



ACIP

Daphne Middle School

Baldwin County Board of Education

Ms. Tiffany Irby, Principal
1 Jody Davis Circle
Daphne, AL 36526-6109

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information.....	6

Improvement Plan Stakeholder Involvement

Introduction.....	8
Improvement Planning Process.....	9

Student Performance Diagnostic

Introduction.....	11
Student Performance Data.....	12
Evaluative Criteria and Rubrics.....	13
Areas of Notable Achievement.....	14
Areas in Need of Improvement.....	15
Report Summary.....	16

ACIP Assurances

Introduction 18

ACIP Assurances 19

2017-2018 Plan for ACIP

Overview 21

Goals Summary 22

 Goal 1: Building School Culture 23

 Goal 2: We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment in mathematics. We will increase our mathematics total proficiency score from 62% (start) to 65% (achieve) this year. 23

 Goal 3: We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment in ELA. We will increase our reading total proficiency score from 56% (start) to 61% (achieve) this year. 27

Activity Summary by Funding Source 34

Stakeholder Feedback Diagnostic

Introduction 39

Stakeholder Feedback Data 40

Evaluative Criteria and Rubrics 41

Areas of Notable Achievement 42

Areas in Need of Improvement 43

Report Summary 44

Coordination of Resources - Comprehensive Budget

Introduction 46

FTE Teacher Units 47

Administrator Units 48

Assistant Principal 49

Counselor 50

Librarian 51

Career and Technical Education Administrator 52

Career and Technical Education Counselor 53

Technology 54

Professional Development 55

EL Teachers 56

Instructional Supplies 57

Library Enhancement 58

Title I 59

Title II 60

Title III 61

Title IV 62

Title V 63

Career and Technical Education-Perkins IV 64

Career and Technical Education-Perkins IV 65

Other 66

Local Funds 67

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?

Daphne Middle School is located at One Jody Davis Circle, Daphne, Alabama. It is positioned at the corner of Whispering Pines Road and County Road 13 near the Eastern Shore. There are three elementary schools that are feeder pattern schools for Daphne Middle. Daphne East Elementary School, sits next door on the south side of Daphne Middle and W. J. Carroll and Daphne Elementary Schools are located across town on the west side of Highway 98. Daphne High School, a Blue Ribbon and International Baccalaureate school, is approximately one mile north of the middle school.

There are approximately 660 students enrolled at Daphne Middle School. The student population consists of 66% Caucasian, 21% Black, less than 4% Hispanic, and less than 1% American Indian, Asian, and Pacific Islander students. Of these, 8% are on a reduced lunch program, 29% are on a free lunch program. There are a total of 60 faculty members and support staff.

As an ever-growing community, Daphne's population has increased over the past few years. Major industries in the Mobile area have attracted new residents to the city. As a result, Daphne schools have seen an increase in enrollment and a need for larger facilities.

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.

Mission Statement: The Mission of Daphne Middle School is to produce successful, responsible students with an enthusiasm for learning. We will provide a nurturing environment and a challenging, well-rounded curriculum, taught by a knowledgeable staff.

Statement of Beliefs: Every student can learn and has a right to a quality education; Character and respect for others are essential elements of success; Everyone can be successful; A safe and secure environment is essential for learning; Encouragement will enhance a student's self-worth and will facilitate achievement; Acceptance of responsibility builds self-esteem and self-discipline; Everyone deserves respect and positive recognition for good effort. Every action has a consequence; High expectations should be maintained for all students and staff.

A quality education is provided for all students at Daphne Middle School. Daphne Middle School provides programs such as Advanced placement math, Algebra 1, Advanced Literature, Advanced Science (8th grade), Spanish Access for students, as well as, providing special resource classes to support students with academic learning needs such as reading and math enrichment, and study skills classes.

Good character is taught in elective classes using "The Seven Highly Effective Habits of Teens." The counselor and Reading Extension teacher sponsors the Peer Helper program which allows students to become mentors and helpers to their fellow classmates. Students are awarded for their academic progress quarter. An Honor Roll Snack is provided as an award for their good work.

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.

Continuing to incorporating technology is the predominant focus for Daphne Middle School. Every student has the opportunity to be equipped with a Chromebook provided by the Baldwin County School System. 99.5% percent of all seventh and eighth grade students are using a Chromebook as a learning tool each day.

