



## **ACIP**

**Katherine H. Hankins Middle School**

**Mobile County Board of Education**

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Theodore, AL 36582-1916

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# Executive Summary

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## Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

The Hankins Middle School staff is made up of one principal, two assistant principals, thirty-eight teachers, two counselors, one digital media specialist, and six instructional paraprofessionals. The staff at Hankins has experienced a significant turnover from the 2015-2016 school year. Our principal and one teacher retired. One of our teachers voluntarily transferred. One of our previous teachers was non-renewed. Two of our teachers resigned.

Our staff is 70% Caucasian and 25% African American, plus 5% American Indian and Pacific Islander. Our staff has a significant amount of experience as well. 35% of Hankins teachers have been teaching 10 years or less. The majority of our teachers (47%) have been teaching between 11-20 years. We have 19% of our staff who have been teaching over 21 years. The majority of our teachers (74%) have a Master's degree. We have 19% with a Bachelor's, 2% with an Ed. S degree, and 5% with a Ph.D.

Theodore is an older area of South Mobile County that was considered to be somewhat rural, up until the last several decades. The population is very diverse and includes families from a wide range of socioeconomic statuses. And although the demographics of the parents, guardians and students is widely diverse, it has not changed much over the last few years.

The main challenge at Hankins is that we are not a true community school. We receive students from 5 elementary schools in our feeder pattern, as well as, transfers zoned to other middle schools. Two other great challenges facing our school are addressing the needs of a Migrant/ELS population and meeting the educational demands of a very diverse socioeconomic student population. Hankins Middle School is a part of the Mobile County Public School System. The school is located in the Theodore community of South Alabama. Hankins is a medium-sized school with 751 students made up of 342 females and 409 males, 8 American Indian/Alaskan Native, 21 Asian, 236 Black/African American, 43 Hispanic, 4 Native Hawaiian/Pacific Islander, and 439 White. The school's population also includes 160 Special Education students and 59 Gifted students. Although our student demographics have not changed dramatically, our enrollment has shown a steady decline over the last several years.



## 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.**

The overarching purpose of Katherine H. Hankins Middle School is to provide a quality education to all of its students.

The mission of Katherine H. Hankins Middle School is to establish a culture which empowers adults and students to lead.

### Statement of Purpose

We are here to learn, to grow, and to become respectful, responsible, and resourceful citizens.

### Motto

"Excellence in Action"

The goal of Hankins Middle School is to encourage students to become life-long learners, to help them develop into productive and responsible citizens, and to prepare them for the next level of their education. In order to accomplish these goals, the staff and faculty will embrace the responsibility of assuring that each student is equipped with the skills that are necessary for them to be successful in their future academic endeavors in high school.

Hankins embodies the school's purpose through its program offerings and expectations for students. We offer Saturday Academy as an extended day program for tutoring. We offer prescriptive computer-based learning plans for students through the new Compass Learning program. This year the new initiative is to motivate students to become more knowledgeable to achieve their goals of succeeding in middle school and moving to higher education, including collaboration and interaction with Theodore High School.

## 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.**

### 2015 Mobile County Teacher of the Year

In 2015, Bonnie Howard received the Teacher of the Year award for Mobile County. This award publically recognizes someone with the ability to inspire children from all backgrounds and abilities, someone with the respect of colleagues, students, and parents, and someone who shows activity in the community. Howard has been teaching in Mobile County Public Schools for 18 years. She has been an Alabama Math, Science and Technology Initiative (AMSTI) trainer and has been trained in a variety of science programs ranging from Project Sea Oats to Adventures in Aerospace, and from Weather Education to Electric Circuits.

### 2015-16 MCPSS "It Starts With Me" Finalist

6th grader, Tia Lofton, was selected as a finalist for the 3rd Annual MCPSS It Starts With Me award.

### 2016 Youth Leadership Award from the Rotary Club

Jason Saucier received the 2016 Youth Leadership Award from the Rotary Club of Mobile. He was presented with a plaque during a ceremony held at the Mobile County Club on April 27, 2016. Jason is a member of student council and is very involved in school activities.

### DIGITAL MEDIA LITERACY ACADEMY (DML)

Hankins was a showcase school for MCPSS as a Digital Media Literacy Academy, which is an innovative strategy incorporating technology and digital media tools. Mrs. Serra and Mrs. Steiner were invited to participate as panelists on the discussion board for DML for the school tours.

### AREAS THAT NEED IMPROVEMENT

After reviewing the schools ASPIRE results for 2015-2016, it was determined that many of our students were identified as needing Tier II interventions. In addition, a few of our students were identified as needing Tier III interventions. This year Hankins Middle School will spend a great deal of time, energy and resources to address these areas of concern.

Over the next 3 years, Hankins hopes to have a more cohesive staff using team building exercises to become a unit. Hankins also wants to improve student attendance with incentives.

## Additional Information

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

### Anti-Bullying Campaign

HMS counselors, in conjunction with the education coordinator of the Mobile County District Attorney's Office, present anti-bullying programs to all students. Penelope House educators and Crittenton Youth Services counselors also provide programs and services to expand students' understanding of the problem of bullying. We seek to curtail bullying by teaching skills such as how to respond to a bully, how not to be a bystander, and how to respect others on social media. The MCPSS school resource officer and the Family Intervention Team of the Mobile Police Department provide additional support to the school when needed.

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# Improvement Plan Stakeholder Involvement

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## Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

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## Improvement Planning Process

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

Stakeholders consist of subject department chairpersons, administrators, counselors, special education teachers, parents, and community members. Committee members are asked by the principal to become part of the process and inform them of their role in plan development, implementation, and evaluation. For the first time, meetings will generally be scheduled during school hours with substitutes provided to cover classes missed.

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

Stakeholder groups have members that are familiar with their subject area's objectives, strengths, and weaknesses. They are responsible for ensuring the plan is tailored to fit the learning needs of the students and ensuring that strategies are implemented within their departments.

Our continuous improvement planning team consisted of aCIP committee members (principals, counselors, department chairs, Title I Facilitator, TST, and the Digital Media Specialist), stakeholders, and student representatives. We have two parents and two students who are currently part of our aCIP team. Once the data has been analyzed and disaggregated, the team is responsible for identifying areas of strengths and weaknesses. Using this information, a plan is developed in order to increase student achievement. aCIP team members share responsibilities of creating objectives, strategies, and activities based on need. Parent and student stakeholders are given the opportunity to participate in the development of the plan as well.

**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 plan will be emailed to all stakeholders and placed on the school website. Information regarding progress is discussed in meetings and reviews, as well as emailed and published on the school website.

# Student Performance Diagnostic

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## Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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## Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Student Aspire assessment data was compared to previous years. Math and Reading 2015-2016 results were compared to 2014-2015 and 2013-2014 when available.	STAR Fall-Spring 15-16 Aspire, Discipline, Attendance STAR Math Fall 16-17

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## Evaluative Criteria and Rubrics

Overall Rating: 3.25

	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 acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

## Areas of Notable Achievement

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

Our students performed slightly higher than expected in the content area of English on the ASPIRE test: 25.2% "Exceeding" 2014-2015 to 31.1% "Exceeding" in 2015-2016.

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

Students performed well on the Aspire Math assessment showing an increase in the amount of students "Close": 39.4% in 2014-2015 to 44% in 2015-2016.

Overall, 7th grade students showed a 6.4% increase on the Aspire Science assessment.

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

With the exception of grade 8, our students performed slightly higher than expected in the content area of Reading on the ASPIRE test: 5.3% "Exceeding" 2014-2015 to 6.6% "Exceeding" in 2015-2016.

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

Students identified as Pacific Islanders have continued to show growth since 2014 with a Math proficiency of 14.3% to 2016 with a proficiency of 40.0%. Students identified as Pacific Islanders showed a marked improvement in Reading from 25.0% in 2014-2015 to 40.0% in 2015-2016.

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

11.6% increase in SPED "ready" category for Science.

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

The Aspire data indicating raised assessment scores in Reading is consistent with STAR assessments reports for 7th grade.

## Areas in Need of Improvement

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

In Aspire Reading, SPED "In Need of Support" continues to hover around 75% for 3 years.

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

In Aspire Reading, Asian subgroup showed decline in proficiency by 2%.

In Aspire Math, SPED moving from 6.1% "ready" to 4.4% (more students moved to "close" which was a downward move).

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

In Aspire Math, the following areas are a cause for concern: Modeling (decline since 2014), Justification/Explanation (decline since 2014), Ratios and Proportional Relationships (decline since 2014).

In Aspire Reading, the area of "craft and structure" needs the most attention with only 31% proficiency school-wide.

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

Asian subgroup showed decline in proficiency by 2%.

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

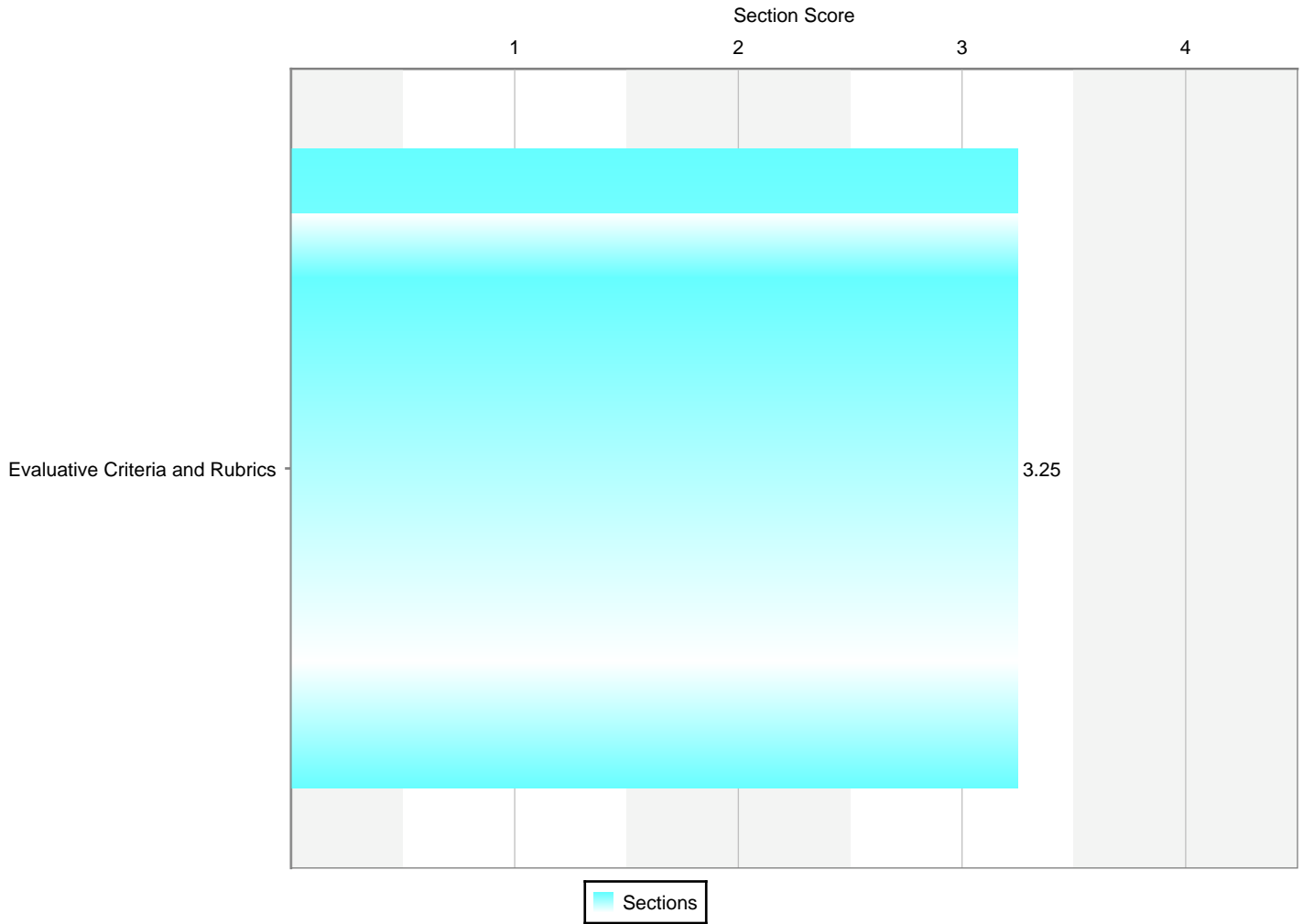
African American subgroup showed least growth of only 0.2%.

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

The Aspire data indicating low performance of our Special Education population in the content area of Reading is consistent with data from the STAR Universal screening for that same subgroup.

## Report Summary

### Scores By Section



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## ACIP Assurances

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## **Introduction**

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

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## ACIP Assurances

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

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		Assurance #2

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		Assurance #3

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		Assurance #4 Parental Involvement Plan

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		Parent Compact 16-17



# 2016-2017 Continuous Improvement Plan

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## Overview

### Plan Name

2016-2017 Continuous Improvement Plan

### Plan Description

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## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increasing the percent of 8th grade students scoring at/above benchmark on STAR Reading ACT Aspire Spring 2015-2016 from 24% to 27% Spring 2016-2017.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.	Objectives: 5 Strategies: 5 Activities: 22	Academic	\$83996
3	Prepare and support students through student support services.	Objectives: 2 Strategies: 2 Activities: 5	Organizational	\$2636419
4	Prepare and Support Teachers to graduate College and Career Ready Students.	Objectives: 3 Strategies: 4 Activities: 12	Organizational	\$27937
5	Provide digital tools and resources to all educators and students.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$18743

## Goal 1: Increasing the percent of 8th grade students scoring at/above benchmark on STAR Reading ACT Aspire Spring 2015-2016 from 24% to 27% Spring 2016-2017.

### Measurable Objective 1:

A 3% increase of Eighth grade students will demonstrate a proficiency scoring at/above benchmark from 24% (2015-16) to 27% (2016-17) in Reading by 05/31/2017 as measured by results from STAR Reading ACT Aspire Universal Screening Reports.

### Strategy 1:

Increase Reading Proficiency - All eighth grade teachers and identified intervention teachers will focus on increasing the number of eighth grade students who score at/above benchmark on the STAR Reading Universal Screening Report. Targeted eighth grade students will receive additional small-group Tier II instruction from classroom teachers and Tier III instruction from intervention teachers. Teachers will monitor student progress, identify specific areas of need and identify instructional strategies to ensure student success. Teachers will document strategies used in their lesson plans. Walkthroughs will be conducted by the administration to ensure that Tier II and Tier III instruction is taking place. Progress monitoring will occur in the quarterly Summer (August), Fall (November), Winter (January), and Spring (May).

Category: Develop/Implement College and Career Ready Standards

Research Cited: Response to Instruction (RTI) Alabama's Core Support for All Students. Renaissance Learning, Inc.

Activity - Universal Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STAR Universal screening will be administered three times a year (with an additional test administered in quarter 2 for monitoring)	Academic Support Program	08/15/2016	05/31/2017	\$0	No Funding Required	All 8th grade LA and intervention teachers

Status	Progress Notes	Created On	Created By
Completed	Screener 2 was November 14-15, 2016. Students maintained a 41% at/above benchmark proficiency.	January 11, 2017	Amanda Smith
Completed	Goal reached in first screening with 17% increase to 41%	October 27, 2016	Amanda Smith

## Goal 2: Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

### Measurable Objective 1:

A 21% increase of All Students will demonstrate a proficiency overall in Reading by 06/02/2017 as measured by the use of ASPIRE scores..

