



ACIP

Robert F. Bumpus Middle School

Hoover City Board of Education

**Dr. Tamala Maddox, Principal
6055 Fleming Pkwy
Hoover, AL 35244-4590**

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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?

Bumpus is nestled in the suburban community of Hoover, Alabama. Incorporated in 1967, Hoover has grown steadily from its original 410 residents to nearly 85,000. It is now the sixth largest city in the state, a 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.

Robert F. Bumpus Middle School opened in 1999 with 5th and 6th grade students. The 7th and 8th grades 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. In 2013-2014 an additional assistant principal was added.

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. In addition, intervention classes for reading and math have been implemented for students who do not have an individualized education plan. These classes are designed to assist students who qualify for Reading or Math Intervention (Rtl Tier II or Tier III intervention), but who have difficulty comprehending grade-level text and/or have gaps in their mathematical understanding that prevent them from mastering grade level content standards. These courses are taught by our full-time intervention teachers. In 2017-2018, Bumpus began offering targeted language arts classes based on demonstrated readiness using ACT Aspire scores.

The racial composition of Bumpus has continued to diversify. The earliest available data for Bumpus (2000-2001) had an enrollment of 621 represented by the following ethnic composition: 89.2% White, 5.8% Black, 0.5% Hispanic, and 4.5% Asian. This year our population is currently 837 students and growing. The present ethnic composition of Bumpus is 46.5% White, 33.8% Black, 6% Hispanic, 13% Asian, 0.1% Native American/ Pacific Islander, and 0.7% American Indian.

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. Seventy-five students are identified with exceptionalities for the 2017-2018 school year. Sixty-two students are receiving services with 36 in 7th grade and 26 in 8th grade. Thirteen 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, Intellectual and Emotional Disabilities, and Other Health Impairments. All of our Special Education students receive instruction in the general education classroom by Highly Qualified teachers.

Twenty-eight students are classified with Limited English Proficiency (LEP), and 17 students are completing their monitoring years (FLEP - Former Limited English Proficiency). In the 7th grade, there are nine LEP students and 12 FLEP students. In the 8th grade, there are 17 LEP and five FLEP. All of these students receive ELL services in the general education classroom and are monitored by a Highly Qualified ELL teacher.

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The percentage of students at Bumpus Middle School who qualify for free and reduced lunches this year is 25.4% compared to the total percentages for Hoover City Schools of 26%. For comparison purposes, in 2000-2001 the percentages were 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 advisory. We encourage our students to be leaders and have provided them with traditional opportunities such as Student Government Association, Peer Helpers, National Junior Honor Society, and National Junior Beta Club.

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.

Bumpus has many areas of notable achievements. We work to build strong, quality relationships with students and their families.

Communication: Bumpus communicates with all of its stakeholders (ie. parents, students, faculty/staff, and community). Stakeholders are kept well informed through various means such as the weekly school-wide bulletin, weekly academic team bulletins, social media outlets such as Facebook, Twitter, Instagram, and the school website. The school also utilizes School Messenger to include texts, emails, and phone messages to keep parents informed. Students are kept up-to-date on Bumpus events and announcements through RFB-TV, the Chromebook homepage, and extracurricular Google Classrooms. Academic information is available to parents and students through INOW and academic Google Classrooms. Parents receive links for a variety of events, information, and sign-ups as well as My School Fees, and automated registration. Faculty and staff receive information from the Bumpus Post, Monday Morning Memo, and teacher-specific Google Classrooms.

Student Life: Our student life incorporates a variety of programs. A strong character education program, implemented by a character quality of the week with reflective questions, guides faculty discussions with their students about the weekly character trait. We have made a concentrated effort to teach our students to be responsible digital citizens who use electronic devices appropriately for educational use. We do this as part of our R.E.S.P.E.C.T. the Bumpus Way program. In 2016, Bumpus developed and implemented an advisory program that links students to a caring, responsible adult regularly. Students and teachers focus on respect of each other, acceptance of differences, and consistency with grades and study habits. New programs and events within the last three years include Health and Wellness Fair, Yearbook class, Broadcast, Heritage Panel, Next Steps, Student of the Month, Student Intervention classes, new student acclimation, Fine Arts Night, the Bumpus Closet and Pantry program, Weekend Backpack Meals, along with many long-standing programs that enrich, recognize, and support students' overall development. The school recognizes student improvement and achievement with a fall and spring awards ceremony.

