



ACIP

Robert F. Bumpus Middle School

Hoover City 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?

Robert F. Bumpus Middle School opened in 1999 with 5th and 6th grade students. 7th and 8th grade students were added to the student population over the next two years with the 5th graders moving to a newly built elementary school, Deer Valley Elementary School, in 2001. In the Spring of 2011, the decision was made to relocate Bumpus from its Lake Cyrus location to the former Hoover City Schools Freshman Campus. With this location came the separation of the 6th grade students from the 7th and 8th grade students. The 6th grade students remained behind to form Hoover's first intermediate school, Brock's Gap Intermediate School, along with 5th grade students from the three feeder elementary schools: Trace Crossings, South Shades Crest and Deer Valley. Additionally, the principal who opened Bumpus in 1999 retired, and a Bumpus Assistant Principal of eight years was selected as the next principal for the school. We began in our new location with one principal and one assistant principal and have since added one additional assistant principal.

Bumpus has four academic teams at each grade level and follows the traditional middle school teaming model on each team and at each grade level. Additionally, Bumpus is able to offer Physical Education to all students and several elective courses including Choir, Band, Family Living, Theatre, Art, Computer Science, Digital Photography, Multimedia, Health, French, and Spanish.

Bumpus is nestled in the suburban community of Hoover, Alabama, with an estimated population of 84,353. Incorporated in 1967, Hoover has grown steadily from its original 410 residents to nearly 83,353. It is now the sixth largest city in the state, suburb to Alabama's largest city, Birmingham. The Hoover City School system, which was established in 1988, has grown from five elementary schools, one middle school, and one high school to ten elementary schools, one intermediate school, three middle schools, two high schools, and one alternative school in order to meet the growing needs of the community. Bumpus Middle School faces the challenge of meeting the needs of increased student population due to its location in a rapidly growing area of Hoover's residential expansion.

This year, after steady growth, our population is at 850 students and growing daily. The current racial composition of Bumpus is 48.1% White, 32% Black, 7.3% Hispanic, 11.4% Asian, 1.2% . When compared to the earliest available data for Bumpus, 2000-2001, with an enrollment of 621 represented by the following ethnic enrollment 89.2% White, 5.8% Black, 0.5% Hispanic, and 4.5% Asian, one can see that the racial composition of Bumpus has changed considerably.

The number of identified special education students at Bumpus in the school year 2002-2003 (without 6th grade for an accurate comparison to current data) was 16 in 7th grade and nine in 8th grade. Sixty-nine students are identified with exceptionalities for the 2016-2017 school year. 53 students are receiving services with 30 in 7th grade and 23 in 8th grade. Sixteen students are considered gifted and do not receive services from the special education department. The special needs of students range from Learning Disabled to students with Autism, Hearing/Visual Impairments, Speech Language Impairments, and Other Health Impairments. All of our Special Education students receive instruction in the general education classroom by Highly Qualified teachers. Twenty-two students are classified with Limited English Proficiency (LEP) and 4 students are completing their monitoring years. In the 7th grade, there are 1 LEP1, 10 LEP2, and 2 FLEP2. In the 8th grade, there are 2 LEP1, 9 LEP2, 1 FLEP1, and 1 FLEP2. All of these students receive ELL services in the general education classroom and are monitored by a Highly Qualified ELL teacher.

The percentage of students at Bumpus Middle School who qualify for free and reduced lunches this year is 26.5% compared to the total percentages for Hoover City Schools of 24.53%. In 2000-2001 the comparison was 2% for Bumpus and 8% for HCS.

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.

R. F. Bumpus Middle School exists to fulfill the following mission:

R. F. Bumpus Middle School will recognize each student as unique and will provide dynamic learning opportunities within an atmosphere of collaboration to empower students to become responsible citizens and lifelong learners.

We envision a school in which all students are striving for personal excellence in academics and character in a caring, supportive environment. The faculty strives to make a difference in the community and to make the students who attend Bumpus feel valuable and capable of high level achievement. Our goal is to develop students who are respectful, responsible and resourceful.

Therefore we will:

- Provide opportunities during the school day to support academic enrichment and remediation
- Provide opportunities during the school day for students to form a meaningful connection within the school
- Provide instruction that is based on the preferred learning style of the student
- Assist students in developing and monitoring their own academic and behavioral goals
- Provide a welcoming school climate for all stakeholders
- Promote mastery of instructional objectives realizing that the goal of the school is learning, not teaching
- Personalize the school environment by establishing a culture of appreciation and cooperation

Bumpus Middle School strives to assist the district's strategic goals to increase student achievement and learning, support a positive and collaborative culture, and improve organizational effectiveness.

Bumpus exists to help each child find his or her abilities and interests so that the student can move forward with more clarity in seeking the next step toward his/her future. This happens by exposing the students to new ideas and information, allowing them to have new life experiences, and building relationships with teachers and each other. Teachers at Bumpus are charged with making sure each student feels worthy and safe. Bumpus teachers are welcoming and flexible in adapting schedules and curriculum to meet the students' needs. The school environment is non-threatening and friendly which allows students to feel safe and more open to learning. Building relationships is a key focus of the Bumpus staff. Programs that assist with this include athletics, academic teams, clubs, and academies. We encourage our students to be leaders and have provided them with traditional opportunities such as student government association and peer helpers. Our intent is to create, cultivate, and foster a culture of leadership to ensure that each student is respectful, responsible, resourceful, and safe.

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.

We work to build strong, quality relationships with students and their families. Our strong character education program, implemented by a character quality of the month with reflective questions to guide faculty discussions with their students about the monthly character trait. These traits are also shared with parents so that the conversation can be continued at home.

We have made a concentrated effort to teach our students to be responsible digital citizens who use electronic devices appropriately for educational use. Parent education is a large component of this effort.

Several of our "non-academic" programs and activities support our belief that "No Significant Learning Can Occur Without Significant Relationships" as Dr. James P. Comer states.

An advisory program links students to a caring, responsible adult every two weeks. Students and teachers focus on respect of each other, acceptance of differences, and consistency with grades and study habits.

A community outreach program has been established whereby administrators and members of the Bumpus staff visit local apartment complexes after hours to provide guidance, information, and fellowship.

Areas for improvement include increasing our ability to differentiate for such a diverse population of students - by ethnicity, socio-economic background, and educational experiences. We are also looking for creative ways to make maximum use of the instructional staff we currently have to meet the needs of ALL of our students.

Bumpus Middle School is proud of its diverse student population, which presents vast differences in socioeconomic status, culture, ethnicity, language and linguistic ability. These vast differences can also present some unique challenges. One such challenge deals with low socioeconomic status students, who often lack access to the tools or support they need to be successful. Furthermore, six different ethnicities are reported as being represented at Bumpus Middle School, while eighteen languages other than English are reported as being spoken at home. Ethnic and linguistic diversity such as this presents challenges in adapting teaching practices to accommodate students' culture and prior knowledge level. Efforts to deal with these challenges are ongoing. All middle school students were provided Google Chromebooks in an effort to close the digital divide that existed among the varying socio-economic classes represented. Technology has also been utilized regularly to bridge the gaps in communication and overcome the array of language barriers. While challenges still exist, the diverse community at Bumpus Middle School provides the unique learning opportunity for students to interact and collaborate with individuals from all walks of life.

