



# **Local Indicator Review (Phase I and Phase II)**

**Robert F. Bumpus Middle School**  
Hoover City Board of Education

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## **Introduction**

Phase I Local Indicator Review is due September 1. PLEASE NOTE: Once the ALSDE accepts the document "Phase I Local Indicator Review", under "NO" circumstances should the LEA/school change the responses to Questions 1 and 2.

On May 1, the document "Phase II Local Indicator Review " will be reopened for the completion of Question 3 and the uploading of supporting evidence which is due by July 30.

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# Phase I Local Indicator Review

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## Introduction

Demonstration of Local Indicator Diagnostic.

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## Phase I Local Indicator Review

**Please state the Local Indicator and the reason the LEA/school has chosen this indicator.**

The Local Indicator for Bumpus Middle School is student/school connectedness.

Bumpus Middle School chose student/school connectedness as its Local Indicator due to community and stakeholder feedback, and the results of an AdvancED Climate Survey administered to parents, students, and faculty/staff. As the district prepares to rezone during the 2017-2018 school year, and works towards achieving Unitary Status, it is imperative that the school addresses the areas of concern identified in the surveys.

**Please create one goal the LEA/school has chosen for its Local Indicator.**

**Goal 1:**

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.

**Strategy1:**

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	Funding Amount & Source	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

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Activity - Awards Day/Team Awards	Activity Type	Begin Date	End Date	Funding Amount & Source	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

**Strategy2:**

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	Funding Amount & Source	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

**Strategy3:**

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	Funding Amount & Source	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

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Activity - Advisory Period	Activity Type	Begin Date	End Date	Funding Amount & Source	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

### Narrative:

Bumpus Middle School will focus on student/school connectedness for its Local Indicator. As a result of stakeholder feedback and in preparation for the rezoning that may take place during the 2017-2018 school year, we are providing professional development to ensure that we address the needs of all our students. Research has shown that students who feel connected to their school perform better academically, and also are less likely to participate in high risk, negative behaviors. Student attendance, and behavior also improves as students feel welcome and respected in their environment. Data was collected utilizing an AdvancED student climate survey during the spring of 2016. This will serve as our baseline data. We will survey the students again in the spring of 2017, and anticipate a 3% growth from our baseline of 53% (grades 7-8) due to the strategies and activities identified for this goal.