



## **ACIP**

# Gadsden Middle School

## Gadsden City Board of Education

Mr. Joel Gullette  
612 Tracy Street  
Gadsden, AL 35901

# TABLE OF CONTENTS

## **Executive Summary**

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

## **Improvement Plan Stakeholder Involvement**

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

## **Student Performance Diagnostic**

Introduction.....	11
Student Performance Data.....	12
Evaluative Criteria and Rubrics.....	13
Areas of Notable Achievement.....	14
Areas in Need of Improvement.....	16
Report Summary.....	18

## **ACIP Assurances**

Introduction ..... 20

ACIP Assurances ..... 21

**ACIP 2015-2016**

Overview ..... 23

Goals Summary ..... 24

- Goal 1: Engage and Empower the Learner Through Technology ..... 25
- Goal 2: Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students ..... 25
- Goal 3: All students at Gadsden Middle School will become proficient in math. .... 26
- Goal 4: All students at Gadsden Middle School will become proficient in Reading. .... 27

Activity Summary by Funding Source ..... 29

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# Executive Summary

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## 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.

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## 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?**

### Population

Gadsden Middle School, home of the Tigers, has approximately 454 students. GMS has 2 administrators, 29 teachers, 8 support staff, and one counselor. The school has a diverse ethnic population with 49% African American, 35% Caucasian, 12% Hispanic, >1% Asian, and >1% Other.

### Location

Gadsden Middle School is located near downtown Gadsden and it is close to Gadsden's Historical District. It serves as one of the three middle schools that transition into Gadsden City High School.

### Surrounding Community

The Gadsden community, as well as the local and county governments are very supportive of Gadsden Middle School. Local businesses take an active role with the educational and emotional growth of our children by sponsoring programs such as Money Island, and the local community college, Gadsden State Community College offers a tutoring and mentoring program called Gadsden Talent Search Program. This past year, the City and County Commissions donated money so new technology could be purchased to improve the classroom instruction.

### Unique Feature

Gadsden Middle School has a unique, diverse population. The students come from either an affluent area or low income government housing. There is a small section of students that come from a middle class income family.

## 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.**

### Gadsden Middle School Purpose

It is the purpose of Gadsden Middle School to provide learning opportunities for every student, and encouraging them to become independent, life-long learners.

### Gadsden Middle School Mission Statement

The mission of Gadsden Middle School is to provide an environment that fosters intellectual, social, emotional, and physical growth for all students through appropriate curricula, programs, personnel, instructional strategies, and physical facilities in order to promote their success in a global, multicultural society

### Gadsden Middle School Statement of Beliefs

1. Student learning is the primary goal.
2. A variety of teachings strategies are needed to accommodate different learning styles.
3. Goals for students are developed and updated through continuous assessments of student learning.
4. All children will develop critical thinking and decision making skills through setting and obtaining goals.
5. All children should be taught the importance of leisure time for all the advancement of lifetime sports events and activities to maintain a healthy lifestyle.
6. All children need to develop a sense of responsibility and self-discipline to become life-long learners.
7. All children and their families, school staff, and the community must work together to provide a quality education system.
8. All children must be provided a safe learning environment with a qualified and caring staff.

## 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.**

Here are some notable achievements that Gadsden Middle School met during the 2014-2015 school year:

1. The Gadsden Middle School Scholar's Bowl team qualified for their 9th straight state tournament bid. The team also qualified for the NAQT National Championship in Dallas, Texas. One student ranked #1 on the All-State team.
2. A Gadsden Middle School 8th grade student qualified to participate in the state level National Geographic Bee at Samford University after winning the school wide Geography Bee.
3. The Gadsden Middle School football team was undefeated during the 2014 season.
4. 26 students in the 7th grade qualified for Duke Tip.
5. Gadsden Middle School had 21 students to participate in the Junior United Nations Assembly of Alabama (JUNA). They represented the countries of Bolivia, Guatemala, and Peru. Each delegation passed their resolution through committee, with Guatemala and Peru passing through general assembly. Bolivia received awards for outstanding costume and display board and Guatemala was awarded a mini-grant.

