



## **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, twenty-two teachers for core classes in grades six through eight, two physical education teachers, four special education teachers, three instructional aides, a librarian and a reading intervention teacher. Sixth grade students take five core classes, P.E. and an enrichment class. Seventh and eighth grade students take four core classes, P.E. and a technology class. Some students opt to take band instead of enrichment or technology. 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 grade students identified as gifted have the option to travel to Eden Career Tech Center for three hours of GT services once a week. Seventh and eighth grade students have an enrichment/intervention period.

The student body has 604 students collectively. SMS has two feeder elementary schools (Springville Elementary School and Margaret Elementary School). The current racial makeup of the school is 92% White, 6% African-American, 1% Hispanic, 1% More than one race, less than 1% Asian. Students fall into a variety of subgroups such as Free and Reduced Lunch and Special Education. 23% of the student body benefit from the Free and Reduced Lunch program. 13% of SMS students receive Special Education services. 16% 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.**

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. SMS strives to provide 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 Scholar's Bowl, Athletics, Beta Club, Band, Student Government, Teacher's Aides, Office Aides, 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. Time management, organization, collaboration, community service, integrity, trustworthiness, critical thinking, and communication are expected of students in these opportunities to help develop strong leaders.

Springville Middle School embodies its purpose by offering Advanced Math, and Algebra I taught by teachers trained in Laying The Foundation strategies and content. The purpose of these classes are to prepare students for Advanced Placement classes at the high school. 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, five laptop rolling labs, 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 the enrichment/intervention period. The Enrichment/Intervention period provides additional time for students to learn, ask questions and complete work. This time provides opportunities for teachers to stress the importance of learning and mastering skills which equip students for college and career while providing high interest activities.

Springville Middle School believes that failure is not an option. Therefore, teachers, counselors, administrators and students participate together in the Problem Solving Team and Promotion Team meetings throughout the semester. Meetings tend to 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 let 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. 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. Students also use extended homeroom time to chart and make goals for academic progress and monitor attendance.

## 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.**

Over the course of the last three years, Springville Middle School has attempted to meet the needs of a variety of learners. The expansion of the instructional program through separating sixth grade English to include two periods, one for English/Language Arts and one for Reading, and through adding the enrichment/intervention period 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. Beginning in the sixth grade, a variety of criteria are used to screen students for the program, including the Scholastic Reading Inventory. The Scholastic Reading Inventory and Scantron scores are all 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 comprehension skills. This year, Springville Middle School also offers specific programming for students who struggle with dyslexia. The Reading Interventionist screened students at the beginning of the school year who appeared to be good candidates for Multisensory Structured Language Education instruction. She meets with these students daily in small groups for intensive reading instruction. This instruction differs in that it is not a computer based program. It is daily small group instruction. The special education teachers also screened students for dyslexia and conduct reading groups for students. Offering intensive reading intervention for students with dyslexia, as well as providing intervention instruction in reading comprehension using READ 180 is considered an area of notable achievement.

A second area of notable achievement includes the opportunities available to students interested in advanced coursework. We currently offer advanced classes in seventh grade Pre-Algebra, as well as Algebra I 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. This summer, SMS sent more teachers from all of the content areas to LTF training.

The ACCESS program has also expanded over time. It includes 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. 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. In the next three years, SMS would like to expand the advanced course offerings available to students. 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. 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. In addition, SMS added a seventh period for seventh and eighth grade students to offer enrichment and intervention. The enrichment classes offer opportunities for students to participate in high interest activities while actively learning. Seventh and eighth grade teachers also have an opportunity to meet with their homeroom class for an extended period of time one day a week. Teachers also use this time to get to know their students through team building activities, character education, academic and attendance tracking and goal setting. Clubs also use this time to meet when needed.

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. Teachers continue to encourage students to take ownership of their learning by using checklists that facilitate the use of academic language 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.

Springville Middle is striving to make facility improvements. During the summer volunteer work days were scheduled. Halls, the gym and several classrooms were painted. Hand rails were installed and the locker rooms have been upgraded. The school also received a Home Depot grant to provide supplies for facility improvements.

\*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 Student Council - The Student Council created and sold a student designed shirt to raise money for projects. They are active in planning and deciding activities for Red Ribbon Week.

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

-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).

-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.