### Strategy 1:

Literacy in all Core Content Areas - Hankins' core content (ELA, Math, Science, and Social Studies) teachers will use a variety of instructional strategies to help students achieve in reading. All teachers will utilize instructional guides in planning and implementation of standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: EOY STAR Universal screening data and 2017 ASPIRE scores

Status	Progress Notes	Created On	Created By
N/A	All teachers are utilizing this strategy.	January 10, 2017	Amanda Smith

Activity - CLOSE Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core content teachers will support textual/informational/functional reading goals by including Close Reading activities in their teaching, including SNAP! Learning Portfolio (Social Studies and Language Arts). Funds added: Instructional Supplies (Paraprofessionals), State Instructional Materials-\$17864, State Library Enhancement-\$968	Direct Instruction	08/10/2016	06/02/2017	\$20532	Title I Schoolwide, State Funds, Title I Schoolwide	All core content teachers and support staff

Status	Progress Notes	Created On	Created By
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Completed	CFA overall proficiency: 71% Grade 6 proficiency: 74% Grade 7 proficiency: 59% Grade 8 proficiency: 79% (more rigorous tests may be the cause of the decrease in proficiencies)	January 19, 2017	Amanda Smith
Completed	Mastery Prep Reading Bell Ringers are also providing an avenue for close reading strategies.	January 19, 2017	Amanda Smith
Completed	SS 5/5 Social Studies teachers have implemented SNAP this quarter	January 19, 2017	Amanda Smith
Completed	LA 6/6 said they use close reading strategies 5/6 have used the SNAP program.	January 19, 2017	Amanda Smith
Completed	Q1: 6/6 said they use close reading strategies 4/6 have used the SNAP program. The pacing guide provides close reading activities that are different than SNAP strategies.	October 27, 2016	Amanda Smith
Completed	Q1: 4/5 Social Studies teachers have implemented SNAP this quarter	October 27, 2016	Amanda Smith
Completed	Q1 CFA proficiency: 66% Grade 6 proficiency: 55% Grade 7 proficiency: 76% Grade 8 proficiency: 90%	October 27, 2016	Amanda Smith

Activity - Focus on Reading Comprehension with At-Risk students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted At-Risk students will participate in Compass Learning (Pathblazer), a computer-based prescriptive student plan for reading. Funds added: 1/2 Compass Learning Program	Direct Instruction	08/10/2016	06/02/2017	\$5498	Title I Schoolwide	Reading Intervention Teachers

Status	Progress Notes	Created On	Created By
Completed	Reteaching/Retesting occurs 2 times (Computer/Individual)	January 19, 2017	Amanda Smith
Completed	248 students total: 69 average test score (does not reflect reteach/retest scores) Grade 6 92 students: 70 average score Grade 7 103 students: 70 average test score Grade 8 53 students: 66 average test score	January 19, 2017	Amanda Smith
Completed	Q1: 211 students total: 65 average test score (does not reflect reteach/retest scores) Grade 6 79 students: 66 average score Grade 7 88 students: 66 average test score Grade 8 44 students: 60 average test score	October 27, 2016	Amanda Smith
Completed	Q1: System wasn't functioning until September 8	October 27, 2016	Amanda Smith

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Activity - ACT Mastery Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using Aspire™ Elements and Aspire™ Essentials 8, teachers will aid students in learning and perfecting skills in the same format and rigor as Aspire, Time management strategies, Constructed response practice, and Test-taking strategies. Funds added: 1/2 Mastery Prep Program, License, and PD	Direct Instruction	10/03/2016	06/02/2017	\$4953	Title I Schoolwide	All core content teachers

Status	Progress Notes	Created On	Created By
In Progress	Textbooks to begin in February	January 19, 2017	Amanda Smith
In Progress	Mastery Prep bellringers used in all core classes daily	January 19, 2017	Amanda Smith
In Progress	Mastery Prep training will be on October 27. Teachers will start using books and online bellringers once trained.	October 21, 2016	Amanda Smith

Activity - Sondag System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA and Reading Intervention teachers will use the Sondag System to teach the concepts and elements of Syllable Types, Syllable Division, Prefixes, Suffixes with Governing Rules, Roots, Contractions, Non-Phonetic Words, Vocabulary, and Comprehension.	Direct Instruction	08/10/2016	06/02/2017	\$0	Title I Schoolwide	All ELA and Reading Intervention Teachers

Status	Progress Notes	Created On	Created By
Completed	Training for Morphology and Word Attack for all teachers needed instead of Sondag	January 19, 2017	Amanda Smith
Completed	5/6 report using Sondag system to teach roots and affixes.	January 19, 2017	Amanda Smith
Completed	Q1: In-house department meeting was held to discuss implementation of program, but training is needed	October 27, 2016	Amanda Smith
Completed	Q1: 5/6 report using Sondag system to teach roots and affixes.	October 27, 2016	Amanda Smith

Activity - ASPIRE Interim Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hankins LA teachers will complete Aspire Interim/Periodic assessments to practice and prepare students for the Summative assessment at the conclusion of the year. These are short-duration, highly revealing assessments designed to produce snapshots of each learner's achievement at intervals throughout the academic year.	Direct Instruction	10/03/2016	04/28/2017	\$0	No Funding Required	All LA Teachers

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Status	Progress Notes	Created On	Created By
Completed	Interim 1: 54% Interim 2: 54%	January 19, 2017	Amanda Smith
In Progress	Interim Assessments begin November 29. Data analysis will begin when results are ready.	October 27, 2016	Amanda Smith

Activity - 6-Traits of Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hankins Language Arts teachers will utilize the 6 Traits of Writing curriculum to aid students in raising writing goals. Ideas Organization Voice Word Choice Sentence Fluency Conventions Presentation	Direct Instruction	08/10/2016	06/02/2017	\$0	No Funding Required	All LA teachers

Status	Progress Notes	Created On	Created By
Completed	Writing overall proficiency: 82% Grade 6 proficiency: 86% (explanatory) Grade 7 proficiency: 85% (narrative) Grade 8 proficiency: 77% (explanatory)	January 19, 2017	Amanda Smith
Completed	6/6 report using Traits Writing for writing instruction.	January 19, 2017	Amanda Smith
In Progress	6 Traits of Writing-prepare students for Aspire Writing emphasizing use of all 6 Traits (not isolated ones)	October 27, 2016	Amanda Smith
Completed	Q1:Writing overall proficiency: 84% Grade 6 proficiency: 80% (narrative) Grade 7 proficiency: 85% (explanatory) Grade 8 proficiency: 88% (argumentative)	October 27, 2016	Amanda Smith
Completed	Q1: 6/6 report using Traits Writing for writing instruction.	October 27, 2016	Amanda Smith

Activity - Small-Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At-risk students will receive daily small group interventions and AAA students will receive ½ interventions from an instructional paraprofessional. Funds added: 1/2 Instructional Paraprofessional	Academic Support Program	08/10/2016	06/02/2017	\$15815	Title I Schoolwide	Intervention Teachers Instructional Paraprofessional



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Status	Progress Notes	Created On	Created By
In Progress	½ paraprofessional reports to AAA classroom 12:00-2:30	January 19, 2017	Amanda Smith
In Progress	Small Group/Individualized instruction performed in intervention classrooms on daily basis	January 19, 2017	Amanda Smith
In Progress	Small Group/Individualized instruction performed in intervention classrooms on daily basis	October 27, 2016	Amanda Smith
In Progress	½ paraprofessional reports to AAA classroom 12:00-2:30	October 27, 2016	Amanda Smith

Activity - Extended Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students attending Saturday Academy, Extended Day, will receive tutoring in the subject areas of Math and Reading. Compass Learning will be the main tool for individualized tutoring. Collaboration with Math and LA teachers will provide pacing guide skills needed to review. Students who attend for Saturday Academy are expected to attend at least 75% of the tutoring sessions offered during the quarter. Funds added: 1/2 Saturday Academy funds	Academic Support Program	09/10/2016	05/27/2017	\$4500	Title I Schoolwide	Extended Day Coordinator Extended Day Teachers

Status	Progress Notes	Created On	Created By
Completed	Total number of students Q2: 100 (4 students came all quarter, 3 students came 6/7 times, 52 students came 1/7 times)	January 19, 2017	Amanda Smith
Completed	Second quarter had 7 meetings: 10-15, 10-22, 10-29, 11-5, 11-12, 12-3, 12-10	January 19, 2017	Amanda Smith
Completed	Q1: Total number of students Q1: 127 (7 students came all quarter, 25 students came ¾ times, 33 students came 2/4 times)	October 27, 2016	Amanda Smith
Completed	Q1: Saturday Academy is held from 8:00-11:30. First quarter had 4 meetings: 9-10, 9-17, 9-24, 10-1	October 27, 2016	Amanda Smith

Activity - Monitoring Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the instructional strategies through walk-throughs, department/grace level data meetings, and programmed fidelity checks.	Other - Monitoring and Evidence, Direct Instruction	08/10/2016	06/02/2017	\$0	No Funding Required	Principals and Department Chairs

Status	Progress Notes	Created On	Created By
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Completed	Total # of walk-throughs: 94	January 19, 2017	Amanda Smith
Completed	Q1: Total # of walk-throughs: 111	October 27, 2016	Amanda Smith

**Measurable Objective 2:**

A 26% increase of All Students will demonstrate a proficiency in solving real-world multistep problems in Mathematics by 05/31/2017 as measured by ACT Aspire..

**Strategy 1:**

Application of Mathematical Reasoning - Teachers will participate in PLT professional development to increase knowledge and skills in facilitating purposeful practice of CCRS to increase student achievement. All teachers will utilize instructional guides in planning and implementation of standards.

Category: Develop/Implement College and Career Ready Standards

Status	Progress Notes	Created On	Created By
N/A	Moodle removed due to lack of usage and data.	January 20, 2017	Amanda Smith

Activity - SREB/MDC/FALs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will create and use formative assessment lessons in the classroom. A SREB representative will visit the school six times this school year and observes each math teacher. Students will take a preassessment and a post-assessment that data will be used to guide the math teaching strategies. Funds added: Instructional Materials, Instructional Supplies (Graphing Calculators)	Direct Instruction	08/10/2016	06/02/2017	\$9806	Title I Schoolwide	All Math teachers

Status	Progress Notes	Created On	Created By
Completed	Trentham data 16% growth Mosier data: 2% growth Wilson data: 6% growth Maxwell data: 9% growth No data from Gamble	January 19, 2017	Amanda Smith
Completed	5/5 teachers have implemented MDC Tasks this quarter on 11/08/16	January 19, 2017	Amanda Smith
Completed	Q1: Trentham assessment data (9/12/16-9/15/16) 0% growth Mosier data: (9/13/16-9/16/16) 16.4% growth Wilson data: (9/13/16-9/16/16) 0.5% growth	October 27, 2016	Amanda Smith
Completed	Q1: 4/5 teachers have implemented MDC/FAL this quarter	October 27, 2016	Amanda Smith

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Activity - Focus on Mathematics with At-Risk students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted At-Risk students will participate in Compass Learning (Pathblazer), a computer-based prescriptive student plan for reading. Funds added: 1/2 Compass Learning Program	Direct Instruction	09/08/2016	06/02/2017	\$5497	Title I Schoolwide	Math Intervention Teachers

Status	Progress Notes	Created On	Created By
Completed	Reteaching/Retesting occurs 2 times (Computer/Individual)	January 19, 2017	Amanda Smith
Completed	Grade 6 59 students: 61 average score Grade 7 45 students: 63 average test score Grade 8 51 students: 61 average test score	January 19, 2017	Amanda Smith
Completed	155 students total: 61 average test score (does not reflect reteach/retest scores)	January 19, 2017	Amanda Smith
Completed	Q1: 143 students total: 58 average test score (does not reflect reteach/retest scores) Grade 6 52 students: 54 average score Grade 7 46 students: 60 average test score Grade 8 45 students: 63 average test score	October 27, 2016	Amanda Smith
Completed	System wasn't functioning until September 8	October 27, 2016	Amanda Smith

Activity - AMSTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will participate in AMSTI professional Development Learning teams to increase their knowledge and skills in facilitating purposeful practice of Math Practice Standards to increase student achievement. CCRS Critical Focus Areas for Middle Schools (CMP-Connected Mathematics Practices).	Direct Instruction	08/10/2016	06/02/2017	\$0	No Funding Required	All Math Teachers

Status	Progress Notes	Created On	Created By
Completed	AMSTI good for real-world critical thinking skills	January 19, 2017	Amanda Smith
Completed	No materials except 1 class set of 8th grade	January 19, 2017	Amanda Smith
Completed	2/5 teachers utilize new textbooks (Connected Math) 2 teachers not trained	January 19, 2017	Amanda Smith
Completed	Q1: 2/5 teachers utilize new textbooks (Connected Math) 3 teachers not trained	October 27, 2016	Amanda Smith

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Activity - ACT Mastery Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using Aspire™ Elements and Aspire™ Essentials 8, teachers will aid students in learning and perfecting skills in the same format and rigor as Aspire, Time management strategies, Constructed response practice, and Test-taking strategies. Funds added: 1/2 Mastery Prep Program, License, and PD	Direct Instruction	10/03/2016	06/02/2017	\$4953	Title I Schoolwide	All core content teachers

Status	Progress Notes	Created On	Created By
In Progress	Textbooks to begin in February	January 19, 2017	Amanda Smith
In Progress	Mastery Prep bellringers used in all core classes daily,	January 19, 2017	Amanda Smith
In Progress	Mastery Prep training will be on October 27. Teachers will start using books and online bellringers once trained.	October 27, 2016	Amanda Smith

Activity - Small Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At-risk students will receive daily small group interventions and AAA students will receive ½ interventions from an instructional paraprofessional.	Academic Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Intervention Teachers Instructional Paraprofessional

Status	Progress Notes	Created On	Created By
In Progress	Small Group/Individualized instruction performed in intervention classrooms on daily basis	January 19, 2017	Amanda Smith
In Progress	½ paraprofessional reports to AAA classroom 12:00-2:30	January 19, 2017	Amanda Smith
In Progress	Small Group/Individualized instruction performed in intervention classrooms on daily basis	October 27, 2016	Amanda Smith
In Progress	½ paraprofessional reports to AAA classroom 12:00-2:30	October 27, 2016	Amanda Smith

Activity - ASPIRE Interim Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hankins Math teachers will complete Aspire Interim/Periodic assessments to practice and prepare students for the Summative assessment at the conclusion of the year. These are short-duration, highly revealing assessments designed to produce snapshots of each learner's achievement at intervals throughout the academic year.	Direct Instruction	10/03/2016	05/31/2017	\$0	No Funding Required	Math Teachers

Status	Progress Notes	Created On	Created By
Completed	Interim 1: 24% Interim 2: 25%	January 20, 2017	Amanda Smith
In Progress	Interim Assessments begin October 24. Data analysis will begin when results are ready.	October 27, 2016	Amanda Smith

Activity - Extended Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students attending Saturday Academy, Extended Day, will receive tutoring in the subject areas of Math and Reading. Compass Learning will be the main tool for individualized tutoring. Collaboration with Math and LA teachers will provide pacing guide skills needed to review. Students who sign up for Saturday Academy are expected to attend at least 75% of the tutoring sessions offered during the quarter. Funds added: 1/2 Saturday Academy funds	Academic Support Program	09/10/2016	05/27/2017	\$4500	Title I Schoolwide	Extended Day Coordinator Extended Day Teachers

Status	Progress Notes	Created On	Created By
Completed	Total number of students Q2: 100 (4 students came all quarter, 3 students came 6/7 times, 52 students came 1/7 times)	January 20, 2017	Amanda Smith
Completed	Second quarter had 7 meetings: 10-15, 10-22, 10-29, 11-5, 11-12, 12-3, 12-10	January 20, 2017	Amanda Smith
Completed	Q1: Total number of students Q1: 127 (7 students came all quarter, 25 students came $\frac{3}{4}$ times, 33 students came $\frac{2}{4}$ times)	October 27, 2016	Amanda Smith
Completed	Q1: Saturday Academy is held from 8:00-11:30. First quarter had 4 meetings: 9-10, 9-17, 9-24, 10-1	October 27, 2016	Amanda Smith

**Measurable Objective 3:**

A 15% increase of All Students will demonstrate a proficiency in the assessment of science practices using real-world scientific scenarios in Science by 05/31/2017 as measured by ASPIRE Summative Assessments.