In line with Daphne Middle School's mission and beliefs that all students can learn and all students deserve a quality education, Daphne Middle School has implemented teaming among the grade levels. Each grade 7th and 8th is divided into Team A and Team B. Each team has four core teachers; one each for math, literature, science, and social studies. Each team also has enrichment teachers for reading, math, and select electives. The reasoning for teaming is to enable the core teachers to have a common planning time so that parent/teacher conferences are easier to attend, grade level meetings can be attended during planning times, and core teachers are better able to understand a student's needs as a group and work to assist cooperatively.

The SEEDS foundation which assists Daphne Schools by providing much needed funding to enhance the school's security camera system.

We are striving to work towards an increase in our test scores. In addition, we want to increase community outreach that will allow us to communicate more effectively with all stakeholders.

Additional Information

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

The Daphne School's feeder pattern has developed this vision for every Daphne student who graduates.

Every Daphne graduate will be:

MULTILINGUAL

Fluent in a foreign language that is in high demand

INTERNATIONALLY CONNECTED

Aware of international issues based on personal experiences and relationships

CIVIC-MINDED

Active in community life and involved in addressing global challenges

COLLABORATIVE

Skilled at working within a team to solve problems around a common goal

ACADEMICALLY COMPETITIVE

Effectively prepared to succeed in national and global arenas

TECHNOLOGICALLY SAVVY

Adept at using technology to be innovative and entrepreneurial

COLLEGE AND CAREER READY

Able to move seamlessly into post-secondary education or a chosen profession through preparation within one of the following:

The International Baccalaureate Programme

Advanced Placement courses (AP)

Dual enrollment in college courses

Career Academies

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.

Parent(s) asked to be on the Counselor Advisory Board. This board meets Tuesday at Daphne Middle School. Community involvement includes Parent Volunteer Support Teams, Partners in Education and speakers from various professions throughout the community (they give presentations to our Career Exploration students during enrichment).

During Open House, sign up sheet was placed at the entry to volunteers for the Counselor Advisory Board. Guest speakers for career exploration receive formal letter. The letter served as an invitation as well as available speaking dates, time slots, and information that students want to know about their respective professions.

Partner in Education are businesses that are interested in partnering with Daphne Middle School as means of supporting the academic process. A representative of the business meets with administration to discuss potential opportunities.

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

The committee is made up of administrators, counselors, grade level chairs, classroom teachers, and parent liaisons. The appointed members were selected because of their areas of expertise, and their ability to convey the plan to the remaining faculty and stakeholders.

The administrators are present to facilitate, the counselors for guidance and counseling information, department chair to select benchmarks and identify deficient areas, parents to communicate the concerns they may have being an external stakeholder.

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 improvement plan is communicated daily from at least one of the following: The school's website, through parent notification via social media such as Facebook; through email, face to face communication, school messenger, superintendent videos, the school's digital newspaper, the digital sign in front of the school, and meetings. Communication to stakeholders occur everyday through one of the mediums above.

A hard copy of the completed School Improvement Plan will be available in the office.

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	Daphne Middle School uses the ASPIRE assessment. Since the primary assessment is now ASPIRE for student performance evaluation, these scores are the only ones that we will use for student diagnostic evaluation.	Daphne Middle Data Sheet

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?

Daphne Middle School used the ASPIRE assessment which evaluates student performance by R (ready), C (close) and N (in Need).

The area of English displayed an area of above expected levels of performance.

DMS 8th grade performance indicates:

Math- 49% Benchmarked CCRS

DMS 7th grade performance indicates:

English- 80% Benchmarked CCRS

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

Grades 7th and 8th both show growth in Math, English and Science.

Which area(s) indicate the overall highest performance?

In Math, 7th grade Expression and Equations increased from 45% to 49% proficient. In grade 8th grade, math overall increased from 41% to 49% being proficient.

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

The subgroups of white, gifted, and asian are showing increased performance.

Between which subgroups is the achievement gap closing?

The Hispanic subgroup gap is closing from -3.8 to -2.8.

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

N/A

Areas in Need of Improvement

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

The 7th in reading demonstrate below expected levels of performance due to a decrease in overall performance.

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

The 7th reading and writing overall have a negative trend.

Which area(s) indicate the overall lowest performance?

Both 7th and 8th area of lowest performance is the from Writing.

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

African Americans, Special Education, and economically disadvantage show a trend toward decreasing performance.

Between which subgroups is the achievement gap becoming greater?