-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

-Athletics - In 2017-18, SMS volleyball finished as St. Clair County Champs. The 7th grade boys basketball team finished as the St. Clair County Champs. In softball, SMS students played on the 5A State Championship team for Springville High School. 8th grade students played for the boys and girls varsity soccer teams where the girl's team made it to the Elite 8 of the State Soccer Tournament. Two SMS students were a part of the girls varsity basketball team that were St. Clair County champions and one was selected as an All County basketball player.

-Springville High School Marching Band - Advanced middle School band students in seventh and eighth grades march as members of the high school band. The band performs at all high school football games, civic events as well as homecoming and Christmas parades.

## **Additional Information**

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

Facility Improvements will continue to be made throughout the school year.

# **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, students, as well as parents of general education and special education students. The principal, assistant principal, and counselor 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. A Community First Responder assisted to give guidance and feedback from the community. Teachers recommended community members and parents who would be willing to serve on the team.

The principal met with community stakeholders at Springville Middle School on September 11, 2018.

Teachers worked 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. 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

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 will be 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 his or her own records. Information regarding the CIP will also be shared with parents and community members at a parent night program. Parents will also be made aware of surveys that will be posted on the website as the year ends in May, 2019. 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      |         | Disaggregated Data<br>DATA |

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

|    | 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 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?

6th Grade math scores on the 2017-18 Scantron are greater than expected. 71% of 6th grade students scored level 3 or 4 (Proficient or Distinguished) on the assessment.

6th Grade Reading scores on the 2017-18 Scantron were 64% level 3 and 4 (Proficient or Distinguished)

8th Grade girls scores on the 17-18 Scantron were 73% level 3 and 4. (Proficient or Distinguished)

8th grade African American girls on the 17-18 Scantron were 70% level 3 and 4. (Proficient or Distinguished)

6th grade Caucasian Boys on the 17-18 Scantron were 71% level 3 and 4. (Proficient or Distinguished)

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

A positive trend was noted in relation to 6th grade math scores. An increase 14% was noted from the 16-17 school year to the 17-18.

An increase of 29% was noted with 7th grade 17-18 math scores when compared to the 16-17 school year.

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

6th Grade math scores on the 2017-18 Scantron are greater than expected. 71% of 6th grade students scored level 3 or 4 proficient or distinguished on the assessment.

6th Grade Reading scores on the 2017-18 Scantron were 64% level 3 and 4 proficient or distinguished.

8th Grade girls scores on the 17-18 Scantron were 73% level 3 and 4. proficient or distinguished.

8th grade African American girls on the 17-18 Scantron were 70% level 3 and 4. proficient or distinguished.

6th grade Caucasian Boys on the 17-18 Scantron were 71% level 3 and 4. proficient or distinguished.

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

2017-2018 7th Grade Math scores were 71% Proficient or Distinguished compared to the same group of students as 6th graders scoring 57% Proficient or Distinguished during the 2016-2017 year.

2017-2018 8th Grade Math scores were 54% Proficient or Distinguished compared to the same group of students as 8th graders scoring 46% Proficient or Distinguished during the 2016-2017 year.

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

The achievement gap between boys and girls with regards to math appears to be closing. 58% of boys scored proficient or distinguished while 72% of girls scored proficient or distinguished.

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

The above findings are consistent with classroom data.

## Areas in Need of Improvement

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

0% of 8th Grade African American Boys scored Proficient or Distinguished in math.  
45% of 7th Grade African American Girls Proficient or Distinguished in math.  
1% of 8th Grade students scored Distinguished with regard to reading.  
3% of 7th Grade students scored distinguished with regard to reading  
7% of 7th Grade students scored distinguished with regard to math.

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

8th Grade Reading 2017-2018 1% distinguished compared to 2016-17 39%  
7th Grade Reading 2017-18 3% distinguished compared to 2016-17 25%  
  
7th Grade Math 2017-18 7% distinguished compared to 2016-17 14%

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

0% of 8th Grade African American Boys scored Proficient or Distinguished in math.

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

0% of 8th Grade African American Boys scored proficient or distinguished in math.  
8th Grade reading showed a decline of 17% scoring proficient or distinguished.