Parent and Community Involvement: Bumpus has established a number of connections with our parents and the community. We enjoy strong parent support and involvement, especially with our PTO and other parent volunteers. In 2015, our PTO organized our first annual Bumpus Color Run, which is our primary fundraising event. A community outreach program has been established whereby administrators and members of the Bumpus staff visit local apartment complexes in the evening hours to provide guidance, information, and fellowship. Bumpus was incorporated into the HCS previously established Dad Brigade program two years ago to help with upgrading the facilities. Teachers utilize a variety of guest speakers from the community to help students make real-life applications. The school counselors sponsor "Coffee with Counselors" to keep parents informed on a number of topics (anxiety, ADHD, transitioning to high school, etc). We strive to inform parents about students' proper use of technology under the HCS Engaged Learning Initiative.

Bumpus Middle School is proud of its diverse student population, which represents vast differences in socio-economic status, culture, ethnicity, language, and linguistic ability. These 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 18 languages other than English are reported as being spoken at home. This diversity 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 have been provided Google Chromebooks in an effort to close the digital divide that exists 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 in which we live and compete.

Students leave Bumpus Middle School with a unique 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 are very welcoming and flexible, adapting schedules and curriculum to meet the students' needs. The school culture is welcoming which allows student to feel safe and more open to learning. As noted above, Bumpus has made great strides embracing the culture of our diverse population. Bumpus has identified several areas for improvement. The school is investigating some plans such as a peer mediation program for student conflict resolution, a reinstatement of the Parent University Night as a collaborative effort to help parents become full partners in their students' education, an outreach effort for students who are new to Hoover City Schools, an increased collaboration with the community stakeholders, and a more concentrated effort to reach out to our non-English speaking parents as well as those parents who have limited technology resources.

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 broadcast program has helped keep students informed of upcoming events but most importantly has created a culture of sharing 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. All stakeholders have the opportunity to submit content for RFB-TV.

Integration of Technology: All students are on a one-to-one initiative with the new Dell Chromebooks. GoGuardian is used by teachers and administrators to monitor online activity. 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, new LCD projectors, new CPUs for teachers, voice amplifiers, and Google Suite. The need to be responsible digital citizens is continuously emphasized to students and staff as these tools are used with greater frequency. The school has implemented digital resources such as Newsela, Gizmo, IXL Math and LA, IStation, Discovery Education, and Stemsopes Techbooks. Technology training for new students occurs on a regular basis. The school has the following technology tools available for classroom instruction: Screencastify, USB Digital Microscopes, Temperature Probes, Xboxes, Photogates, Google Expedition Virtual Reality. Additionally, 45% of students take a Computer Science course, and 80% of students are developing proficiency with digital resources in tech courses.

Instructional Support Department: Instructional Support is composed of three teachers and five aides; teachers have embraced the co-teaching model; most instructional support teachers 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: The Counseling Department coordinates and presents 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.

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.

ETA Models: Extended Time and Assistance is offered each morning and during the school day for 20 minutes for all students. Friday ETA is provided once a month for students who need extra time to complete assignments, tests, and projects.

Math 180 Course II: This 8th grade math course is designed for select 8th grade students for additional support.

New Student Tech Training: Each month counselors and the Technology Coach meet with new students to train them on Bumpus technology.

Field Trips: Cross-curricular units culminate in field trips related to the units of study (8th grade Civil Rights Unit - field trip to Birmingham Civil Rights District; 7th grade non-fiction *Written in Bone* by Sally Walker - field trip to Moundville Archaeological Park).

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Student Recognition: Bumpus students are recognized annually by community organizations for outstanding character, leadership, and achievement with Hoover Service Club Awards and Finley Character Awards. Six students are also recognized monthly as Students of the Month.

National Board Certified Teachers: Twelve percent of our teaching staff has achieved National Board Certification.

Teacher Honors: Several of our teachers have earned honors such as Jacksonville State Teacher of the Year and Alabama Teacher of the Year Finalist.