Furthermore, Bumpus Middle School serves as a microcosm of the larger, global community and world we live in and compete in today. Students leave Bumpus Middle School with a unique and newfound understanding, appreciation, and respect for those different from them. They also learn how to focus on the similarities rather than their differences. In addition, the teachers here are very welcoming and flexible, adapting schedules and curriculum to meet the students' needs. The environment is non-threatening and friendly which allows student to feel safe and more open to learning.

Some teachers tend to feel overwhelmed by everything going on to meet the needs of all of our students. Students come to us at two extremes: students who need more attention and lack the parental involvement and support at home needed to be successful and students whose parents are too involved and overwhelm the teacher with their demands. With an increase in our student population, teachers feel they are challenged by an increase in class sizes. Additionally, with the change from a 6-8 middle school to a 7-8 middle school fed by a 5-6 intermediate school, we have the unique challenge of making the students and parents feel a part of the school as quickly as possible and making the transition to the middle school as smooth as possible.

Additional Information

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

Bumpus stands out as an exemplary middle school due in part to the following programs and initiatives carried out consistently with all stakeholders:

RFB-TV - The Bumpus morning broadcast program has helped keep students informed of upcoming events but most importantly has created a culture of sharing, humor and entertainment for the faculty, staff and students. Everyone is included in programming aspects to further emphasize the relationships built at Bumpus between students, faculty, and staff.

Integration of Technology - 2012-2013 school term piloted the use of Nooks by 7th grade students. This technological tool has since been replaced by Dell Chromebooks for all middle school students in Hoover City Schools. Teachers have worked in professional development sessions and with the technology coach to effectively integrate this tool into day-to-day classroom instruction. Additionally, teachers have the use of iPads, Airliners, LCD projectors, voice amplifiers, and Google Platform Applications. The need to be responsible digital citizens is continuously emphasized to students and staff as these tools are used with greater frequency.

Implementation of digital resources such as Kami, Newsela, and Discovery Education and Stemsopes Techbooks.

Technology training for new students will occur quarterly and or as needed.

Instructional Support Department - Composed of three teachers and four aides; teachers have been encouraged and have embraced the co-teaching model and most effectively collaborate with a content area teacher to co-teach at least one class per day.

Effective Middle School Teaming Model - Each student is assigned to a four-man academic team. Each team meets regularly to discuss the academic, social, emotional, and disciplinary needs of the students on the team. Plans of action are discussed and then implemented to assist the student in becoming more successful.

Parent Education Sessions coordinated by counseling department - Presented each semester on topics such as ADHD, digital citizenship, and parenting a teen.

T.H.I.N.K posters - Students and faculty are encouraged to T.H.I.N.K before speaking. They should ask themselves: Is it True? Is it Helpful? Is it Inspiring? Is it Necessary? and/or Is it Kind? Reviewing these questions may help an individual decide to refrain from speaking or acting in a manner that will harm others.

Expectation Matrix - Believing that students should not be held accountable unless they know what is expected of them, the expectation matrix outlines how students are to behave in all aspects of the school to ensure that they are being respectful, responsible, resourceful, and safe.

Bystander Button - The Bystander Button was implemented in 2011 and provides students with an anonymous way to report bullying. Not only have students used the Bystander Button but parents have as well. The information from the button is reported immediately to the three administrators and two counselors in the form of a spreadsheet via email. Students and teachers have been reported on the Bystander Button.

Various forms of ETA - Extended Time and Assistance is offered each morning, every other Tuesday during the school day, and every Thursday during the school day for one hour for all students.

Advisory - Implementation of an advisory period to build small communities within the Bumpus family, to encourage positive relationships, and to connect with peers in a safe, respectful atmosphere.

Reading/Math Strategies and Academic Support - Designed to assist students who do not qualify for Reading intervention (RtI Tier II SY 2016-2017

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intervention) but who are on the cusp of moving from level II to level III or who need additional assistance in comprehending text. This course is taught by our Literacy Coach.

Math 180 Course II- Some 8th grade students take as their 8th grade math course

Full time reading interventionist and math interventionist who teach Tier 2 and Tier 3 students.

New student tech training- Each month counselors meet with new students to train them on Bumpus technology.

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 involved include administrators, teachers and parents. Administrators provided teachers the opportunity to sign up for the Continuous Improvement Plan committee. Eleven staff members volunteered. Each member of the committee was given an equal voice in the discussion. A teacher was selected as facilitator so the voice of the administrators did not overshadow the voice of the other committee members. The CIP draft was communicated to Bumpus teachers during a meeting to solicit their ideas about and approval of the goals proposed by the committee.

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

Core teachers, elective teachers, and administrators were involved in the improvement planning process. Each group reviewed recent school data and looked at the tools available (to minimize funding expenses) to support improvement in an area of concern.

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 stakeholders during Big Team sessions and a faculty meeting. Progress on the completion of the document was communicated to parents via email and the school bulletin. Drafts were submitted electronically with requests for feedback for the committee as needed.

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		RFBMS Aspire Summary 2016

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 well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	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?

Achievement (% Ready or Exceeding) in English, Reading, Math and Science

Learning Gains (% Average or High) in English, Reading, Math and Science

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

Achievement (% Ready or Exceeding) in English, Reading, Math and Science

Learning Gains (% Average or High) in English, Reading, Math and Science

Which area(s) indicate the overall highest performance?

7th Grade White students in English

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

Black students in math

Between which subgroups is the achievement gap closing?

Black and White

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

Achievement and Learning Gains beyond expectations

Areas in Need of Improvement

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

None for the school as a whole

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

None for the school as a whole

Which area(s) indicate the overall lowest performance?

Students of Poverty in Science

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

White students

Between which subgroups is the achievement gap becoming greater?

