



## **ACIP**

# Southside Middle School

## Tallassee City Board of Education

Mr. Bruce Dean, Principal  
901 E.B. Payne Sr. Drive  
Tallassee, AL 36078

# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School.....	3
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information .....	8

## **Improvement Plan Stakeholder Involvement**

Introduction.....	10
Improvement Planning Process.....	11

## **Student Performance Diagnostic**

Introduction.....	13
Student Performance Data.....	14
Evaluative Criteria and Rubrics.....	15
Areas of Notable Achievement.....	16
Areas in Need of Improvement.....	18
Report Summary.....	20

## **ACIP Assurances**

Introduction ..... 22

ACIP Assurances ..... 23

**ACIP 2015-2016**

Overview ..... 25

Goals Summary ..... 26

    Goal 1: English Language Learners will increase language acquisition skills ..... 27

    Goal 2: All students at Southside Middle School students will work toward becoming proficient writers..... 28

Activity Summary by Funding Source ..... 31

**Coordination of Resources - Comprehensive Budget**

Introduction ..... 33

I. State Foundation Funds: ..... 34

    Title I ..... 35

    Title II ..... 36

    Title III ..... 37

    Title IV ..... 38

    Title VI ..... 39

    Career and Technical Education-Perkins IV ..... 40

    Other ..... 41

Local Funds ..... 42

# **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?**

Southside Middle School is located in the east central town of Tallassee, located halfway between the large capital city of Montgomery and the mid-sized college town of Auburn. Tallassee's population hovers around 5,000 people and is spread out through two counties, Elmore and Tallapoosa. Tallassee City Schools has approximately 1,900 students and serves any child within the city limits of Tallassee.

There are approximately 600 students enrolled at Southside Middle School. In demographic terms, the school is 70% white, 27% African American, 2% Hispanic, and 1% Asian. 23% of Tallassee citizens are living below the poverty line.

Tallassee City Schools was one of the first city-operated school systems in the state of Alabama. Its first superintendent, Dr. Charles Bunyan Smith, served here in the 1920s and 1930s before becoming President of Troy University. The school system's growth mirrored that of the largest employer, Mount Vernon-Woodbury Mills, for over a century, which was in operation here from 1854 until 2006. The mill built most of the houses, businesses, churches, and schools in the area. The Tallassee City Schools system enjoyed steady growth during those years, with the town reaching its peak population in the 1950s and has been declining ever since. There is the notable exception of student enrollment, which has shown a steady increase as families depart the Montgomery area for a slower pace of life and smaller class sizes.

In the last three years, Southside Middle School has experienced administrative changes that are unusual to its history. After having the same principal from 1993-2009 in Ron McDaniel, our school promoted assistant principal Dr. Kenneth Varner to principal from 2009-2012. Alan Thompson served in 2012, and was followed by longtime assistant principal Bruce Dean from 2013-present. Since 2013, the assistant principal has been Dr. Brock Nolin. The faculty largely remained the same throughout these changes, though there were several retirements and transfers at the end of the 2014-2015 school year.

Our standardized test scores have risen through the years in nearly every category, with the exception of special education reading. Southside has an abnormally large special education population for a school of 600 students. The decline in test scores corresponds with the rise in the number of special education students expected to take not only benchmark tests, but also standardized tests such the ACT Aspire. Various improvement strategies have been put into place. The administration and faculty have implemented these strategies carefully.

With the start of the 2014-15 school year, Southside Middle School implemented a new instructional/assessment model. Southside Middle School used a Data Driven Instructional Model. Teachers developed classroom instruction based on Common Core and Alabama Course of Study Standards. The first step in the process was developing a Pre-test (diagnostic assessment) inside of the Scantron (formally Global Scholar) Program. Teachers developed a list of higher-order questions based on the standards they expected to teach during the instructional period. These questions were usually within the Scantron Program. According to Scantron, the items were aligned to CCRS and AL Course of Study Standards and went through a vetting process by qualified instructional specialists. When a teacher could not find a quality item within the program, they made an item or pulled the item from text aligned to CCRS. The item was then vetted by administrators and within the content area at a school level. After the pre-test were built, they were administered to the students. This process was the same for ELA, Mathematics, Science, and Social Studies.