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. Fifteen 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, Physical Education teachers, elective teachers, instructional support, 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.

Jan Price - 7th grade Language Arts, National Board Certified

Justin Jones - 8th grade Language Arts, Administration Certified

Austin Wilson - 7th grade Science

Amanda Millhouse - 8th grade Science

Laura Ketcham - 7th grade Math

Karen Berry - 8th grade Math, Administration Certified

Matthew Sutter - 7th grade Social Studies

Mike McCombs - 8th grade Social Studies, Writing Rubric Committee

Marti Carter - Art

Marva Raby - Foreign Language, National Board Certified

Vincent Chiamonte - Computer Science (CS), 2016 Teacher of the Year Finalist, Governor's Advisory Council for CS Education, A+ College Ready and Code.org CSD Curriculum State Facilitator, AL Digital Learning/Computer Science Course of Study Committee

Rena Holden - Physical Education/Health

Kimberly Speed - Instructional Support (Special Education)

Sean Colosimo - Assistant Principal, National Board Certified

Tamala Maddox - Principal

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. This plan was shared with the PTO Executive Board and discussed with the PTO President to solicit their input. 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		

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the 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 have noticeably declined.	Level 3

Areas of Notable Achievement

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

For 2015-2016: Achievement (% Ready or Exceeding) in English, Reading, Math and Science.

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

For 2016-2017: Achievement (% Ready or Exceeding) in English, Math and Science.

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

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

For 2015-2016: Achievement (% Ready or Exceeding) in English, Reading, Math and Science.

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

For 2016-2017: Achievement (% Ready or Exceeding) in English, Math and Science.

Learning Gains (% Average or High) in Reading

Which area(s) indicate the overall highest performance?

For 2015-2016: Math

For 2016-2017: Math

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

For 2015-2016: Black in both Math and Reading

For 2016-2017: Latino in Math

Between which subgroups is the achievement gap closing?

For 2015-2016: Black and White in Math and Reading

For 2016-2017: None of the subgroups

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?

For 2015-2016: Reading

For 2016-2017: Reading

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

For 2015-2016: Reading

For 2016-2017: Reading

Which area(s) indicate the overall lowest performance?

For 2015-2016: Reading

For 2016-2017: Reading

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

For 2015-2016: White students

For 2016-2017: White students

Between which subgroups is the achievement gap becoming greater?