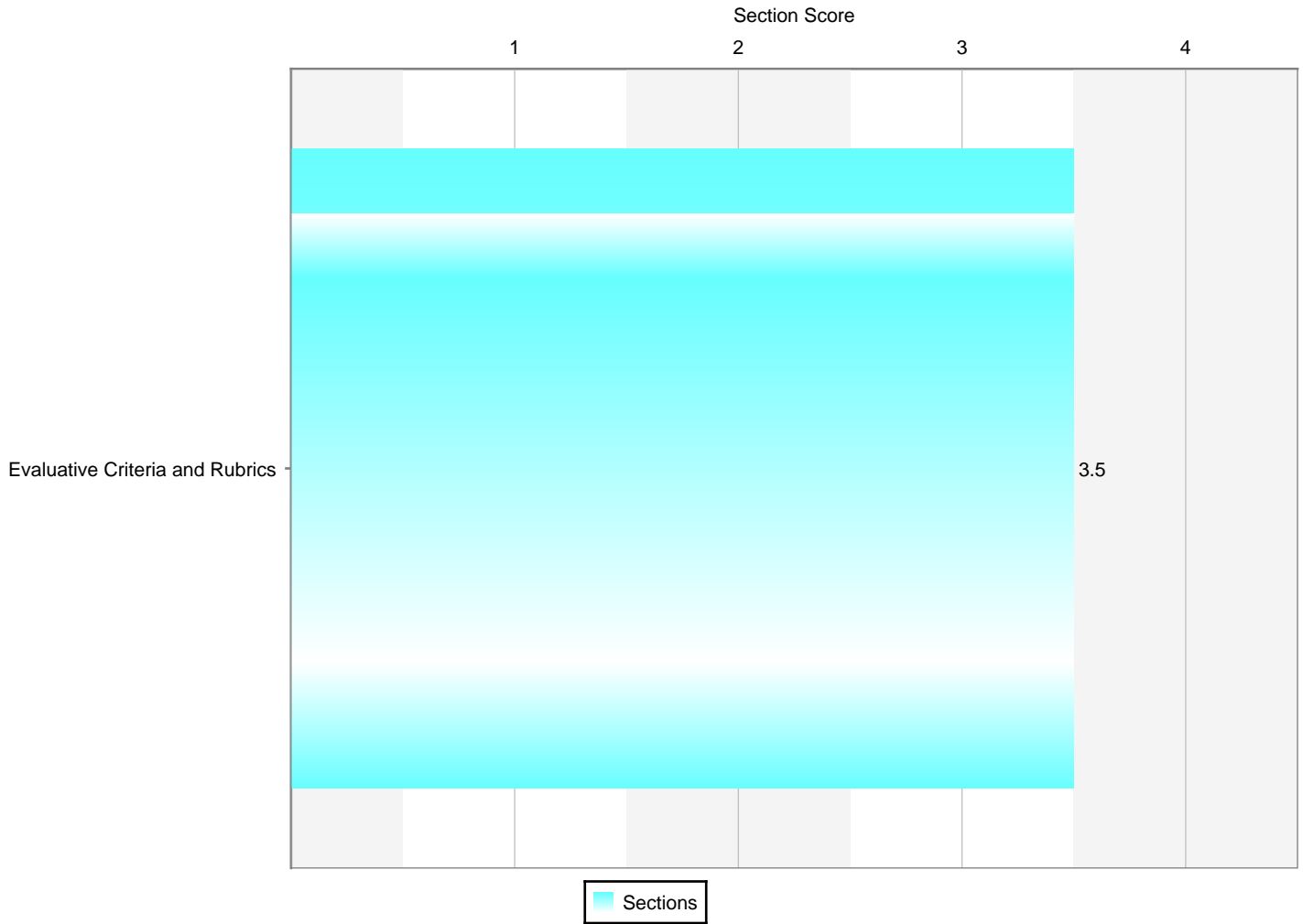
None overall

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

Decrease for white students in general

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		Committee Signatures 16-17

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	This information is located on the Hoover City Schools website www.hoovercityschools.net .	EEOC Notice

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	Mrs. Mary Veal Director of Human Resources 2810 Metropolitan Way Hoover, AL 35243 205-439-1000 Mr. Jason Gaston 2810 Metropolitan Way Hoover, AL 35243 205-439-1000	EEOC

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	No	Bumpus Middle School is not a Title I school.	

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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	Bumpus is not a Title I school.	

Plan for ACIP 16-17

Overview

Plan Name

Plan for ACIP 16-17

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	PLAN 2020 Achievement - All students perform at or above proficiency.	Objectives: 4 Strategies: 2 Activities: 5	Academic	\$1000
2	PLAN 2020 Learning Gains - All students show continuous improvement.	Objectives: 4 Strategies: 2 Activities: 7	Academic	\$2000
3	Hoover City Schools will increase the number of students reporting that they feel connected to school to improve critical accountability measures.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$2060
4	R. F. Bumpus will increase the number of students reporting that they feel connected to the school to improve critical accountability measures.	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$2100
5	Transform 2020 Goal 2 - Prepare and Support Teachers and Leaders to Graduate College-and-Career Ready Students	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
6	Transform 2020 Goal 1- Engage and Empower the Learner Through Technology	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

Goal 1: PLAN 2020 Achievement - All students perform at or above proficiency.

Measurable Objective 1:

79% of All Students will demonstrate a proficiency in meeting college and career readiness benchmarks in Reading by 06/30/2020 as measured by ACT Aspire.

(shared) Strategy 1:

Build Smaller Communities - Implementation of an advisory period to build small communities within the Bumpus family, to encourage positive relationships, and connect with peers in a safe, respectful atmosphere. Twice a month during Tuesday Extra Time & Assistance. 16:1 student:teacher ratio.

Category: Develop/Implement Student and School Culture Program

Research Cited: 1. Blum, R.W. et al (2004). Wingspread Declaration on School Connections. Journal of School Health, vol. 74(7), pp. 233-234

2. Lee, V.E., Smith, J.B., Perry, T.E., & Smylie, A. (1999). Social support, academic press, and student achievement: A view from the middle grades in Chicago. Chicago: Consortium on Chicago School Research.

3. Johns Hopkins Urban Health Institute: Best Practices for Effective Schools. Available online at www.jhsph.edu/urbanhealth.

4. Maddox, T. (PhD) (2011) A mixed methods inquiry into the relationship between belongingness and achievement of middle school transfer students.

Activity - Play Book Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Self reported grades/ goal setting through advisory; Use standardized test score data to facilitate student ownership and personal academic growth	Academic Support Program	09/13/2016	05/26/2017	\$0	Other	Faculty; Advisory Committee

Activity - Advisory Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a small group advisory program to create positive relationships and connect with peers in a safe, respectful atmosphere.	Academic Support Program	09/13/2016	05/09/2017	\$1000	Other	Faculty; Advisory Committee

(shared) Strategy 2:

Researched Based Best Practices - Influence student achievement growth through collaborative implementation of research based best practices.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Johns Hopkins Urban Health Institute: Best Practices for Effective Schools. Available online at www.jhsph.edu/urbanhealth.

Activity - Common Language	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Use a common language across all curriculum areas	Direct Instruction	08/15/2016	05/26/2017	\$0	No Funding Required	Faculty; Literacy Coach
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Activity - Shared Decision Making	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Shared decision making and faculty led PD that fosters ongoing teacher efficacy and equity such as POV (Point of View)	Policy and Process	08/15/2016	05/26/2017	\$0	No Funding Required	Faculty and Administration

Activity - Curriculum Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through a master schedule, weekly team and curriculum planning allow for cross curricular units and common assessments/ rubrics	Other - Curriculum Collaboration	08/15/2016	05/26/2017	\$0	No Funding Required	Faculty; Literacy Coach

Measurable Objective 2:

78% of All Students will demonstrate a proficiency in meeting college and career readiness benchmarks in Mathematics by 06/30/2020 as measured by ACT Aspire.