Upon completion of the pre-test, the teacher processed the answer document through a Scantron machine, which uploaded individual overall  
SY 2015-2016

scores directly to Scantron. The data was broken down by content standard, allowing teachers to set individual goals of instruction for each student. Teachers then developed lesson plans that held individuals to high academic expectations and provide resources that met the needs of all students' regardless of their academic gaps or needs.

Formative assessment is on going and used daily. Methods such as exit slips, Promethean clickers, re-writing of essays based on feedback, journaling, and bell work along with a variety of other approaches are employed to assess everyday comprehension and progress.

Benchmark assessments are administered every three weeks. Timely feedback is given to teachers to identify areas that needed improvement, which could relate to student's progress or even teacher's effectiveness. The process of the benchmark assessment allows teachers to analyze each student's current knowledge or level of understanding on specific content and use that evaluation to further drive instruction. This led to re-thinking the manner in which content was delivered. It also involved delving deeper into a subject area when students show mastery.

Summative assessments are administered at the end of each nine weeks in the form of a post-test. The post-tests are derived, once again, from the Scantron Program. The assessments are comprehensive in nature. Desirable results would show a closure in the academic gaps previously identified in the pre-test.

This process occurs four times. The use of diagnostic, formative, and summative assessment provides teachers, administrators, and curriculum coordinators a balanced view of student progress over a sustained period of time.

Southside Middle School's daily bell schedule is a mixed model. This is due to the school's grades span being a mixture of both elementary and secondary. Elementary grades require different time allotments than secondary grades in core subjects; therefore, Southside's bell schedules are made to accommodate those times. Grades six thru eight follow the actual bell schedule and have a six period day. This day allows for instruction in their four core subjects, physical education, and an enrichment period. Students may choose between band and enrichment electives. Southside's fifth grade follows its own schedule that allows for the maximization of time in the both English Language Arts and Mathematics. Students also spend time with the schools music teacher each week as part of their enrichment experience.

With regards to the school's special education population, each student with an IEP is served according to their plan. Each student has pullout time with a highly qualified special education teacher as well as inclusion time with peers in a regular education classroom. All special education students have the same opportunities to participate in extracurricular activities as their non-disabled peers. On the other end of the spectrum of special education, Southside Middle School has the Talented and Gifted Program. This program serves students with GEPs and provides opportunities for them to expand and receive an enriched curriculum.

Finally, another enrichment active afforded at SMS is our robotics program. Recently the team at SMS competed in Auburn's B.E.S.T where over 24 other teams met. Our team not only won, but also dominated the competition. The students did an outstanding job and displayed those characteristics that we at SMS strive to instill in all of our students.

Boosting Engineering Science and Math (B.E.S.T. Robotics, Inc.) is a non-profit organization, which promotes project-based learning in a competition-type environment for middle and high school teams. This year's competition included 4 middle schools and 21 high schools (all of which compete in the same division). Southside Middle School students have participated in the War Eagle B.E.S.T.

## 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.**

### Purpose

The purpose of Southside Middle School is to bridge the gap between elementary and high school by fostering foundation skills, civic responsibility, honesty, integrity, and pride in one's school and community.

### VISION

Maximizing student potential to develop productive, ethical, and successful citizens

### MISSION

The mission of Southside Middle School is to provide a quality education, providing the basis for students to become life-long learners as well as moral, ethical, and compassionate people. A partnership of staff, students, parents, and the community will prepare students to become responsible citizens and productive members of the communities in which they live.

### MOTTO

Make a Difference

Through the use of research-based instructional strategies, faculty at Southside Middle School provide students with an education that will prepare them for the future. Teaching students to become responsible, moral, ethical, and compassionate citizens is the ethos of our staff. By developing the foundation in these areas, students will be more apt to become contributing members of society.