**Strategy 1:**

Application of Scientific Practices - Hankins' Science teachers will use a variety of instructional strategies in whole group and small group instruction to help students achieve in science. All teachers will utilize instructional guides in planning and implementation of standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: 2017 ASPIRE scores

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Activity - AMSTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will participate in AMSTI professional Development Learning teams to increase their knowledge and skills in facilitating purposeful practice of Science Practice Standards to increase student achievement.	Direct Instruction	08/10/2016	06/02/2017	\$0	No Funding Required	All Science Teachers

Status	Progress Notes	Created On	Created By
Completed	3/5 Teachers utilize AMSTI 1 teacher not trained on grade level	January 20, 2017	Amanda Smith
Completed	Q1: 4/5 Teachers utilize AMSTI 1 teacher not trained on grade level	October 27, 2016	Amanda Smith

Activity - Moodle Science Library and Moodle ACT/Aspire Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will utilize the Moodle program, which is a software system of modules (The "M" in MOODLE stands for "Modular") that teachers use to provide resources and build rich, interactive, and collaborative learning opportunities for their students.	Direct Instruction	08/10/2016	06/02/2017	\$0	No Funding Required	All Science Teachers

Status	Progress Notes	Created On	Created By
Completed	Number of days teachers used Moodle: Fuller: 29 Serra: 14 Ecker: 19 Powell-Peoples: 19 Sugg: 9 Total: 90	January 20, 2017	Amanda Smith
Completed	5/5 Teachers utilize Moodle to prepare for the ASPIRE	January 20, 2017	Amanda Smith
Completed	Q1: Number of days teachers used Moodle: Fuller: 35 Serra: 9 Ecker: 20 Powell-Peoples: 15 Total: 79	October 27, 2016	Amanda Smith
Completed	Q1: 5/5 Teachers utilize Moodle to prepare for the ASPIRE	October 27, 2016	Amanda Smith

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Activity - ASPIRE Interim Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hankins Science teachers will complete Aspire Interim/Periodic assessments to practice and prepare students for the Summative assessment at the conclusion of the year. These are short-duration, highly revealing assessments designed to produce snapshots of each learner's achievement at intervals throughout the academic year.	Direct Instruction	10/03/2016	06/02/2017	\$0	No Funding Required	All Science Teachers

Status	Progress Notes	Created On	Created By
Completed	Interim 1: 50% Interim 2: 57%	January 20, 2017	Amanda Smith
In Progress	Interim Assessments begin December 1. Data analysis will begin when results are available.	October 27, 2016	Amanda Smith

Activity - Discovery Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will use Discovery Education to access digital content, interactive lessons, real time assessment, and virtual experiences to enhance student learning.	Direct Instruction	08/10/2016	06/02/2017	\$0	No Funding Required	All Science Teachers

Status	Progress Notes	Created On	Created By
Completed	Discovery Education logins: 96 Video-Usage: 36	January 20, 2017	Amanda Smith
Completed	5/5 Teachers utilize Discovery ED	January 20, 2017	Amanda Smith
Completed	Q1: Discovery Education logins: 109 Video-Usage: 70	October 27, 2016	Amanda Smith
Completed	Q1: 5/5 Teachers utilize Discovery ED	October 27, 2016	Amanda Smith

**Measurable Objective 4:**

57% of English Learners students will demonstrate a proficiency that will meet or exceed the state APLA and will achieve a .5 gain in English Language Arts by 06/02/2017 as measured by ACCESS for EL state mandated assessment.

**Strategy 1:**

Implementation of Core Program - English learners will meet or exceed the state APLA of 57% on the ACCESS for ALL through ensuring all ELs are receiving

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appropriate accommodations to facilitate learner success in the content areas.

Category: Develop/Implement Student and School Culture Program

Research Cited: WIDA

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD provided by ESL department	Direct Instruction	08/10/2016	06/02/2017	\$0	No Funding Required	Content teachers, administrators, EL Coordinator

Status	Progress Notes	Created On	Created By
Completed	12 EL students receive differentiated instruction 6 students receive pullouts 3 times a week 6 students receive pullouts on "as needed" basis	January 20, 2017	Amanda Smith
In Progress	10 EL students receive differentiated instruction	October 27, 2016	Amanda Smith

**Measurable Objective 5:**

100% of All Students will demonstrate a proficiency in reading fluency and comprehension through the use of digital media in English Language Arts by 06/02/2017 as measured by ASPIRE and lesson plans.

**Strategy 1:**

Digital Media - Students will increase their use of digital media through the use of Learning.com, Big Universe, Discovery Ed, eBooks, SMART Boards, etc.

Category: Develop/Implement College and Career Ready Standards

Research Cited: NETS-S, NETS-T

Activity - Digital Media Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will engage in the use of Learning.com, Discovery Education, SMART Technology, and BYOD.	Direct Instruction	08/10/2016	06/02/2017	\$7942	Title I Schoolwide	Media Specialist, Technology Support Teacher, Classroom Teachers, and Administrators
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Status	Progress Notes	Created On	Created By
Completed	Tech Tuesday PD October Attendance 34/36 November Attendance 33/36 No Meeting in December	January 20, 2017	Amanda Smith
Completed	Science: Q2 logins: 96, Q2 Video Usage: 36 LA: Q2 logins: 47, Q2 Video Usage: 20	January 20, 2017	Amanda Smith
Completed	Discover Education Overall: Q2 logins: 1067	January 20, 2017	Amanda Smith
Completed	Q1: Tech Tuesday PD August Attendance 32/36 September Attendance 33/36 DE September Learning Lab: King Tut Tomb's Photo Analysis Writing Prompt 11/36	October 27, 2016	Amanda Smith
Completed	Q1: Science: Q1 logins: 109, Q1 Video Usage: 70, Q1 Writing Prompts: 0 LA: Q1 logins: 18, Q1 Video Usage: 7, Q1 Writing Prompts: 0	October 27, 2016	Amanda Smith
Completed	Q1: Discover Education Overall: Q1 logins: 860, Q1 Video Usage: 155, Q1 Non-Video Usage: 418	October 27, 2016	Amanda Smith

**Goal 3: Prepare and support students through student support services.****Measurable Objective 1:**

demonstrate a proficiency in reducing the number of suspensions for the 2016-2017 school year by 06/02/2017 as measured by suspension data in INOW.

**Strategy 1:**

Alternatives to Out-Of-School Suspensions - Refocus, PST, and Saturday Academy will be used as an alternative and reduce the number out-of-school suspensions.

Category: Other - Behavioral Support Program

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Activity - Saturday Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hankins will use Saturday Academy as an alternative to out-of-school suspension. Funds added: At-Risk Program funds	Behavioral Support Program	09/10/2016	06/02/2017	\$5000	State Funds	Administrators

Status	Progress Notes	Created On	Created By
Completed	Total number of students Q2: 20	January 20, 2017	Amanda Smith
Completed	Second quarter had 7 meetings: 10-15, 10-22, 10-29, 11-5, 11-12, 12-3, 12-10	January 20, 2017	Amanda Smith
Completed	Q1: Total number of students Q1: 11	October 27, 2016	Amanda Smith
Completed	Saturday Academy is held from 8:00-11:30. First quarter had 4 meetings: 9-10, 9-17, 9-24, 10-1	October 27, 2016	Amanda Smith

Activity - Retract	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Retract academic schedule has been structured so that students will follow a strict academic time schedule to reinforce the academic needs that are missed when they are removed from the classroom. Also, as a part of Retract, individual and group counseling will be conducted. Funds added: Retract Paraprofessional	Behavioral Support Program	08/10/2016	06/02/2017	\$31304	Title I Schoolwide	Instructional Paraprofessional Administrators

Status	Progress Notes	Created On	Created By
Completed	Q2 total number of students suspended: 105	January 20, 2017	Amanda Smith
Completed	Q2 total number of students in Retract: 275	January 20, 2017	Amanda Smith
Completed	Q1 total number of students suspended: 57	October 27, 2016	Amanda Smith
Completed	Q1 total number of students in Retract: 54	October 27, 2016	Amanda Smith

Activity - RTI/PST	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The purpose of the RTI/PST team is to form a knowledgeable group of educational professionals to consider the needs of any student who may require special assistance. In addition, we will also provide Behavioral Interventions through Review 360 for students displaying inappropriate behaviors and/or inattention, which affects academic success.	Behavioral Support Program	08/10/2016	06/02/2017	\$0	No Funding Required	Assistance Principal
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Status	Progress Notes	Created On	Created By
Completed	Q2 total number of students monitored on PST: 54 Q2 total number of students in Review 360: 21 Q2 total number of academic failures: 72 Monthly meetings required	January 20, 2017	Amanda Smith
Completed	Q1 total number of students monitored on PST: 45 Q1 total number of students in Review 360: 25 Q1 total number of academic failures: 57 Monthly meetings required	October 27, 2016	Amanda Smith

**Measurable Objective 2:**

demonstrate a proficiency in improving average daily attendance by 06/02/2017 as measured by attendance data from INOW.

**Strategy 1:**

Daily Attendance - Attendance is tracked daily by classroom teachers. 20 day attendance reports are generated, analyzed and kept on file.

Category: Develop/Implement Student and School Culture Program

Activity - Attendance in Action	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance will increase from 93.91% in 2015-2016 to our goal of 95% in 2016-2017. Funds added: Attendance paraprofessional, Parent Organizer, Parenting Materials and Supplies Utilize state funds (0001-special use code) of 38.00 state teachers placed (instruction) 1 principal/1.5 assistant principals (administration), 2 counselors ( guidance) and 1 librarian (media services) \$2233749. Utilize district ( local funding) for .09 teacher, .5 assistant principal, 2 aides, services, supplements, benefits, property services (waste management), and instruction supplies to maintain an environment conducive to learning \$307880	Academic Support Program	08/10/2016	06/02/2017	\$2584300	Title I Schoolwide, Title I Schoolwide, State Funds, Title I Schoolwide, District Funding, Title I Schoolwide	Attendance Paraprofessional

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Status	Progress Notes	Created On	Created By
Completed	Attendance incentives provided	January 20, 2017	Amanda Smith
Completed	Q2: 164 students with early dismissals	January 20, 2017	Amanda Smith
Completed	Q2: 1,438 phone calls	January 20, 2017	Amanda Smith
Completed	Q2: 23 students with 7 or more absences	January 20, 2017	Amanda Smith
Completed	Q2 ADM: 95.08%	January 20, 2017	Amanda Smith
Completed	Q1: 12 students with 5 or more absences Q1: 1,073 phone calls Q1: 153 students with early dismissals	October 27, 2016	Amanda Smith
Completed	Q1 ADM: 95.10%	October 27, 2016	Amanda Smith

Activity - Health in Action	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reduce the number of early dismissals through the First Aid office by 5% for 2016-2017. Use the Health Aide to screen students prior to contacting parent/guardian for an early dismissal. Funds added: 1/2 Health paraprofessional	Academic Support Program	08/10/2016	06/02/2017	\$15815	Title I Schoolwide	Health paraprofessional LPN

Status	Progress Notes	Created On	Created By
Completed	Q2: 267 students with early dismissals through Health Total seen second quarter: 1754	January 20, 2017	Amanda Smith
Completed	Q1: 244 students with early dismissals through Health Total seen first quarter: 848	October 27, 2016	Amanda Smith

**Goal 4: Prepare and Support Teachers to graduate College and Career Ready Students.****Measurable Objective 1:**

demonstrate a behavior to increase cultural awareness by 06/02/2017 as measured by the participation of schools in district provided training..

**Strategy 1:**

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Cultural Awareness Training - Cultural Awareness Training - Hankins will ensure that at least one representative will attend district provided cultural awareness training to take back to the school and train the remaining faculty.

Category: Develop/Implement Student and School Culture Program

Research Cited: USDOE, American Psychological Association, United Nations High Commission for Refugees (UNHCR)

Activity - ELL Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hankins Middle School will send one representative to attend district provided training on multicultural classrooms, parental involvement for ESL families, and the psychology of immigration.	Professional Learning	08/10/2016	06/02/2017	\$0	No Funding Required	ELS Teacher Classroom Teachers and Staff

Status	Progress Notes	Created On	Created By
Completed	No additional EL training for Q2	January 20, 2017	Amanda Smith
Completed	EL teacher gave staff training on September 26th	October 27, 2016	Amanda Smith

**Measurable Objective 2:**

collaborate to ensure teachers receive professional development opportunities to improve classroom teaching strategies and to understand the data driving school objectives/strategies/activities by 06/02/2017 as measured by an increase in using research-based instructional strategies maximizing teachers' ability to enhance student achievement..

**Strategy 1:**

Tools for Engaging Learning Experiences - Teachers will be required to attend professional development to improve classroom teaching strategies and to understand the data driving school objectives/strategies/activities by 06/02/2017 as measured by an increase in using research-based instructional strategies maximizing teachers' ability to enhance student achievement.

Category: Develop/Implement Professional Learning and Support

Activity - Marzano Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Marzano Strategies are designed to enhance student learning and achievement using research-based instructional strategies: <ul style="list-style-type: none"> <li>•Identifying Similarities and Differences</li> <li>•Summarizing and Note Taking</li> <li>•Reinforcing Effort and Providing Recognition</li> <li>•Homework and Practice</li> <li>•Nonlinguistic Representations</li> <li>•Cooperative Learning</li> <li>•Setting Objectives and Providing Feedback</li> <li>•Generating and Testing Hypotheses</li> </ul> Funds added: Subs for PD (general)	Professional Learning	08/10/2016	06/02/2017	\$4350	Title II Part A	All staff
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Status	Progress Notes	Created On	Created By
Completed	Additional Marzano training will be offered when committee receives more training	January 20, 2017	Amanda Smith
Completed	Select staff trained in July Staff trained on August 8, 2016 September 7 select staff follow up training at Central Office	October 27, 2016	Amanda Smith

Activity - RTI/PST Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be introduced to the RTI/PST model using an instructional video. Additional Review 360 training may be offered as needed.	Professional Learning	08/04/2016	06/02/2017	\$0	No Funding Required	All staff

Status	Progress Notes	Created On	Created By
Completed	PST meetings held monthly-every 4th Monday as whole faculty	January 20, 2017	Amanda Smith
In Progress	Monthly meetings required	October 27, 2016	Amanda Smith
Completed	RTI/PST presentation/training on August 8, 2016	October 27, 2016	Amanda Smith

Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention teachers and Math/LA teachers will be trained in the new Compass Learning program for implementation in intervention classes and as an aid for core classes. Funds added: Teacher subs for Compass PD and Job-Embedded Compass Training	Professional Learning	07/19/2016	06/02/2017	\$1880	Title I Schoolwide	Intervention Teachers Math/LA Teachers

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Status	Progress Notes	Created On	Created By
Completed	Compass training November 7, 2016	January 20, 2017	Amanda Smith
Completed	Compass Training on July 19 Follow up training from company on October 3 Additional in-house training on September 7	October 27, 2016	Amanda Smith

Activity - Pacing and Content Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Math and LA department chair will attend a pacing guide training/review during the summer to be briefed and educated on the upcoming pacing guide requirements.	Professional Learning	08/10/2016	06/02/2017	\$0	No Funding Required	LA and Math Department Chairs

Status	Progress Notes	Created On	Created By
Completed	Department meetings held monthly-every 2nd Monday	January 20, 2017	Amanda Smith
In Progress	SREB evaluation 4 times per year SREB/FAL training needed throughout the year for 2 teachers	October 27, 2016	Amanda Smith
In Progress	All LA teachers need 6 Traits for Writing refresher All LA teachers need Soday training for the middle school level	October 27, 2016	Amanda Smith
Completed	LA Training June	October 27, 2016	Amanda Smith
Completed	2016 MSP Math Circle Summer Training Date: June 13th – 24th Time: 8:00am – 3:30pm 2016 CMP3 Math Summer Training Date: July 12th – 15th Time: 8:00am – 3:30pm	October 27, 2016	Amanda Smith

