 05/25/2018 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 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize various types of formative assessments regularly and purposefully in order to drive future classroom instruction.	Direct Instruction	09/27/2017	05/18/2018	$0	No Funding Required	All teachers will be responsible for utilizing various types of formative assessments regularly and purposefully in order to drive future classroom instruction.

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 - Depth of Knowledge: Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan and implement a variety of DOK Levels II, III, and IV in all lessons, lesson plans, and student work on a weekly basis.	Direct Instruction	09/27/2017	05/18/2018	$0	No Funding Required	All teachers will responsible for planning and implementing a variety of DOK Levels II, III, and IV in all lessons, lesson plans, and student work on a weekly basis.

Strategy 3:

Differentiation - All teachers will modify the content (what is being taught), the process (how it is taught) and the product (how students demonstrate their learning)

based on student need as supported by formative assessments.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Differentiation: Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan and implement differentiation through content, process, and product to fit student needs.	Direct Instruction	09/27/2017	05/18/2018	$0	No Funding Required	All teachers will be responsible for differentiating the content, process, and product appropriately.

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 - Learning Targets: Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan and implement learning tasks at varying DOK levels.	Direct Instruction	09/27/2017	05/18/2018	$0	No Funding Required	All teachers will be responsible for utilizing learning targets at the appropriate DOK.

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
Learning Targets: Activity 1	Teachers will plan and implement learning tasks at varying DOK levels.	Direct Instruction	09/27/2017	05/18/2018	$0	All teachers will be responsible for utilizing learning targets at the appropriate DOK.
Differentiation: Activity 1	Teachers will plan and implement differentiation through content, process, and product to fit student needs.	Direct Instruction	09/27/2017	05/18/2018	$0	All teachers will be responsible for differentiating the content, process, and product appropriately.
Depth of Knowledge: Activity 1	Teachers will plan and implement a variety of DOK Levels II, III, and IV in all lessons, lesson plans, and student work on a weekly basis.	Direct Instruction	09/27/2017	05/18/2018	$0	All teachers will responsible for planning and implementing a variety of DOK Levels II, III, and IV in all lessons, lesson plans, and student work on a weekly basis.
Parental Awareness	Contact parents regarding unexcused absences.	Other - Parental Awareness	09/01/2017	05/25/2018	$0	Robert McCartney, Kimberly Earley, Sherie Harris, Jennifer McCurdy

Attendance Contract: Activity 1	Students will receive information on the negative impact a lack of attendance can take on both academic and social success. Students will then sign an attendance contract.	Behavioral Support Program	09/27/2017	05/18/2018	$0	The counselor, administrators, and office staff will handle Academic Contract meetings and contracts.
Monthly Attendance Recognition	Recognize students with perfect attendance each month.	Other - Recognition	09/01/2017	05/25/2018	$0	Robert McCartney, Kimberly Earley, Brittney Reeves
Learning Targets: Activity 1	Teachers will plan and implement learning tasks at varying DOK levels.	Direct Instruction	09/27/2017	05/18/2018	$0	All teachers will be responsible for utilizing learning targets at the appropriate DOK.
Formative Assessment: Activity 1	Teachers will utilize various types of formative assessments regularly and purposefully in order to drive future classroom instruction.	Direct Instruction	09/27/2017	05/18/2018	$0	All teachers will be responsible for utilizing various types of formative assessments regularly and purposefully in order to drive future classroom instruction.
Differentiation: Activity 1	Teachers will plan and implement differentiation through content, process, and product to fit student needs.	Direct Instruction	09/27/2017	05/18/2018	$0	All teachers will be responsible for differentiating the content, process, and product appropriately.

Depth of Knowledge: Activity 1	Teachers will plan and implement a variety of DOK Levels II, III, and IV in all lessons, lesson plans, and student work on a weekly basis.	Direct Instruction	09/27/2017	05/18/2018	$0	All teachers will responsible for planning and implementing a variety of DOK Levels II, III, and IV in all lessons, lesson plans, and student work on a weekly basis.
Attendance Challenge 1	Attendance Challenge #1	Field Trip	11/01/2017	12/31/2017	$0	Robert McCartney, Kimberly Earley, Brittney Reeves
Formative Assessment: Activity 1	Teachers will utilize various types of formative assessments regularly and purposefully in order to drive future classroom instruction.	Direct Instruction	09/27/2017	05/18/2018	$0	All teachers will be responsible for utilizing various types of formative assessments regularly and purposefully in order to drive future classroom instruction.
Attendance Challenge 2	Attendance Challenge 2	Field Trip	04/01/2018	04/30/2018	$0	Robert McCartney, Kimberly Earley, Brittney Reeves
				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	See attachment	