## 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.**

With the start of the 2014-15 school year, Southside Middle School implemented a new instructional/assessment model. Southside Middle School used a Data Driven Instructional Model. Teachers developed classroom instruction based on Common Core and Alabama Course of Study Standards. The first step in the process was developing a Pre-test (diagnostic assessment) inside of the Scantron (formally Global Scholar) Program. Teachers developed a list of higher-order questions based on the standards they expected to teach during the instructional period. These questions were usually within the Scantron Program. According to Scantron, the items were aligned to CCRS and AL Course of Study Standards and went through a vetting process by qualified instructional specialists. When a teacher could not find a quality item within the program, they made an item or pulled the item from text aligned to CCRS. The item was then vetted by administrators and within the content area at a school level. After the pre-test were built, they were administered to the students. This process was the same for ELA, Mathematics, Science, and Social Studies.

Upon completion of the pre-test, the teacher processed the answer document through a Scantron machine, which uploaded individual overall scores directly to Scantron. The data was broken down by content standard, allowing teachers to set individual goals of instruction for each student. Teachers then developed lesson plans that held individuals to high academic expectations and provide resources that met the needs of all students' regardless of their academic gaps or needs.

Formative assessment is on going and used daily. Methods such as exit slips, Promethean clickers, re-writing of essays based on feedback, journaling, and bell work along with a variety of other approaches are employed to assess everyday comprehension and progress.

Benchmark assessments are administered every three weeks. Timely feedback is given to teachers to identify areas that needed improvement, which could relate to student's progress or even teacher's effectiveness. The process of the benchmark assessment allows teachers to analyze each student's current knowledge or level of understanding on specific content and use that evaluation to further drive instruction. This led to re-thinking the manner in which content was delivered. It also involved delving deeper into a subject area when students show mastery.

Summative assessments are administered at the end of each nine weeks in the form of a post-test. The post-tests are derived, once again, from the Scantron Program. The assessments are comprehensive in nature. Desirable results would show a closure in the academic gaps previously identified in the pre-test.

This process occurs four times. The use of diagnostic, formative, and summative assessment provides teachers, administrators, and curriculum coordinators a balanced view of student progress over a sustained period of time.

Southside Middle School's daily bell schedule is a mixed model. This is due to the school's grades span being a mixture of both elementary and secondary. Elementary grades require different time allotments than secondary grades in core subjects; therefore, Southside's bell schedules are made to accommodate those times. Grades six thru eight follow the actual bell schedule and have a six period day. This day allows for instruction in their four core subjects, physical education, and an enrichment period. Students may choose between band and enrichment electives. Southside's fifth grade follows its own schedule that allows for the maximization of time in the both English Language Arts and Mathematics. Students also spend time with the schools music teacher each week as part of their enrichment experience.

With regards to the school's special education population, each student with an IEP is served according to their plan. Each student has pullout time with a highly qualified special education teacher as well as inclusion time with peers in a regular education classroom. All special education students have the same opportunities to participate in extracurricular activities as their non-disabled peers. On the other end of the spectrum of special education, Southside Middle School has the Talented and Gifted Program. This program serves students with GEPs and

provides opportunities for them to expand and receive an enriched curriculum.

Finally, another enrichment active afforded at SMS is our robotics program. Recently the team at SMS competed in Auburn's B.E.S.T where over 24 other teams met. Our team not only won, but also dominated the competition. The students did an outstanding job and displayed those characteristics that we at SMS strive to instill in all of our students.

Boosting Engineering Science and Math (B.E.S.T. Robotics, Inc.) is a non-profit organization, which promotes project-based learning in a competition-type environment for middle and high school teams. This year's competition included 4 middle schools and 21 high schools (all of which compete in the same division). Southside Middle School students have participated in the War Eagle B.E.S.T.

#### Other Past improvements

- Upgraded all classroom switches to 1 GB, district wide
- Every teacher has a laptop or iPad, most have both
- Every teacher has an interactive whiteboard
- Every Southside Middle school teacher has a MacBook Pro and an iPad
- Bandwidth in Tallassee City Schools district has been upgraded from 50M to 200M
- Tallassee City Schools has hired a Curriculum Coordinator
- Many students at all schools have access to iPads
- Student to computer ratio is very low
- Teachers that request them, have voice amplification systems
- Grade level computer labs have been/are being set up
- Wireless switch will be installed in room 206. Tables will be brought from THS.
- New computer towers and monitors were setup. The new lab is in room 210.
- New computer lab was setup for 5th and 6th grade use.