Activity - MDC/PLT Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Professional Learning Team (PLT) Facilitator will attend a PLT training at the beginning of the school year to be briefed and educated on the research articles that are studied and implemented in their PLT. They are trained to present and teach the research-based techniques to their PLT. MDC will be held at Theodore from 3:30 - 5:30 on one of the three days listed for each session. •September 12 – 14, 2016 •October 11 – 13, 2016 •November 14 – 16, 2016 •January 9 – 11, 2016 •February 6 – 8, 2016 •March State PD funds-\$2816	Professional Learning	08/10/2016	06/02/2017	\$2816	State Funds	All math teachers

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Status	Progress Notes	Created On	Created By
Completed	MDC training monthly	January 20, 2017	Amanda Smith
Completed	2 teachers attended MDC/AMSTI Training on October 19, 2016	January 20, 2017	Amanda Smith
Completed	1 teacher attended Algebra Nation Training on November 9, 2016	January 20, 2017	Amanda Smith
In Progress	Additional MDC/AMSTI Training: October 11 – 13, 2016 November 14 – 16, 2016 January 9 – 11, 2016 February 6 – 8, 2016	October 27, 2016	Amanda Smith
Completed	The first SREB/MDC Observations were September 13, 2016.	September 16, 2016	Amanda Smith

Activity - AMSTI Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math and Science teachers will participate in AMSTI training. Each session for math will be held at the AMSTI office located at 93 Sidney Phillips Drive. Session 1: October 4, 2016 Session 2: November 9, 2016 Session 3: January 18, 2017. Science teachers were trained during the summer.	Professional Learning	10/04/2016	01/18/2017	\$0	No Funding Required	All math and science teachers

Status	Progress Notes	Created On	Created By
In Progress	1 science teacher needs AMSTI training	January 20, 2017	Amanda Smith
In Progress	2 teachers need AMSTI/Math Circle Training New Science teacher needs AMSTI training	October 27, 2016	Amanda Smith
In Progress	AMSTI: September 28, 2016 AMSTI: Session 1: October 4, 2016 Session 2: November 9, 2016 Session 3: January 18, 2017	October 27, 2016	Amanda Smith

Activity - ASPIRE Data Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be introduced to 2015-2016 ASPIRE data. Teachers will utilize data to drive instruction based on specific skill deficits. This data and other school data will also be reviewed monthly in aCIP meetings. Funds added: Xerox/Copier Lease and Printshop, Teacher subs for ACIP	Professional Learning	08/04/2016	06/02/2017	\$5600	Title I Schoolwide, Title I Schoolwide	All staff

Status	Progress Notes	Created On	Created By
Completed	No Aspire Meetings in Q2	January 20, 2017	Amanda Smith



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Completed	ACT Aspire Summative Data Review Basic Training: August 2, 2016 Staff data presentation: August 8, 2016	October 27, 2016	Amanda Smith
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Activity - SNAP! Learning Portfolio	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All LA and Social Studies teachers will use the SNAP! Learning Portfolio to build engaging content that challenges and engages students and prepares them for the new assessments.	Professional Learning	08/10/2016	06/02/2017	\$0	No Funding Required	All LA and Social Studies teachers

Status	Progress Notes	Created On	Created By
In Progress	Additional SNAP! Training needed for 2 LA and 2 SS teachers	January 20, 2017	Amanda Smith
In Progress	2 LA and SS teachers need SNAP! Training	October 27, 2016	Amanda Smith
Completed	Training July 7, 11, and/or 12, 2016	October 27, 2016	Amanda Smith

Activity - CFA Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LA teachers will meet quarterly to review data and design CFAs, which are periodic or interim assessments collaboratively designed by grade-level or course teams of teachers. Designed as matching pre- and post-assessments to ensure same-assessment to same-assessment comparison of student growth. Funds added: CFA/Grade level planning	Professional Learning	09/12/2016	06/02/2017	\$2100	Title I Schoolwide	LA Teachers

Status	Progress Notes	Created On	Created By
Completed	In-House training on October 21, 2016	January 20, 2017	Amanda Smith
Completed	In-House CFA training dates: September 12, 2016 and October 21, 2016	October 27, 2016	Amanda Smith

**Measurable Objective 3:**

collaborate to ensure teachers use technology and digital resources for standards-based instruction and learning activities in all content areas to facilitate real-life experiences that advance student learning and creativity by 06/02/2017 as measured by 100% of teachers incorporating the use of digital tools into the daily curriculum and increased professional development opportunities.

**Strategy 1:**

Technology Tools for Engaging Learning Experiences - Utilize a portal of best practice lessons, Web resources, and experiences that provide students with

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opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Standards for Instructional Leaders (ALSIL) in accordance with the ALSDE. NETS•Teachers 1a-1d; ALQTS-3-D-1, 3-D-2, 3-D-3, 3-D-4; Plan 2020, p. 26, 29-30, 58-59, 78-80)

Activity - Technology Tools for Engaging Learning Experiences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assist teachers in moving from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning. Funds added: CLAS Conference (Principal)	Professional Learning	08/04/2016	06/02/2017	\$11191	Title I Schoolwide, Title I Schoolwide	All staff

Status	Progress Notes	Created On	Created By
Completed	DML Organization strategies/planning all conducted by Mrs. Serra the Digital Media Specialist/Tech Tuesday presenter	January 20, 2017	Amanda Smith
Completed	Training on August 8, 2016 DML Organizational Meeting- 10/4	October 27, 2016	Amanda Smith

**Strategy 2:**

Digital Media Training - The digital media specialist and other digital team members will lead the digital transformation at HMS to create a student-centered learning environment that leverages appropriate and regular use of technology that supports CCRS standards.

Category: Develop/Implement Professional Learning and Support

Activity - Digital Media Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The training supports the integration of digital media content from Discovery Education including a rich library of high quality streaming videos, model lesson plans, interactive activities, and effective instructional practices. Over the course of the year, teachers will continue to use Discovery Education, which supports multiple learning modalities, maximizes student engagement, and impacts achievement.	Professional Learning	08/04/2016	06/02/2017	\$0	No Funding Required	All staff

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Status	Progress Notes	Created On	Created By
Completed	Tech Tuesdays Staff PD- 10-11 (32/38 staff attended) 11-10 (25/38 staff attended)	January 20, 2017	Amanda Smith
Completed	Training on August 8, 2016 Tech Tuesdays Staff PD- 9-15 (32/36 staff attended) 10/11 (33/36 staff attended)	October 27, 2016	Amanda Smith

**Goal 5: Provide digital tools and resources to all educators and students.****Measurable Objective 1:**

demonstrate a proficiency in promoting the use of high-quality interactive digital content curriculum materials and text aligned with Alabama's College and Career Ready Standards by 06/02/2017 as measured by Transform 2020, interviews with teachers, students, and administrators.

**Strategy 1:**

Project Based Learning - The school will continue implementation of miDevice to ensure digital access.

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

Research Cited: Freeman, S., Eddy, S., McDonough, M., Smith, M., Okoroafer, N., Jordt, H., and Wenderoth, M. (2014). Active Learning Increases Student Performance in Science, Engineering, and Mathematics. Washington, D.C.: PNAS.

Activity - Digital Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete digital projects and improve keyboarding and digital communication skills. Funds added: Technology (Computers and Laptops)	Technology	08/10/2016	06/02/2017	\$11263	Title I Schoolwide, Title I Schoolwide	All staff

Status	Progress Notes	Created On	Created By
Completed	Tech Tuesday PD October Attendance 34/36 November Attendance 33/36 No Meeting in December	January 20, 2017	Amanda Smith

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Completed	Science: Q2 logins: 96, Q2 Video Usage: 36 LA: Q2 logins: 47, Q2 Video Usage: 20	January 20, 2017	Amanda Smith
Completed	Discover Education Overall: Q2 logins: 1067	January 20, 2017	Amanda Smith
In Progress	Continue Tech Tuesday training (2nd Tuesday=Tech training, 3rd Tuesday=Learning Lab)	October 27, 2016	Amanda Smith
Completed	Science: Q1 logins: 109, Q1 Video Usage: 70, Q1 Writing Prompts: 0 LA: Q1 logins: 18, Q1 Video Usage: 7, Q1 Writing Prompts: 0	October 27, 2016	Amanda Smith
Completed	Discover Education Overall: Q1 logins: 860, Q1 Video Usage: 155, Q1 Non-Video Usage: 418	October 27, 2016	Amanda Smith

**Strategy 2:**

Equitable Access to Digital Devices - Ensure that every student, teacher, and administrator have access to an Internet Connected Device (ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption.

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

Research Cited: Technology Readiness for College- and Career-Ready Teaching, Learning and Assessment. (2102). Retrieved from [www.setda.org](http://www.setda.org)

Activity - Promote Digital Devices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Locate and promote the use of high-quality, cost-effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama's College-and Career-Ready Standards. State Technology funds-\$7480	Technology	08/10/2016	06/02/2017	\$7480	State Funds	All staff

Status	Progress Notes	Created On	Created By
Completed	Classroom Activities: Office 365, research, Nearpod, Kahoot, Discovery Ed, Padlet, Remind.com, etc.	January 20, 2017	Amanda Smith
Completed	Promotion of Digital Devices BYOD (Year 2) HP Streams available for teacher check-out	January 20, 2017	Amanda Smith
Completed	Promotion of Digital Devices BYOD (Year 2) Ebooks & Apps Library Lesson- all students Classroom Activities: Office 365, Virtual Frog Dissection, Free Rice.com, Kahoot	October 27, 2016	Amanda Smith
Completed	Training on August 8, 2016 Tech Tuesdays Staff PD- 9-15	October 27, 2016	Amanda Smith

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Attendance in Action	Attendance will increase from 93.91% in 2015-2016 to our goal of 95% in 2016-2017. Funds added: Attendance paraprofessional, Parent Organizer, Parenting Materials and Supplies Utilize state funds (0001-special use code) of 38.00 state teachers placed (instruction) 1 principal/1.5 assistant principals (administration), 2 counselors (guidance) and 1 librarian (media services) \$2233749. Utilize district (local funding) for .09 teacher, .5 assistant principal, 2 aides, services, supplements, benefits, property services (waste management), and instruction supplies to maintain an environment conducive to learning \$307880	Academic Support Program	08/10/2016	06/02/2017	\$307880	Attendance Paraprofessional
<b>Total</b>					<b>\$307880</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Media Training	The training supports the integration of digital media content from Discovery Education including a rich library of high quality streaming videos, model lesson plans, interactive activities, and effective instructional practices. Over the course of the year, teachers will continue to use Discovery Education, which supports multiple learning modalities, maximizes student engagement, and impacts achievement.	Professional Learning	08/04/2016	06/02/2017	\$0	All staff
ELL Training	Hankins Middle School will send one representative to attend district provided training on multicultural classrooms, parental involvement for ESL families, and the psychology of immigration.	Professional Learning	08/10/2016	06/02/2017	\$0	ELS Teacher Classroom Teachers and Staff
Moodle Science Library and Moodle ACT/Aspire Science	Science teachers will utilize the Moodle program, which is a software system of modules (The "M" in MOODLE stands for "Modular") that teachers use to provide resources and build rich, interactive, and collaborative learning opportunities for their students.	Direct Instruction	08/10/2016	06/02/2017	\$0	All Science Teachers
Pacing and Content Training	The Math and LA department chair will attend a pacing guide training/review during the summer to be briefed and educated on the upcoming pacing guide requirements.	Professional Learning	08/10/2016	06/02/2017	\$0	LA and Math Department Chairs

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Discovery Education	Science teachers will use Discovery Education to access digital content, interactive lessons, real time assessment, and virtual experiences to enhance student learning.	Direct Instruction	08/10/2016	06/02/2017	\$0	All Science Teachers
Monitoring Strategies	Monitor the implementation of the instructional strategies through walk-throughs, department/grace level data meetings, and programmed fidelity checks.	Other - Monitoring and Evidence, Direct Instruction	08/10/2016	06/02/2017	\$0	Principals and Department Chairs
Universal Screening	STAR Universal screening will be administered three times a year (with an additional test administered in quarter 2 for monitoring)	Academic Support Program	08/15/2016	05/31/2017	\$0	All 8th grade LA and intervention teachers
ASPIRE Interim Assessments	Hankins Math teachers will complete Aspire Interim/Periodic assessments to practice and prepare students for the Summative assessment at the conclusion of the year. These are short-duration, highly revealing assessments designed to produce snapshots of each learner's achievement at intervals throughout the academic year.	Direct Instruction	10/03/2016	05/31/2017	\$0	Math Teachers
AMSTI Training	Math and Science teachers will participate in AMSTI training. Each session for math will be held at the AMSTI office located at 93 Sidney Phillips Drive. Session 1: October 4, 2016 Session 2: November 9, 2016 Session 3: January 18, 2017. Science teachers were trained during the summer.	Professional Learning	10/04/2016	01/18/2017	\$0	All math and science teachers
ASPIRE Interim Assessments	Hankins Science teachers will complete Aspire Interim/Periodic assessments to practice and prepare students for the Summative assessment at the conclusion of the year. These are short-duration, highly revealing assessments designed to produce snapshots of each learner's achievement at intervals throughout the academic year.	Direct Instruction	10/03/2016	06/02/2017	\$0	All Science Teachers
Differentiated Instruction	PD provided by ESL department	Direct Instruction	08/10/2016	06/02/2017	\$0	Content teachers, administrators, EL Coordinator
SNAP! Learning Portfolio	All LA and Social Studies teachers will use the SNAP! Learning Portfolio to build engaging content that challenges and engages students and prepares them for the new assessments.	Professional Learning	08/10/2016	06/02/2017	\$0	All LA and Social Studies teachers
AMSTI	Math teachers will participate in AMSTI professional Development Learning teams to increase their knowledge and skills in facilitating purposeful practice of Math Practice Standards to increase student achievement. CCRS Critical Focus Areas for Middle Schools (CMP-Connected Mathematics Practices).	Direct Instruction	08/10/2016	06/02/2017	\$0	All Math Teachers

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AMSTI	Science teachers will participate in AMSTI professional Development Learning teams to increase their knowledge and skills in facilitating purposeful practice of Science Practice Standards to increase student achievement.	Direct Instruction	08/10/2016	06/02/2017	\$0	All Science Teachers
ASPIRE Interim Assessments	Hankins LA teachers will complete Aspire Interim/Periodic assessments to practice and prepare students for the Summative assessment at the conclusion of the year. These are short-duration, highly revealing assessments designed to produce snapshots of each learner's achievement at intervals throughout the academic year.	Direct Instruction	10/03/2016	04/28/2017	\$0	All LA Teachers
6-Traits of Writing	Hankins Language Arts teachers will utilize the 6 Traits of Writing curriculum to aid students in raising writing goals. Ideas Organization Voice Word Choice Sentence Fluency Conventions Presentation	Direct Instruction	08/10/2016	06/02/2017	\$0	All LA teachers
RTI/PST	The purpose of the RTI/PST team is to form a knowledgeable group of educational professionals to consider the needs of any student who may require special assistance. In addition, we will also provide Behavioral Interventions through Review 360 for students displaying inappropriate behaviors and/or inattention, which affects academic success.	Behavioral Support Program	08/10/2016	06/02/2017	\$0	Assistance Principal
RTI/PST Training	Teachers will be introduced to the RTI/PST model using an instructional video. Additional Review 360 training may be offered as needed.	Professional Learning	08/04/2016	06/02/2017	\$0	All staff
Small Group	At-risk students will receive daily small group interventions and AAA students will receive ½ interventions from an instructional paraprofessional.	Academic Support Program	08/10/2016	06/02/2017	\$0	Intervention Teachers Instructional Paraprofessional
<b>Total</b>					<b>\$0</b>	

**Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CLOSE Reading Strategies	All core content teachers will support textual/informational/functional reading goals by including Close Reading activities in their teaching, including SNAP! Learning Portfolio (Social Studies and Language Arts). Funds added: Instructional Supplies (Paraprofessionals), State Instructional Materials-\$17864, State Library Enhancement-\$968	Direct Instruction	08/10/2016	06/02/2017	\$1500	All core content teachers and support staff

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CLOSE Reading Strategies	All core content teachers will support textual/informational/functional reading goals by including Close Reading activities in their teaching, including SNAP! Learning Portfolio (Social Studies and Language Arts). Funds added: Instructional Supplies (Paraprofessionals), State Instructional Materials-\$17864, State Library Enhancement-\$968	Direct Instruction	08/10/2016	06/02/2017	\$200	All core content teachers and support staff
Attendance in Action	Attendance will increase from 93.91% in 2015-2016 to our goal of 95% in 2016-2017. Funds added: Attendance paraprofessional, Parent Organizer, Parenting Materials and Supplies Utilize state funds (0001-special use code) of 38.00 state teachers placed (instruction) 1 principal/1.5 assistant principals (administration), 2 counselors (guidance) and 1 librarian (media services) \$2233749. Utilize district (local funding) for .09 teacher, .5 assistant principal, 2 aides, services, supplements, benefits, property services (waste management), and instruction supplies to maintain an environment conducive to learning \$307880	Academic Support Program	08/10/2016	06/02/2017	\$4420	Attendance Paraprofessional
ASPIRE Data Review	Teachers will be introduced to 2015-2016 ASPIRE data. Teachers will utilize data to drive instruction based on specific skill deficits. This data and other school data will also be reviewed monthly in aCIP meetings. Funds added: Xerox/Copier Lease and Printshop, Teacher subs for ACIP	Professional Learning	08/04/2016	06/02/2017	\$1600	All staff
Digital Projects	Students will complete digital projects and improve keyboarding and digital communication skills. Funds added: Technology (Computers and Laptops)	Technology	08/10/2016	06/02/2017	\$3982	All staff
Extended Day	Students attending Saturday Academy, Extended Day, will receive tutoring in the subject areas of Math and Reading. Compass Learning will be the main tool for individualized tutoring. Collaboration with Math and LA teachers will provide pacing guide skills needed to review. Students who sign up for Saturday Academy are expected to attend at least 75% of the tutoring sessions offered during the quarter. Funds added: 1/2 Saturday Academy funds	Academic Support Program	09/10/2016	05/27/2017	\$4500	Extended Day Coordinator Extended Day Teachers
Sonday System	All ELA and Reading Intervention teachers will use the Sonday System to teach the concepts and elements of Syllable Types, Syllable Division, Prefixes, Suffixes with Governing Rules, Roots, Contractions, Non-Phonetic Words, Vocabulary, and Comprehension.	Direct Instruction	08/10/2016	06/02/2017	\$0	All ELA and Reading Intervention Teachers
ASPIRE Data Review	Teachers will be introduced to 2015-2016 ASPIRE data. Teachers will utilize data to drive instruction based on specific skill deficits. This data and other school data will also be reviewed monthly in aCIP meetings. Funds added: Xerox/Copier Lease and Printshop, Teacher subs for ACIP	Professional Learning	08/04/2016	06/02/2017	\$4000	All staff



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Digital Media Technology	Students will engage in the use of Learning.com, Discovery Education, SMART Technology, and BYOD.	Direct Instruction	08/10/2016	06/02/2017	\$7942	Media Specialist, Technology Support Teacher, Classroom Teachers, and Administrators
Technology Tools for Engaging Learning Experiences	Assist teachers in moving from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning. Funds added: CLAS Conference (Principal)	Professional Learning	08/04/2016	06/02/2017	\$509	All staff
Technology Tools for Engaging Learning Experiences	Assist teachers in moving from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning. Funds added: CLAS Conference (Principal)	Professional Learning	08/04/2016	06/02/2017	\$10682	All staff
SREB/MDC/FALs	All math teachers will create and use formative assessment lessons in the classroom. A SREB representative will visit the school six times this school year and observes each math teacher. Students will take a preassessment and a post-assessment that data will be used to guide the math teaching strategies. Funds added: Instructional Materials, Instructional Supplies (Graphing Calculators)	Direct Instruction	08/10/2016	06/02/2017	\$9806	All Math teachers
Digital Projects	Students will complete digital projects and improve keyboarding and digital communication skills. Funds added: Technology (Computers and Laptops)	Technology	08/10/2016	06/02/2017	\$7281	All staff
Attendance in Action	Attendance will increase from 93.91% in 2015-2016 to our goal of 95% in 2016-2017. Funds added: Attendance paraprofessional, Parent Organizer, Parenting Materials and Supplies Utilize state funds (0001-special use code) of 38.00 state teachers placed (instruction) 1 principal/1.5 assistant principals (administration), 2 counselors (guidance) and 1 librarian (media services) \$2233749. Utilize district (local funding) for .09 teacher, .5 assistant principal, 2 aides, services, supplements, benefits, property services (waste management), and instruction supplies to maintain an environment conducive to learning \$307880	Academic Support Program	08/10/2016	06/02/2017	\$33304	Attendance Paraprofessional
Compass Learning	Intervention teachers and Math/LA teachers will be trained in the new Compass Learning program for implementation in intervention classes and as an aid for core classes. Funds added: Teacher subs for Compass PD and Job-Embedded Compass Training	Professional Learning	07/19/2016	06/02/2017	\$1880	Intervention Teachers Math/LA Teachers

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Small-Group	At-risk students will receive daily small group interventions and AAA students will receive ½ interventions from an instructional paraprofessional. Funds added: 1/2 Instructional Paraprofessional	Academic Support Program	08/10/2016	06/02/2017	\$15815	Intervention Teachers Instructional Paraprofessional
CFA Collaboration	LA teachers will meet quarterly to review data and design CFAs, which are periodic or interim assessments collaboratively designed by grade-level or course teams of teachers. Designed as matching pre- and post-assessments to ensure same-assessment to same-assessment comparison of student growth. Funds added: CFA/Grade level planning	Professional Learning	09/12/2016	06/02/2017	\$2100	LA Teachers
Health in Action	Reduce the number of early dismissals through the First Aid office by 5% for 2016-2017. Use the Health Aide to screen students prior to contacting parent/guardian for an early dismissal. Funds added: 1/2 Health paraprofessional	Academic Support Program	08/10/2016	06/02/2017	\$15815	Health paraprofessional LPN
Attendance in Action	Attendance will increase from 93.91% in 2015-2016 to our goal of 95% in 2016-2017. Funds added: Attendance paraprofessional, Parent Organizer, Parenting Materials and Supplies Utilize state funds (0001-special use code) of 38.00 state teachers placed (instruction) 1 principal/1.5 assistant principals (administration), 2 counselors (guidance) and 1 librarian (media services) \$2233749. Utilize district (local funding) for .09 teacher, .5 assistant principal, 2 aides, services, supplements, benefits, property services (waste management), and instruction supplies to maintain an environment conducive to learning \$307880	Academic Support Program	08/10/2016	06/02/2017	\$3447	Attendance Paraprofessional
Focus on Mathematics with At-Risk students	Targeted At-Risk students will participate in Compass Learning (Pathblazer), a computer-based prescriptive student plan for reading. Funds added: 1/2 Compass Learning Program	Direct Instruction	09/08/2016	06/02/2017	\$5497	Math Intervention Teachers
Attendance in Action	Attendance will increase from 93.91% in 2015-2016 to our goal of 95% in 2016-2017. Funds added: Attendance paraprofessional, Parent Organizer, Parenting Materials and Supplies Utilize state funds (0001-special use code) of 38.00 state teachers placed (instruction) 1 principal/1.5 assistant principals (administration), 2 counselors (guidance) and 1 librarian (media services) \$2233749. Utilize district (local funding) for .09 teacher, .5 assistant principal, 2 aides, services, supplements, benefits, property services (waste management), and instruction supplies to maintain an environment conducive to learning \$307880	Academic Support Program	08/10/2016	06/02/2017	\$1500	Attendance Paraprofessional
ACT Mastery Prep	Using Aspire™ Elements and Aspire™ Essentials 8, teachers will aid students in learning and perfecting skills in the same format and rigor as Aspire, Time management strategies, Constructed response practice, and Test-taking strategies. Funds added: 1/2 Mastery Prep Program, License, and PD	Direct Instruction	10/03/2016	06/02/2017	\$4953	All core content teachers

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Focus on Reading Comprehension with At-Risk students	Targeted At-Risk students will participate in Compass Learning (Pathblazer), a computer-based prescriptive student plan for reading. Funds added: 1/2 Compass Learning Program	Direct Instruction	08/10/2016	06/02/2017	\$5498	Reading Intervention Teachers
ACT Mastery Prep	Using Aspire™ Elements and Aspire™ Essentials 8, teachers will aid students in learning and perfecting skills in the same format and rigor as Aspire, Time management strategies, Constructed response practice, and Test-taking strategies. Funds added: 1/2 Mastery Prep Program, License, and PD	Direct Instruction	10/03/2016	06/02/2017	\$4953	All core content teachers
Extended Day	Students attending Saturday Academy, Extended Day, will receive tutoring in the subject areas of Math and Reading. Compass Learning will be the main tool for individualized tutoring. Collaboration with Math and LA teachers will provide pacing guide skills needed to review. Students who attend for Saturday Academy are expected to attend at least 75% of the tutoring sessions offered during the quarter. Funds added: 1/2 Saturday Academy funds	Academic Support Program	09/10/2016	05/27/2017	\$4500	Extended Day Coordinator Extended Day Teachers
Retract	The Retract academic schedule has been structured so that students will follow a strict academic time schedule to reinforce the academic needs that are missed when they are removed from the classroom. Also, as a part of Retract, individual and group counseling will be conducted. Funds added: Retract Paraprofessional	Behavioral Support Program	08/10/2016	06/02/2017	\$31304	Instructional Paraprofessionals Administrators
<b>Total</b>					<b>\$186988</b>	

**Title II Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Marzano Strategies	Marzano Strategies are designed to enhance student learning and achievement using research-based instructional strategies: <ul style="list-style-type: none"> <li>•Identifying Similarities and Differences</li> <li>•Summarizing and Note Taking</li> <li>•Reinforcing Effort and Providing Recognition</li> <li>•Homework and Practice</li> <li>•Nonlinguistic Representations</li> <li>•Cooperative Learning</li> <li>•Setting Objectives and Providing Feedback</li> <li>•Generating and Testing Hypotheses</li> </ul> Funds added: Subs for PD (general)	Professional Learning	08/10/2016	06/02/2017	\$4350	All staff
<b>Total</b>					<b>\$4350</b>	

**State Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Promote Digital Devices	Locate and promote the use of high-quality, cost-effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama's College-and Career-Ready Standards. State Technology funds-\$7480	Technology	08/10/2016	06/02/2017	\$7480	All staff
CLOSE Reading Strategies	All core content teachers will support textual/informational/functional reading goals by including Close Reading activities in their teaching, including SNAP! Learning Portfolio (Social Studies and Language Arts). Funds added: Instructional Supplies (Paraprofessionals), State Instructional Materials-\$17864, State Library Enhancement-\$968	Direct Instruction	08/10/2016	06/02/2017	\$18832	All core content teachers and support staff
MDC/PLT Training	The Professional Learning Team (PLT) Facilitator will attend a PLT training at the beginning of the school year to be briefed and educated on the research articles that are studied and implemented in their PLT. They are trained to present and teach the research-based techniques to their PLT. MDC will be held at Theodore from 3:30 - 5:30 on one of the three days listed for each session. •September 12 – 14, 2016 •October 11 – 13, 2016 •November 14 – 16, 2016 •January 9 – 11, 2016 •February 6 – 8, 2016 •March State PD funds-\$2816	Professional Learning	08/10/2016	06/02/2017	\$2816	All math teachers
Saturday Academy	Hankins will use Saturday Academy as an alternative to out-of-school suspension. Funds added: At-Risk Program funds	Behavioral Support Program	09/10/2016	06/02/2017	\$5000	Administrators
Attendance in Action	Attendance will increase from 93.91% in 2015-2016 to our goal of 95% in 2016-2017. Funds added: Attendance paraprofessional, Parent Organizer, Parenting Materials and Supplies Utilize state funds (0001-special use code) of 38.00 state teachers placed (instruction) 1 principal/1.5 assistant principals (administration), 2 counselors (guidance) and 1 librarian (media services) \$2233749. Utilize district (local funding) for .09 teacher, .5 assistant principal, 2 aides, services, supplements, benefits, property services (waste management), and instruction supplies to maintain an environment conducive to learning \$307880	Academic Support Program	08/10/2016	06/02/2017	\$2233749	Attendance Paraprofessional
<b>Total</b>					<b>\$2267877</b>	

# Stakeholder Feedback Diagnostic

## Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

DRAFT

### Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Feedback Document 16-17

DRAFT

## Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

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## Areas of Notable Achievement

### Which area(s) indicate the overall highest level of satisfaction or approval?

#1: 92% of staff responses were Strongly Agree/Agree "Our school's purpose statement is clearly focused on student success."

#11: 93% of staff responses were Strongly Agree/Agree "Our school's leaders hold all staff members accountable for student learning."

#27: 90% of staff responses were Strongly Agree/Agree "In our school, related learning support services are provided for all students based on their needs."

#36: 91% of staff responses were Strongly Agree/Agree "Our school provides qualified staff members to support student learning."

#52: 93% of staff responses were Strongly Agree/Agree "Our school leaders monitor data related to student achievement."

#1: 73% of parent responses were Strongly Agree/Agree "Our school's purpose statement is clearly focused on student success."

#6: 75% of parent responses were Strongly Agree/Agree "Our school has high expectations for students in all classes."

#22: 77% of parent responses were Strongly Agree/Agree "My child has up-to-date computers and other technology to learn."

#24: 72% of parent responses were Strongly Agree/Agree "Our school provides qualified staff members to support student learning."

#34: 69% of parent responses were Strongly Agree/Agree "My child is prepared for success in the next school year."

#5: 80% of student responses were Strongly Agree/Agree "In my school, teachers work together to improve student learning."

#8: 82% of student responses were Strongly Agree/Agree "In my school, the principal and teacher have high expectations of me."

#16: 82% of student responses were Strongly Agree/Agree "All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed."

#25: 78% of student responses were Strongly Agree/Agree "In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center)."

#32: 82% of student responses were Strongly Agree/Agree "My school prepares me for success in the next school year."

### Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Data was inconsistent last year due to low teacher participation and zero student and parent surveys completed.

Staff surveys showed a positive trend (93%) in approval for #52: "Our school leaders monitor data related to student achievement."

### Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Staff and parent surveys show a consistent positive response in approval for #1: "Our school's purpose statement is clearly focused on student success."

Parent and student surveys show a consistent positive response in approval for #6/#8: "Our school has high expectations for students in all classes/In my school, the principal and teacher have high expectations of me."

Parent and student surveys show a consistent positive response in approval for #34/#32: "My child is prepared for success in the next school SY 2016-2017

year/My school prepares me for success in the next school year."

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## Areas in Need of Improvement

### Which area(s) indicate the overall lowest level of satisfaction or approval?

#3: 7% of staff responses were Disagree/Strongly Disagree "Our school's purpose statement is based on shared values and beliefs that guide decision-making."

#9: 10% of staff responses were Disagree/Strongly Disagree "Our school's leaders expect staff members to hold all students to high academic standards."

#28: 7% of staff responses were Strongly Disagree "In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience."

#38: 14% of staff responses were Disagree/Strongly Disagree "Our school provides sufficient material resources to meet student needs."