For 2015-2016: None for the school as a whole

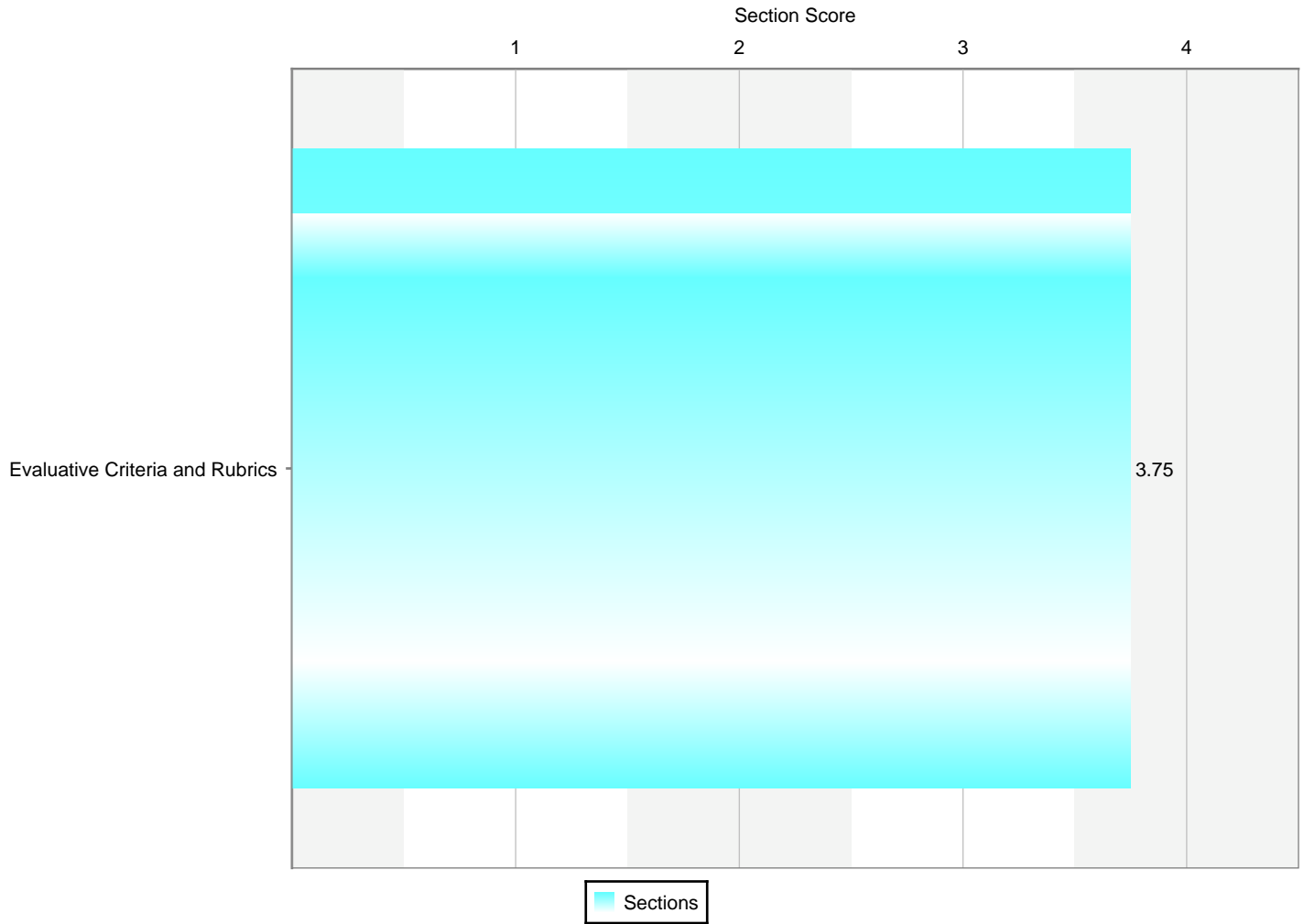
For 2016-2017: None for the school as a whole

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



2017-2018 ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		

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		HCS ACIP Assurances 2017-2018

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	Mary Veal Director of Human Resources 2810 Metropolitan Way Hoover, AL 35243 205-439-1000	HCS ACIP Assurances 2017-2018

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	No	Bumpus Middle School is not a Title I school.	

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

17-18 Goals and Plans

Overview

Plan Name

17-18 Goals and Plans

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	TRANSFORM 2020- Engage and Empower the Learner Through Technology	Objectives: 1 Strategies: 2 Activities: 14	Organizational	\$10600
2	TRANSFORM 2020 Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students	Objectives: 1 Strategies: 1 Activities: 8	Organizational	\$7967
3	PLAN 2020 Learning Gains - All students show continuous improvement.	Objectives: 2 Strategies: 2 Activities: 14	Academic	\$3420

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

Measurable Objective 1:

collaborate to understand human, cultural, societal issues, and personal responsibilities related to technology, and practice legal and ethical behavior in and out of the classroom by 06/30/2020 as measured by the Transform 2020 survey results.

Strategy 1:

Implement Research-Based Strategies - 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

Activity - Tech Train New Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New students receive tech training	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	Counselors and Tech Coach

Activity - Participate in Hour of Code	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
100% participation school wide Hour of Code	Technology	12/05/2017	12/05/2017	\$0	No Funding Required	Faculty

Activity - Digital Citizenship Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Digital citizenship training from Technology Coach and SRO during Red Ribbon Week	Direct Instruction	10/23/2017	10/27/2017	\$0	No Funding Required	Tech Coach/SRO

Activity - Utilize Digital Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of digital resources such as Newsela, Gizmo, IXL Math and LA, IStation, Discovery Education, and Stemscopes Techbooks	Technology	08/09/2017	05/24/2018	\$8100	General Fund	Faculty

Activity - 1:1 Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receive access to technology by 1:1 Chromebook initiative,	Technology	08/09/2017	05/24/2018	\$0	District Funding	Faculty

Activity - Google Suite	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers use Google Suite.	Technology	08/09/2017	05/24/2018	\$0	No Funding Required	Faculty

Strategy 2:

Implement ISTE Standards - Implement International Society for Technology in Education (ISTE) Standards for students and teachers across all curricular areas to create, share, find, solve, protect, and use digital resources.