#### Future improvements

- By Feb 2016- Teacher training scheduled for iPad 1 to 1.
- By May 2016-Teacher training completed
- By July. 2016- Infrastructure set
- Aug Issue 7th and 8th graders iPads.

## Additional Information

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

Southside Middle School's faculty and staff members are working hard to ensure our students are prepared with 21st century skills. Through the use of differentiated classroom teaching strategies our teachers are imparting skills to help make our students successful.

# **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.**

Stakeholders were engaged in the development of Southside Middle School's improvement plan through email communication, written documentation, surveys, and face to face meetings. The selection process for the stakeholders included identifying teachers, parents, students and community members who exhibited an interest in being involved in school improvement. This committee was also selected as a representative sample of both the Southside Middle School student body and Tallahassee city as a whole. Meetings were scheduled at various times and locations to accommodate all stakeholder schedules. SMS uses a app called Remind.com to remind parents of events scheduled at SMS. Also, a parent survey was used to determine perceptions of SMS. To date 39 parents have completed the survey via email/weblink.

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

Stakeholder representative included teachers, students, parents, and community members. The diverse teacher/student group included participation from stakeholders from each grade level at Southside Middle School. The stakeholder parent and community group was comprised of various ethnic groups, male/female and technology skill levels. This sub-group was charged with delivering information from their various constituencies. Information gathered included: 1) What improvements they would they like to see in our school? 2) What resources are needed to accomplish those improvements? 3) What would be a timeline for accomplishing these improvements.

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

The final improvement plan was communicated to all stakeholders via the Southside Middle School webpage and hardcopy distribution of the plan. Stakeholders were provided quarterly updates on the progress of the improvement plan.

# 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	See attached data document	Data Doc

## Evaluative Criteria and Rubrics

Overall Rating: 2.75

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

	Statement or Question	Response	Rating
2.	Test Administration	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 that minimal or no change has occurred in these achievement gaps.	Level 1

## Areas of Notable Achievement

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

In the spring of 2014, students at Southside Middle School took the ACT Aspire for the first time. Students were tested in three areas: Reading, Science, and Mathematics. Respectively, the students as a whole scored: Reading (37% proficient), Science (36% proficient), and Mathematics (23% proficient).

In the spring of 2015, students at SMS took all five portions of the ACT Aspire offered including: Reading, Science, Mathematics, Writing, and English. Respectively the students as a whole scored: Reading (40% proficient), Science (31% proficient), and Mathematics (50% proficient), Writing (22% proficient), and English (59% proficient).

When looking for areas of above the expected levels of performance, one must consider the comparison of 2014 and 2015 ACT Aspire proficiencies. A marked increase in the Mathematics test is noted as an area of achievement. The school whole group score increased from 23% proficient to 50% proficient for a total increase of 26%.

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

In the spring of 2014, students at Southside Middle School took the ACT Aspire for the first time. Students were tested in three areas: Reading, Science, and Mathematics. Respectively, the students as a whole scored: Reading (37% proficient), Science (36% proficient), and Mathematics (23% proficient).

In the spring of 2015, students at SMS took all five portions of the ACT Aspire offered including: Reading, Science, Mathematics, Writing, and English. Respectively the students as a whole scored: Reading (40% proficient), Science (31% proficient), and Mathematics (50% proficient), Writing (22% proficient), and English (59% proficient)

When looking for areas of positive trend, one must consider the comparison of 2014 and 2015 ACT Aspire proficiencies. Trends toward improvement include: Mathematics moving from 23% proficient to 50% proficient for a total increase of 26% and Reading moving from 37% proficient to 40% proficient for a total increase of 3%.

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

In the spring of 2014, students at Southside Middle School took the ACT Aspire for the first time. Students were tested in three areas: Reading, Science, and Mathematics. Respectively, the students as a whole scored: Reading (37% proficient), Science (36% proficient), and Mathematics (23% proficient).

