



## **ACIP**

# Springville Middle School

## St. Clair County Board of Education

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# **Executive Summary**

## **Introduction**

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

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

## Description of the School

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

Springville Middle School is located in St. Clair County, approximately 30 miles north of Birmingham, Alabama. The school has undergone a number of transitions over the years. We are currently housed in two separate buildings (one on Pine Street and the other on Main Street). The buildings have served multiple purposes over the years with the Pine Street building once serving as the sole K-12 school for the community, and the Main Street Building later acting as Springville's high school campus. The middle school originally included 4th through 8th grades, but the lower grades have gradually been absorbed into Springville Elementary over the years. Currently, SMS consists of sixth, seventh and eighth grades.

The Springville Middle School faculty and staff consists of one principal, one assistant principal, one counselor, nineteen teachers for core classes in grades six through eight, two physical education teachers, three special education teachers, four instructional aides, a librarian and a READ 180 teacher. Students take 4 core classes, P.E. and an enrichment class. Some students opt to take band instead of enrichment. Sixth grade students identified as gifted are pulled once a week by the elementary GT teacher for three hours of services; while, seventh and eighth grades students identified as gifted travel to Eden Career Tech Center for three hours of GT services once a week.

The student body has 528 students collectively. SMS has two feeder elementary schools (Springville Elementary School and Margaret Elementary School). The current racial makeup of the school is 91% White, 5% African-American, 1% Hispanic, 1% More than one race, 1% Asian and 1% American Indian. Students fall into a variety of subgroups such as Free and Reduced Lunch and Special Education. 33% of the student body benefit from the Free and Reduced Lunch program. 6% of SMS students receive Special Education services. 18% of students are served through the Gifted Education program.

Springville Middle School serves students from three different communities: Springville, Argo, and Margaret. SMS is a reflection of the communities it represents. All three communities boast a population of greater than 4100 residents. Margaret is the largest community with 4,470 residents. Springville is made up of 93% White, 5% African-American, and 2% Hispanic, Asian and American Indian residents. Argo and Margaret both have similar demographics. The incomes for all three communities ranges between \$54,761 and \$75,863 annually.

The city of Springville, as well as the neighboring communities of Argo and Margaret, have experienced a tremendous amount of growth in the last 5 to 10 years. Property value and the decline of the housing industry prompted many to move out of cities with high property taxes and into St. Clair County, where the tax base is very low. Economic development in St. Clair County has not grown at the same rate as the population. As a result, facilities are often a challenge. The seventh and eighth grade students at SMS reside in the old Springville High School building, which was built in 1973. Sixth grade students have classes in the Pine Street Building, which was built in 1964.

One of the unique features of SMS is that 70% of the faculty and staff are either graduates of Springville High School, parents of Springville students and/or residents of one of the three communities that feed SMS. There is a strong sense of community and tradition that thrives among the students and faculty of Springville Middle School. Faculty turnover is rare.

## 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: Empowering responsible resourceful individuals.

Purpose Statement: Our goal is to empower students by guiding them to become responsible and resourceful members of their school and community.

Core Beliefs:

We believe...

- \*Students are the driving force behind everything we do.
- \*Assessing and monitoring student learning is the guiding force of our teaching goals.
- \*Family involvement enhances learning.
- \*In providing opportunities to foster independence.
- \*Remediation creates more opportunities for success.
- \*Instruction should be tailored to students' needs.
- \*Students benefit from self-assessment of skill mastery.
- \*A clean, safe, motivating environment is necessary for learning to take place.
- \*Failure is not an option.
- \*In working to instill a sense of civic, cultural, social and moral responsibility in our students.
- \*Students should be provided with appropriate social and competitive experiences.

Springville Middle School's purpose is to empower students by guiding them to become responsible and resourceful members of their school and community. The school carries out this purpose by organizing to accomplish one major goal. This goal is providing opportunities for our students to develop personally, intellectually, emotionally, physically, and socially in order to transition successfully to high school and have the foundation on which to build a successful future.

The school embodies its purpose through offering opportunities for leadership development for students. These opportunities include Math Team, Scholar's Bowl, Athletics, Beta Club, Band, Student Government, Teacher's Aides, Office Aides, First Priority and Library Aides. In all of these areas, students are trained in and given responsibilities in leadership which prepare them for the future in college and career. These organizations are defined by their development of leaders because they require time management, organization, collaboration, community service, integrity, trustworthiness, critical thinking, and communication of the students who participate.

Springville Middle School also embodies its purpose by offering Advanced English, Advanced Math, Advanced Physical Science, and Algebra I taught by teachers trained in Laying The Foundation strategies and content. The purpose of these classes is to prepare students for Advanced Placement classes at the high school level. Advanced electives are also offered through ACCESS - providing needed technology experiences for tomorrow's leaders. Twenty-first century technology is also available through the use of two school-provided computer labs, personal technology days for classroom instruction, a Chromebook rolling lab, and the use of Apple iPads funded by school and teacher written grants. Students who may struggle with academics are provided remediation and reteaching during SMS (Skill, Mastery, SY 2015-2016



Success) Time. SMS time provides additional time for students to learn, ask questions and complete work. SMS time provides opportunities for teachers to stress the importance of learning and mastering skills which equip students for college and career.

Springville Middle School believes that failure is not an option. Therefore, teachers, counselors, administrators and students participate together in Problem Solving Team and Promotion Team meetings throughout the semester. Meetings coincide with progress report and report card dates. Before meeting, students are asked to reflect on their performance in classes by responding to prompts such as: What things did you do that led to you having an A or B in these classes? What things did you do that led to you having a D or F in these classes? What can you do differently from this point forward? What can this committee do to help you moving forward? Students share their responses with the committee as the teachers, administrators and counselor work to help students see patterns in their grades and develop plans to remove barriers in learning. Plans often include connecting families with Kids Success, an after school tutoring program hosted by a local church connected directly to SMS through lesson plans and grade access. For students who do not have access to academic support after school, we provide time during the school day for students to complete homework or connect with peer tutors.