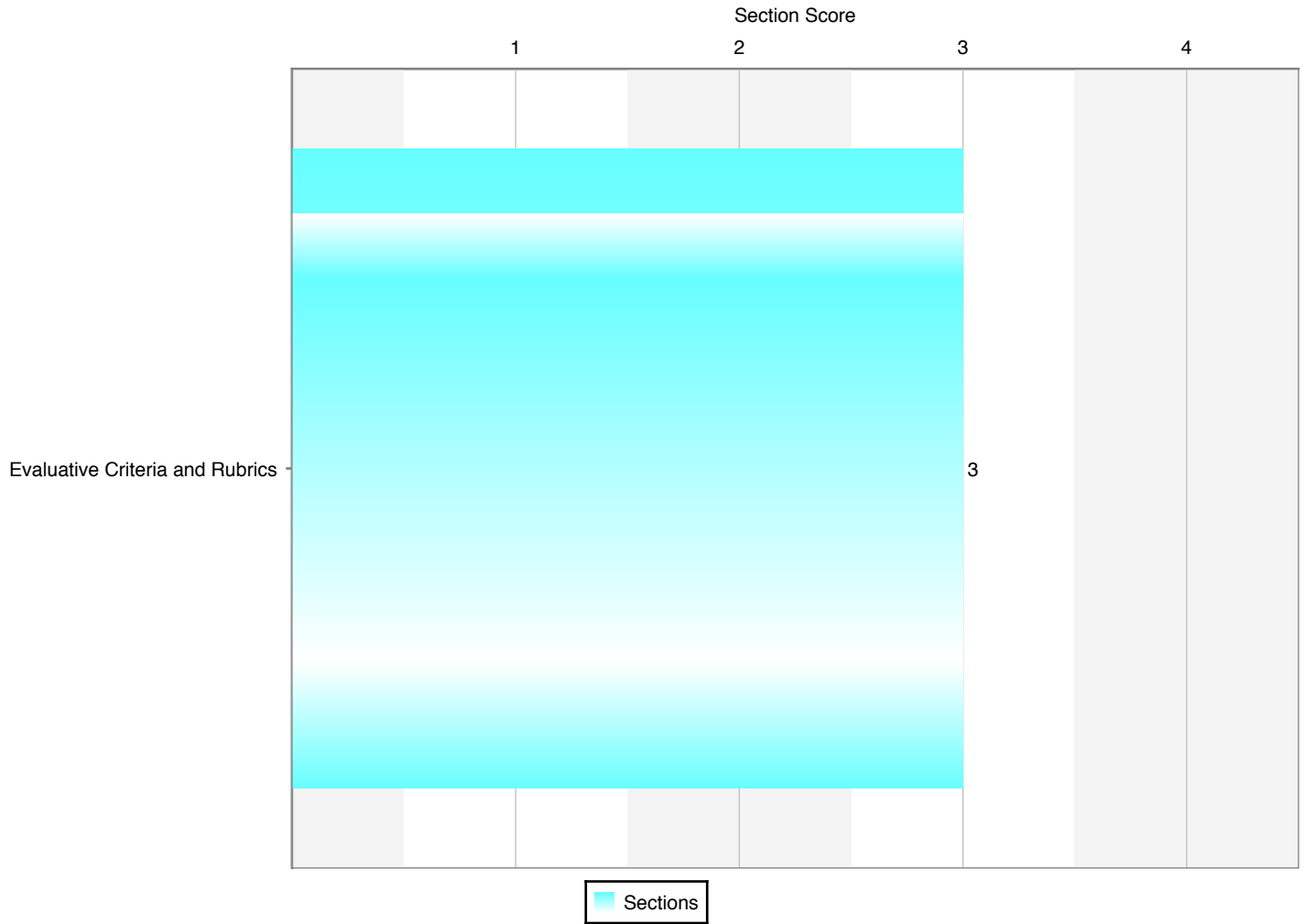
Special Education achievement gap increased from -5.9 to -7.7.

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

N/A

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		

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		DMS_Harrassment. Signatures17

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	Amanda Blake Counselor 1 Jody Davis Circle Daphne, AL 36526 251-626-2845	

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		DMS_Parent_Engage ment

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	We are not a title school.	

2017-2018 Plan for ACIP

Overview

Plan Name

2017-2018 Plan for ACIP

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	Building School Culture	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
2	We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment in mathematics. We will increase our mathematics total proficiency score from 62% (start) to 65% (achieve) this year.	Objectives: 1 Strategies: 4 Activities: 8	Academic	\$0
3	We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment in ELA. We will increase our reading total proficiency score from 56% (start) to 61% (achieve) this year.	Objectives: 1 Strategies: 4 Activities: 20	Academic	\$0

Goal 1: Building School Culture

Measurable Objective 1:

demonstrate a behavior that ensures that the school has a climate that is conducive to learning with a culture of high expectations by 05/25/2018 as measured by survey results from climate and culture data.