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

Activity - Virtual Tours	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
History Scene Investigation: Virtual Tour of Tyrol Museum of Archeology; Google Expedition Virtual Reality	Other - Virtual Field Trip	08/09/2017	05/24/2018	\$0	No Funding Required	Tech Coach and Social Studies Teachers

Activity - Digital Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
USB Digital Microscope; Scholastic Art Magazine (links)	Technology	08/09/2017	05/24/2018	\$2500	District Funding	Science teachers; Art teacher

Activity - Google Suite	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Google Suite for teachers/students	Technology	08/09/2017	05/24/2018	\$0	No Funding Required	Tech Coach and Faculty

Activity - Data Collection Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Temperature Probes; Photogates	Technology	08/09/2017	05/24/2018	\$0	District Funding	Faculty

Activity - Produce Presentations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Screencastify	Technology	08/09/2017	05/24/2018	\$0	No Funding Required	Tech Coach, ELF, Faculty

Activity - Digital Simulations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gizmos for Math and Science; Google Earth	Technology	08/09/2017	05/24/2018	\$0	District Funding	Faculty

Activity - Collaborate Outside Walls	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Digital PenPals; Video Conferencing	Technology	08/09/2017	05/24/2018	\$0	No Funding Required	Faculty

Activity - Utilize Digital Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
App Lab - Creating Apps; Minecraft Edu - Programming and Design; Web Lab - Creating Web Pages; Digital Media - Editing and Designing Digital Media using Adobe Photoshop; Multimedia - Creating stop-animation	Technology	08/09/2017	05/24/2018	\$0	No Funding Required	Computer Science, Digital Media and Multimedia teachers

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

Measurable Objective 1:

collaborate to understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practice by 06/30/2020 as measured by the Transform 2020 survey results.

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

Activity - Tech Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tech Coach provide professional development throughout the year	Professional Learning	08/09/2017	05/24/2018	\$0	No Funding Required	Tech Coach

Activity - E.L.F. Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELF program assist tech coach in ongoing professional development and collaborative design thinking sessions	Professional Learning	08/09/2017	05/24/2018	\$0	No Funding Required	ELFs, Tech Coach, Faculty

Activity - Peer 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	Professional Learning	08/09/2017	05/24/2018	\$0	No Funding Required	Administration ; Faculty

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 teacher efficacy	Professional Learning	08/09/2017	05/24/2018	\$0	No Funding Required	Faculty

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Activity - Attend ISTE Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sent a team of teachers to the ISTE conference in order to turn-around PD to teachers and implement school ISTE standards	Professional Learning	06/25/2017	05/24/2018	\$7847	District Funding	Technology Committee
Activity - Apply ISTE Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Apply PD/training in the classroom to reflect ISTE standards using online exploration/assessment tools	Professional Learning	08/09/2017	05/24/2018	\$0	No Funding Required	Faculty
Activity - Model Design Thinking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELF program models design thinking to prepare students to be creators instead of consumers	Direct Instruction	08/09/2017	05/24/2018	\$0	No Funding Required	ELFs
Activity - Hoist Your Flag	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
"Hoist Your Flag" observation initiative-- Teachers put flags outside their doors to welcome observations by admin, fellow teachers, and community guests.	Other - Classroom visits	08/09/2017	05/24/2018	\$120	District Funding	Faculty

Goal 3: PLAN 2020 Learning Gains - All students show continuous improvement.**Measurable Objective 1:**

A 3% increase of All Students will demonstrate a proficiency by meeting mid-year growth targets in Mathematics by 03/01/2018 as measured by Scantron Performance Series.