## 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.**

Springville Middle School has attempted to meet the needs of a variety of learners over the course of the last three years. The expansion of the instructional program through READ 180 and additional advanced courses have required adjustments to the master schedule. SMS teachers have been flexible and positive about changes within the master schedule and enthusiastic about the opportunities provided to students. This level of teamwork from stakeholders has allowed for any notable achievements accomplished at Springville Middle School.

READ 180, an online reading intervention program, is currently used at Springville Middle School with Tier II and Tier III readers. A variety of criteria are used to screen students for the program, including the Scholastic Reading Inventory, beginning in sixth grade. This inventory, as well as, Star, Aspire and Global Scholar scores are also used to identify students in grades seven and eight. Read 180 allows students in all three grades who struggle with reading to continue working to improve their reading skills. The improvement in basic reading skills impacts other academics for these students. The fact that the reading program can carry over to the high school makes it an even greater asset to the middle school students who desire to grow in their ability to read and comprehend text.

Read 180 is currently offered 57 minutes a day, for six periods a day and lunch block, to accommodate for the schedules of all grade level students and those who take band. The amount of time READ 180 is offered through the day is an area of notable achievement as we have increased the availability of READ 180 over the past three years. However, students who take band as an elective are required to attend READ 180 during the lunch block. Currently, this class is larger than other classes and may not be as effective as the regularly scheduled class. Much of the effectiveness of READ 180 is attributed to the amount of time students spend in 3 stations each day. (online instruction, small group instruction and independent reading) With the larger class size, it is more difficult to spend time in each station and eat lunch.

A second area of notable achievement is the increase in course offerings to students interested in advanced coursework. We currently offer advanced classes in seventh grade English Language Arts and Pre-Algebra, as well as English Language Arts, Algebra I and Physical Science in eighth grade. The teachers in these courses have been trained through the Laying The Foundation program. The courses are specifically designed to prepare middle school students for Advanced Placement classes in high school. The ACCESS program has also expanded over time to include students who are identified as gifted as well as students who show high achievement in advanced courses. With the expansion of technology in the ACCESS lab, more students are able to participate in elective courses that include technology and foreign languages. Last year, twenty SMS students completed an ACCESS course, and all 20 students achieved a passing grade ("C" or above). SMS also offers ACCESS classes during the summer for students wishing to take the second course in the program they finished during the school year. Advanced course offerings at SMS is also an area of improvement for the next three years. We would like to offer more advanced courses in grades six and seven and offer LTF Training to more of the sixth and seventh grade teachers.

The master schedule has had to evolve over the past three years to accommodate the expanded instructional program. With the addition of READ 180, reading and English in seventh and eighth grades were combined to offer English Language Arts. The consolidation of the classes offers instructional opportunities more in line with the CCRS standards, and provides a block of time midday for lunch and remediation. In addition, SMS runs a modified schedule on Wednesdays which allows for 57 minutes at the beginning of the day for a variety of activities. We call this Skills, Mastery, Success Time (SMS Time). SMS Time allows for one grade level or department to meet to discuss students, data, instructional strategies or all three. While these teachers meet, the other grade levels or departments are engaged in organized re-teaching, remediation and enrichment. Teachers also use this time to get to know their students through team building activities

and character education. Clubs also use this time to meet when needed. Each grade level facilitates the movement of students during this time as needed. It provides the middle school teacher access to students who need extra help above and beyond what the schedule will allow.

Looking ahead, Springville Middle School has many areas in need of attention as we continuously strive to improve. We will continue to meet in Professional Learning Communities and work to improve our process of collecting data, whether it be formative, benchmark or summative. Our desire is to become more efficient and timely in gathering and using data to drive instruction. This year, our goal is to become more efficient and timely with the use of Global Scholar data. Teachers continue to encourage students to take ownership of their learning by using checklists that facilitate the use of academic language among students as well as provide an objective or standard to reference with each lesson. In the next three years, the faculty will be working to improve our assessment program as a whole. We also hope to implement a math intervention program similar to READ 180 for students who need it.

## Additional Information

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

\*Our school participates in community service projects. These projects include:

- Benevolence Fund - Faculty, staff and community members contribute to this fund which is used to provide resources for students (and their families) in need. These funds have been used to provide eyeglasses for students, school supplies, clothing and food for students and their families, utility bills as well as Christmas gifts for families who have a financial need.

-Kid's Success- SMS works cooperatively with a local church to offer after school tutoring services to middle school students. Volunteers at Kid Success work directly with teachers (with parent permission) to obtain lesson plans, study guides and grades for students who attend. Kid's Success strives to help struggling students along with their families who often struggle to provide additional academic support in the evening.

-SMS Beta Club - Beta Club organizes and hosts an annual "Turn Springville Pink" event in order to raise money and awareness for breast cancer research. The Beta Club sells t-shirts for the event and donates those funds to breast cancer research. The students in Beta Club also takes time to highlight and honor those in the local community struggling with cancer.

-SMS Student Council - The Student Council hosts a shamrock fundraiser each year in order to raise money and awareness for muscular dystrophy. Students compete by homeroom to buy and display the most shamrocks around the school. Winners earn a special event that includes junk food and fun.

\*Springville Middle School encourages students to be a part of the school community by participating in clubs. These include:

-SMS Book Club - Students meet once each month to discuss a YA book and vote on the next book for the club to read.

-Scholars Bowl Team - The team consists of both 7th and 8th grade students. These students compete in the Metro East Birmingham Scholar's Bowl League (consisting of 11 different schools with 13 teams). The SMS team has won the league championship for the last two years.

-First Priority - First Priority is a student led organization that meets every Friday before school in order to share in praise and worship, pray together, and hear testimony from community role models (including teachers). This group includes student leaders who attend an annual leadership conference. Friday morning speakers are invited by the student leaders. They include peers, local pastors, church members, and even teachers.

-Student Council - The SMS Student Council is made up of 6th, 7th, and 8th graders who are elected by their classmates. They must run for office (which includes a campaign speech and/or skit and creating campaign posters). The group participates in several fundraising enterprises which help raise money for projects to help the school.