Strategy 1:

Book Study: 7 Habits of Highly Effective Teens - Students were assigned 7 Habits of Highly Effective Teens as a reading assignment. During our intervention time, students will participate in lessons provide detailed instructions about each habit.

Category: Develop/Implement Student and School Culture Program

Research Cited: 7 Habits of Highly Effective People

Activity - Class Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meet semesterly with student body to discuss school data and expectations.	Academic Support Program	08/29/2017	05/25/2018	\$0	Other	School Leadership Team

Activity - Counselor Rotation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement the comprehensive counseling program for all students	Behavioral Support Program	10/02/2017	04/27/2018	\$0	No Funding Required	Counselors

Goal 2: We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment in mathematics. We will increase our mathematics total

proficiency score from 62% (start) to 65% (achieve) this year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Mathematics by 05/18/2018 as measured by Scantron Performance Series results.

Strategy 1:

DOK - Using guidance/pacing documents, each grade level will un-wrap their standards to determine the learning target (then the depth) that each standard should be taught and assessed and plan instruction (whole group, small group, and independent tasks) accordingly.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - 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 targets at the appropriate DOK.

Strategy 2:

Learning Targets - Identify and utilize purposeful learning targets based on guidance/pacing documents and the unwrapped standards and plan lessons including whole group, small group, and independent tasks at the proper DOK level.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Daily Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Daphne Middle School

Teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson.	Academic Support Program	08/21/2017	05/25/2018	\$0	No Funding Required	Administration , curriculum leader and teachers
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Activity - Learning Targets Based on Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide instruction to students based on learning targets from the previous grade level that were not mastered as indicated by the Performance Series Assessment and other assessment data available through Scantron Analytics.	Academic Support Program	08/21/2017	05/25/2018	\$0	No Funding Required	Administration , curriculum coach and teachers

Strategy 3:

Formative Assessments - Create and utilize formative assessments that require students to formulate responses to questions that have more than one possible answer and require students to justify, written or orally, the response they give.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Exit Slips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement exit slips for each chapter/unit taught. Exit slips will measure students' ability to demonstrate mastery of the given learning targets. Questions' DOK levels on exit slips should align to the depth and expectation of the standard being assessed. Exit tickets may be placed in students' mathematics journals with the learning target listed in the heading.	Academic Support Program	08/21/2017	05/25/2018	\$0	No Funding Required	Administration , curriculum coach and teachers

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

ACIP

Daphne Middle School

Teachers will give students feedback on the results of their exit slip and discuss ways to improve or praise them for their mastery of the skill(s).	Academic Support Program	08/21/2017	05/25/2018	\$0	No Funding Required	Administration , curriculum coach and teachers
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Activity - Talk Moves	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement real-world, problem-solving tasks and encourage students to participate in mathematical discourse using talk moves. Teachers will take anecdotal notes of students' problem-solving skills and determine which students need intervention.	Academic Support Program	08/21/2017	05/25/2018	\$0	No Funding Required	Administration , curriculum coach and administration

Strategy 4:

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.

Content: Multiple options for taking in information

Process: Multiple options for making sense of the ideas

Product: Multiple options for expressing what th

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Problem Solving Tasks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use real-world problem-solving tasks that encourage students to apply their mathematical knowledge in a deep manner. Students will defend their thinking during mathematical discourse as a way to share their mathematical reasoning.	Academic Support Program	08/21/2017	05/25/2018	\$0	No Funding Required	Administration , curriculum coach and teachers

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

Teachers will provide mathematics tasks that are differentiated for students based on their assessment results from Performance Series and Achievement Series assessments.	Academic Support Program	08/21/2017	05/25/2018	\$0	No Funding Required	Administration, curriculum leader and teachers
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Goal 3: We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment in ELA. We will increase our reading total proficiency score from 56% (start) to 61% (achieve) this year.

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency overall in Reading by 05/18/2018 as measured by Scantron Performance Series results.

Strategy 1:

DOK - Each grade level will un-wrap their standards to determine the depth of knowledge that each standard should be taught and assessed then plan instruction (whole group, small group and independent tasks) accordingly on a weekly basis.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Un-Wrap Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level will un-wrap their standards to determine the depth of knowledge that each standard should be taught and assessed then plan instruction (whole group, small group and independent tasks) accordingly on a weekly basis.	Direct Instruction	09/27/2017	05/18/2018	\$0	No Funding Required	All teachers will be responsible.