(shared) Strategy 1:

Build Smaller Communities - Implementation of an advisory period to build small communities within the Bumpus family, to encourage positive relationships, and connect with peers in a safe, respectful atmosphere. Twice a month during Tuesday Extra Time & Assistance. 16:1 student:teacher ratio.

Category: Develop/Implement Student and School Culture Program

Research Cited: 1. Blum, R.W. et al (2004). Wingspread Declaration on School Connections. Journal of School Health, vol. 74(7), pp. 233-234

2. Lee, V.E., Smith, J.B., Perry, T.E., & Smylie, A. (1999). Social support, academic press, and student achievement: A view from the middle grades in Chicago. Chicago: Consortium on Chicago School Research.

3. Johns Hopkins Urban Health Institute: Best Practices for Effective Schools. Available online at www.jhsph.edu/urbanhealth.

4. Maddox, T. (PhD) (2011) A mixed methods inquiry into the relationship between belongingness and achievement of middle school transfer students.

Activity - Play Book Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Self reported grades/ goal setting through advisory; Use standardized test score data to facilitate student ownership and personal academic growth	Academic Support Program	09/13/2016	05/26/2017	\$0	Other	Faculty; Advisory Committee

Activity - Advisory Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a small group advisory program to create positive relationships and connect with peers in a safe, respectful atmosphere.	Academic Support Program	09/13/2016	05/09/2017	\$1000	Other	Faculty; Advisory Committee

(shared) Strategy 2:

Researched Based Best Practices - Influence student achievement growth through collaborative implementation of research based best practices.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Johns Hopkins Urban Health Institute: Best Practices for Effective Schools. Available online at www.jhsph.edu/urbanhealth.

Activity - Common Language	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use a common language across all curriculum areas	Direct Instruction	08/15/2016	05/26/2017	\$0	No Funding Required	Faculty; Literacy Coach
Activity - Shared Decision Making	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Shared decision making and faculty led PD that fosters ongoing teacher efficacy and equity such as POV (Point of View)	Policy and Process	08/15/2016	05/26/2017	\$0	No Funding Required	Faculty and Administration
Activity - Curriculum Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through a master schedule, weekly team and curriculum planning allow for cross curricular units and common assessments/ rubrics	Other - Curriculum Collaboration	08/15/2016	05/26/2017	\$0	No Funding Required	Faculty; Literacy Coach

Measurable Objective 3:

92% of All Students will demonstrate a proficiency in meeting college and career readiness benchmarks in English Language Arts by 06/30/2020 as measured by ACT Aspire.

(shared) Strategy 1:

Build Smaller Communities - Implementation of an advisory period to build small communities within the Bumpus family, to encourage positive relationships, and connect with peers in a safe, respectful atmosphere. Twice a month during Tuesday Extra Time & Assistance. 16:1 student:teacher ratio.

Category: Develop/Implement Student and School Culture Program

Research Cited: 1. Blum, R.W. et al (2004). Wingspread Declaration on School Connections. Journal of School Health, vol. 74(7), pp. 233-234

2. Lee, V.E., Smith, J.B., Perry, T.E., & Smylie, A. (1999). Social support, academic press, and student achievement: A view from the middle grades in Chicago. Chicago: Consortium on Chicago School Research.

3. Johns Hopkins Urban Health Institute: Best Practices for Effective Schools. Available online at www.jhsph.edu/urbanhealth.

4. Maddox, T. (PhD) (2011) A mixed methods inquiry into the relationship between belongingness and achievement of middle school transfer students.

Activity - Play Book Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Self reported grades/ goal setting through advisory; Use standardized test score data to facilitate student ownership and personal academic growth	Academic Support Program	09/13/2016	05/26/2017	\$0	Other	Faculty; Advisory Committee
Activity - Advisory Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a small group advisory program to create positive relationships and connect with peers in a safe, respectful atmosphere.	Academic Support Program	09/13/2016	05/09/2017	\$1000	Other	Faculty; Advisory Committee

(shared) Strategy 2:

Researched Based Best Practices - Influence student achievement growth through collaborative implementation of research based best practices.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Johns Hopkins Urban Health Institute: Best Practices for Effective Schools. Available online at www.jhsph.edu/urbanhealth.

Activity - Common Language	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use a common language across all curriculum areas	Direct Instruction	08/15/2016	05/26/2017	\$0	No Funding Required	Faculty; Literacy Coach
Activity - Shared Decision Making	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Shared decision making and faculty led PD that fosters ongoing teacher efficacy and equity such as POV (Point of View)	Policy and Process	08/15/2016	05/26/2017	\$0	No Funding Required	Faculty and Administration
Activity - Curriculum Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through a master schedule, weekly team and curriculum planning allow for cross curricular units and common assessments/ rubrics	Other - Curriculum Collaboration	08/15/2016	05/26/2017	\$0	No Funding Required	Faculty; Literacy Coach

Measurable Objective 4:

76% of All Students will demonstrate a proficiency in meeting college and career readiness benchmarks in Science by 06/30/2020 as measured by ACT Aspire.

(shared) Strategy 1:

Build Smaller Communities - Implementation of an advisory period to build small communities within the Bumpus family, to encourage positive relationships, and connect with peers in a safe, respectful atmosphere. Twice a month during Tuesday Extra Time & Assistance. 16:1 student:teacher ratio.

Category: Develop/Implement Student and School Culture Program

Research Cited: 1. Blum, R.W. et al (2004). Wingspread Declaration on School Connections. Journal of School Health, vol. 74(7), pp. 233-234

2. Lee, V.E., Smith, J.B., Perry, T.E., & Smylie, A. (1999). Social support, academic press, and student achievement: A view from the middle grades in Chicago.

Chicago: Consortium on Chicago School Research.

3. Johns Hopkins Urban Health Institute: Best Practices for Effective Schools. Available online at www.jhsph.edu/urbanhealth.

4. Maddox, T. (PhD) (2011) A mixed methods inquiry into the relationship between belongingness and achievement of middle school transfer students.

Activity - Play Book Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Self reported grades/ goal setting through advisory; Use standardized test score data to facilitate student ownership and personal academic growth	Academic Support Program	09/13/2016	05/26/2017	\$0	Other	Faculty; Advisory Committee
Activity - Advisory Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a small group advisory program to create positive relationships and connect with peers in a safe, respectful atmosphere.	Academic Support Program	09/13/2016	05/09/2017	\$1000	Other	Faculty; Advisory Committee

(shared) Strategy 2:

Researched Based Best Practices - Influence student achievement growth through collaborative implementation of research based best practices.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Johns Hopkins Urban Health Institute: Best Practices for Effective Schools. Available online at www.jhsph.edu/urbanhealth.

Activity - Common Language	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use a common language across all curriculum areas	Direct Instruction	08/15/2016	05/26/2017	\$0	No Funding Required	Faculty; Literacy Coach
Activity - Shared Decision Making	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Shared decision making and faculty led PD that fosters ongoing teacher efficacy and equity such as POV (Point of View)	Policy and Process	08/15/2016	05/26/2017	\$0	No Funding Required	Faculty and Administration
Activity - Curriculum Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through a master schedule, weekly team and curriculum planning allow for cross curricular units and common assessments/ rubrics	Other - Curriculum Collaboration	08/15/2016	05/26/2017	\$0	No Funding Required	Faculty; Literacy Coach

Goal 2: PLAN 2020 Learning Gains - All students show continuous improvement.