-Junior Beta Club - The SMS Jr. Beta Club includes students who have an A/B average and desire to serve others while growing their

leadership skills. Students are inducted into this academic honor society, which provide opportunities for leadership among the student body, school community and local community. This group organizes or participates in numerous community projects. They organize a community wide "Turn Springville Pink" fundraising event that is the second highest third party contributor to UAB Cancer Research. Beta Club also sponsors a canned food drive that involves all grade levels at SMS for a local food bank. Beta Club students also participate in a Christmas card writing campaign to Children's Hospital patients and staff. They also sponsor a fundraising car wash and lemonade stand each spring with proceeds going to benefit local charities.

-Math Team- The SMS Math Team includes students in 6th, 7th and 8th grades. SMS has hosted the St. Clair County Math Tournament for several consecutive years. Last year (2014-2015) all three grade level teams took first place, and our school received all of the individual awards with the exception of one.

-SMS "Top Twelve Club" - The "Top Twelve Club" organized through the guidance program recognizes the top four GPAs in each grade level, each nine weeks. These students are invited to attend a special lunch in their honor and are celebrated by a picture display in the hallway of SMS.

- Athletics - In 2015, SMS volleyball and football were both St. Clair County champs.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## Improvement Planning Process

### Improvement Planning Process

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

The stakeholders who participated in the development of the Continuous Improvement Plan represent teachers from each grade level and core content areas, students, as well as parents of general education and special education students. The principal, assistant principal, counselor and librarian were also part of the team. Parents who participated in the CIP process were selected based on their willingness and availability to be a part of the process. The PTO representative provided feedback received from parents who belong to the Parent Teacher Organization. Teachers recommended community members and parents who would be willing to serve on the team.

The principal met with stakeholders before, during and after school. Teachers often met after school to work together on the plan. Parents scheduled an appointment to meet with the principal to review the plan in progress and give feedback on the plan as it developed. In some instances, parents communicated via email to convey thoughts on plans in place. The CIP committee was flexible and worked to accommodate the needs of all stakeholders when it came to meeting and participating.

Leadership teams from the Student Government Association and Beta Club represented the students on the CIP committee. The students provided feedback on areas in the CIP plan that directly impacted areas of concern for students.

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

Principal and Asst. Principal

- Organize and facilitate all appointments and meetings related to the CIP process
- Provide information regarding student data and facilities

Counselor

- Meet with CIP committee
- Provide and interpret testing data for all students

Librarian

- Meet with CIP Committee
- Provide information about resources used and needed
- Write technology goals, objectives and activities

Teachers

- Meet with CIP Committee
- Write goals and strategies based on student data
- Provide input on the Executive Summary



**Students**

- Meet with CIP Committee
- Provide feedback on areas of student concern and improvement plan

**Parents**

- Meet with CIP Committee
- Provide feedback on areas of student and parent concern regarding general education and special education

**Community Members**

- Meet with CIP Committee
- Provided feedback on areas of parent and community concerns regarding community needs and expectations

**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 is available at any time in the school's office. It will also be published to the school's website. Each member of the committee will receive a copy of the plan to keep for their own records. Schoolcast and Facebook will be used to inform parents that the CIP is available on the website.

In the spring, SMS will host a parent night to initiate the beginning of a new CIP process. This time will be spent informing parents of the process and enlisting their involvement through the use of surveys and committee membership. It will also provide an opportunity to provide feedback on the progress of the 2015-2016 plan.

The main objective of the CIP is to positively affect student outcomes. Therefore, student achievement will be monitored continuously through progress reports, report cards, benchmark testing, PST team, individual conferences and state assessments.

# 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		SMS Data

## Evaluative Criteria and Rubrics

Overall Rating: 3.75

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

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

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

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

## Areas of Notable Achievement

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

6th grade and 7th grade math scores on the 2014-2015 ASPIRE are greater than expected as compared to the math scores on the 2013-2014 ASPIRE at the same grade level. This is not a comparison of students to themselves at different grade levels. The 2013-2014 math scores in 6th grade showed 60% ACT ready as compared to the 73% on the 2014-2015 ASPIRE. The 7th grade math scores on the 2013-2014 ASPIRE showed 51% ACT ready as compared to the 57% ACT ready on the 2014-2015 ASPIRE.

When comparing students to themselves, 6th grade math students increased from 45% being ACT ready in 5th grade (2013-2014 ASPIRE) to 73% ready in 6th grade (2014-2015 ASPIRE).

8th grade reading scores on the 2014-2015 ASPIRE are greater than expected. This is not a comparison of students to themselves at different grade levels. The 2013-2014 ASPIRE showed 58% of 8th grade students as ACT ready. The 2014-2015 ASPIRE indicates that 61% of 8th grade students are ACT ready.

When comparing students to themselves, 7th grade reading students increased from 52% being ACT ready on the 2013-2014 ASPIRE to 61% being ACT ready on the 2014-2015 ASPIRE.

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

From 2013-2014 to 2014-2015, Reading scores (measured by the percent considered ACT ready by the ASPIRE) in grades 7 and 8 show a positive trend. Although the students are different, the teachers are constantly growing in the instructional strategies they use resulting in a 3% increase in both 7th and 8th grade scores.

When comparing students to themselves, 52% of the 7th grade students in 2013-2014 were considered ACT Ready. These same students, in 2014-2015, as 8th graders, increased ACT Ready scores to 61%. Approximately, 17 students moved from level 2 to level 3.

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

Grade 6 - The 6th grade math scores showed the highest student performance at 73% ACT ready as compared to these same students in 5th grade. (45%) These scores were also higher when compared to math scores in grades 7 and 8.

Grade 7 - Math performance at this grade level increased from 51% ACT ready on the 2013-2014 ASPIRE to 57% ACT ready on the 2014-2015 ASPIRE.

Grade 8 - The 8th grade reading scores showed the highest student performance at 61% ACT ready on the 2014-2015 ASPIRE as compared to these same students in 7th grade who scored 51% ready on the 2013-2014 ASPIRE.

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

It is difficult to analyze this data because of the low number of minority students in our school.

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

It is difficult to analyze this data because of the low number of minority students in our school.