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

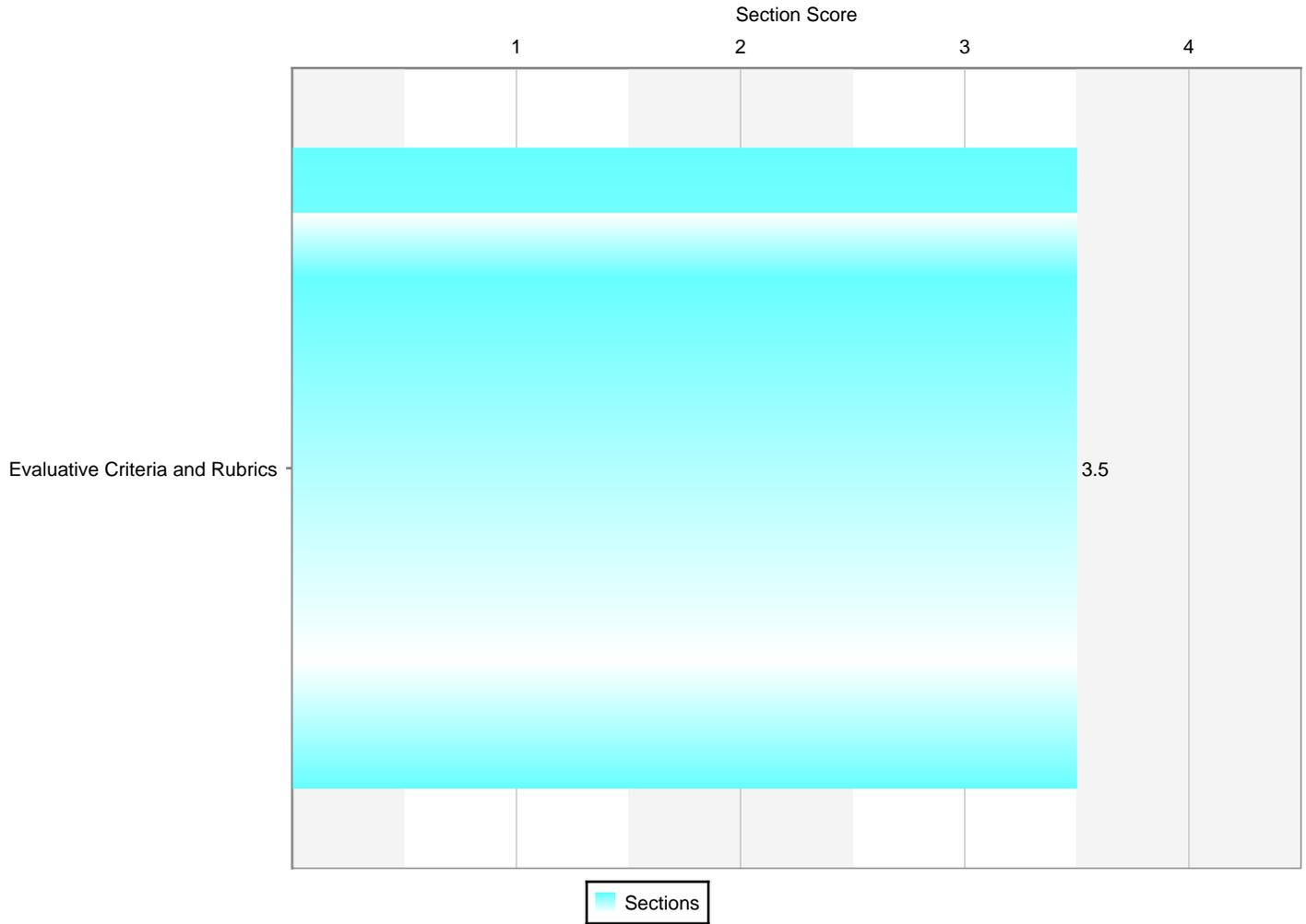
The achievement gap is becoming greater with regard to White and African American Students in reading. 47% more white students were proficient compared to African American students.

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

Comparable declines were noted in Scranton/Performance Series.

## 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      |         | CIP Sign in Sheet |

| 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      |         | #2 Assurances |

| 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      |         | #3 Assurances |

| 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      |         | Family Engagement Plan |

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

# 18-19 ACIP

## **Overview**

### **Plan Name**

18-19 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 | Parents of Springville Middle School will have opportunities for involvement in school activities and provide stakeholder feedback. | Objectives: 1<br>Strategies: 1<br>Activities: 2 | Organizational | \$0           |
| 2 | 60 % of SMS students will become proficient in Mathematics  | Objectives: 1<br>Strategies: 1<br>Activities: 1 | Academic       | \$0           |
| 3 | Reading Proficiency   | Objectives: 1<br>Strategies: 1<br>Activities: 2 | Academic       | \$0           |
| 4 | EL Students will increase English Proficiency   | Objectives: 1<br>Strategies: 1<br>Activities: 2 | Academic       | \$0           |

## Goal 1: Parents of Springville Middle School will have opportunities for involvement in school activities and provide stakeholder feedback.