In the spring of 2015, students at SMS took all five portions of the ACT Aspire offered including: Reading, Science, Mathematics, Writing, and English. Respectively the students as a whole scored: Reading (40% proficient), Science (31% proficient), and Mathematics (50% proficient), Writing (22% proficient), and English (59% proficient)

When looking for areas of highest performance, one must consider the comparison of 2014 and 2015 ACT Aspire proficiencies. A marked increase in the Mathematics test is noted as an area of achievement. The school whole group score increased from 23% proficient to 50% proficient for a total increase of 26%.

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

When comparing the 2014 and 2015 administration of the ACT Aspire, the subgroup of Black/White was tracked. There is a trend of increasing performance in the area of Mathematics for both blacks and whites. The black subgroup showed an increase of 2% in the "ready" category while the white subgroup showed an increase of 13.5%. ACT Aspire started providing data on subgroups including: Male/Female and ethnicity in the 2015 year. These subgroups will be tracked in future years.

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

We will need more data to make a determination like this. When the 15-16 Aspire Data arrives in the summer, we will be able to draw inferences like subgroup gap closure. In the near future, our local Benchmark data should provide a window into subgroup analysis that will allow us to see gap disparities.

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

Both the Aspire and Benchmark data indicate that black students consistently perform lower than white students as a group. Other data also suggests that the special education subgroup consistently performs lower than other subgroups.

## Areas in Need of Improvement

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

The area of writing was below expected levels of performance for all grades with regards to ACT Aspire data.

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

In the spring of 2014 students at Southside Middle School took the ACT Aspire for the first time. Students were tested in three areas: Reading, Science, and Mathematics. Respectively, the students as a whole scored: Reading (37% proficient), Science (36% proficient), and Mathematics (23% proficient).

In the spring of 2015, students at SMS took all five portions of the ACT Aspire offered including: Reading, Science, Mathematics, Writing, and English. Respectively the students as a whole scored: Reading (40% proficient), Science (31% proficient), and Mathematics (50% proficient), Writing (22% proficient), and English (59% proficient)

When looking for areas of negative trends, one must consider the comparison of 2014 and 2015 ACT Aspire proficiencies. A decrease occurred on the Science test. The school whole group score decreased from 37% proficient to 31% proficient for a total decrease of 6%.

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

In the spring of 2014 students at Southside Middle School took the ACT Aspire for the first time. Students were tested in three areas: Reading, Science, and Mathematics. Respectively, the students as a whole scored: Reading (37% proficient), Science (36% proficient), and Mathematics (23% proficient).

In the spring of 2015, students at SMS took all five portions of the ACT Aspire offered including: Reading, Science, Mathematics, Writing, and English. Respectively the students as a whole scored: Reading (40% proficient), Science (31% proficient), and Mathematics (50% proficient), Writing (22% proficient), and English (59% proficient)

When looking for area of overall lowest performance, one must consider the comparison of 2014 and 2015 ACT Aspire proficiencies. The Writing portion of the tests is noted as the lowest area of performance with a 22% proficiency.

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

ACT Aspire results note a negative trend in mathematics for both the black subgroup and the white subgroup. Black students' scores dropped from 4.9% proficient to 3.3% proficient while white students' scores dropped from 30.3% proficient to 30% proficient.

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

In the area of Reading, the gap became greater between the black subgroup and white subgroup.

On the 2014 ACT Aspire, 2.7% of black students were proficient while 19.5% of white students were also proficient. There was a 16.8 point gap between the two groups.