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

The findings noted in the previous questions are evident in the STAR and EXPLORE scores listed on the Student Performance Diagnostic. However, there is little reference to those assessments in our responses as those assessments will not be used in the 2015-2016 school year. We are moving away from STAR and will be using SCANTRON this school year. The EXPLORE test will no longer be given to 8th grade beginning the 2015-2016 school year.

## Areas in Need of Improvement

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

6th grade reading scores on the 2014-2015 ASPIRE are lower than would be expected as compared to other scores in 6th grade. 6th grade students in 2013-2014 scored 56% ACT ready, and these same students as 7th graders scored 55% ACT ready on the 2014-2015 Aspire. This is a 1% decline in scores. The real question exists with the 2014-2015 6th grade reading scores, where there is a 3% decline in reading scores compared to previous years. It is difficult to compare school year to school year as there are differences in students and class dynamics, However, these scores raise questions about instructional strategies.

7th and 8th grade math scores on the 2014-2015 ASPIRE are lower than would be expected as compared to the 6th grade math scores. 6th grade students in 2013-2014 scored 60% ACT ready. These same students as 7th graders, on the 2014-2015 ASPIRE, scored 57% ACT ready. 7th grade students in 2013-2014 scored 51% ACT ready on the 2013-2014 ASPIRE. In 2014-2015, these same students scored 47% ACT ready as 8th graders. This data raises questions about the gradual decline in math scores from 6th grade to 8th grade.

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

6th grade students in 2013-2014 scored 60% ACT ready in math. These same students as 7th graders, on the 2014-2015 ASPIRE, scored 57% ACT ready in math.

7th grade students in 2013-2014 scored 51% ACT ready on the 2013-2014 ASPIRE. In 2014-2015, these same students scored 47% ACT ready as 8th graders.

This data raises questions about the gradual decline in math scores from 6th grade to 8th grade.

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

Grade 6 - The 6th grade reading scores showed the lowest student performance at 53% ACT ready as compared to the 6th grade math scores.

Grade 7 - The 7th grade reading scores showed the lowest student performance at 55% ACT ready as compared to these same students in 6th grade.

Grade 8 - The 8th grade math scores showed the lowest student performance at 47% ACT ready as compared to these same students in 7th grade.

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

It is difficult to analyze this data due to the low number of minority students in our school.



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

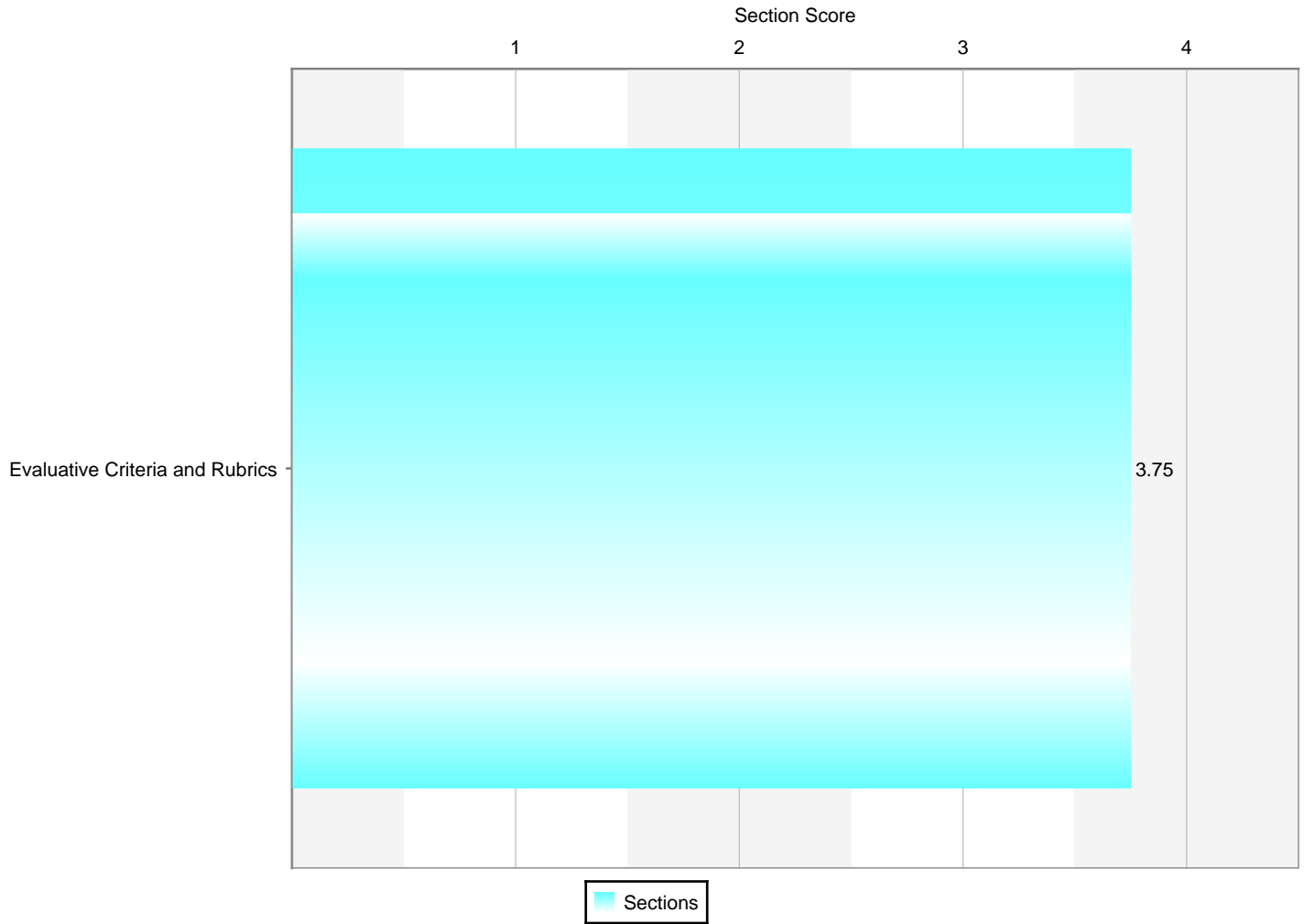
It is difficult to analyze this data due to the low number of minority students in our school.