#50: 11% of staff responses were Disagree/Strongly Disagree "Our school ensures all staff members are trained in the evaluation, interpretation, and use of data."

#2: 16% of parent responses were Disagree/Strongly Disagree "Our school's purpose statement is formally reviewed and revised with involvement from parents."

#4: 13% of parent responses were Disagree/Strongly Disagree "Our school's governing body operates responsibly and functions effectively."

#16: 29% of parent responses were Disagree/Strongly Disagree "All of my child's teachers keep me informed regularly of how my child is being graded."

#26: 22% of parent responses were Strongly Disagree "Our school provides a safe learning environment."

#35: 23% of parent responses were Disagree/Strongly Disagree "My child has administrators and teachers that monitor and inform me of his/her learning progress."

#4: 16% of student responses were Disagree/Strongly Disagree "In my school, all students are treated with respect."

#7: 17% of student responses were Disagree/Strongly Disagree "In my school, students treat adults with respect."

#17: 13% of student responses were Strongly Disagree "All of my teachers change their teaching to meet my learning needs."

#24: 23% of student responses were Disagree/Strongly Disagree "In my school, students respect the property of others."

#31: 13% of student responses were Disagree/Strongly Disagree "My school considers students' opinions when planning ways to improve the school."

### Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Data was inconsistent last year due to low teacher participation and zero student and parent surveys completed.

Staff surveys showed a negative trend (33%) in approval for #28: "In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience."

### What are the implications for these stakeholder perceptions?

that is sent home by the school. One problem is that often, parents/guardians provide the school with incorrect student demographics and/or fail to update this information when it has changed. Many times, when information is sent home with the student, it fails to actually get to the parent/guardian. Hankins Middle School uses a variety of ways to communicate with parents in an attempt to keep them informed. These tools include the use of the school's web site, parent/guardian meetings, mid-quarter progress reports, quarterly report cards, phone calls, email, quarterly newsletters that are mailed home, and text apps like Remind 101.

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

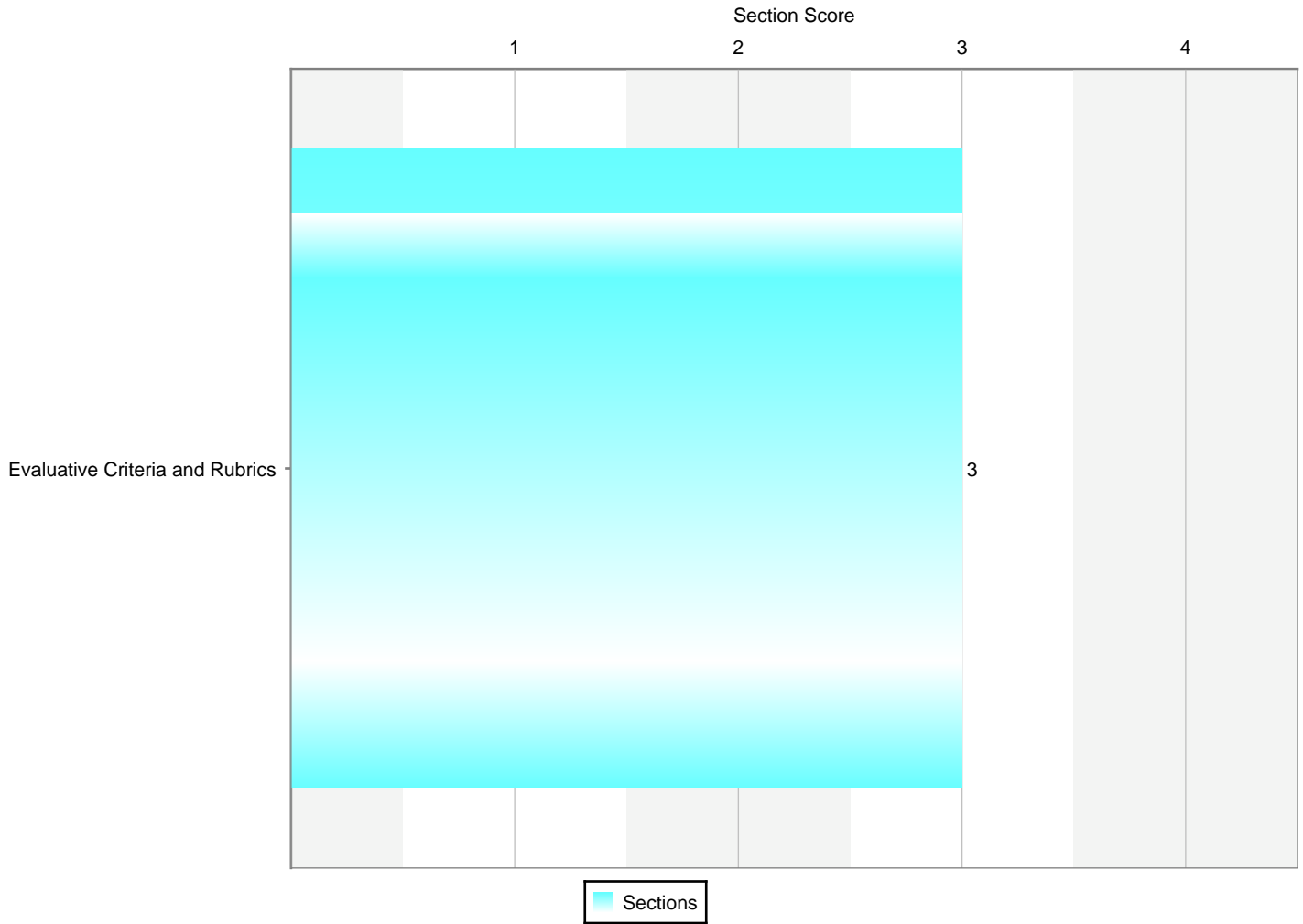
Parent, student, and staff surveys show a consistent negative response for #20/#14/#28: "My child has at least one adult advocate in the school/My school makes sure there is at least one adult who knows me well and shows interest in my education and future /In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience."

Parent and staff surveys show a consistent negative response for #25/#28: "Our school provides an adequate supply of learning resources that are current and in good condition/Our school provides sufficient material resources to meet student needs."

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## Report Summary

### Scores By Section



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# Title I Schoolwide Diagnostic

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## Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

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## Component 1: Comprehensive Needs Assessment

### 1. How was the comprehensive needs assessment conducted?

Our needs assessment was conducted by aCIP committee members (principals, counselors, department chairs, Title I Facilitator, TST, and the Digital Media Specialist), stakeholders, and student representatives. We have two parents and two students who are currently part of our aCIP team. After analyzing and disaggregating data, the team is responsible for identifying areas of strengths and weaknesses.

The needs assessment was discussed in whole group faculty meetings, parent meetings, department meetings, PST meetings, and Math PLT meetings. Special populations of students were also discussed including repeaters, over-aged, PST, and those who attended summer school. Many of these students have already been placed in monitoring programs.

### 2. What were the results of the comprehensive needs assessment?

For the initial STAR Math screening, only 6th grade showed an increase in comparison to the initial screening from 2015-2016. For the initial STAR Reading screening, the results showed that grade 8 made an increase, but grade 7 and grade 6 showed a decrease in comparison to the initial screening from 2015-2016.

It is reported by teachers that some students actually try to score lower on their STAR reading in order to receive a lower reading goal.

#### STAR RESULTS - Fall 2016

Universal Screening Dates: August 10, 2016 - August 29, 2016

#### READING

Grade	Benchmark	On Watch	Intervention	Urgent Intervention	Total Below Benchmark
6	29% (32%)	16% (20%)	25% (22%)	30% (26%)	71% (52%)
7	27% (37%)	20% (17%)	26% (24%)	27% (22%)	73% (63%)
8	33% (25%)	23% (20%)	26% (28%)	18% (27%)	67% (75%)

\* Parenthesis indicates results from previous year.

#### MATH

Grade	Benchmark	On Watch	Intervention	Urgent Intervention	Total Below Benchmark
6	53% (48%)	15% (15%)	18% (17%)	14% (21%)	47% (52%)
7	32% (46%)	14% (18%)	24% (22%)	30% (15%)	68% (54%)
8	43% (54%)	13% (10%)	26% (21%)	18% (16%)	57% (49%)

\* Parenthesis indicates results from previous year.

### 3. What conclusions were drawn from the results?

Our greatest needs are in the areas of math and literacy. At the beginning of the 2016-2017 school year, our approach in teaching literacy  
SY 2016-2017



skills was revamped by emphasizing CLOSE Reading skills across the curriculum.

At the beginning of the school year, at-risk students were identified and have been scheduled for Reading Intervention or Math intervention classes to provide them with additional academic support.

#### **4. What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?**

Survey data indicates that both teachers and students acknowledge having set high academic expectations. Teachers indicated they try to provide as much help as possible to their students, and student responses were in agreement. The survey also indicated high technology use and group work. Teachers felt they were teaching relevant content for students' daily lives, and students agreed.

##### **STUDENT DEMOGRAPHICS**

747 students

338 females/409 males

8 American Indian/Alaskan Native

21 Asian

236 Black/African American

42 Hispanic

4 Native Hawaiian/Pacific Islander

436 White

The school's population also includes 160 Special Education students and 59 Gifted students.

With the exception of gender, our two major subgroups are black and white.

#### **5. How are the school goals connected to priority needs and the needs assessment?**

Our major academic needs are mainly in the areas of math and reading. Strategies and activities are in place to address both of these areas of need by imbedding reading skills in all subject areas and focusing on math strategies within the content areas of science and technology.

#### **6. How do the goals portray a clear and detailed analysis of multiple types of data?**

Our goals are focused on aligning our curriculum to CCRS, utilizing technology, and providing support to students and teachers. The data we collect allows us to identify and target areas of need and then to facilitate learning in these areas.

#### **7. How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?**

Our goals help us focus on the content areas of math and reading. Through data analysis, we are able to identify specific students who are performing well below grade appropriate achievement levels and to provide them extra support.

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## Component 2: Schoolwide Reform Strategies

### 1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

#### Goal 1:

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

#### Measurable Objective 1:

50% of All Students will demonstrate a proficiency in textual/informational/functional skills in Reading by 06/02/2017 as measured by the use of ASPIRE scores and Universal screening data.

#### Strategy1:

Literacy - Hankins' core content (ELA, Math, Science, and Social Studies) teachers will use a variety of instructional strategies to help students achieve in reading. All teachers will utilize instructional guides in planning and implementation of standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: EOY STAR Universal screening data and 2017 ASPIRE scores

Activity - Focus on Reading Comprehension with At-Risk students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted At-Risk students will participate in Compass Learning (Pathblazer), a computer-based prescriptive student plan for reading. Evidenced by lesson plans, walk-throughs, and Compass Learning reports.	Direct Instruction	08/10/2016	06/02/2017	\$5498 - Title I Schoolwide	Reading Intervention Teachers

Activity - CLOSE Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core content teachers will support textual/informational/functional reading goals by including Close Reading activities in their teaching, including SNAP! Learning Portfolio. Evidenced by CFAs, EQTs, lesson plans, and walk-throughs.	Direct Instruction	08/10/2016	06/02/2017	\$0 - Title I Schoolwide	All core content teachers and support staff

Activity - ASPIRE Interim Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hankins LA teachers will complete Aspire Interim/Periodic assessments to practice and prepare students for the Summative assessment at the conclusion of the year. These are short-duration, highly revealing assessments designed to produce snapshots of each learner's achievement at intervals throughout the academic year. Evidenced by lesson plans and Aspire Interim reports.	Direct Instruction	10/03/2016	04/28/2017	\$0 - No Funding Required	LA Teachers

**ACIP**

Katherine H. Hankins Middle School

Activity - ACT Mastery Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Aspire™ Elements and Aspire™ Essentials 8, teachers will aid students in learning and perfecting skills in the same format and rigor as Aspire, Time management strategies, Constructed response practice, and Test-taking strategies. Evidenced by lesson plans and walk-throughs.	Direct Instruction	10/03/2016	06/02/2017	\$8099 - Title I Schoolwide	All core content teachers

Activity - Small-Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At-risk students will receive daily small group interventions and AAA students will receive ½ interventions from an instructional paraprofessional. Evidenced by direct intervention form.	Academic Support Program	08/10/2016	06/02/2017	\$15815 - Title I Schoolwide	Intervention Teachers Regina Poole-Instructional Paraprofessional

Activity - Saturday Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attending Saturday Academy will receive tutoring in the subject areas of Math and Reading. Compass Learning will be the main tool for individualized tutoring. Collaboration with Math and LA teachers will provide pacing guide skills needed to review. Students who sign up for Saturday Academy are expected to attend at least 75% of the tutoring sessions offered during the quarter. Evidenced by Saturday School reports from Compass Learning and collaboration forms.	Academic Support Program	09/10/2016	05/27/2017	\$12000 - Title I Schoolwide	Amanda Smith-Extended Day Coordinator Extended Day Teachers

Activity - 6-Traits of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hankins Language Arts teachers will utilize the 6 Traits of Writing curriculum to aid students in raising writing goals. Ideas Organization Voice Word Choice Sentence Fluency Conventions Presentation. Evidenced by lesson plans and 6 Traits Rubrics	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All LA teachers

Activity - Sondag System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA and Reading Intervention teachers will use the Sondag System to teach the concepts and elements of Syllable Types, Syllable Division, Prefixes, Suffixes with Governing Rules, Roots, Contractions, Non-Phonetic Words, Vocabulary, and Comprehension. Evidenced by lesson plans and walk-throughs.	Direct Instruction	08/10/2016	06/02/2017	\$0 - Title I Schoolwide	All ELA and Reading Intervention Teachers

**Measurable Objective 2:**

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**ACIP**

Katherine H. Hankins Middle School

50% of All Students will demonstrate a proficiency in the assessment of science practices using real-world scientific scenarios in Science by 05/31/2017 as measured by ASPIRE Summative Assessments.

**Strategy1:**

Application of Scientific Practices - Hankins' Science teachers will use a variety of instructional strategies in whole group and small group instruction to help students achieve in science. All teachers will utilize instructional guides in planning and implementation of standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: 2017 ASPIRE scores

Activity - Moodle Science Library and Moodle ACT/Aspire Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will utilize the Moodle program, which is a software system of modules (The "M" in MOODLE stands for "Modular") that teachers use to provide resources and build rich, interactive, and collaborative learning opportunities for their students. Evidenced by lesson plans.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Science Teachers

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will participate in AMSTI professional Development Learning teams to increase their knowledge and skills in facilitating purposeful practice of Science Practice Standards to increase student achievement. Evidenced by lesson plans.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Science Teachers

Activity - Discovery Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will use Discovery Education to access digital content, interactive lessons, real time assessment, and virtual experiences to enhance student learning.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Science Teachers

Activity - ASPIRE Interim Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hankins Science teachers will complete Aspire Interim/Periodic assessments to practice and prepare students for the Summative assessment at the conclusion of the year. These are short-duration, highly revealing assessments designed to produce snapshots of each learner's achievement at intervals throughout the academic year. Evidenced by lesson plans and Aspire Interim reports.	Direct Instruction	10/03/2016	06/02/2017	\$0 - No Funding Required	All Science Teachers

**Measurable Objective 3:**

50% of All Students will demonstrate a proficiency in solving real-world multistep problems in Mathematics by 05/31/2017 as measured by ACT Aspire and Universal Screening data..