(shared) Strategy 1:

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

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

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	08/09/2017	05/24/2018	\$0	No Funding Required	Faculty
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 teacher efficacy	Other - Collaboration	08/09/2017	05/24/2018	\$0	No Funding Required	ELFS/ Tech Coach/ Faculty

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Activity - Scheduling	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 - Collaboration	08/09/2017	05/24/2018	\$0	No Funding Required	Faculty

Activity - Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate incentives for learning gains	Behavioral Support Program	08/09/2017	05/24/2018	\$20	Other	PTO/Faculty

Activity - Student Seating	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Flexible seating initiative to increase student focus and engagement	Behavioral Support Program	08/09/2017	05/24/2018	\$200	General Fund	Academic Team Teachers

Activity - Data Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Scantron data to target student weaknesses by standard	Academic Support Program	08/09/2017	05/24/2018	\$0	No Funding Required	Math teachers

Activity - Math Teacher Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative meeting (eighth grade) with high school language arts teachers to identify freshman strengths and weaknesses	Other	08/09/2017	05/24/2018	\$0	No Funding Required	8th Grade Language Arts Teachers

(shared) Strategy 2:

Connect via Communities - Develop communities within the Bumpus family to encourage positive relationships and connect with peers in a safe, respectful atmosphere.

Category: Develop/Implement Student and School Culture Program

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Self-reported grades/ goal-setting through advisory	Other - Student Led	08/09/2017	05/24/2018	\$0	No Funding Required	Faculty

Activity - Advisory Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a small group advisory program to build relationships and a sense of belonging among peers and adults	Class Size Reduction	08/09/2017	05/24/2018	\$0	No Funding Required	Faculty

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Activity - Climate Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Surveys to measure school climate according to stakeholders	Other - Feedback	08/09/2017	05/24/2018	\$0	No Funding Required	Faculty

Activity - ETA - Extra Time and Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ETA time allocated for team-building and character development on academic teams	Behavioral Support Program	08/09/2017	05/24/2018	\$0	No Funding Required	Faculty

Activity - Color Fun/Color Run Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Color Fun Day - Color Run, walk or run race, athletic and strategic tournaments; community stakeholders are invited to participate.	Community Engagement, Parent Involvement	08/09/2017	10/13/2017	\$1200	Booster Fund	Faculty/PTO

Activity - Cultural Expo	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cultural Expo - Student/faculty multicultural fair including food, presentations, cultural attire, community speakers, dance performances, etc.	Community Engagement, Parent Involvement	04/20/2018	04/20/2018	\$2000	Booster Fund	Faculty/PTO

Activity - Field Trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Field Trips - 7th to Moundville Archaeological Site, 8th to Birmingham Civil Rights District to culminate cross-curricular units and build sense of belonging among peers; Spanish Class to Hispanic Flamenco Ballet/Food	Community Engagement, Field Trip	08/09/2017	05/24/2018	\$0	No Funding Required	Faculty

Measurable Objective 2:

A 3% increase of All Students will demonstrate a proficiency by meeting mid-year growth targets in Reading by 03/01/2018 as measured by Scantron Performance Series.

(shared) Strategy 1:

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

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

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	08/09/2017	05/24/2018	\$0	No Funding Required	Faculty

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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 teacher efficacy	Other - Collaboration	08/09/2017	05/24/2018	\$0	No Funding Required	ELFS/ Tech Coach/ Faculty

Activity - Scheduling	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 - Collaboration	08/09/2017	05/24/2018	\$0	No Funding Required	Faculty

Activity - Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate incentives for learning gains	Behavioral Support Program	08/09/2017	05/24/2018	\$20	Other	PTO/Faculty

Activity - Student Seating	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Flexible seating initiative to increase student focus and engagement	Behavioral Support Program	08/09/2017	05/24/2018	\$200	General Fund	Academic Team Teachers

Activity - Data Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Scantron data to target student weaknesses by standard	Academic Support Program	08/09/2017	05/24/2018	\$0	No Funding Required	Math teachers

Activity - Math Teacher Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative meeting (eighth grade) with high school language arts teachers to identify freshman strengths and weaknesses	Other	08/09/2017	05/24/2018	\$0	No Funding Required	8th Grade Language Arts Teachers

(shared) Strategy 2:

Connect via Communities - Develop communities within the Bumpus family to encourage positive relationships and connect with peers in a safe, respectful atmosphere.