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

The findings noted in the previous questions are evident in the STAR and EXPLORE scores listed on the Student Performance Diagnostic. However, there is little reference to those assessments in our responses as those assessments will not be used in the 2015-2016 school year. We are moving away from STAR and will be using SCANTRON this school year. The EXPLORE test will no longer be given to 8th grade beginning the 2015-2016 school year.

## 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, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		SMS Signature Page

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		Fed. Compliance

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	Greg Cobb Federal Programs Coordinator 410 Roy Drive Ashville, AL 35953	EEOC

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		Parent Involvement 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 (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	No	Not Applicable	

# **15-16 Plan for ACIP**

## **Overview**

### **Plan Name**

15-16 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	All students will increase math proficiency.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
2	All students will increase reading proficiency.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
3	Increase student participation in school improvement	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
4	Increase opportunities for homeroom teachers to interact one on one with students	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
5	EL students will increase proficiency in English.	Objectives: 2 Strategies: 1 Activities: 2	Academic	\$0



## Goal 1: All students will increase math proficiency.

### Measurable Objective 1:

A 6% increase of All Students will demonstrate a proficiency in math by scoring an ACT Ready benchmark score (AL level 3 or 4) in Mathematics by 05/27/2016 as measured by the ASPIRE test.

### Strategy 1:

Formative Assessments - Teachers will use formative assessments to make instructional decisions regarding skill mastery.

Research Cited: Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. London: School of Education, King's College London.

Activity - Data Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level math teachers will work with our instructional partner to analyze Scantron data and use the data to make decisions about student placement, remediation and skill mastery.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Certified math teachers, Instructional partner, PST, Administration, Counselor

Activity - Grade Level Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade levels will meet monthly to evaluate student achievement and share instructional and behavioral strategies that affect student achievement.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Grade level teachers, administrators and counselor

Activity - Department Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content teachers will meet together to discuss student achievement and instructional strategies that are positively affecting student achievement.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Department teachers, administrator, counselor

### Strategy 2:

Academic Intervention - Students and teachers will work together to plan intervention opportunities for students struggling in math.

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Grade level PST team will meet to develop an intervention plan for students struggling in math.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Grade level teachers, administrators and counselors
<b>Activity - Promotion Team Meeting</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The promotion team will meet with all students to discuss their test scores, grades and academic concerns. Those students struggling in math will help add to the intervention plan created for the student.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Students, counselor, home teacher administrator
<b>Activity - Small Group Instruction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students struggling in math will be assigned to an intervention group meeting during the lunch block or SMS times on Wednesdays.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Student, teacher and administrator

## Goal 2: All students will increase reading proficiency.

### Measurable Objective 1:

A 7% increase of All Students will demonstrate a proficiency in reading by scoring an ACT Ready benchmark score (AL 3 or 4) in Reading by 05/27/2016 as measured by the ASPIRE test.

### Strategy 1:

Formative Assessments - Teachers will use formative assessments to make instructional decisions regarding skill mastery.

Research Cited: Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. London: School of Education, King's College London.

<b>Activity - Data Review</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Grade level ELA teachers will work with our instructional partner and READ 180 teacher to analyze Scantron data and use the data to make decisions about student placement, remediation and skill mastery.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Certified ELA teachers, READ 180 teacher, Instructional partner, PST, Administration, Counselor
<b>Activity - Grade Level Meetings</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

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Grade levels will meet monthly to evaluate student achievement and share instructional and behavioral strategies that affect student achievement.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Grade level teachers, administrators and counselor
<b>Activity - Department Meetings</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Departments will meet together to discuss student achievement and instrunctional strategies that are positively affecting student achievement.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Department teachers, administrators , counselors

**Strategy 2:**

Academic Intervention - Students and teachers will work together to plan intervention opportunities for students struggling in reading.

<b>Activity - RTI</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Grade level PST team will meet to develop an intervention plan for students struggling in reading.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Grade level teachers, administrators , and counselor
<b>Activity - Promotion Team Meeting</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The promotion team will meet with all students to discuss their gtest scores, grades and academic concerns. Those students struggling in reading will help add to the intervention plan created for the student.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Students, counselor, home teacher and administrator
<b>Activity - Small Group Instruction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students struggling in reading will be assigned to an intervention group meeting during lunch block or SMS times on Wednesdays. In some cases, students will be assessed for READ 180 and scheduled for the READ 180 class.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	student, READ 180 teacher and administrator

**Goal 3: Increase student participation in school improvement****Measurable Objective 1:**

collaborate to increase student participation in school improvement by establishing a student advisory council that provides students an opportunity to participate in school improvement efforts with parents, teachers and community members by 05/27/2016 as measured by an increase in students who "strongly agree and agree" with the Indicator 5 statement - My school considers students' opinions when planning ways to improve the school. .

**Strategy 1:**

Student Leadership Team - The Springville Middle School Student Leadership Team will serve as an advisory group who works to address issues of school improvement, school culture and student activities. This team will work with teachers, parents and community members who will also work to address issues of school improvement.

Activity - Establishing a Student Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who would like to be considered for the S.L.T. will submit written responses to open-ended questions related to the importance of school community and culture. The team will be made up of students in grades 6, 7, and 8 who would like to serve as a liaison between students and school leadership.	Other - Leadership Development	10/26/2015	11/06/2015	\$0	No Funding Required	Administrator s, counselor and teacher leadership team.
Activity - Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SMS Student Leadership Team will meet three times this school year to plan events, provide student feedback and discuss issues of school improvement.	Other - Leadership Development	11/06/2015	05/27/2016	\$0	No Funding Required	Administrator s, students, counselor
Activity - Collect Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The S.L.T. will present ideas to the student body and collect data and/or feedback to share with the school improvement committee.	Other - Leadership Development	11/06/2015	05/27/2016	\$0	No Funding Required	Administrator s, counselor, students

**Goal 4: Increase opportunities for homeroom teachers to interact one on one with students****Measurable Objective 1:**

collaborate to provide materials and opportunity for homeroom teachers to meet one on one with students each semester to interpret test scores, learn more about academic concerns, plan intervention opportunities and address wants and needs of the student by 05/27/2016 as measured by an increase in the percentage of students who "strongly agree and agree" with the statement - My school makes sure there is at least one adult who knows me well and shows interest in my education and future.