Gadsden Middle School looks to improve on all areas of the ACT Aspire 5%.



## Additional Information

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

Gadsden Middle School is one of three middle schools that transition into Gadsden City High School. We educate a very diverse student population and are dedicated to not only celebrating our differences but also ensuring that all of our students leave here with the common skills that are needed to be successful.

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# Improvement Plan Stakeholder Involvement

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## 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.

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## 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 ACIP team is made up of departmental heads, administration, President & Vice President of the PTSO, EL teacher, and counselor. Each member was selected because of their role that they play within Gadsden Middle School. Many of the members have been on the committee for many years, so they were already knowledgeable of their roles. The members that were first time appointees, the Principal met with them to discuss their roles on the committee, what the committee was for, and why certain decisions would be made according to the data.

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

The Lead CIP teacher is the department head of Social Studies. Her responsibility is to coordinate the information and provide guidance with the other members. She also assisted in entering the information into ASSIST.

The Math and Reading department heads assisted with the breakdown of the ASPIRE scores. They helped develop the calculations to determine the amount of progress that is needed for the next six years. They also discussed the data with the rest of the department to understand areas of strength and areas in need of improvement.

The President and Vice-President of the PTSO served as parental representatives. The administration sat down and discussed the data of the ASPIRE test. Their responsibilities were to provide outside guidance from a parental standpoint. They will also be able to assist with relaying information to other parents who might have questions concerning the Continuous Improvement Plan of Gadsden Middle School.

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

Met with all of the stakeholders during their planning period. The non-faculty members of the team came in for a meeting with the principal. As changes occur, the principal will be notifying the stakeholders via email or meetings. This notifications will occur as needed. The final copy of the ACIP will be made public on the school website and/or a printed copy if any stakeholders request a copy.

# Student Performance Diagnostic

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## **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.

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### Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		ACT Aspire Achievement Comparison

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## 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 some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 2

	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 demonstrate a modest decline.	Level 2



## Areas of Notable Achievement

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

The following areas were above the National Level on the ACT Aspire 2014-2015::

Grade 6: Math  
Grade 7: Reading & Science  
Grade 8: Reading

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

The following areas showed improvement on the 2014-2015 ACT Aspire:

Grade 6: Reading- 2%, Math- 8%  
Grade 8: Reading- 8%

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

The following areas indicated the overall highest performance on the 2014-2015 ACT Aspire:

Grade 6: Math-49%  
Grade 8: Reading-47%

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

The following subgroup(s) showed a trend toward increasing performance on the 2014-2015 ACT Aspire:

Reading: Grade 6: Male  
Grade 7: Male, White  
Grade 8: Male, Black/African American, Hispanic

Math: Grade 6: Male, Not Categorized, Black/African American, White  
Grade 8: White

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

Reading: The achievement gap is closing between the following subgroups:

6th grade Male and Female, 7th grade Male and Female, 8th grade Male and Female, & 8th grade Black/African American and White

students.

Math: There was no significant closures.

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

The STAR Reading and Math results were consistent with the findings on the ACT Aspire.

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## Areas in Need of Improvement

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

The following areas were below the expected levels of performance on the ACT Aspire 2014-2015:

Reading: Grade 6

Math: Grade 7 & Grade 8

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

The following areas showed a negative trend in performance on the ACT Aspire 2014-2015:

Reading: Grade 7

Math: Grade 7 & Grade 8

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

The following area indicated the lowest performance on the ACT Aspire 2014-2015:

Math: Grade 8

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

The following subgroups showed a trend toward decreasing performance on the ACT Aspire 2014-2015:

Reading: Grade 6- Female, Not Categorized, Black/African American

Grade 7- Female, Black/African American, White

Grade 8- Female

Math: Grade 6- Female

Grade 7- Male, Female, Black/African American, White

Grade 8- Male, Female, Black/African American, Hispanic

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

The achievement gap is becoming greater between the following subgroups:

Reading: 6th grade Black/African American & White

Math: 7th grade black/African American & White, 8th grade Black/African American & Whites, Hispanic & White

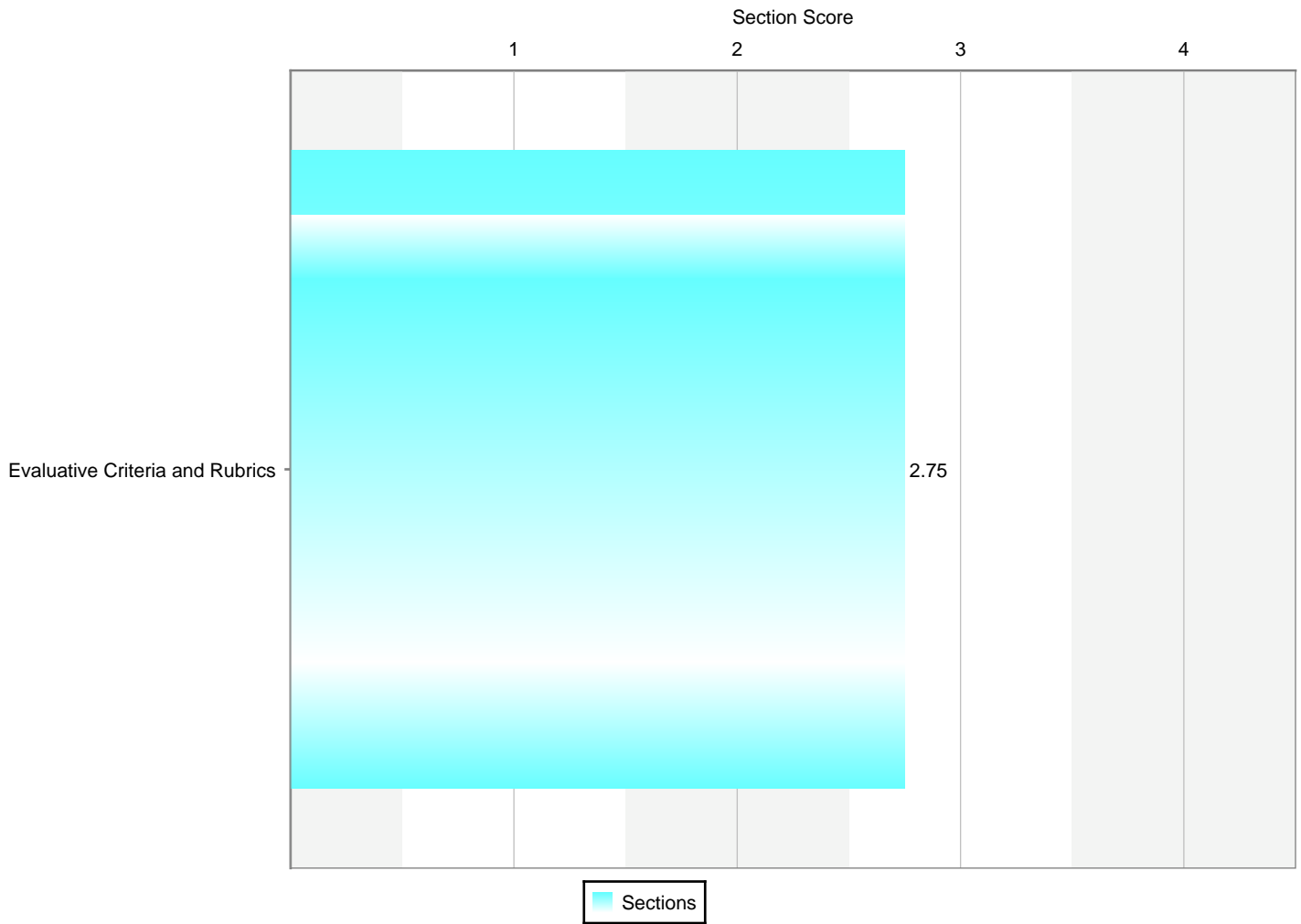
**Which of the above reported findings are consistent with findings from other data sources?**

None

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## Report Summary

### Scores By Section



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## ACIP Assurances

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## **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.