Activity - Planning for DOK Levels	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Daphne Middle School

Plan for and use questions on a daily basis that get students to think deeply based upon the depth of the standards	Direct Instruction, Academic Support Program	08/21/2017	05/25/2018	\$0	No Funding Required	Administration, curriculum leader and teachers
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Activity - Model Thinking Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Model Thinking Process Explicitly (Learning what is required will remain a mystery for some students unless taught explicitly.)	Direct Instruction, Academic Support Program	08/21/2017	05/25/2018	\$0	No Funding Required	Administration, curriculum coach and teachers

Activity - Reading Level	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Make sure students are in the correct Lexile bands during independent, collaborative, and read alouds.	Direct Instruction, Academic Support Program	08/21/2017	05/25/2018	\$0	No Funding Required	Administration, curriculum coach and teachers

Strategy 2:

Learning Targets - Using pacing/guidance documents, identify and utilize purposeful learning targets based on the unwrapped standard and plan lessons including whole group, small group, and independent tasks at the proper DOK level.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

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

ACIP

Daphne Middle School

Focus on LTs in ELA Guidance/Pacing Documents for planning and break them down into daily LTs for whole group, small group and individual practice in stations.	Direct Instruction, Academic Support Program	08/21/2017	05/25/2018	\$0	No Funding Required	Administration , curriculum coach and teachers
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Activity - Understanding of Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be able to verbalize what they are learning (learning target) Before lesson be able to explain what they will learn. During the lesson be able to explain what they are doing and how it supports the learning target. After the lesson be able to reflect on what they did today and how it helped them reach the learning target.	Academic Support Program	08/21/2017	05/25/2018	\$0	No Funding Required	Administration , curriculum coach and teachers

Activity - Revisit of LT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will stop and revisit learning target during the lesson	Direct Instruction	08/21/2017	05/25/2018	\$0	No Funding Required	Administration , curriculum coach and teachers

Activity - Independent Tasks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Independent tasks will be developed so that students can apply new knowledge in authentic and meaningful ways during extending and refining activities	Direct Instruction, Academic Support Program	08/21/2017	05/25/2018	\$0	No Funding Required	Administration , curriculum coach and teachers

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

ACIP

Daphne Middle School

Students will rate their proficiency with learning target before instruction and again after instruction	Direct Instruction, Academic Support Program	08/21/2017	05/25/2018	\$0	No Funding Required	Administration, curriculum leader and teachers
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Activity - Time in Text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase time in text and apply standards to choice text whenever possible	Direct Instruction, Academic Support Program	08/21/2017	05/25/2018	\$0	No Funding Required	Administration, curriculum leader and teachers

Strategy 3:

Formative Assessments - Create and utilize formative assessment that requires students to formulate responses to questions that have more than one possible answer and requires students to justify the response they give.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School Data

Activity - Variety of Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use a variety of assessments including, but not limited to rubrics, checklists, and anecdotal notes during instruction that align with expectation of standard	Direct Instruction, Academic Support Program	08/21/2017	05/25/2018	\$0	No Funding Required	Administration, curriculum leader and teachers

Activity - Next Steps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Daphne Middle School

Use "The Next Steps in Guided Reading Assessment" to determine knowledge of students before instruction.	Direct Instruction, Academic Support Program	08/21/2017	05/25/2018	\$0	No Funding Required	Administration , curriculum coach and teachers
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Activity - Scantron PS and AS Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use results of Scantron Performance and Achievements Series as a formative assessment.	Academic Support Program	08/21/2017	05/25/2018	\$0	No Funding Required	Administration , curriculum coach and teachers

Activity - Exit Slips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Exit slips or similar assessment tool after the lesson.	Academic Support Program	08/21/2017	05/25/2018	\$0	No Funding Required	Administration , curriculum coach and teachers

Activity - Pre-Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use pre-assessments like anticipation guides to determine knowledge of students before instruction.	Direct Instruction, Academic Support Program	08/21/2017	05/25/2018	\$0	No Funding Required	Administration , curriculum coach and teachers

Strategy 4:

Differentiation - Teachers will provide differentiated instruction and plan purposeful lessons that 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.

Content: Multiple options for taking in information
 Process: Multiple options for making sense of the ideas
 Product: Multiple options for expressing what they know

Category: Develop/Implement College and Career Ready Standards
 Research Cited: School Data

Activity - Small Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Flexible SG instruction based on formative assessment	Direct Instruction, Academic Support Program	08/21/2017	05/25/2018	\$0	No Funding Required	Administration, curriculum coach and teachers

Activity - Variety of Texts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly interaction with various types of text by reading, writing, and discussing.	Direct Instruction, Academic Support Program	08/21/2017	05/25/2018	\$0	No Funding Required	Administration, curriculum leader and teachers