**Strategy 1:**

Advisor/Advisee - Homeroom teachers will work directly with the promotion team to collect information related to students' academic concerns, needs, wants and general welfare. Homeroom teachers will meet one on one with students throughout the school year to review student information such as test scores, grades, remediation opportunities and other school/home issues that might exist. Through this process of developing relationships with students, homeroom teachers will be provided insight into the individual who makes up the student and look for ways to help the student within the school community.

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each homeroom teacher will serve as a member of the promotion team that meets with all students to discuss test scores, grades and academic concerns. Those students with academic concerns will help add to the intervention plan created for the student.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Counselor, administrators, teachers, students
Activity - School Climate Check	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Homeroom teachers will initiate grade based discussions with individual students each semester. They will include "school climate" questions that enable students to share more about their personal experiences.	Other - Character Development	08/12/2015	05/27/2016	\$0	No Funding Required	Counselor, administrators, teachers, students

## Goal 5: EL students will increase proficiency in English.

### Measurable Objective 1:

21% of English Learners students will demonstrate a proficiency increase of .05 in English Language Arts by 05/27/2016 as measured by the 2016 ACCESS test..

### (shared) Strategy 1:

WIDA Standards - Teachers will use the WIDA Standards, Can Do Descriptors to adapt text and differentiate instruction based on the EL student's proficiency level.

Research Cited: Best Practices for English Language Learners, WIDA Standards

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Limited English Proficient (LEP 2) students will receive explicit instruction using a variety of instruments to check students' understanding and ongoing assessment to monitor performance and progress levels based on their individual English Proficiency level.	Direct Instruction	08/12/2015	05/27/2016	\$0	No Funding Required	Teacher
Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Limited English Proficient (LEP 2) students who are not making adequate progress will be pulled out by the ESOL teacher for Sheltered Instruction. LEP students can also be referred for Tier II or Tier III remediation.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Teacher

### Measurable Objective 2:

55% of English Learners students will demonstrate a proficiency of 4.8 or higher in English Language Arts by 05/27/2016 as measured by the composite score of the 2016 ACCESS..

### (shared) Strategy 1:

WIDA Standards - Teachers will use the WIDA Standards, Can Do Descriptors to adapt text and differentiate instruction based on the EL student's proficiency level.

## Research Cited: Best Practices for English Language Learners, WIDA Standards

Activity - Explicit Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Limited English Proficient (LEP 2) students will receive explicit instruction using a variety of instruments to check students' understanding and ongoing assessment to monitor performance and progress levels based on their individual English Proficiency level.	Direct Instruction	08/12/2015	05/27/2016	\$0	No Funding Required	Teacher
Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Limited English Proficient (LEP 2) students who are not making adequate progress will be pulled out by the ESOL teacher for Sheltered Instruction. LEP students can also be referred for Tier II or Tier III remediation.	Academic Support Program	08/12/2015	05/27/2016	\$0	No Funding Required	Teacher

## 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
RTI	Grade level PST team will meet to develop an intervention plan for students struggling in math.	Academic Support Program	08/12/2015	05/27/2016	\$0	Grade level teachers, administrators and counselors
Planning	The SMS Student Leadership Team will meet three times this school year to plan events, provide student feedback and discuss issues of school improvement.	Other - Leadership Development	11/06/2015	05/27/2016	\$0	Administrators, students, counselor
Promotion Team Meeting	The promotion team will meet with all students to discuss their gtest scores, grades and academic concerns. Those students struggling in reading will help add to the intervention plan created for the student.	Academic Support Program	08/12/2015	05/27/2016	\$0	Students, counselor, home teacher and administrator
Data Review	Grade level ELA teachers will work with our instructional partner and READ 180 teacher to analyze Scantron data and use the data to make decisions about student placement, remediation and skill mastery.	Academic Support Program	08/12/2015	05/27/2016	\$0	Certified ELA teachers, READ 180 teacher, Instructional partner, PST, Administration, Counselor
Grade Level Meetings	Grade levels will meet monthly to evaluate student achievement and share instructional and behavioral strategies that affect student achievement.	Academic Support Program	08/12/2015	05/27/2016	\$0	Grade level teachers, administrators and counselor
Department Meetings	Departments will meet together to discuss student achievement and instructional strategies that are positively affecting student achievement.	Academic Support Program	08/12/2015	05/27/2016	\$0	Department teachers, administrators, counselors
School Climate Check	Homeroom teachers will initiate grade based discussions with individual students each semester. They will include "school climate" questions that enable students to share more about their personal experiences.	Other - Character Development	08/12/2015	05/27/2016	\$0	Counselor, administrators, teachers, students
Small Group Instruction	Students struggling in reading will be assigned to an intervention group meeting during lunch block or SMS times on Wednesdays. In some cases, students will be assessed for READ 180 and scheduled for the READ 180 class.	Academic Support Program	08/12/2015	05/27/2016	\$0	student, READ 180 teacher and administrator