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

Evaluative Criteria and Rubrics — 3.5

Sections
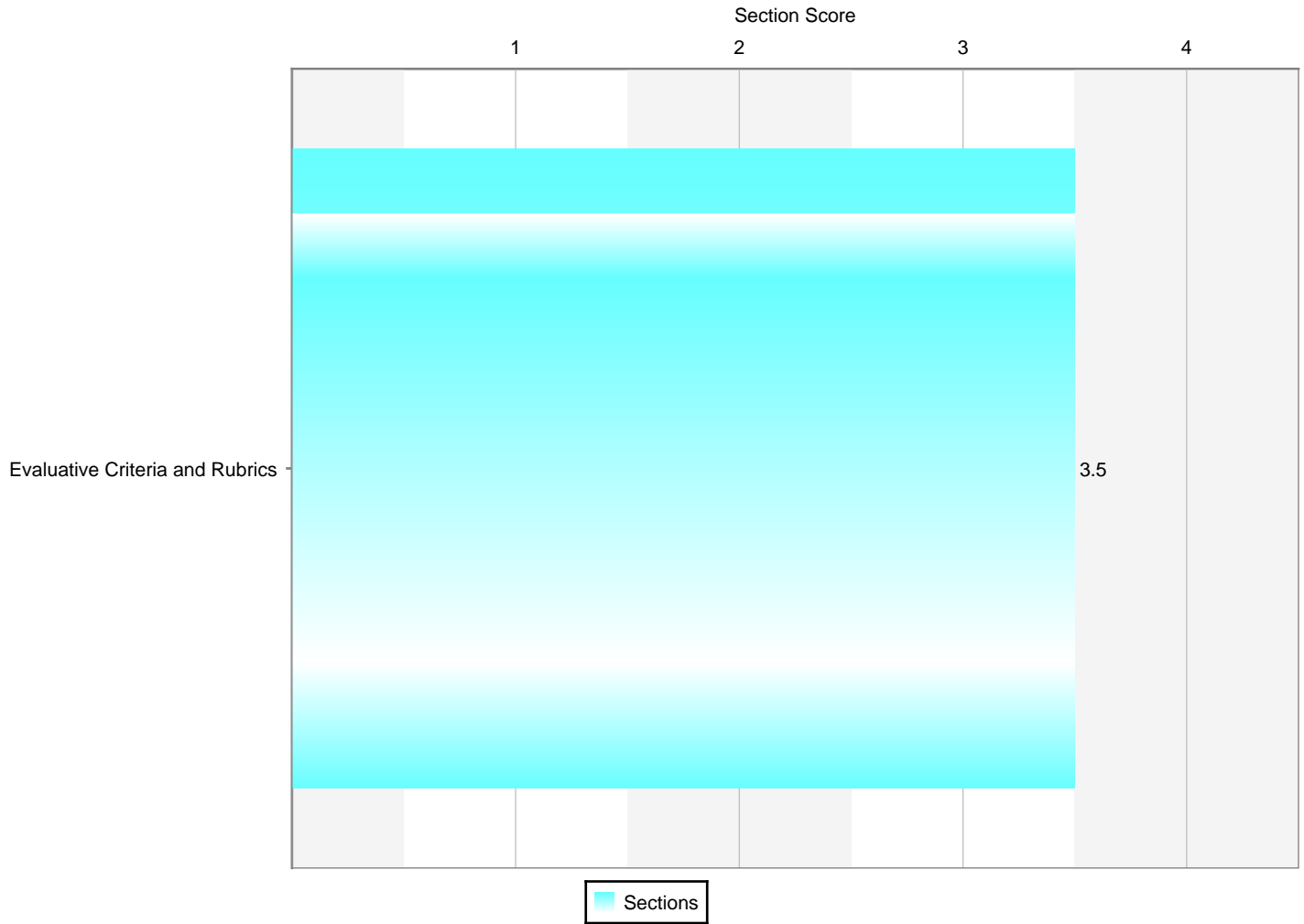
2017-2018 Coordination of Resources - Comprehensive Budget

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.	20.91

Provide the number of classroom teachers.

24.93

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1040710.0

Total   1,040,710.00

Administrator Units

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

Provide the number of administrators.

2

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	89717.0

Total   89,717.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.5

Provide the number of Assistant Principals.

.50

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	35136.0

Total   35,136.00

Counselor

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

Provide the number of Counselors.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	61812.0

Total   61,812.00

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.	55898.0

Total   55,898.00

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 Adminstrators.

0

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

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

Label	Question	Value
3.	Provide the total of all funding for Technology.	5163.0

Total   5,163.00

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

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	1893.0

Total   1,893.00

EL Teachers

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

Provide the number of EL Teachers.

0

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

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	32750.0

Total   32,750.00

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

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	743.0

Total   743.00

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.

n/a

Title II

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

Provide a brief explanation and a breakdown of expenses.

service provided - funds not allocated directly to schools

Title III

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

Provide a brief explanation and a breakdown of expenses.

n/a

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.

n/a

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.

n/a

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.

n/a

Label	Question	Value
1.	Tech Prep (Title II) 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 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	363803.0

Provide a brief explanation and breakdown of expenses.

n/a