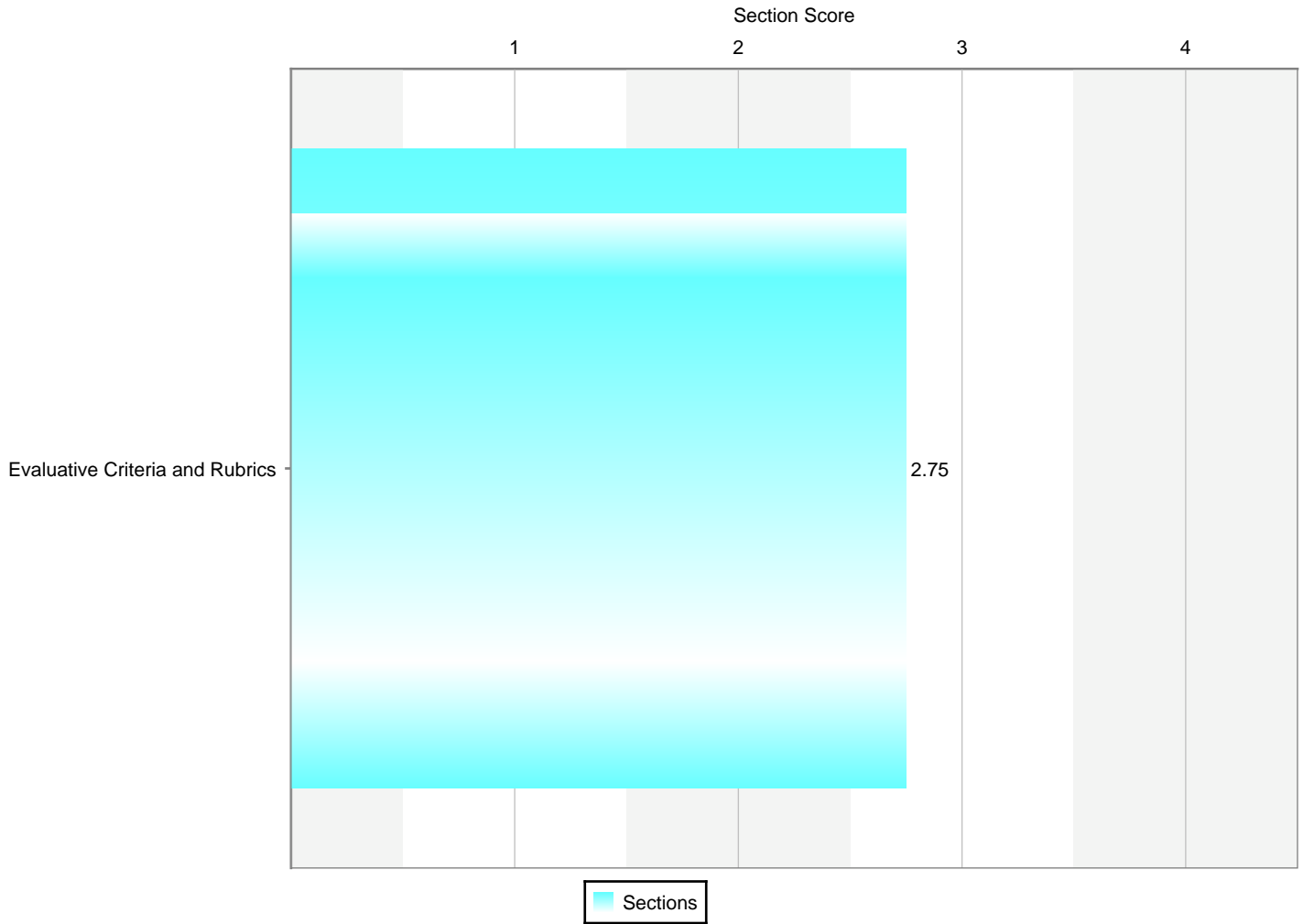
On the 2015 ACT Aspire, 4.5% of black students were proficient while 33% of white students were also proficient. There was a 28.8 point gap between the two groups.

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

ACT Aspire findings are consistent with both state and national trends for these subgroups.