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Intervention	All Limited English Proficient (LEP 2) students who are not making adequate progress will be pulled out by the ESOL teacher for Sheltered Instruction. LEP students can also be referred for Tier II or Tier III remediation.	Academic Support Program	08/12/2015	05/27/2016	\$0	Teacher
Promotion Team Meeting	The promotion team will meet with all students to discuss their test scores, grades and academic concerns. Those students struggling in math will help add to the intervention plan created for the student.	Academic Support Program	08/12/2015	05/27/2016	\$0	Students, counselor, home teacher administrator
Small Group Instruction	Students struggling in math will be assigned to an intervention group meeting during the lunch block or SMS times on Wednesdays.	Academic Support Program	08/12/2015	05/27/2016	\$0	Student, teacher and administrator
Grade Level Meetings	Grade levels will meet monthly to evaluate student achievement and share instructional and behavioral strategies that affect student achievement.	Academic Support Program	08/12/2015	05/27/2016	\$0	Grade level teachers, administrators and counselor
Department Meetings	Content teachers will meet together to discuss student achievement and instructional strategies that are positively affecting student achievement.	Academic Support Program	08/12/2015	05/27/2016	\$0	Department teachers, administrator, counselor
Explicit Instruction	All Limited English Proficient (LEP 2) students will receive explicit instruction using a variety of instruments to check students' understanding and ongoing assessment to monitor performance and progress levels based on their individual English Proficiency level.	Direct Instruction	08/12/2015	05/27/2016	\$0	Teacher
Intervention	Each homeroom teacher will serve as a member of the promotion team that meets with all students to discuss test scores, grades and academic concerns. Those students with academic concerns will help add to the intervention plan created for the student.	Academic Support Program	08/12/2015	05/27/2016	\$0	Counselor, administrators, teachers, students
RTI	Grade level PST team will meet to develop an intervention plan for students struggling in reading.	Academic Support Program	08/12/2015	05/27/2016	\$0	Grade level teachers, administrators, and counselor
Establishing a Student Leadership Team	Students who would like to be considered for the S.L.T. will submit written responses to open-ended questions related to the importance of school community and culture. The team will be made up of students in grades 6, 7, and 8 who would like to serve as a liaison between students and school leadership.	Other - Leadership Development	10/26/2015	11/06/2015	\$0	Administrators, counselor and teacher leadership team.
Data Review	Grade level math teachers will work with our instructional partner to analyze Scantron data and use the data to make decisions about student placement, remediation and skill mastery.	Academic Support Program	08/12/2015	05/27/2016	\$0	Certified math teachers, Instructional partner, PST, Administration, Counselor



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Collect Data	The S.L.T. will present ideas to the student body and collect data and/or feedback to share with the school improvement committee.	Other - Leadership Development	11/06/2015	05/27/2016	\$0	Administrator s, counselor, students
					<b>Total</b>	\$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	Survey participation was advertised in a variety of ways. SchoolCast was used to encourage parents to participate in the survey prior to Open House and to inform parents that computer labs would be available at Open House for their use. Each lab was facilitated by personnel who could help parents use the computer, find the survey and answer questions. Our desire was to provide resources for families that might not have internet connectivity or a computer at home.	SMS Stakeholder Feedback Worksheet

## 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?

Survey data indicates that students have the highest level of satisfaction with the Purpose and Direction of Springville Middle School. Students scored SMS a 4.11 on this standard. 86% of the students who responded to the survey believe that SMS has services available to help them be successful. 87% of the students believe that their teachers work together to improve student learning.

Parent surveys indicate that parents have a high level of satisfaction with the Purpose and Direction of Springville Middle School. Parents scored SMS a 4.24 on this Standard. 87% of respondents believe that SMS has a purpose statement that is clearly focused on student success. 85% believe that SMS has established goals and a plan for improving student learning. Among the open-ended responses, parents mention many times over -teachers and learning- in their responses. (What do you like best about our school?)

Survey data indicates that the SMS staff have the highest level of satisfaction with the Governance and Leadership of the school. 98% of the SMS staff believe that the school's leaders hold themselves accountable for student learning. 97% believe that the school's leaders expect staff members to hold all student to high academic standards.

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

Standard 5, Using Results for Continuous Improvement, show a trend toward increasing stakeholder satisfaction by all three stakeholders. Student surveys in 2014 scored SMS a 3.25 in this standard compared to 3.84 in 2015. 89% of students believe that SMS prepares them for success in the next school year. This belief is mirrored in the survey results of parents who scored SMS 4.15 in 2015 as compared to a 3.38 in 2014. 90% of parents believe that their students are prepared for success in the next school year. SMS staff data also indicates a positive trend in this standard. In 2014, staff scored SMS 4.15 as compared to 4.29 in 2015. 92% of the SMS staff believe that school leaders monitor data related to student achievement as well as data related to continuous improvement goals.

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

The findings presented in the previous questions were evident in the survey data as well as the open-ended responses from all stakeholders.

## Areas in Need of Improvement

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

Students indicate the least amount of satisfaction with Resources and Support Systems in 2015 survey data. Although the survey score is higher than 2014 (3.23 to 3.66), it is still the lowest standard in student data. 63% of students believe that SMS is safe, clean and provides a healthy place for learning. This level of satisfaction is evident in the open-ended responses as the facilities are mentioned many times in student responses. (What do you like least about our school?)

Survey data indicates that Governance and Leadership is the standard with the lowest level of satisfaction among parents. Parents scored SMS a 4.12 on this standard in 2015, which is an increase from 2014. However, it is the lowest score for this year. 73% of parents believe that SMS provides opportunities for stakeholders to be involved in the school. The open-ended responses indicate that parents are more dissatisfied with Standard 4, which is Resources and Support Systems. Many of the responses related to things which parents like least about SMS were related to the age of the facilities.

Staff surveys show that Teaching and Assessing for Learning has the lowest degree of satisfaction at SMS. Staff members scored SMS a 4.02, which is down from 4.04 last year. Interestingly, this standard was the lowest score and degree of satisfaction on the 2014 survey. 54% of staff members believe that SMS has a formal process in place to support new staff in professional practice. 59% believe that teachers at SMS provide specific and timely feedback to students about their learning. Providing feedback is a common theme of these survey questions, which were the two lowest within this indicator.

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

It was difficult to pin point, numerically, a viable area with a downward trend. However, the open-ended responses did consistently provide an area of dissatisfaction among parents and students. Both stakeholders were very vocal about the condition of the school and facilities. Students mentioned approximately 214 times the school and its facilities in their comments that answered the questions about improving the school and what they like least about the school. Likewise, parents referenced facilities approximately 45 times in their comments answering the same questions.

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

Survey data indicates in a variety of ways the highest level of dissatisfaction seems to be with the facilities of Springville Middle School. There is very little we can do about that as a school. However, it might be a good idea to communicate to the community as often as possible the information that becomes available about building a new school. SMS is on the capital plan; however, details are limited at this time. The projection date is more than three years away.