Activity - Student Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration, curriculum leader, and administration	Direct Instruction, Academic Support Program	08/21/2017	05/25/2018	\$0	No Funding Required	Administration, curriculum leader and teachers

ACIP

Daphne Middle School

Activity - Scaffolding	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Focus efforts on differentiation within small group by purposefully determining when a student needs (more scaffolding or less scaffolding within every group meeting).	Direct Instruction, Academic Support Program	08/21/2017	05/25/2018	\$0	No Funding Required	Administration , curriculum leader and teachers

Activity - Assessment Data for Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use available assessment data to plan for intervention/small group instruction. Assessment data may include: Scantron Performance/Achievement Series, Next Steps in Guided Reading Assessment Kit	Academic Support Program	08/21/2017	05/25/2018	\$0	No Funding Required	Administration , curriculum coach and teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Class Meetings	Meet semesterly with student body to discuss school data and expectations.	Academic Support Program	08/29/2017	05/25/2018	\$0	School Leadership Team
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Targets Based on Data	Teachers will provide instruction to students based on learning targets from the previous grade level that were not mastered as indicated by the Performance Series Assessment and other assessment data available through Scantron Analytics.	Academic Support Program	08/21/2017	05/25/2018	\$0	Administration , curriculum coach and teachers
Variety of Texts	Weekly interaction with various types of text by reading, writing, and discussing.	Direct Instruction, Academic Support Program	08/21/2017	05/25/2018	\$0	Administration , curriculum leader and teachers
Talk Moves	Teachers will implement real-world, problem-solving tasks and encourage students to participate in mathematical discourse using talk moves. Teachers will take anecdotal notes of students' problem-solving skills and determine which students need intervention.	Academic Support Program	08/21/2017	05/25/2018	\$0	Administration , curriculum coach and administration
Next Steps	Use "The Next Steps in Guided Reading Assessment" to determine knowledge of students before instruction.	Direct Instruction, Academic Support Program	08/21/2017	05/25/2018	\$0	Administration , curriculum coach and teachers
Variety of Assessments	Use a variety of assessments including, but not limited to rubrics, checklists, and anecdotal notes during instruction that align with expectation of standard	Direct Instruction, Academic Support Program	08/21/2017	05/25/2018	\$0	Administration , curriculum leader and teachers

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Daphne Middle School

Math Activities	Teachers will provide mathematics tasks that are differentiated for students based on their assessment results from Performance Series and Achievement Series assessments.	Academic Support Program	08/21/2017	05/25/2018	\$0	Administration, curriculum leader and teachers
Student Conferences	Administration, curriculum leader, and administration	Direct Instruction, Academic Support Program	08/21/2017	05/25/2018	\$0	Administration, curriculum leader and teachers
Daily Learning Targets	Teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson.	Academic Support Program	08/21/2017	05/25/2018	\$0	Administration, curriculum leader and teachers
Exit Slips	Exit slips or similar assessment tool after the lesson.	Academic Support Program	08/21/2017	05/25/2018	\$0	Administration, curriculum coach and teachers
Assessment Feedback	Teachers will give students feedback on the results of their exit slip and discuss ways to improve or praise them for their mastery of the skill(s).	Academic Support Program	08/21/2017	05/25/2018	\$0	Administration, curriculum coach and teachers
Time in Text	Increase time in text and apply standards to choice text whenever possible	Direct Instruction, Academic Support Program	08/21/2017	05/25/2018	\$0	Administration, curriculum leader and teachers
Planning for DOK Levels	Plan for and use questions on a daily basis that get students to think deeply based upon the depth of the standards	Direct Instruction, Academic Support Program	08/21/2017	05/25/2018	\$0	Administration, curriculum leader and teachers
Scantron PS and AS Results	Use results of Scantron Performance and Achievements Series as a formative assessment.	Academic Support Program	08/21/2017	05/25/2018	\$0	Administration, curriculum coach and teachers
Assessment Data for Intervention	Use available assessment data to plan for intervention/small group instruction. Assessment data may include: Scantron Performance/Achievement Series, Next Steps in Guided Reading Assessment Kit	Academic Support Program	08/21/2017	05/25/2018	\$0	Administration, curriculum coach and teachers
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 targets at the appropriate DOK.