## 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		

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	see attached document	TCSPolicy

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	Wade Shipman, Tallassee City Schools Superintendent, 334-283-6864	signature

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	see attached	TCS Right to Know

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.	Yes	see attached 7.14.1 Parent Involvement	TCS Parent Doc

# **ACIP 2015-2016**

## Overview

### Plan Name

ACIP 2015-2016

### Plan Description

School improvement plan

## 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	English Language Learners will increase language acquisition skills	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
2	All students at Southside Middle School students will work toward becoming proficient writers.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$0

## Goal 1: English Language Learners will increase language acquisition skills

Status	Progress Notes	Created On	Created By
N/A	Mrs. Williams has attended one session and is scheduling meetings with teachers during their planning period.	October 02, 2014	Brock Nolin

### Measurable Objective 1:

100% of English Learners students will demonstrate a proficiency in language acquisition skills in English Language Arts by 05/20/2016 as measured by a 0.5 increase in the ACCESS test scores. .

### Strategy 1:

EL Training - The EL teacher will review WIDA standards/Core EL Program and examples of classroom accommodations for EL students. This training will take place with regular education teachers.

Category:

Activity - EL Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The EL Teacher will implement scientifically research-based programs and activities involving whole language, phonics, cooperative learning and integrated reading. She will use WIDA Model Performance Indicators (Can Dos) as guidance for developing language objectives that focus on, but are not limited to, the language domains of Reading, Writing and Speaking.	Professional Learning	10/09/2014	05/20/2016	\$0	No Funding Required	Megan Williams- EL teacher All Southside Middle School teachers and administrative staff

### Strategy 2:

EL Resource Instruction - The EL teacher will provide instruction to assist students with increase language acquisition skills through the use of WIDI standards.

Below is some information for the EL Goal we discussed earlier. I even came up with a different name for the Activity if you want to use it.

Category:

Activity - Provide Instructional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The EL teacher will provide regularly scheduled instructional support to EL students which will include the use of scientifically based research activities that demonstrate effectiveness in increasing English proficiency and student academic achievement in core academic subjects.	Academic Support Program	08/11/2015	05/20/2016	\$0	No Funding Required	EL teacher

## Goal 2: All students at Southside Middle School students will work toward becoming proficient writers.

### Measurable Objective 1:

15% of All Students will increase student growth in the "in need of support and close" category in Writing by 04/29/2016 as measured by a comparison of 2015 and 2016 ACT Aspire .

### Strategy 1:

Enrichment Class - Students are placed in enrichment classes.

Category:

Research Cited: Kemper, Beth. Writing across the curriculum: A review of the literature. The Campbellsville Review. Pp.41-57 retrieved from:

[http://www.campbellsville.edu/Websites/cu/images/Library/Campbellsville\\_Review/Volume\\_2/Kemper\\_essay--](http://www.campbellsville.edu/Websites/cu/images/Library/Campbellsville_Review/Volume_2/Kemper_essay--)

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

**ACIP**

Southside Middle School

A students will use writing journals to....	Direct Instruction	08/13/2015	05/20/2016	\$0	No Funding Required	Enrichment Teachers
---	--------------------	------------	------------	-----	---------------------	---------------------

**Strategy 2:**

) Professional Development in Methods of Incorporating writing in all content areas - 1) All teachers will attend 3 (?) professional development workshops related to incorporating writing across the curriculum

Category:

Research Cited: Kemper, Beth. Writing across the curriculum: A review of the literature. The Campbellsville Review. Pp.41-57 retrieved from: [http://www.campbellsville.edu/Websites/cu/images/Library/Campbellsville\\_Review/Volume\\_2/Kemper\\_essay--QEP--formatted.pdf](http://www.campbellsville.edu/Websites/cu/images/Library/Campbellsville_Review/Volume_2/Kemper_essay--QEP--formatted.pdf) (8/13/15).

Activity - 2) Teachers will incorporate at least one of the presented activities in the following week's lesson plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2) Teachers will incorporate at least one of the presented activities in the following week's lesson plans	Academic Support Program	08/24/2015	04/29/2016	\$0	No Funding Required	All teachers

**Strategy 3:**

Writing Rubric Across Content - 1) Writing teachers for each grade level will develop a rubric to be used as a formative assessment across the curriculum, which will measure and provide feedback based on grade specific objectives.