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## 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		

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		

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		

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	No	Non Title 1 School	



# ACIP 2015-2016

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## Overview

### Plan Name

ACIP 2015-2016

### Plan Description

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## 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	Engage and Empower the Learner Through Technology	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$210000
2	Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$35000
3	All students at Gadsden Middle School will become proficient in math.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$18000
4	All students at Gadsden Middle School will become proficient in Reading.	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$18000

## Goal 1: Engage and Empower the Learner Through Technology

### Measurable Objective 1:

56% of All Students will demonstrate a behavior of using digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information. in Career & Technical by 05/27/2016 as measured by Assist Teacher Survey (currently 48%).

### Strategy 1:

Technology Tools - Technology tools will increasingly be made available for student use.

Category:

Activity - 1:1 Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th Grade currently has a 1:1 Initiative. As funding allows expand to 7th and 8th grades.	Technology	08/12/2013	05/27/2016	\$210000	Capital Improvement Fund	Principal, Teachers, Media Specialist, District Technology Resource Staff, Technicians,
Activity - BYOD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement a BYOD (Bring Your Own Device)	Technology	08/12/2013	05/27/2016	\$0	Other	Classroom Teachers

## Goal 2: Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students

### Measurable Objective 1:

A 68% increase of All Students will demonstrate a behavior Teachers throughout the district use technology and digital resources to provide standards-based instruction and authentic learning activities in all content areas of responsibility to facilitate real-life experiences that advance student learning in Career & Technical by 05/27/2016 as measured by ASSIST Teacher Technology Survey.

### Strategy 1:

Professional Development Training - Professional Development opportunities will be offered in a variety of formats and venues.

Category:

**ACIP**

Gadsden Middle School

Activity - Technology Coaches	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology coaches will be used in the school to help train faculty on different methods of presenting lessons in their classrooms.	Technology	08/19/2013	05/26/2014	\$15000	District Funding	David Asbury, Director of Technology and Michelle Monk, Technology Specialist
Activity - Tech Tuesday/Thursday	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A professional development calendar is available for all staff with training opportunities throughout the year. Tech Tuesday/Thursday is a part of this calendar. These technology training sessions are after school for one hour and cover a variety of topics. Teachers/Administrators may sign up for these sessions in STIPD. Also a local PLU is offered for administrators participating in the Tech Tuesday/Thursday sessions.	Technology	08/19/2013	05/26/2014	\$15000	District Funding	David Asbury, Director of Technology and Jenny Moon, Technology Consultant
Activity - EduTech	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Full day of technology professional development opportunities for ALL teachers in the district.	Technology	08/19/2013	05/27/2014	\$5000	Other	David Asbury, Director of Technology
Activity - Extended Day In-services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In-service days as well as teacher extended hour days will also be utilized to provide technology teacher training.	Technology	10/28/2013	02/17/2014	\$0	Career and Technical Education Funds	Technology Department

**Goal 3: All students at Gadsden Middle School will become proficient in math.****Measurable Objective 1:**

6% of All Students will demonstrate a proficiency increase in Mathematics by 05/29/2015 as measured by the results of the ACT ASPIRE..

**Strategy 1:**

Classworks - Students will report to computer lab once a week to work on the Classworks program.

Category:

Research Cited: Classworks is an intervention program that allows the student to move at his or her own pace.

Activity - Classworks training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classwork representative provide on-site training to the math teachers. In this training, the Classworks representative show the teachers how to read reports, assign activities, and use the data to help with classroom instruction.	Professional Learning	09/02/2014	05/29/2015	\$18000	District Funding	Principal, Math teachers, and RTI committee.