### Measurable Objective 1:

collaborate to involve parents in school activities, opportunities to participate in decision making, and providing feedback for school improvement. by 05/23/2019 as measured by parent surveys, sign in sheets showing participation in school activities/events.

### Strategy 1:

Family Engagement - Springville Middle School host multiple opportunities for family/parent involvement.

Category: Other - Parent/Family Engagement

| Activity - Open House   | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                       |
|---|--------------------|------------|------------|-------------------|---------------------|---|
| Parents will have the opportunity to attend open house to follow the student's schedule and visit teachers and classrooms.            | Parent Involvement | 10/11/2018 | 10/11/2018 | \$0               | No Funding Required | Administration<br>Counselor<br>Teachers |
| Activity - Family Engagement  | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                       |
| Offer various opportunities for parent/family engagement: Awards days, surveys, open house, registration, turn Springville Pink, ect. | Parent Involvement | 08/08/2018 | 05/23/2019 | \$0               | No Funding Required | Administration<br>Counselor<br>Teachers |

## Goal 2: 60 % of SMS students will become proficient in Mathematics

### Measurable Objective 1:

60% of All Students will demonstrate a proficiency on the Scantron Mathematics in Mathematics by 05/23/2019 as measured by Scantron.

### Strategy 1:

Technology Targeted Mathematics - Students will have access to technology in the classroom to use online resources such as Pearson Mathematics, Scantron Performance Series, and additional mathematics resources to assess and support individual needs.

Category: Other - Technology

Research Cited: National Council of Teachers of Mathematics Position

It is essential that teachers and students have regular access to technologies that support and advance mathematical sense making, reasoning, problem solving, and communication. Effective teachers optimize the potential of technology to develop students' understanding, stimulate their interest, and increase their proficiency in mathematics. When teachers use technology strategically, they can provide greater access to mathematics for all students.

www.nctm.org

| Activity - Scantron Performance Series  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible    |
|---|--------------------------|------------|------------|-------------------|---------------------|----------------------|
| Mathematics teachers will prepare and administer performance-based assessments using Scantron Performance series. | Academic Support Program | 08/08/2018 | 05/23/2019 | \$0               | No Funding Required | Mathematics Teachers |

## Goal 3: Reading Proficiency

### Measurable Objective 1:

60% of All Students will demonstrate a proficiency at or above grade level in Reading by 05/23/2019 as measured by Scantron.

### Strategy 1:

Monitor the Implementation of Standard based instruction - Monitor the evaluation and implementation of Alabama College and Career Ready Standards. Look specifically for standards based instruction, student engagement within content, explicit instruction of standards with opportunities to read, write, speak, and listen.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama COS

| Activity - Department Meetings   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible       |
|--|-----------------------|------------|------------|-------------------|---------------------|-------------------------|
| Teachers will conduct vertical planning using CCRS standards throughout the academic year. | Professional Learning | 08/08/2018 | 05/23/2019 | \$0               | No Funding Required | Administration Teachers |

| Activity - Data Review  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible       |
|---|--------------------------|------------|------------|-------------------|---------------------|-------------------------|
| Grade level teachers will analyze Scantron data and use the data to make decisions about student placement, remediation, and mastery. | Academic Support Program | 08/08/2018 | 05/23/2019 | \$0               | No Funding Required | Administration Teachers |

## Goal 4: EL Students will increase English Proficiency

### Measurable Objective 1:

A 33% increase of English Learners students will demonstrate a proficiency by increasing 0.5 in English in English Language Arts by 05/17/2019 as measured by 2019ACCESS test.

**Strategy 1:**

WIDA Standards - Based on the latest WIDA standards and the CCRS, a focus will be on establishing higher academic language vocabulary skills.