Measurable Objective 1:

88% of All Students will demonstrate a proficiency by placing in the Average and High growth categories in Reading by 06/30/2020 as measured by ACT Aspire.

(shared) Strategy 1:

Build Smaller Communities - Implementation of an advisory period to build small communities within the Bumpus family, to encourage positive relationships, and connect with peers in a safe, respectful atmosphere.

Category: Develop/Implement Learning Supports

Research Cited: 1. Blum, R.W. et al (2004). Wingspread Declaration on School Connections. Journal of School Health, vol. 74(7), pp. 233-234

2. Lee, V.E., Smith, J.B., Perry, T.E., & Smylie, A. (1999). Social support, academic press, and student achievement: A view from the middle grades in Chicago. Chicago: Consortium on Chicago School Research.

3. Johns Hopkins Urban Health Institute: Best Practices for Effective Schools. Available online at www.jhsph.edu/urbanhealth.

4. Maddox, T. (PhD) (2011) A mixed methods inquiry into the relationship between belongingness and achievement of middle school transfer students.

Activity - Play Book Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Self reported grades/ goal setting through advisory; Use standardized test score data to facilitate student ownership and personal academic growth	Academic Support Program	09/13/2016	05/26/2017	\$0	No Funding Required	Faculty; Advisory committee

Activity - Advisory Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a small group advisory program to create positive relationships and connect with peers in a safe, respectful atmosphere.	Academic Support Program	09/13/2016	05/26/2017	\$1000	Other	Faculty; Advisory Committee

(shared) Strategy 2:

Researched Based Best Practices - Influence student achievement growth through collaborative implementation of research based best practices.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Johns Hopkins Urban Health Institute: Best Practices for Effective Schools. Available online at www.jhsph.edu/urbanhealth.

Activity - Common Language	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use a common language across all curriculum areas	Direct Instruction	08/15/2016	05/26/2017	\$0	No Funding Required	Faculty; Literacy Coach

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Activity - Shared Decision Making	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Shared decision making and faculty led PD that fosters ongoing teacher efficacy and equity such as POV (Point of View)	Policy and Process	08/15/2016	05/26/2017	\$0	No Funding Required	Faculty and Administration

Activity - Curriculum Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through a master schedule, weekly team and curriculum planning allow for cross curricular units and common assessments/ rubrics	Other - Curriculum Collaboration	08/15/2016	05/26/2017	\$0	No Funding Required	Faculty; Literacy Coach

Activity - Gains Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate incentives for learning gains	Behavioral Support Program	08/15/2016	05/26/2017	\$1000	Other	Faculty with support of PTO

Activity - Student Led Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students take ownership and responsibility of achievement through student led conferences	Community Engagement	08/15/2016	05/26/2017	\$0	No Funding Required	Faculty and Administration

Measurable Objective 2:

92% of All Students will demonstrate a proficiency by placing in the Average and High growth categories in Mathematics by 06/30/2020 as measured by ACT Aspire.

(shared) Strategy 1:

Build Smaller Communities - Implementation of an advisory period to build small communities within the Bumpus family, to encourage positive relationships, and connect with peers in a safe, respectful atmosphere.

Category: Develop/Implement Learning Supports

Research Cited: 1. Blum, R.W. et al (2004). Wingspread Declaration on School Connections. Journal of School Health, vol. 74(7), pp. 233-234

2. Lee, V.E., Smith, J.B., Perry, T.E., & Smylie, A. (1999). Social support, academic press, and student achievement: A view from the middle grades in Chicago. Chicago: Consortium on Chicago School Research.

3. Johns Hopkins Urban Health Institute: Best Practices for Effective Schools. Available online at www.jhsph.edu/urbanhealth.

4. Maddox, T. (PhD) (2011) A mixed methods inquiry into the relationship between belongingness and achievement of middle school transfer students.

Activity - Play Book Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Self reported grades/ goal setting through advisory; Use standardized test score data to facilitate student ownership and personal academic growth	Academic Support Program	09/13/2016	05/26/2017	\$0	No Funding Required	Faculty; Advisory committee
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Activity - Advisory Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a small group advisory program to create positive relationships and connect with peers in a safe, respectful atmosphere.	Academic Support Program	09/13/2016	05/26/2017	\$1000	Other	Faculty; Advisory Committee

(shared) Strategy 2:

Researched Based Best Practices - Influence student achievement growth through collaborative implementation of research based best practices.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Johns Hopkins Urban Health Institute: Best Practices for Effective Schools. Available online at www.jhsph.edu/urbanhealth.

Activity - Common Language	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use a common language across all curriculum areas	Direct Instruction	08/15/2016	05/26/2017	\$0	No Funding Required	Faculty; Literacy Coach

Activity - Shared Decision Making	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Shared decision making and faculty led PD that fosters ongoing teacher efficacy and equity such as POV (Point of View)	Policy and Process	08/15/2016	05/26/2017	\$0	No Funding Required	Faculty and Administration

Activity - Curriculum Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through a master schedule, weekly team and curriculum planning allow for cross curricular units and common assessments/ rubrics	Other - Curriculum Collaboration	08/15/2016	05/26/2017	\$0	No Funding Required	Faculty; Literacy Coach

Activity - Gains Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate incentives for learning gains	Behavioral Support Program	08/15/2016	05/26/2017	\$1000	Other	Faculty with support of PTO

Activity - Student Led Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students take ownership and responsibility of achievement through student led conferences	Community Engagement	08/15/2016	05/26/2017	\$0	No Funding Required	Faculty and Administration

Measurable Objective 3:

92% of All Students will demonstrate a proficiency by placing in the Average and High growth categories in English Language Arts by 06/30/2020 as measured by ACT Aspire.

(shared) Strategy 1:

Build Smaller Communities - Implementation of an advisory period to build small communities within the Bumpus family, to encourage positive relationships, and connect with peers in a safe, respectful atmosphere.

Category: Develop/Implement Learning Supports

Research Cited: 1. Blum, R.W. et al (2004). Wingspread Declaration on School Connections. Journal of School Health, vol. 74(7), pp. 233-234

2. Lee, V.E., Smith, J.B., Perry, T.E., & Smylie, A. (1999). Social support, academic press, and student achievement: A view from the middle grades in Chicago. Chicago: Consortium on Chicago School Research.

3. Johns Hopkins Urban Health Institute: Best Practices for Effective Schools. Available online at www.jhsph.edu/urbanhealth.

4. Maddox, T. (PhD) (2011) A mixed methods inquiry into the relationship between belongingness and achievement of middle school transfer students.