Category:

Activity - Rubric Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1) Writing teachers for each grade level will develop a rubric to be used as a formative assessment across the curriculum, which will measure and provide feedback based on grade specific objectives.	Professional Learning	08/31/2015	04/29/2016	\$0	No Funding Required	ELA Teachers



Status	Progress Notes	Created On	Created By
Completed	<p>Southside Middle School Writing Rubric (All Content)</p> <p>Development Organization Language Use</p> <p>5 Demonstrates Capable Skills in writing Ideas are capably explained and supported -Exhibits purposeful organization -Logical Sequencing -Response conveys intended meaning -Word choice is precise -Sentence structures are clear and varied -Free of errors in: grammar, usage, and mechanics</p> <p>4 Demonstrates Adequate Skills in writing Ideas are adequately explained and supported -Exhibits clear but simple organization -Ideas are logically grouped Response demonstrates ability to clearly convey meaning -Word choice is sometimes precise -Sentence structures are clear and sometimes varied -While errors in: grammar, usage, and mechanics may be present, they rarely impede understanding.</p> <p>3 Demonstrates Some Developing Skills in writing Explanation and support of ideas is limited -Exhibits some evidence of organization -Some ideas are logically grouped Response demonstrates some ability to convey intended meaning -Word choice is general and imprecise -Sentence structures are clear and sometimes varied -While errors in grammar, usage, and mechanics maybe present, they rarely impede understanding.</p> <p>2 Demonstrates Weak or inconsistent Skills in writing Explanation and support of ideas are unclear or incomplete -Little evidence of organizing and logical sequencing -Response demonstrates a weak ability to convey meaning. -Word choice is rudimentary -Distracting errors in: grammar, usage, and mechanics</p> <p>1 Demonstrates little or no Skills in writing No explanation or support of ideas No evidence of organization and logic Response demonstrates no ability to convey meaning. -Word choice is rudimentary -Distracting errors in: grammar, usage, and mechanics</p> <p>0 Unscorable Scores Total _____</p>	September 14, 2015	Brock Nolin

## 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
Rubric Development	1) Writing teachers for each grade level will develop a rubric to be used as a formative assessment across the curriculum, which will measure and provide feedback based on grade specific objectives.	Professional Learning	08/31/2015	04/29/2016	\$0	ELA Teachers
2) Teachers will incorporate at least one of the presented activities in the following week's lesson plans	2) Teachers will incorporate at least one of the presented activities in the following week's lesson plans	Academic Support Program	08/24/2015	04/29/2016	\$0	All teachers
Provide Instructional Support	The EL teacher will provide regularly scheduled instructional support to EL students which will include the use of scientifically based research activities that demonstrate effectiveness in increasing English proficiency and student academic achievement in core academic subjects.	Academic Support Program	08/11/2015	05/20/2016	\$0	EL teacher
EL Training	The EL Teacher will implement scientifically research-based programs and activities involving whole language, phonics, cooperative learning and integrated reading. She will use WIDA Model Performance Indicators (Can Dos) as guidance for developing language objectives that focus on, but are not limited to, the language domains of Reading, Writing and Speaking.	Professional Learning	10/09/2014	05/20/2016	\$0	Megan Williams- EL teacher All Southside Middle School teachers and administrative staff
Writing	A students will use writing journals to...	Direct Instruction	08/13/2015	05/20/2016	\$0	Enrichment Teachers
<b>Total</b>					<b>\$0</b>	

# **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	27.71	27.71	1,351,252.00
Administrator Units	1.00	1	85,000.00
Assistant Principal	1.00	1	80,193.00
Counselor	1.00	1	56,926.00
Librarian	1.00	1	52,032.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	0.00
Professional Development	0.00	0	0.00
State ELL Funds	0.00	0	0.00
Instructional Supplies	0.00	0	0.00
Library Enhancement	0.00	0	0.00
<b>Totals</b>			<b>1,625,403.00</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.**

none

<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.**

none

**Title II**

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

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

Title II funds are kept at the district level.

**Title III**

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

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

none



**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.**

none

**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.**

none

### 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.

none

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

Provide a brief explanation and breakdown of expenses.

none

**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.**

none

## Local Funds

Label	Question	Value
1.	Provide the total	126721.0

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

77,392 Local Teachers

49,329 Gifted Teacher