**Strategy1:**

Application of Mathematical Reasoning - Teachers will participate in PLT professional development to increase knowledge and skills in facilitating purposeful practice of CCRS to increase student achievement. All teachers will utilize instructional guides in planning and implementation of standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - ASPIRE Interim Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hankins Math teachers will complete Aspire Interim/Periodic assessments to practice and prepare students for the Summative assessment at the conclusion of the year. These are short-duration, highly revealing assessments designed to produce snapshots of each learner's achievement at intervals throughout the academic year. Evidenced by lesson plans and Aspire Interim reports.	Direct Instruction	10/03/2016	05/31/2017	\$0 - No Funding Required	Math Teachers

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will participate in AMSTI professional Development Learning teams to increase their knowledge and skills in facilitating purposeful practice of Math Practice Standards to increase student achievement. CCRS Critical Focus Areas for Middle Schools (CMP-Connected Mathematics Practices). Evidenced by lesson plans.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Math Teachers

Activity - ACT Mastery Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Aspire™ Elements and Aspire™ Essentials 8, teachers will aid students in learning and perfecting skills in the same format and rigor as Aspire, Time management strategies, Constructed response practice, and Test-taking strategies. Evidenced by lesson plans and walk-throughs.	Direct Instruction	10/03/2016	06/02/2017	\$8100 - Title I Schoolwide	All core content teachers

Activity - Saturday Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attending Saturday Academy will receive tutoring in the subject areas of Math and Reading. Compass Learning will be the main tool for individualized tutoring. Collaboration with Math and LA teachers will provide pacing guide skills needed to review. Students who sign up for Saturday Academy are expected to attend at least 75% of the tutoring sessions offered during the quarter. Evidenced by Saturday School reports from Compass Learning and collaboration forms.	Academic Support Program	09/10/2016	05/27/2017	\$12000 - Title I Schoolwide	Amanda Smith- Extended Day Coordinator Extended Day Teachers

**ACIP**

Katherine H. Hankins Middle School

Activity - Moodle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematics teachers will utilize the Moodle program, which is a software system of modules (The "M" in MOODLE stands for "Modular") that teachers use to provide resources and build rich, interactive, and collaborative learning opportunities for their students. Evidenced by lesson plans.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Math teachers

Activity - SREB/MDC/FALS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will create and use formative assessment lessons in the classroom. A SREB representative will visit the school six times this school year and observes each math teacher. Students will take a preassessment and a post-assessment that data will be used to guide the math teaching strategies. Evidenced by assessment/data meeting reports and lesson plans.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Math teachers

Activity - Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At-risk students will receive daily small group interventions and AAA students will receive ½ interventions from an instructional paraprofessional. Evidenced by direct intervention form.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Intervention Teachers Regina Poole-Instructional Paraprofessional

Activity - Focus on Mathematics with At-Risk students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted At-Risk students will participate in Compass Learning (Pathblazer), a computer-based prescriptive student plan for reading. Evidenced by lesson plans, walk-throughs, and Compass Learning reports.	Direct Instruction	09/08/2016	06/02/2017	\$5497 - Title I Schoolwide	Math Intervention Teachers

**Measurable Objective 4:**

100% of All Students will demonstrate a proficiency in reading fluency and comprehension through the use of digital media in English Language Arts by 06/02/2017 as measured by ASPIRE and lesson plans.

**Strategy1:**

Digital Media - Students will increase their use of digital media through the use of Learning.com, Big Universe, Discovery Ed, eBooks, SMART Boards, etc.

Category: Develop/Implement College and Career Ready Standards

Research Cited: NETS-S, NETS-T

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Activity - Digital Media Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in the use of Learning.com, Big Universe, SMART Technology, and BYOD.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Media Specialist, Technology Support Teacher, Classroom Teachers, and Administrators

**Measurable Objective 5:**

57% of English Learners students will demonstrate a proficiency that will meet or exceed the state APLA and will achieve a .5 gain in English Language Arts by 06/02/2017 as measured by ACCESS for EL state mandated assessment.

**Strategy1:**

Implementation of Core Program - English learners will meet or exceed the state APLA of 57% on the ACCESS for ALL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Develop/Implement Student and School Culture Program

Research Cited: WIDA

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD provided by ESL department	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Content teachers, administrators, EL Coordinator

**Goal 2:**

Prepare and Support Teachers to graduate Collect and Career Ready Students.

**Measurable Objective 1:**

demonstrate a behavior to increase cultural awareness by 06/02/2017 as measured by the participation of schools in district provided training..

**Strategy1:**

Cultural Awareness Training - Cultural Awareness Training - Hankins will ensure that at least one representative will attend district provided cultural awareness training to take back to the school and train the remaining faculty.

Category: Develop/Implement Student and School Culture Program

Research Cited: USDOE, American Psychological Association, United Nations High Commission for Refugees (UNHCR)

Activity - ELL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hankins Middle School will send one representative to attend district provided training on multicultural classrooms, parental involvement for ESL families, and the psychology of immigration.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Jameson Branch - ELS Teacher Classroom Teachers and Staff



**Measurable Objective 2:**

collaborate to ensure teachers receive professional development opportunities to improve classroom teaching strategies and to understand the data driving school objectives/strategies/activities by 06/02/2017 as measured by an increase in using research-based instructional strategies maximizes teachers' ability to enhance student achievement..

**Strategy1:**

Tools for Engaging Learning Experiences - Teachers will be required to attend professional development to improve classroom teaching strategies and to understand the data driving school objectives/strategies/activities by 06/02/2017 as measured by an increase in using research-based instructional strategies maximizes teachers' ability to enhance student achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - RTI/PST Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be introduced to the RTI/PST model using an instructional video. Additional Review 360 training may be offered as needed. Evidenced by PST sign-in sheet and monthly PST meetings.	Professional Learning	08/04/2016	06/02/2017	\$0 - No Funding Required	All staff

Activity - AMSTI Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and Science teachers will participate in AMSTI training. Each session for math will be held at the AMSTI office located at 93 Sidney Phillips Drive. Session 1: October 4, 2016 Session 2: November 9, 2016 Session 3: January 18, 2017. Science teachers were trained during the summer.	Professional Learning	10/04/2016	01/18/2017	\$0 - No Funding Required	All math and science teachers

Activity - Pacing and Content Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Math and LA department chair will attend a pacing guide training/review during the summer to be briefed and educated on the upcoming pacing guide requirements.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	LA and Math Department Chairs

Activity - SNAP! Learning Portfolio	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All LA and Social Studies teachers will use the SNAP! Learning Portfolio to build engaging content that challenges and engages students and prepares them for the new assessments.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	All LA and Social Studies teachers

**ACIP**

Katherine H. Hankins Middle School

Activity - MDC/PLT Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Professional Learning Team (PLT) Facilitator will attend a PLT training at the beginning of the school year to be briefed and educated on the research articles that are studied and implemented in their PLT. They are trained to present and teach the research-based techniques to their PLT. MDC will be held at Theodore from 3:30 - 5:30 on one of the three days listed for each session. •September 12 – 14, 2016 •October 11 – 13, 2016 •November 14 – 16, 2016 •January 9 – 11, 2016 •February 6 – 8, 2016 •March	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	All math teachers

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers and Math/LA teachers will be trained in the new Compass Learning program for implementation in intervention classes and as an aid for core classes.	Professional Learning	07/19/2016	06/02/2017	\$1880 - Title I Schoolwide	Intervention Teachers Math/LA Teachers

Activity - ASPIRE Data Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be introduced to 2015-2016 ASPIRE data. Teachers will utilize data to drive instruction based on specific skill deficits. Evidenced by monthly department data meetings and PD sign-in sheet.	Professional Learning	08/04/2016	06/02/2017	\$0 - No Funding Required	All staff

Activity - Marzano Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Marzano Strategies are designed to enhance student learning and achievement using research-based instructional strategies: •Identifying Similarities and Differences •Summarizing and Note Taking •Reinforcing Effort and Providing Recognition •Homework and Practice •Nonlinguistic Representations •Cooperative Learning •Setting Objectives and Providing Feedback •Generating and Testing Hypotheses	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	All staff

**Measurable Objective 3:**

collaborate to ensure teachers use technology and digital resources for standards-based instruction and learning activities in all content areas to facilitate real-life experiences that advance student learning and creativity by 06/02/2017 as measured by 100% of teachers incorporating the use of digital tools into the daily curriculum and increased professional development opportunities.

**Strategy1:**

Technology Tools for Engaging Learning Experiences - Utilize a portal of best practice lessons, Web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Standards for Instructional Leaders (ALSIL) in accordance with the ALSDE. NETS•Teachers 1a-1d; ALQTS-3-D-1, 3-D-2, 3-D-3, 3-D-4; Plan 2020, p. 26, 29-30, 58-59, 78-80)

Activity - Technology Tools for Engaging Learning Experiences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assist teachers in moving from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning.	Professional Learning	08/04/2016	06/02/2017	\$0 - No Funding Required	All staff

**Strategy2:**

Digital Media Training - The digital media specialist and other digital team members will lead the digital transformation at HMS to create a student-centered learning environment that leverages appropriate and regular use of technology that supports CCRS standards.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Digital Media Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The training supports the integration of digital media content from Discovery Education including a rich library of high quality streaming videos, model lesson plans, interactive activities, and effective instructional practices. Over the course of the year, teachers will continue to use Discovery Education supports multiple learning modalities, maximizes student engagement, and impacts achievement.	Professional Learning	08/04/2016	06/02/2017	\$0 - No Funding Required	All staff

**2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.**

**Goal 1:**

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

**Measurable Objective 1:**

50% of All Students will demonstrate a proficiency in the assessment of science practices using real-world scientific scenarios in Science by 05/31/2017 as measured by ASPIRE Summative Assessments.

**Strategy1:**

Application of Scientific Practices - Hankins' Science teachers will use a variety of instructional strategies in whole group and small group instruction to help students achieve in science. All teachers will utilize instructional guides in planning and implementation of standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: 2017 ASPIRE scores

**ACIP**

Katherine H. Hankins Middle School

Activity - Moodle Science Library and Moodle ACT/Aspire Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will utilize the Moodle program, which is a software system of modules (The "M" in MOODLE stands for "Modular") that teachers use to provide resources and build rich, interactive, and collaborative learning opportunities for their students. Evidenced by lesson plans.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Science Teachers

Activity - ASPIRE Interim Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hankins Science teachers will complete Aspire Interim/Periodic assessments to practice and prepare students for the Summative assessment at the conclusion of the year. These are short-duration, highly revealing assessments designed to produce snapshots of each learner's achievement at intervals throughout the academic year. Evidenced by lesson plans and Aspire Interim reports.	Direct Instruction	10/03/2016	06/02/2017	\$0 - No Funding Required	All Science Teachers

Activity - Discovery Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will use Discovery Education to access digital content, interactive lessons, real time assessment, and virtual experiences to enhance student learning.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Science Teachers

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will participate in AMSTI professional Development Learning teams to increase their knowledge and skills in facilitating purposeful practice of Science Practice Standards to increase student achievement. Evidenced by lesson plans.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Science Teachers

**Measurable Objective 2:**

100% of All Students will demonstrate a proficiency in reading fluency and comprehension through the use of digital media in English Language Arts by 06/02/2017 as measured by ASPIRE and lesson plans.

**Strategy1:**

Digital Media - Students will increase their use of digital media through the use of Learning.com, Big Universe, Discovery Ed, eBooks, SMART Boards, etc.

Category: Develop/Implement College and Career Ready Standards

Research Cited: NETS-S, NETS-T

**ACIP**

Katherine H. Hankins Middle School

Activity - Digital Media Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in the use of Learning.com, Big Universe, SMART Technology, and BYOD.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Media Specialist, Technology Support Teacher, Classroom Teachers, and Administrators

**Measurable Objective 3:**

57% of English Learners students will demonstrate a proficiency that will meet or exceed the state APLA and will achieve a .5 gain in English Language Arts by 06/02/2017 as measured by ACCESS for EL state mandated assessment.

**Strategy1:**

Implementation of Core Program - English learners will meet or exceed the state APLA of 57% on the ACCESS for ALL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Develop/Implement Student and School Culture Program

Research Cited: WIDA

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD provided by ESL department	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Content teachers, administrators, EL Coordinator

**Measurable Objective 4:**

50% of All Students will demonstrate a proficiency in solving real-world multistep problems in Mathematics by 05/31/2017 as measured by ACT Aspire and Universal Screening data..

**Strategy1:**

Application of Mathematical Reasoning - Teachers will participate in PLT professional development to increase knowledge and skills in facilitating purposeful practice of CCRS to increase student achievement. All teachers will utilize instructional guides in planning and implementation of standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - ACT Mastery Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Aspire™ Elements and Aspire™ Essentials 8, teachers will aid students in learning and perfecting skills in the same format and rigor as Aspire, Time management strategies, Constructed response practice, and Test-taking strategies. Evidenced by lesson plans and walk-throughs.	Direct Instruction	10/03/2016	06/02/2017	\$8100 - Title I Schoolwide	All core content teachers

**ACIP**

Katherine H. Hankins Middle School

Activity - Focus on Mathematics with At-Risk students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted At-Risk students will participate in Compass Learning (Pathblazer), a computer-based prescriptive student plan for reading. Evidenced by lesson plans, walk-throughs, and Compass Learning reports.	Direct Instruction	09/08/2016	06/02/2017	\$5497 - Title I Schoolwide	Math Intervention Teachers

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will participate in AMSTI professional Development Learning teams to increase their knowledge and skills in facilitating purposeful practice of Math Practice Standards to increase student achievement. CCRS Critical Focus Areas for Middle Schools (CMP-Connected Mathematics Practices). Evidenced by lesson plans.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Math Teachers

Activity - Saturday Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attending Saturday Academy will receive tutoring in the subject areas of Math and Reading. Compass Learning will be the main tool for individualized tutoring. Collaboration with Math and LA teachers will provide pacing guide skills needed to review. Students who sign up for Saturday Academy are expected to attend at least 75% of the tutoring sessions offered during the quarter. Evidenced by Saturday School reports from Compass Learning and collaboration forms.	Academic Support Program	09/10/2016	05/27/2017	\$12000 - Title I Schoolwide	Amanda Smith- Extended Day Coordinator Extended Day Teachers

Activity - ASPIRE Interim Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hankins Math teachers will complete Aspire Interim/Periodic assessments to practice and prepare students for the Summative assessment at the conclusion of the year. These are short-duration, highly revealing assessments designed to produce snapshots of each learner's achievement at intervals throughout the academic year. Evidenced by lesson plans and Aspire Interim reports.	Direct Instruction	10/03/2016	05/31/2017	\$0 - No Funding Required	Math Teachers

Activity - SREB/MDC/FALS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will create and use formative assessment lessons in the classroom. A SREB representative will visit the school six times this school year and observes each math teacher. Students will take a preassessment and a post-assessment that data will be used to guide the math teaching strategies. Evidenced by assessment/data meeting reports and lesson plans.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Math teachers

**ACIP**

Katherine H. Hankins Middle School

Activity - Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At-risk students will receive daily small group interventions and AAA students will receive ½ interventions from an instructional paraprofessional. Evidenced by direct intervention form.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Intervention Teachers Regina Poole-Instructional Paraprofessional

Activity - Moodle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematics teachers will utilize the Moodle program, which is a software system of modules (The "M" in MOODLE stands for "Modular") that teachers use to provide resources and build rich, interactive, and collaborative learning opportunities for their students. Evidenced by lesson plans.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Math teachers

**Measurable Objective 5:**

50% of All Students will demonstrate a proficiency in textual/informational/functional skills in Reading by 06/02/2017 as measured by the use of ASPIRE scores and Universal screening data.