ACIP

Daphne Middle School

Pre-Assessments	Use pre-assessments like anticipation guides to determine knowledge of students before instruction.	Direct Instruction, Academic Support Program	08/21/2017	05/25/2018	\$0	Administration, curriculum coach and teachers
Pacing Guides	Focus on LTs in ELA Guidance/Pacing Documents for planning and break them down into daily LTs for whole group, small group and individual practice in stations.	Direct Instruction, Academic Support Program	08/21/2017	05/25/2018	\$0	Administration, curriculum coach and teachers
Un-Wrap Standards	Each grade level will un-wrap their standards to determine the depth of knowledge that each standard should be taught and assessed then plan instruction (whole group, small group and independent tasks) accordingly on a weekly basis.	Direct Instruction	09/27/2017	05/18/2018	\$0	All teachers will be responsible.
Reading Level	Make sure students are in the correct Lexile bands during independent, collaborative, and read alouds.	Direct Instruction, Academic Support Program	08/21/2017	05/25/2018	\$0	Administration, curriculum coach and teachers
Model Thinking Process	Model Thinking Process Explicitly (Learning what is required will remain a mystery for some students unless taught explicitly.)	Direct Instruction, Academic Support Program	08/21/2017	05/25/2018	\$0	Administration, curriculum coach and teachers
Scaffolding	Focus efforts on differentiation within small group by purposefully determining when a student needs (more scaffolding or less scaffolding within every group meeting).	Direct Instruction, Academic Support Program	08/21/2017	05/25/2018	\$0	Administration, curriculum leader and teachers
Small Groups	Flexible SG instruction based on formative assessment	Direct Instruction, Academic Support Program	08/21/2017	05/25/2018	\$0	Administration, curriculum coach and teachers
Revisit of LT	Teacher will stop and revisit learning target during the lesson	Direct Instruction	08/21/2017	05/25/2018	\$0	Administration, curriculum coach and teachers
Proficiency Rate	Students will rate their proficiency with learning target before instruction and again after instruction	Direct Instruction, Academic Support Program	08/21/2017	05/25/2018	\$0	Administration, curriculum leader and teachers
Problem Solving Tasks	Teachers will use real-world problem-solving tasks that encourage students to apply their mathematical knowledge in a deep manner. Students will defend their thinking during mathematical discourse as a way to share their mathematical reasoning.	Academic Support Program	08/21/2017	05/25/2018	\$0	Administration, curriculum coach and teachers

ACIP

Daphne Middle School

Understanding of Learning Targets	Students will be able to verbalize what they are learning (learning target) Before lesson be able to explain what they will learn. During the lesson be able to explain what they are doing and how it supports the learning target. After the lesson be able to reflect on what they did today and how it helped them reach the learning target.	Academic Support Program	08/21/2017	05/25/2018	\$0	Administration , curriculum coach and teachers
Independent Tasks	Independent tasks will be developed so that students can apply new knowledge in authentic and meaningful ways during extending and refining activities	Direct Instruction, Academic Support Program	08/21/2017	05/25/2018	\$0	Administration , curriculum coach and teachers
Counselor Rotation	Implement the comprehensive counseling program for all students	Behavioral Support Program	10/02/2017	04/27/2018	\$0	Counselors
Exit Slips	Teachers will implement exit slips for each chapter/unit taught. Exit slips will measure students' ability to demonstrate mastery of the given learning targets. Questions' DOK levels on exit slips should align to the depth and expectation of the standard being assessed. Exit tickets may be placed in students' mathematics journals with the learning target listed in the heading.	Academic Support Program	08/21/2017	05/25/2018	\$0	Administration , curriculum coach and teachers
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		2013-2014 DMA Stakeholder Feedback Data cocument

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?

Areas of Notable Achievement

According to the Spring 2013 ARMT + Assessment;

65.54% of students in 7th grade performed above average on ARMT+ Reading.

43.45%

of students in 8th grade performed above average on ARMT+ Reading.

34.46% of

students in 7th grade performed above average on ARMT+ Math.

38.97% of students in

7th grade performed above average on ARMT+ Math.

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

A positive trend performance is seen in the area of 8th grade ARMT Reading

for special education students. An increase of 0.56% in Level IV performance was observed between the Spring 2011 and 2012 administration. An increase in Level III of 22.16% was observed between Spring 2012 and 2013.

A positive trend performance is seen in the area of 7th grade Alabama Science Assessment with the following scores observed:

2009-2010- 78%

2010-2011-79%

2011-2012-82%

2012-2014-86%

A positive trend performance is seen in the area of 8th grade ARMT Math for Black students. An increase of 3.24% was observed in Level IV performance between Spring of 2011 and Spring of 2012. An increase of 2.39% of Level 4 was seen between Spring 2012 and 2013.

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

No other data sources have been used to compare student performance results.

Areas in Need of Improvement

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

Please see attachment.

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

Please see attachment.

What are the implications for these stakeholder perceptions?