Activity - Play Book Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Self reported grades/ goal setting through advisory; Use standardized test score data to facilitate student ownership and personal academic growth	Academic Support Program	09/13/2016	05/26/2017	\$0	No Funding Required	Faculty; Advisory committee

Activity - Advisory Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a small group advisory program to create positive relationships and connect with peers in a safe, respectful atmosphere.	Academic Support Program	09/13/2016	05/26/2017	\$1000	Other	Faculty; Advisory Committee

(shared) Strategy 2:

Researched Based Best Practices - Influence student achievement growth through collaborative implementation of research based best practices.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Johns Hopkins Urban Health Institute: Best Practices for Effective Schools. Available online at www.jhsph.edu/urbanhealth.

Activity - Common Language	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use a common language across all curriculum areas	Direct Instruction	08/15/2016	05/26/2017	\$0	No Funding Required	Faculty; Literacy Coach

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Activity - Shared Decision Making	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Shared decision making and faculty led PD that fosters ongoing teacher efficacy and equity such as POV (Point of View)	Policy and Process	08/15/2016	05/26/2017	\$0	No Funding Required	Faculty and Administration
Activity - Curriculum Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through a master schedule, weekly team and curriculum planning allow for cross curricular units and common assessments/ rubrics	Other - Curriculum Collaboration	08/15/2016	05/26/2017	\$0	No Funding Required	Faculty; Literacy Coach
Activity - Gains Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate incentives for learning gains	Behavioral Support Program	08/15/2016	05/26/2017	\$1000	Other	Faculty with support of PTO
Activity - Student Led Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students take ownership and responsibility of achievement through student led conferences	Community Engagement	08/15/2016	05/26/2017	\$0	No Funding Required	Faculty and Administration

Measurable Objective 4:

92% of All Students will demonstrate a proficiency by placing in the Average and High growth categories in Science by 06/30/2020 as measured by ACT Aspire.

(shared) Strategy 1:

Build Smaller Communities - Implementation of an advisory period to build small communities within the Bumpus family, to encourage positive relationships, and connect with peers in a safe, respectful atmosphere.

Category: Develop/Implement Learning Supports

Research Cited: 1. Blum, R.W. et al (2004). Wingspread Declaration on School Connections. Journal of School Health, vol. 74(7), pp. 233-234

2. Lee, V.E., Smith, J.B., Perry, T.E., & Smylie, A. (1999). Social support, academic press, and student achievement: A view from the middle grades in Chicago. Chicago: Consortium on Chicago School Research.

3. Johns Hopkins Urban Health Institute: Best Practices for Effective Schools. Available online at www.jhsph.edu/urbanhealth.

4. Maddox, T. (PhD) (2011) A mixed methods inquiry into the relationship between belongingness and achievement of middle school transfer students.

Activity - Play Book Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Self reported grades/ goal setting through advisory; Use standardized test score data to facilitate student ownership and personal academic growth	Academic Support Program	09/13/2016	05/26/2017	\$0	No Funding Required	Faculty; Advisory committee
Activity - Advisory Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a small group advisory program to create positive relationships and connect with peers in a safe, respectful atmosphere.	Academic Support Program	09/13/2016	05/26/2017	\$1000	Other	Faculty; Advisory Committee

(shared) Strategy 2:

Researched Based Best Practices - Influence student achievement growth through collaborative implementation of research based best practices.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Johns Hopkins Urban Health Institute: Best Practices for Effective Schools. Available online at www.jhsph.edu/urbanhealth.

Activity - Common Language	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use a common language across all curriculum areas	Direct Instruction	08/15/2016	05/26/2017	\$0	No Funding Required	Faculty; Literacy Coach
Activity - Shared Decision Making	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Shared decision making and faculty led PD that fosters ongoing teacher efficacy and equity such as POV (Point of View)	Policy and Process	08/15/2016	05/26/2017	\$0	No Funding Required	Faculty and Administration
Activity - Curriculum Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through a master schedule, weekly team and curriculum planning allow for cross curricular units and common assessments/ rubrics	Other - Curriculum Collaboration	08/15/2016	05/26/2017	\$0	No Funding Required	Faculty; Literacy Coach
Activity - Gains Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate incentives for learning gains	Behavioral Support Program	08/15/2016	05/26/2017	\$1000	Other	Faculty with support of PTO
Activity - Student Led Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students take ownership and responsibility of achievement through student led conferences	Community Engagement	08/15/2016	05/26/2017	\$0	No Funding Required	Faculty and Administration

Goal 3: Hoover City Schools will increase the number of students reporting that they feel connected to school to improve critical accountability measures.

Measurable Objective 1:

collaborate to create an environment in which the number of students reporting that they feel connected to school/faculty/staff (strongly agree and agree) will increase by 3% by 05/26/2017 as measured by an AdvancED student climate pre and post survey.

Strategy 1:

New Student Welcome - Several activities/programs/processes that will assist in easing the transition of our new students.

Category: Develop/Implement Student and School Culture Program

Research Cited: 1. Blum, R.W. et al (2004). Wingspread Declaration on School Connections. Journal of School Health, vol. 74(7), pp. 233-234

2. Lee, V.E., Smith, J.B., Perry, T.E., & Smylie, A. (1999). Social support, academic press, and student achievement: A view from the middle grades in Chicago. Chicago: Consortium on Chicago School Research.

3. Johns Hopkins Urban Health Institute: Best Practices for Effective Schools. Available online at www.jhsph.edu/urbanhealth.

4. Maddox, T. (PhD) (2011) A mixed methods inquiry into the relationship between belongingness and achievement of middle school transfer students.

Activity - First Five Days Introduction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cataloged welcome/introduction ppt/videos that can be shown to new students at any time; these will include a condensed version of the First Five Days of Bumpus.	Direct Instruction	08/15/2016	05/26/2017	\$0	No Funding Required	Faculty
Activity - Multi-family dwellings site visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration, Tech Coach, Counselors, Media Specialist, Interventionist, Registrar and Teachers will visit the complexes that feed Bumpus (8). 45 minute visits to introduce Bumpus and make sure stakeholders know how to reach us and how to access resources	Parent Involvement	09/13/2016	09/27/2016	\$30	Other	Administration, Faculty, Staff, Tech Coach
Activity - Tech Ready Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New students receive technology training	Direct Instruction, Technology	08/15/2016	05/26/2017	\$0	No Funding Required	Counselors and Tech Coach

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Activity - Introduction to Faculty	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Documenting new students (picture, schedule, interests) sent out to whole faculty; picture added to INow immediately; Password, important number information placed in agenda on sticker (IXL, state ID, locker # and combo, bus #, lunch #, etc.)	Behavioral Support Program	08/15/2016	05/26/2017	\$30	Other	Counselors, Faculty, Registrar

Strategy 2:

New and Current Students - Actions for all Bumpus students

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: 1. Blum, R.W. et al (2004). Wingspread Declaration on School Connections. Journal of School Health, vol. 74(7), pp. 233-234

2. Lee, V.E., Smith, J.B., Perry, T.E., & Smylie, A. (1999). Social support, academic press, and student achievement: A view from the middle grades in Chicago. Chicago: Consortium on Chicago School Research.