The parent surveys showed that there are some parents who would like more opportunities to be involved in the school. For SMS, we need to either provide more opportunities for involvement or better communicate the opportunities that are available. Communication has been an area that the school is currently addressing. We have attempted to improve in this area by using Schoolcast more, creating a Facebook page and keeping the website updated more regularly. We also recognize that we could do a better job of offering opportunities for parents

to be involved. We are learning that parents need support in helping their students at home, especially in math. The surveys also brought to our attention that we need a plan for providing timely feedback to parents about their students' grades. In the open-ended responses, parents complained often about the timeliness with which INOW is updated with grades.

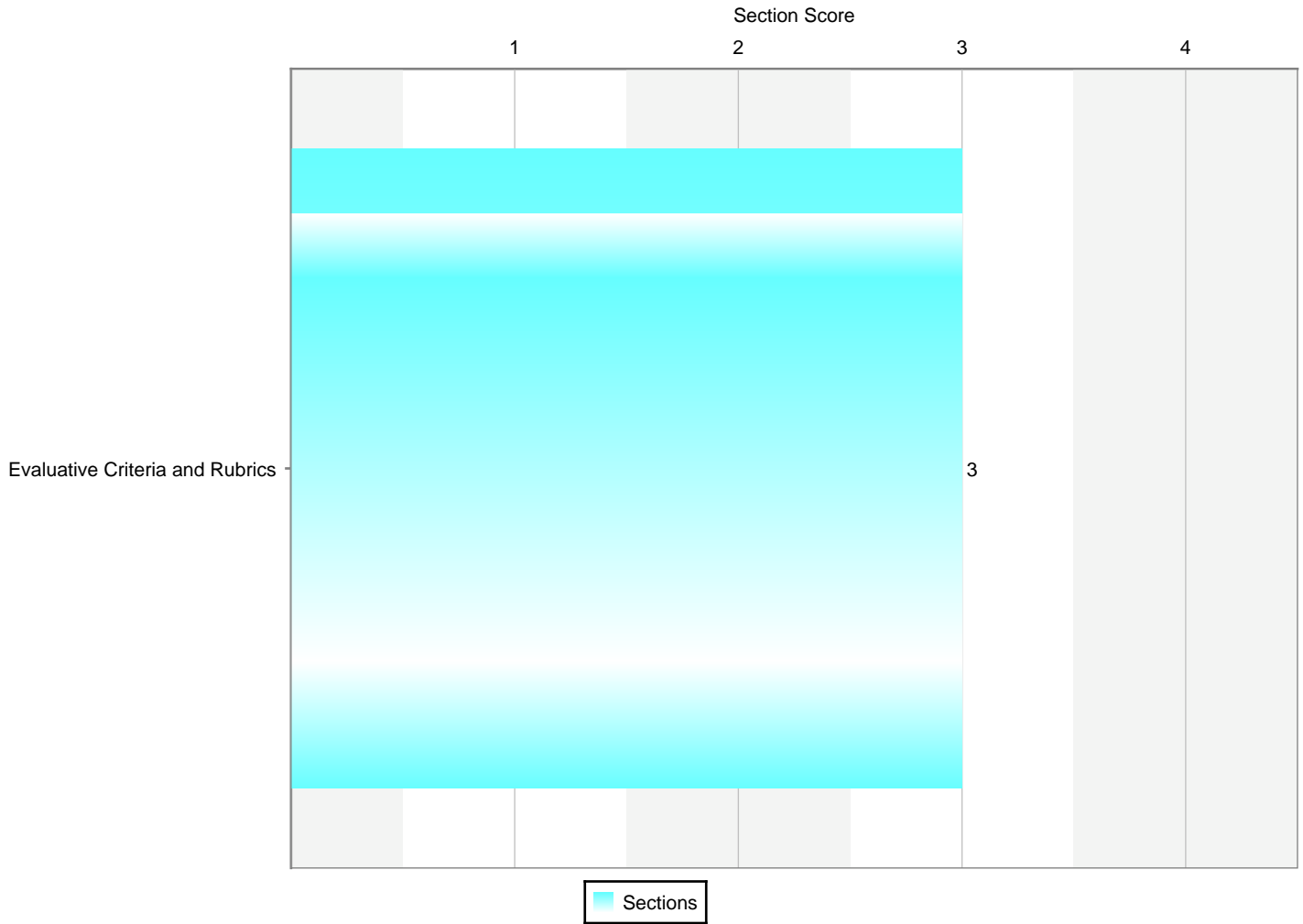
**Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

The findings presented in the previous questions were evident in the survey data as well as the open-ended responses from all stakeholders.



## 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.

**I. State Foundation Funds:**

	<b>FTE's Earned</b>	<b>Units Placed</b>	<b>Total Salaries</b>
FTE Teacher Units	25.03	25.03	1,225,422.00
Administrator Units	1.00	1.0	83,352.00
Assistant Principal	1.00	1.0	56,173.00
Counselor	1.00	1.0	52,699.00
Librarian	1.00	1.0	52,699.00
Career and Technical Education Administrator	0.00	0.0	0.00
Career and Technical Education Counselor	0.00	0.0	0.00
Technology	63.79	29.03	1,884.00
Professional Development	63.79	29.53	1,884.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	373.79	29.53	11,038.00
Library Enhancement	21.26	29.53	628.00
<b>Totals</b>			<b>1,485,779.00</b>

**Title I**

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	0.0

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

NA

<b>Label</b>	<b>Question</b>	<b>Value</b>
1.	ARRA Funds Provide the total.	0.0

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

NA

**Title II**

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

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

NA

**Title III**

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

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

NA

**Title IV**

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

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

NA



**Title VI**

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

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

NA

### Career and Technical Education-Perkins IV

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

Provide a brief explanation and breakdown of expenses.

NA

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

Provide a brief explanation and breakdown of expenses.

NA

**Other**

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

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

NA

## Local Funds

Label	Question	Value
1.	Provide the total	0.0

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

NA