Category: Develop/Implement Learning Supports

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

| Activity - Vocabulary Instruction  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| Provide students with supports of visual, sensory, and interactive representation of vocabulary to increase real life connections with content.  | Academic Support Program | 08/08/2018 | 05/23/2019 | \$0               | No Funding Required | ESOL 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 intervention. | Academic Support Program | 08/08/2018 | 05/23/2019 | \$0               | No Funding Required | ESOL 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                 |
|-----------------------------|--|--------------------------|------------|------------|-------------------|-----------------------------------|
| Data Review                 | Grade level teachers will analyze Scantron data and use the data to make decisions about student placement, remediation, and mastery.  | Academic Support Program | 08/08/2018 | 05/23/2019 | \$0               | Administration Teachers           |
| Open House                  | Parents will have the opportunity to attend open house to follow the student's schedule and visit teachers and classrooms.   | Parent Involvement       | 10/11/2018 | 10/11/2018 | \$0               | Administration Counselor Teachers |
| Vocabulary Instruction      | Provide students with supports of visual, sensory, and interactive representation of vocabulary to increase real life connections with content.  | Academic Support Program | 08/08/2018 | 05/23/2019 | \$0               | ESOL Teacher                      |
| 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 intervention. | Academic Support Program | 08/08/2018 | 05/23/2019 | \$0               | ESOL Teacher                      |
| Department Meetings         | Teachers will conduct vertical planning using CCRS standards throughout the academic year.   | Professional Learning    | 08/08/2018 | 05/23/2019 | \$0               | Administration Teachers           |
| Scantron Performance Series | Mathematics teachers will prepare and administer performance-based assessments using Scantron Performance series.  | Academic Support Program | 08/08/2018 | 05/23/2019 | \$0               | Mathematics Teachers              |
| Family Engagement           | Offer various opportunities for parent/family engagement: Awards days, surveys, open house, registration, turn Springville Pink, ect.  | Parent Involvement       | 08/08/2018 | 05/23/2019 | \$0               | Administration Counselor Teachers |
| <b>Total</b>                |  |                          |            |            | <b>\$0</b>        |                                   |

# Stakeholder Feedback Diagnostic

## **Introduction**

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

### Stakeholder Feedback Data

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

## Evaluative Criteria and Rubrics

Overall Rating: 2.0

|    | Statement or Question        | Response   | Rating  |
|----|------------------------------|--|---------|
| 1. | Questionnaire Administration | Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants. | Level 1 |

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

## Areas of Notable Achievement

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

Parent Survey Score 4..2 Standard 4 Resources and Support Systems Indicator 3 The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.

Student Survey Score 4.14 Standard 5 Using Results for Continuous Improvement/Indicator 4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

Staff Survey Score 4.55 Standard 1 Purpose and Direction/Indicator 3 The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

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

Standard 2 Indicator 4 Leadership and staff foster a culture consistent with the school's purpose and direction.

Standard 3 Indicators 6 Teachers implement the school's instructional process in support of student learning.

Standard 3 Indicator 8 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

Standard 3 Indicator 9 The school has a formal structure whereby each student is well-known by at least one adult advocate in the school who supports that student's educational experience.

Standard 4 Indicators 1 Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction and the educational program.

Standard 4 Indicator 2 Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school

Standard 4 Indicator 4 Students and school personnel use a range of media and information resources to support the school's educational programs.

Standard 4 Indicator 6 The school provides support services to meet the physical, social and emotional needs of the student population being served

### 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 stakeholder surveys.

## Areas in Need of Improvement

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

Parent Survey Score 3.45 Standard 3 Teaching and Assessing for Learning Indicator 10 Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

Student Survey Score 3.25 Standard 4 Resources and Support Systems Indicator 3 The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.

Staff Survey Score Standard 4 Resources and Support Systems Indicator 3 The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.

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

Parent Survey:

Standard 1 Indicator 1 The school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success.

Standard 2 Indicator 2 The governing body operates responsibly and functions effectively.

Indicator 3 The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively

Indicator 5 Leadership engages stakeholders effectively in support of the school's purpose and direction.

Standard 3 Indicator 1 The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.

Indicator 3 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Indicator 10 Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses

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Standard 5 Indicator 4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

Indicator 5 Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.

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

Survey data indicates a high level of dissatisfaction of SMS facilities. A new school is on the capital plan; however details are limited at this time. Another area of dissatisfaction is with curriculum and students being prepared for the next level. SMS will conduct vertical planning meetings to ensure student are prepared for the next level. SMS will develop a stakeholder communication plan.

**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 stakeholders.

## Report Summary

### Scores By Section