Category: Develop/Implement Student and School Culture Program

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Self-reported grades/ goal-setting through advisory	Other - Student Led	08/09/2017	05/24/2018	\$0	No Funding Required	Faculty

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Activity - Advisory Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a small group advisory program to build relationships and a sense of belonging among peers and adults	Class Size Reduction	08/09/2017	05/24/2018	\$0	No Funding Required	Faculty
Activity - Climate Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Surveys to measure school climate according to stakeholders	Other - Feedback	08/09/2017	05/24/2018	\$0	No Funding Required	Faculty
Activity - ETA - Extra Time and Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ETA time allocated for team-building and character development on academic teams	Behavioral Support Program	08/09/2017	05/24/2018	\$0	No Funding Required	Faculty
Activity - Color Fun/Color Run Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Color Fun Day - Color Run, walk or run race, athletic and strategic tournaments; community stakeholders are invited to participate.	Community Engagement, Parent Involvement	08/09/2017	10/13/2017	\$1200	Booster Fund	Faculty/PTO
Activity - Cultural Expo	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cultural Expo - Student/faculty multicultural fair including food, presentations, cultural attire, community speakers, dance performances, etc.	Community Engagement, Parent Involvement	04/20/2018	04/20/2018	\$2000	Booster Fund	Faculty/PTO
Activity - Field Trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Field Trips - 7th to Moundville Archaeological Site, 8th to Birmingham Civil Rights District to culminate cross-curricular units and build sense of belonging among peers; Spanish Class to Hispanic Flamenco Ballet/Food	Community Engagement, Field Trip	08/09/2017	05/24/2018	\$0	No Funding Required	Faculty

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Booster Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Color Fun/Color Run Day	Color Fun Day - Color Run, walk or run race, athletic and strategic tournaments; community stakeholders are invited to participate.	Community Engagement, Parent Involvement	08/09/2017	10/13/2017	\$1200	Faculty/PTO
Cultural Expo	Cultural Expo - Student/faculty multicultural fair including food, presentations, cultural attire, community speakers, dance performances, etc.	Community Engagement, Parent Involvement	04/20/2018	04/20/2018	\$2000	Faculty/PTO
Total					\$3200	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Seating	Flexible seating initiative to increase student focus and engagement	Behavioral Support Program	08/09/2017	05/24/2018	\$200	Academic Team Teachers
Utilize Digital Resources	Implementation of digital resources such as Newsela, Gizmo, IXL Math and LA, IStation, Discovery Education, and Stemscoptes Techbooks	Technology	08/09/2017	05/24/2018	\$8100	Faculty
Total					\$8300	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Incentives	Incorporate incentives for learning gains	Behavioral Support Program	08/09/2017	05/24/2018	\$20	PTO/Faculty
Total					\$20	

District Funding

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
1:1 Initiative	Students receive access to technology by 1:1 Chromebook initiative,	Technology	08/09/2017	05/24/2018	\$0	Faculty
Data Collection Tools	Temperature Probes; Photogates	Technology	08/09/2017	05/24/2018	\$0	Faculty
Attend ISTE Conference	Sent a team of teachers to the ISTE conference in order to turn-around PD to teachers and implement school ISTE standards	Professional Learning	06/25/2017	05/24/2018	\$7847	Technology Committee
Hoist Your Flag	"Hoist Your Flag" observation initiative-- Teachers put flags outside their doors to welcome observations by admin, fellow teachers, and community guests.	Other - Classroom visits	08/09/2017	05/24/2018	\$120	Faculty
Digital Simulations	Gizmos for Math and Science; Google Earth	Technology	08/09/2017	05/24/2018	\$0	Faculty
Digital Tools	USB Digital Microscope; Scholastic Art Magazine (links)	Technology	08/09/2017	05/24/2018	\$2500	Science teachers; Art teacher
Total					\$10467	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Goal Setting	Self-reported grades/ goal-setting through advisory	Other - Student Led	08/09/2017	05/24/2018	\$0	Faculty
Google Suite	Google Suite for teachers/students	Technology	08/09/2017	05/24/2018	\$0	Tech Coach and Faculty
Virtual Tours	History Scene Investigation: Virtual Tour of Tyrol Museum of Archeology; Google Expedition Virtual Reality	Other - Virtual Field Trip	08/09/2017	05/24/2018	\$0	Tech Coach and Social Studies Teachers
Model Design Thinking	ELF program models design thinking to prepare students to be creators instead of consumers	Direct Instruction	08/09/2017	05/24/2018	\$0	ELFs
Utilize Digital Tools	App Lab - Creating Apps; Minecraft Edu - Programming and Design; Web Lab - Creating Web Pages; Digital Media - Editing and Designing Digital Media using Adobe Photoshop; Multimedia - Creating stop-animation	Technology	08/09/2017	05/24/2018	\$0	Computer Science, Digital Media and Multi-media teachers
Tech Train New Students	New students receive tech training	Direct Instruction	08/09/2017	05/24/2018	\$0	Counselors and Tech Coach
Climate Surveys	Surveys to measure school climate according to stakeholders	Other - Feedback	08/09/2017	05/24/2018	\$0	Faculty
ETA - Extra Time and Assistance	ETA time allocated for team-building and character development on academic teams	Behavioral Support Program	08/09/2017	05/24/2018	\$0	Faculty