3. Johns Hopkins Urban Health Institute: Best Practices for Effective Schools. Available online at www.jhsph.edu/urbanhealth.

4. Maddox, T. (PhD) (2011) A mixed methods inquiry into the relationship between belongingness and achievement of middle school transfer students.

Activity - Advisory Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a small group advisory program to create positive relationships and connect with peers in a safe, respectful atmosphere	Behavioral Support Program, Academic Support Program	09/13/2016	05/09/2017	\$1000	Other	Faculty; Advisory Committee

Activity - Student Involvement/Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kid Committee - Welcoming committee of diverse students; Heritage Panel; Students of the Month (6 students per month); Team awards/recognition; Fall and Spring Awards Days; Afterschool sports/clubs sponsored by teachers with similar interests	Behavioral Support Program	08/15/2016	05/26/2017	\$1000	Other	Faculty; Administration ; PTO

Goal 4: R. F. Bumpus will increase the number of students reporting that they feel connected to the school to improve critical accountability measures.

Measurable Objective 1:

collaborate to create an environment in which the number of students reporting that they feel connected to school/faculty/staff (strongly agree and agree) will increase by 3% by 05/26/2017 as measured by an AdvancED student climate pre and post survey.

Strategy 1:

Small Group Connections - Implementation of an advisory period to build small communities within the Bumpus family, to encourage positive relationships, and connect with peers in a safe, respectful atmosphere. Advisory Period will be held every other Tuesday in small groups with a 15:1 student: teacher ratio.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: 1. Blum, R.W. et al (2004). Wingspread Declaration on School Connections. Journal of School Health, vol. 74(7), pp. 233-234.

2. Lee, V.E., Smith, J.B., Perry, T.E., & Smylie, A. (1999). Social support, academic press, and student achievement: A view from the middle grades in Chicago.

Chicago: Consortium on Chicago School Research.

3. Johns Hopkins Urban Health Institute: Best Practices for Effective Schools.

4. Maddox, T. (PhD) (2011) A mixed methods inquiry into the relationship between belongingness and achievement of middle school transfer students.

Activity - Self reported grades/goal setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will develop an academic playbook to develop, record and track their learning goals.	Academic Support Program	09/13/2016	05/09/2017	\$0	Other	Advisory Committee, Faculty/Staff

Activity - Advisory Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will meet with advisors in groups of 15 or less twice a month to encourage positive relationships, connect with peers and for accountability through purposeful and facilitated activities.	Other - Small Communities	09/13/2016	05/09/2017	\$1000	Other	Advisory Committee, Faculty and Staff

Strategy 2:

Counselor Guidance - Counselors will use in-class guidance opportunities and new student meetings to connect with all students.

Category: Implement Guidance and Counseling Plan

Research Cited:

Brown, D., & Trusty, J. (2005). Designing and leading comprehensive school counseling programs: Promoting student competence and meeting student needs.

Belmont, CA: Thomson Brooks/Cole.

Activity - Tech Ready Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New students will meet with counselors and Tech Coach monthly to learn how to use the digital tools provided by HCS.	Technology	09/01/2016	05/04/2017	\$0	No Funding Required	Counselors and Tech Coach

Strategy 3:

Student Recognition - Students will be recognized monthly and quarterly school-wide and as merited in individual classroom for accomplishments in academics, behavior and character.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: 1. Blum, R.W. et al (2004). Wingspread Declaration on School Connections. Journal of School Health, vol. 74(7), pp. 233-234. 2. Lee, V.E., Smith, J.B., Perry, T.E., & Smylie, A. (1999). Social support, academic press, and student achievement: A view from the middle grades in Chicago. Chicago: Consortium on Chicago School Research. 3. Johns Hopkins Urban Health Institute: Best Practices for Effective Schools. 4. Maddox, T. (PhD)(2011) A mixed methods inquiry into the relationship between belongingness and achievement of middle school transfer students.

Activity - Student of the Month	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and Staff nominate students for Student of the Month recognition. All nominated students are voted on by Faculty and Staff and top three in each grade level are recognized with a certificate, letter to parents, posters around school, and names placed in the school bulletin.	Behavioral Support Program	09/01/2016	05/05/2017	\$100	General Fund	Collins, Stone, Doss, Coker, Maddox

Activity - Awards Day/Team Awards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Fall and Spring Awards Day Program to recognize Honor Roll and student growth. Team recognitions to support student growth in academics and character.	Behavioral Support Program	08/11/2016	05/26/2017	\$1000	Other	Faculty and Staff

Goal 5: Transform 2020 Goal 2 - Prepare and Support Teachers and Leaders to Graduate College- and-Career Ready Students

Measurable Objective 1:

collaborate to prepare Tchrs & Leaders PK-12 to use & help stds use dig. resources & tech. tools in order to provide quality, engaging learning experiences that best prepare stds w/the skills, knowledge, & dispositions to be successful in school, careers, & adulthood by 06/30/2020 as measured by Transform 2020 Administration and Teacher Surveys.

Strategy 1:

Teacher Professional Development - Provide relevant and ongoing professional development opportunities for teachers to develop and incorporate effective digital tools in challenge-based lessons that require students to demonstrate creative/critical thinking, construct knowledge and develop innovative products and processes.

Category: Develop/Implement Professional Learning and Support

Research Cited: National Education Technology Plan - <http://tech.ed.gov/netp/>

Activity - ELF Curriculum Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Tech coach provide professional development throughout the year; ELF program assist tech coach in ongoing professional development and model implementation of SAMR through curriculum department meetings; ELF program will model design thinking to prepare students to be creators instead of consumers	Technology, Professional Learning	08/15/2016	05/26/2017	\$0	No Funding Required	ELF; Tech Coach; Faculty
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Activity - Peer/Self Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Master schedule allows for peer observation and/or self reflection of instruction; Apply your PD/training in your classroom to reflect ISTE standards and SAMR model	Technology, Professional Learning	08/15/2016	05/26/2017	\$0	No Funding Required	Faculty; Administration

Goal 6: Transform 2020 Goal 1- Engage and Empower the Learner Through Technology

Measurable Objective 1:

collaborate to ensure all learners will have effective, challenging, and empowering learning experiences both in and out of the school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society by 05/22/2020 as measured by Transform 2020 Student Survey.