## Goal 4: All students at Gadsden Middle School will become proficient in Reading.

### Measurable Objective 1:

5% of All Students will demonstrate a proficiency increase in Reading by 05/29/2015 as measured by results of the ACT ASPIRE.

### Strategy 1:

Classworks - All students will go to the computer lab once a week to work on the Classworks program.

Category:

Research Cited: Reports created by Classworks. This data will be sent to the teachers and administration.

Activity - Classworks Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classworks representative will provide on-site training to the reading teachers. In this training, the teachers will learn how to read the data, assign activities, and use the data to drive their instruction.	Professional Learning	09/02/2014	05/29/2015	\$18000	District Funding	Reading teachers, administration, and RTI committee.

### Measurable Objective 2:

10% of All Students will demonstrate a proficiency increase from Tier II and/or Tier III in Reading by 05/29/2015 as measured by STAR Reading results.

### Strategy 1:

RTI Reading - All students will be given the initial STAR Reading test to determine their proficiency level. Those students who score in the Tier II or Tier III will become part of the RTI process. They will be tested every three weeks. In between the tests, intervention will occur within the general classroom setting. The lowest, non-Special Education, students will be assigned to an intervention class. The students will remain in the intervention classes until they test out twice on the STAR test. After each test, the RTI committee will meet with the reading teachers to discuss each student in the RTI process.

Category:

Research Cited: STAR reading results

Activity - STAR testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Gadsden Middle School

Student in Tier II or Tier III will be tested every three weeks.	Academic Support Program	09/09/2014	05/05/2015	\$0	No Funding Required	Reading teachers, RTI committee
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Day In-services	In-service days as well as teacher extended hour days will also be utilized to provide technology teacher training.	Technology	10/28/2013	02/17/2014	\$0	Technology Department
<b>Total</b>					\$0	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
STAR testing	Student in Tier II or Tier III will be tested every three weeks.	Academic Support Program	09/09/2014	05/05/2015	\$0	Reading teachers, RTI committee
<b>Total</b>					\$0	

### Capital Improvement Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
1:1 Initiative	6th Grade currently has a 1:1 Initiative. As funding allows expand to 7th and 8th grades.	Technology	08/12/2013	05/27/2016	\$210000	Principal, Teachers, Media Specialist, District Technology Resource Staff, Technicians,
<b>Total</b>					\$210000	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**ACIP**

Gadsden Middle School

EduTech	Full day of technology professional development opportunities for ALL teachers in the district.	Technology	08/19/2013	05/27/2014	\$5000	David Asbury, Director of Technology
BYOD	Implement a BYOD (Bring Your Own Device)	Technology	08/12/2013	05/27/2016	\$0	Classroom Teachers
<b>Total</b>					\$5000	

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Coaches	Technology coaches will be used in the school to help train faculty on different methods of presenting lessons in their classrooms.	Technology	08/19/2013	05/26/2014	\$15000	David Asbury, Director of Technology and Michelle Monk, Technology Specialist
Classworks training	Classwork representative provide on-site training to the math teachers. In this training, the Classworks representative show the teachers how to read reports, assign activities, and use the data to help with classroom instruction.	Professional Learning	09/02/2014	05/29/2015	\$18000	Principal, Math teachers, and RTI committee.
Classworks Training	Classworks representative will provide on-site training to the reading teachers. In this training, the teachers will learn how to read the data, assign activities, and use the data to drive their instruction.	Professional Learning	09/02/2014	05/29/2015	\$18000	Reading teachers, administration , and RTI committee.
Tech Tuesday/Thursday	A professional development calendar is available for all staff with training opportunities throughout the year. Tech Tuesday/Thursday is a part of this calendar. These technology training sessions are after school for one hour and cover a variety of topics. Teachers/Administrators may sign up for these sessions in STIPD. Also a local PLU is offered for administrators participating in the Tech Tuesday/Thursday sessions.	Technology	08/19/2013	05/26/2014	\$15000	David Asbury, Director of Technology and Jenny Moon, Technology Consultant
<b>Total</b>					\$66000	