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Collaborate Outside Walls	Digital PenPals; Video Conferencing	Technology	08/09/2017	05/24/2018	\$0	Faculty
Peer Observations	Master schedule allows for peer observation and/or self reflection of instruction	Professional Learning	08/09/2017	05/24/2018	\$0	Administration ; Faculty
Shared Decision Making	Shared decision-making and faculty-led PD that fosters teacher efficacy	Other - Collaboration	08/09/2017	05/24/2018	\$0	ELFS/ Tech Coach/ Faculty
Google Suite	All teachers use Google Suite.	Technology	08/09/2017	05/24/2018	\$0	Faculty
Participate in Hour of Code	100% participation school wide Hour of Code	Technology	12/05/2017	12/05/2017	\$0	Faculty
Scheduling	Through a master schedule, weekly team and curriculum planning, allow for cross curricular units and common assessments/rubrics	Other - Collaboration	08/09/2017	05/24/2018	\$0	Faculty
Data Review	Use Scantron data to target student weaknesses by standard	Academic Support Program	08/09/2017	05/24/2018	\$0	Math teachers
Tech Coaching	Tech Coach provide professional development throughout the year	Professional Learning	08/09/2017	05/24/2018	\$0	Tech Coach
Produce Presentations	Screencastify	Technology	08/09/2017	05/24/2018	\$0	Tech Coach, ELF, Faculty
Digital Citizenship Training	Digital citizenship training from Technology Coach and SRO during Red Ribbon Week	Direct Instruction	10/23/2017	10/27/2017	\$0	Tech Coach/SRO
Math Teacher Collaboration	Collaborative meeting (eighth grade) with high school language arts teachers to identify freshman strengths and weaknesses	Other	08/09/2017	05/24/2018	\$0	8th Grade Language Arts Teachers
Advisory Program	Develop a small group advisory program to build relationships and a sense of belonging among peers and adults	Class Size Reduction	08/09/2017	05/24/2018	\$0	Faculty
Apply ISTE Professional Development	Apply PD/training in the classroom to reflect ISTE standards using online exploration/assessment tools	Professional Learning	08/09/2017	05/24/2018	\$0	Faculty
Common Language	Use a common language across all curriculum areas	Direct Instruction	08/09/2017	05/24/2018	\$0	Faculty
E.L.F. Coaching	ELF program assist tech coach in ongoing professional development and collaborative design thinking sessions	Professional Learning	08/09/2017	05/24/2018	\$0	ELFs, Tech Coach, Faculty
Shared Decision Making	Shared decision-making and faculty-led PD that fosters teacher efficacy	Professional Learning	08/09/2017	05/24/2018	\$0	Faculty
Field Trips	Field Trips - 7th to Moundville Archaeological Site, 8th to Birmingham Civil Rights District to culminate cross-curricular units and build sense of belonging among peers; Spanish Class to Hispanic Flamenco Ballet/Food	Community Engagement, Field Trip	08/09/2017	05/24/2018	\$0	Faculty
Total					\$0	