Strategy 1:

Researched Based Best Practices - Create and model innovative opportunities for students to implement research-based strategies that foster student achievement by designing, developing, and facilitating quality citizenship in a digital age learning culture.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: National Education Technology Plan - <http://tech.ed.gov/netp/>

Activity - Tech Ready	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New students receive tech training	Direct Instruction, Technology	08/15/2016	05/26/2017	\$0	No Funding Required	Counselors and Tech Coach

Activity - Implementation of Digital Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of digital resources such as Kami, Newsela, and Discovery Education and Stemsopes Techbooks; Students receive access to technology by 1:1 Chromebook initiative; all teachers use common Google platforms.	Direct Instruction, Technology	08/15/2016	05/26/2017	\$0	No Funding Required	Faculty and Tech Coach

Activity - Technology Use Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School-wide emphasis on Hour of Code with students and faculty; Digital citizenship assembly led by technology coach and SRO	Direct Instruction, Technology, Behavioral Support Program, Academic Support Program	08/15/2016	05/26/2017	\$0	No Funding Required	Faculty, Computer Science Teacher, Tech Coach, SRO
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Self reported grades/goal setting	Students will develop an academic playbook to develop, record and track their learning goals.	Academic Support Program	09/13/2016	05/09/2017	\$0	Advisory Committee, Faculty/Staff
Multi-family dwellings site visits	Administration, Tech Coach, Counselors, Media Specialist, Interventionist, Registrar and Teachers will visit the complexes that feed Bumpus (8). 45 minute visits to introduce Bumpus and make sure stakeholders know how to reach us and how to access resources	Parent Involvement	09/13/2016	09/27/2016	\$30	Administration, Faculty, Staff, Tech Coach
Play Book Development	Self reported grades/ goal setting through advisory; Use standardized test score data to facilitate student ownership and personal academic growth	Academic Support Program	09/13/2016	05/26/2017	\$0	Faculty; Advisory Committee
Awards Day/Team Awards	A Fall and Spring Awards Day Program to recognize Honor Roll and student growth. Team recognitions to support student growth in academics and character.	Behavioral Support Program	08/11/2016	05/26/2017	\$1000	Faculty and Staff
Introduction to Faculty	Documenting new students (picture, schedule, interests) sent out to whole faculty; picture added to INow immediately; Password, important number information placed in agenda on sticker (IXL, state ID, locker # and combo, bus #, lunch #, etc.)	Behavioral Support Program	08/15/2016	05/26/2017	\$30	Counselors, Faculty, Registrar
Gains Incentives	Incorporate incentives for learning gains	Behavioral Support Program	08/15/2016	05/26/2017	\$1000	Faculty with support of PTO
Advisory Period	Develop a small group advisory program to create positive relationships and connect with peers in a safe, respectful atmosphere.	Academic Support Program	09/13/2016	05/26/2017	\$1000	Faculty; Advisory Committee
Advisory Period	Develop a small group advisory program to create positive relationships and connect with peers in a safe, respectful atmosphere.	Academic Support Program	09/13/2016	05/09/2017	\$1000	Faculty; Advisory Committee
Advisory Period	Students will meet with advisors in groups of 15 or less twice a month to encourage positive relationships, connect with peers and for accountability through purposeful and facilitated activities.	Other - Small Communities	09/13/2016	05/09/2017	\$1000	Advisory Committee, Faculty and Staff

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Student Involvement/Recognition	Kid Committee - Welcoming committee of diverse students; Heritage Panel; Students of the Month (6 students per month); Team awards/recognition; Fall and Spring Awards Days; Afterschool sports/clubs sponsored by teachers with similar interests	Behavioral Support Program	08/15/2016	05/26/2017	\$1000	Faculty; Administration ; PTO
Advisory Period	Develop a small group advisory program to create positive relationships and connect with peers in a safe, respectful atmosphere	Behavioral Support Program, Academic Support Program	09/13/2016	05/09/2017	\$1000	Faculty; Advisory Committee
Total					\$7060	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of Digital Tools	Implementation of digital resources such as Kami, Newsela, and Discovery Education and Stemscoopes Techbooks; Students receive access to technology by 1:1 Chromebook initiative; all teachers use common Google platforms.	Direct Instruction, Technology	08/15/2016	05/26/2017	\$0	Faculty and Tech Coach
Peer/Self Observations	Master schedule allows for peer observation and/or self reflection of instruction; Apply your PD/training in your classroom to reflect ISTE standards and SAMR model	Technology, Professional Learning	08/15/2016	05/26/2017	\$0	Faculty; Administration
Tech Ready Class	New students receive technology training	Direct Instruction, Technology	08/15/2016	05/26/2017	\$0	Counselors and Tech Coach
Student Led Conferences	Students take ownership and responsibility of achievement through student led conferences	Community Engagement	08/15/2016	05/26/2017	\$0	Faculty and Administration
Curriculum Development	Through a master schedule, weekly team and curriculum planning allow for cross curricular units and common assessments/ rubrics	Other - Curriculum Collaboration	08/15/2016	05/26/2017	\$0	Faculty; Literacy Coach
Shared Decision Making	Shared decision making and faculty led PD that fosters ongoing teacher efficacy and equity such as POV (Point of View)	Policy and Process	08/15/2016	05/26/2017	\$0	Faculty and Administration
Tech Ready	New students receive tech training	Direct Instruction, Technology	08/15/2016	05/26/2017	\$0	Counselors and Tech Coach
Tech Ready Class	New students will meet with counselors and Tech Coach monthly to learn how to use the digital tools provided by HCS.	Technology	09/01/2016	05/04/2017	\$0	Counselors and Tech Coach
Common Language	Use a common language across all curriculum areas	Direct Instruction	08/15/2016	05/26/2017	\$0	Faculty; Literacy Coach
First Five Days Introduction	Cataloged welcome/introduction ppt/videos that can be shown to new students at any time; these will include a condensed version of the First Five Days of Bumpus.	Direct Instruction	08/15/2016	05/26/2017	\$0	Faculty

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ELF Curriculum Meetings	Tech coach provide professional development throughout the year; ELF program assist tech coach in ongoing professional development and model implementation of SAMR through curriculum department meetings; ELF program will model design thinking to prepare students to be creators instead of consumers	Technology, Professional Learning	08/15/2016	05/26/2017	\$0	ELF; Tech Coach; Faculty
Shared Decision Making	Shared decision making and faculty led PD that fosters ongoing teacher efficacy and equity such as POV (Point of View)	Policy and Process	08/15/2016	05/26/2017	\$0	Faculty and Administration
Common Language	Use a common language across all curriculum areas	Direct Instruction	08/15/2016	05/26/2017	\$0	Faculty; Literacy Coach
Technology Use Education	School-wide emphasis on Hour of Code with students and faculty; Digital citizenship assembly led by technology coach and SRO	Direct Instruction, Technology, Behavioral Support Program, Academic Support Program	08/15/2016	05/26/2017	\$0	Faculty, Computer Science Teacher, Tech Coach, SRO
Curriculum Development	Through a master schedule, weekly team and curriculum planning allow for cross curricular units and common assessments/ rubrics	Other - Curriculum Collaboration	08/15/2016	05/26/2017	\$0	Faculty; Literacy Coach
Play Book Development	Self reported grades/ goal setting through advisory; Use standardized test score data to facilitate student ownership and personal academic growth	Academic Support Program	09/13/2016	05/26/2017	\$0	Faculty; Advisory committee
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student of the Month	Faculty and Staff nominate students for Student of the Month recognition. All nominated students are voted on by Faculty and Staff and top three in each grade level are recognized with a certificate, letter to parents, posters around school, and names placed in the school bulletin.	Behavioral Support Program	09/01/2016	05/05/2017	\$100	Collins, Stone, Doss, Coker, Maddox
Total					\$100	