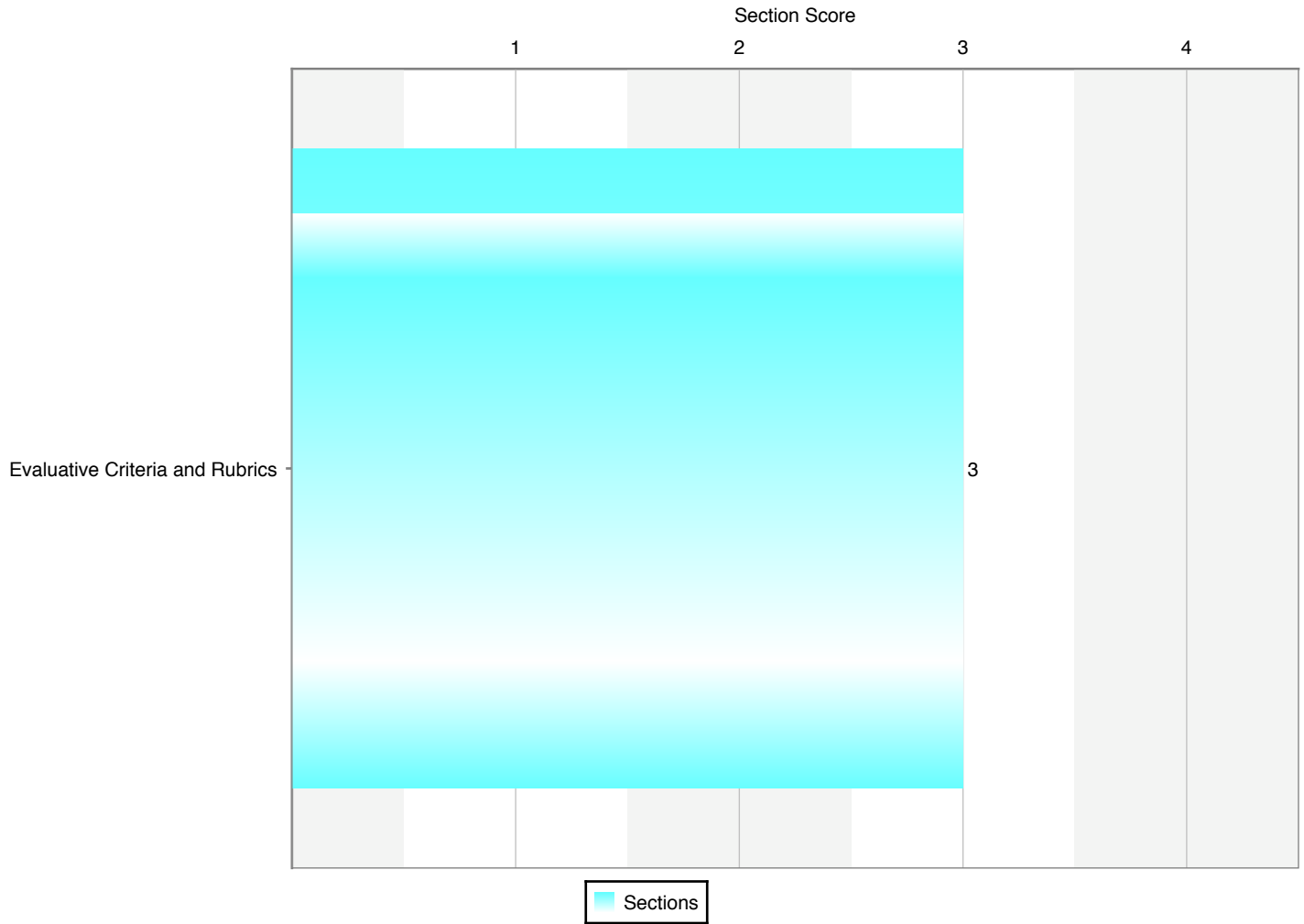
Please see attachment.

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

Please see attachment.

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.	31.7

Provide the number of classroom teachers.

32.75

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1664323.0

Total

1,664,323.00

Administrator Units

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

Provide the number of administrators.

2.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	85349.0

Total

85,349.00

Assistant Principal

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

Provide the number of Assistant Principals.

1.00

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	70589.0

Total

70,589.00

Counselor

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

Provide the number of Counselors.

1.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	75820.0

Total

75,820.00

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.	55190.0

Total

55,190.00

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

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.	7657.0

Total

7,657.00

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.	2807.0

Total

2,807.00

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.	49300.0

Total

49,300.00

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.	1102.0

Total

1,102.00

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.

services 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	245350.0

Provide a brief explanation and breakdown of expenses.

n/a