**Strategy1:**

Literacy - Hankins' core content (ELA, Math, Science, and Social Studies) teachers will use a variety of instructional strategies to help students achieve in reading. All teachers will utilize instructional guides in planning and implementation of standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: EOY STAR Universal screening data and 2017 ASPIRE scores

Activity - Focus on Reading Comprehension with At-Risk students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted At-Risk students will participate in Compass Learning (Pathblazer), a computer-based prescriptive student plan for reading. Evidenced by lesson plans, walk-throughs, and Compass Learning reports.	Direct Instruction	08/10/2016	06/02/2017	\$5498 - Title I Schoolwide	Reading Intervention Teachers

Activity - Sondag System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA and Reading Intervention teachers will use the Sondag System to teach the concepts and elements of Syllable Types, Syllable Division, Prefixes, Suffixes with Governing Rules, Roots, Contractions, Non-Phonetic Words, Vocabulary, and Comprehension. Evidenced by lesson plans and walk-throughs.	Direct Instruction	08/10/2016	06/02/2017	\$0 - Title I Schoolwide	All ELA and Reading Intervention Teachers

**ACIP**

Katherine H. Hankins Middle School

Activity - Saturday Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attending Saturday Academy will receive tutoring in the subject areas of Math and Reading. Compass Learning will be the main tool for individualized tutoring. Collaboration with Math and LA teachers will provide pacing guide skills needed to review. Students who sign up for Saturday Academy are expected to attend at least 75% of the tutoring sessions offered during the quarter. Evidenced by Saturday School reports from Compass Learning and collaboration forms.	Academic Support Program	09/10/2016	05/27/2017	\$12000 - Title I Schoolwide	Amanda Smith-Extended Day Coordinator Extended Day Teachers

Activity - ASPIRE Interim Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hankins LA teachers will complete Aspire Interim/Periodic assessments to practice and prepare students for the Summative assessment at the conclusion of the year. These are short-duration, highly revealing assessments designed to produce snapshots of each learner's achievement at intervals throughout the academic year. Evidenced by lesson plans and Aspire Interim reports.	Direct Instruction	10/03/2016	04/28/2017	\$0 - No Funding Required	LA Teachers

Activity - 6-Traits of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hankins Language Arts teachers will utilize the 6 Traits of Writing curriculum to aid students in raising writing goals. Ideas Organization Voice Word Choice Sentence Fluency Conventions Presentation. Evidenced by lesson plans and 6 Traits Rubrics	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All LA teachers

Activity - ACT Mastery Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Aspire™ Elements and Aspire™ Essentials 8, teachers will aid students in learning and perfecting skills in the same format and rigor as Aspire, Time management strategies, Constructed response practice, and Test-taking strategies. Evidenced by lesson plans and walk-throughs.	Direct Instruction	10/03/2016	06/02/2017	\$8099 - Title I Schoolwide	All core content teachers

Activity - Small-Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At-risk students will receive daily small group interventions and AAA students will receive ½ interventions from an instructional paraprofessional. Evidenced by direct intervention form.	Academic Support Program	08/10/2016	06/02/2017	\$15815 - Title I Schoolwide	Intervention Teachers Regina Poole-Instructional Paraprofessional



**ACIP**

Katherine H. Hankins Middle School

Activity - CLOSE Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core content teachers will support textual/informational/functional reading goals by including Close Reading activities in their teaching, including SNAP! Learning Portfolio. Evidenced by CFAs, EQTs, lesson plans, and walk-throughs.	Direct Instruction	08/10/2016	06/02/2017	\$0 - Title I Schoolwide	All core content teachers and support staff

**Goal 2:**

Prepare and Support Teachers to graduate Collect and Career Ready Students.

**Measurable Objective 1:**

collaborate to ensure teachers use technology and digital resources for standards-based instruction and learning activities in all content areas to facilitate real-life experiences that advance student learning and creativity by 06/02/2017 as measured by 100% of teachers incorporating the use of digital tools into the daily curriculum and increased professional development opportunities.

**Strategy1:**

Technology Tools for Engaging Learning Experiences - Utilize a portal of best practice lessons, Web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Standards for Instructional Leaders (ALSIL) in accordance with the ALSDE. NETS•Teachers 1a-1d; ALQTS-3-D-1, 3-D-2, 3-D-3, 3-D-4; Plan 2020, p. 26, 29-30, 58-59, 78-80)

Activity - Technology Tools for Engaging Learning Experiences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assist teachers in moving from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning.	Professional Learning	08/04/2016	06/02/2017	\$0 - No Funding Required	All staff

**Strategy2:**

Digital Media Training - The digital media specialist and other digital team members will lead the digital transformation at HMS to create a student-centered learning environment that leverages appropriate and regular use of technology that supports CCRS standards.

Category: Develop/Implement Professional Learning and Support

Research Cited:

**ACIP**

Katherine H. Hankins Middle School

Activity - Digital Media Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The training supports the integration of digital media content from Discovery Education including a rich library of high quality streaming videos, model lesson plans, interactive activities, and effective instructional practices. Over the course of the year, teachers will continue to use Discovery Education supports multiple learning modalities, maximizes student engagement, and impacts achievement.	Professional Learning	08/04/2016	06/02/2017	\$0 - No Funding Required	All staff

**Measurable Objective 2:**

demonstrate a behavior to increase cultural awareness by 06/02/2017 as measured by the participation of schools in district provided training..

**Strategy1:**

Cultural Awareness Training - Cultural Awareness Training - Hankins will ensure that at least one representative will attend district provided cultural awareness training to take back to the school and train the remaining faculty.

Category: Develop/Implement Student and School Culture Program

Research Cited: USDOE, American Psychological Association, United Nations High Commission for Refugees (UNHCR)

Activity - ELL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hankins Middle School will send one representative to attend district provided training on multicultural classrooms, parental involvement for ESL families, and the psychology of immigration.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Jameson Branch - ELS Teacher Classroom Teachers and Staff

**Measurable Objective 3:**

collaborate to ensure teachers receive professional development opportunities to improve classroom teaching strategies and to understand the data driving school objectives/strategies/activities by 06/02/2017 as measured by an increase in using research-based instructional strategies maximizes teachers' ability to enhance student achievement..

**Strategy1:**

Tools for Engaging Learning Experiences - Teachers will are required to attend professional development to improve classroom teaching strategies and to understand the data driving school objectives/strategies/activities by 06/02/2017 as measured by an increase in using research-based instructional strategies maximizes teachers' ability to enhance student achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - SNAP! Learning Portfolio	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All LA and Social Studies teachers will use the SNAP! Learning Portfolio to build engaging content that challenges and engages students and prepares them for the new assessments.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	All LA and Social Studies teachers

**ACIP**

Katherine H. Hankins Middle School

Activity - AMSTI Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and Science teachers will participate in AMSTI training. Each session for math will be held at the AMSTI office located at 93 Sidney Phillips Drive. Session 1: October 4, 2016 Session 2: November 9, 2016 Session 3: January 18, 2017. Science teachers were trained during the summer.	Professional Learning	10/04/2016	01/18/2017	\$0 - No Funding Required	All math and science teachers

Activity - ASPIRE Data Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be introduced to 2015-2016 ASPIRE data. Teachers will utilize data to drive instruction based on specific skill deficits. Evidenced by monthly department data meetings and PD sign-in sheet.	Professional Learning	08/04/2016	06/02/2017	\$0 - No Funding Required	All staff

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers and Math/LA teachers will be trained in the new Compass Learning program for implementation in intervention classes and as an aid for core classes.	Professional Learning	07/19/2016	06/02/2017	\$1880 - Title I Schoolwide	Intervention Teachers Math/LA Teachers

Activity - Pacing and Content Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Math and LA department chair will attend a pacing guide training/review during the summer to be briefed and educated on the upcoming pacing guide requirements.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	LA and Math Department Chairs

Activity - Marzano Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Marzano Strategies are designed to enhance student learning and achievement using research-based instructional strategies: <ul style="list-style-type: none"> <li>•Identifying Similarities and Differences</li> <li>•Summarizing and Note Taking</li> <li>•Reinforcing Effort and Providing Recognition</li> <li>•Homework and Practice</li> <li>•Nonlinguistic Representations</li> <li>•Cooperative Learning</li> <li>•Setting Objectives and Providing Feedback</li> <li>•Generating and Testing Hypotheses</li> </ul>	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	All staff

**ACIP**

Katherine H. Hankins Middle School

Activity - MDC/PLT Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Professional Learning Team (PLT) Facilitator will attend a PLT training at the beginning of the school year to be briefed and educated on the research articles that are studied and implemented in their PLT. They are trained to present and teach the research-based techniques to their PLT. MDC will be held at Theodore from 3:30 - 5:30 on one of the three days listed for each session. •September 12 – 14, 2016 •October 11 – 13, 2016 •November 14 – 16, 2016 •January 9 – 11, 2016 •February 6 – 8, 2016 •March	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	All math teachers

Activity - RTI/PST Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be introduced to the RTI/PST model using an instructional video. Additional Review 360 training may be offered as needed. Evidenced by PST sign-in sheet and monthly PST meetings.	Professional Learning	08/04/2016	06/02/2017	\$0 - No Funding Required	All staff

**Goal 3:**

Prepare and students through student support services.

**Measurable Objective 1:**

demonstrate a proficiency in reducing the number of suspensions for the 2016-2017 school year by 06/02/2017 as measured by suspension data in INOW.

**Strategy1:**

Alternatives to Out-Of-School Suspensions - Refocus, PST, and Saturday Academy will be used as an alternative and reduce the number out-of-school suspension.

Category: Other - Behavioral Support Program

Research Cited:

Activity - Retract	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Retract academic schedule has been structured so that students will follow a strict academic time schedule to reinforce the academic needs that are missed when they are removed from the classroom. Also, as a part of Retract individual and group counseling will be conducted.	Behavioral Support Program	08/10/2016	06/02/2017	\$31304 - Title I Part A	Perez Nelson-Instructional Paraprofessional Administrators

Activity - Saturday Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hankins will use Saturday Academy as an alternative to out-of-school suspension	Behavioral Support Program	09/10/2016	06/02/2017	\$0 - No Funding Required	Administrators

**ACIP**

Katherine H. Hankins Middle School

Activity - RTI/PST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purpose of the RTI/PST team is to form a knowledgeable group of educational professionals to consider the needs of any student who may require special assistance. In addition, we will also provide Behavioral Interventions through Review 360 for students displaying inappropriate behaviors and/or inattention, which affects academic success.	Behavioral Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Erica Tate-Assistance Principal

**Measurable Objective 2:**

demonstrate a proficiency in improving average daily attendance by 06/02/2017 as measured by attendance data from INOW.

**Strategy1:**

Daily Attendance - Attendance is tracked daily by classroom teachers. 20 day attendance reports are generated, analyzed and kept on file.

Category: Develop/Implement Student and School Culture Program

Research Cited:

Activity - Health in Action	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reduce the number of early dismissals through the First Aid office by 5% for 2016-2017. Use the Health Aide to screen students prior to contacting parent/guardian for an early dismissal.	Academic Support Program	08/10/2016	06/02/2017	\$15815 - Title I Part A	Regina Poole-Health paraprofessional

Activity - Attendance in Action	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance will increase from 93.91% in 2015-2016 to our goal of 95% in 2016-2017.	Academic Support Program	08/10/2016	06/02/2017	\$33304 - Title I Part A	Anne Morgan-Attendance Paraprofessional

**3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.****Goal 1:**

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

**Measurable Objective 1:**

57% of English Learners students will demonstrate a proficiency that will meet or exceed the state APLA and will achieve a .5 gain in English Language Arts by 06/02/2017 as measured by ACCESS for EL state mandated assessment.

**Strategy1:**

Implementation of Core Program - English learners will meet or exceed the state APLA of 57% on the ACCESS for ALL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Develop/Implement Student and School Culture Program

Research Cited: WIDA

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD provided by ESL department	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Content teachers, administrators, EL Coordinator

**Measurable Objective 2:**

100% of All Students will demonstrate a proficiency in reading fluency and comprehension through the use of digital media in English Language Arts by 06/02/2017 as measured by ASPIRE and lesson plans.

**Strategy1:**

Digital Media - Students will increase their use of digital media through the use of Learning.com, Big Universe, Discovery Ed, eBooks, SMART Boards, etc.

Category: Develop/Implement College and Career Ready Standards

Research Cited: NETS-S, NETS-T

Activity - Digital Media Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in the use of Learning.com, Big Universe, SMART Technology, and BYOD.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Media Specialist, Technology Support Teacher, Classroom Teachers, and Administrators

**Measurable Objective 3:**

50% of All Students will demonstrate a proficiency in solving real-world multistep problems in Mathematics by 05/31/2017 as measured by ACT Aspire and Universal Screening data..

**Strategy1:**

Application of Mathematical Reasoning - Teachers will participate in PLT professional development to increase knowledge and skills in facilitating purposeful practice of CCRS to increase student achievement. All teachers will utilize instructional guides in planning and implementation of standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

**ACIP**

Katherine H. Hankins Middle School

Activity - Moodle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematics teachers will utilize the Moodle program, which is a software system of modules (The "M" in MOODLE stands for "Modular") that teachers use to provide resources and build rich, interactive, and collaborative learning opportunities for their students. Evidenced by lesson plans.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Math teachers

Activity - SREB/MDC/FALS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will create and use formative assessment lessons in the classroom. A SREB representative will visit the school six times this school year and observes each math teacher. Students will take a preassessment and a post-assessment that data will be used to guide the math teaching strategies. Evidenced by assessment/data meeting reports and lesson plans.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Math teachers

Activity - Focus on Mathematics with At-Risk students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted At-Risk students will participate in Compass Learning (Pathblazer), a computer-based prescriptive student plan for reading. Evidenced by lesson plans, walk-throughs, and Compass Learning reports.	Direct Instruction	09/08/2016	06/02/2017	\$5497 - Title I Schoolwide	Math Intervention Teachers

Activity - Saturday Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attending Saturday Academy will receive tutoring in the subject areas of Math and Reading. Compass Learning will be the main tool for individualized tutoring. Collaboration with Math and LA teachers will provide pacing guide skills needed to review. Students who sign up for Saturday Academy are expected to attend at least 75% of the tutoring sessions offered during the quarter. Evidenced by Saturday School reports from Compass Learning and collaboration forms.	Academic Support Program	09/10/2016	05/27/2017	\$12000 - Title I Schoolwide	Amanda Smith- Extended Day Coordinator Extended Day Teachers

Activity - Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At-risk students will receive daily small group interventions and AAA students will receive ½ interventions from an instructional paraprofessional. Evidenced by direct intervention form.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Intervention Teachers Regina Poole- Instructional Paraprofessional

**ACIP**

Katherine H. Hankins Middle School

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will participate in AMSTI professional Development Learning teams to increase their knowledge and skills in facilitating purposeful practice of Math Practice Standards to increase student achievement. CCRS Critical Focus Areas for Middle Schools (CMP-Connected Mathematics Practices). Evidenced by lesson plans.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Math Teachers

Activity - ASPIRE Interim Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hankins Math teachers will complete Aspire Interim/Periodic assessments to practice and prepare students for the Summative assessment at the conclusion of the year. These are short-duration, highly revealing assessments designed to produce snapshots of each learner's achievement at intervals throughout the academic year. Evidenced by lesson plans and Aspire Interim reports.	Direct Instruction	10/03/2016	05/31/2017	\$0 - No Funding Required	Math Teachers

Activity - ACT Mastery Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Aspire™ Elements and Aspire™ Essentials 8, teachers will aid students in learning and perfecting skills in the same format and rigor as Aspire, Time management strategies, Constructed response practice, and Test-taking strategies. Evidenced by lesson plans and walk-throughs.	Direct Instruction	10/03/2016	06/02/2017	\$8100 - Title I Schoolwide	All core content teachers

**Measurable Objective 4:**

50% of All Students will demonstrate a proficiency in the assessment of science practices using real-world scientific scenarios in Science by 05/31/2017 as measured by ASPIRE Summative Assessments.

**Strategy1:**

Application of Scientific Practices - Hankins' Science teachers will use a variety of instructional strategies in whole group and small group instruction to help students achieve in science. All teachers will utilize instructional guides in planning and implementation of standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: 2017 ASPIRE scores

Activity - Discovery Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will use Discovery Education to access digital content, interactive lessons, real time assessment, and virtual experiences to enhance student learning.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Science Teachers



**ACIP**

Katherine H. Hankins Middle School

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will participate in AMSTI professional Development Learning teams to increase their knowledge and skills in facilitating purposeful practice of Science Practice Standards to increase student achievement. Evidenced by lesson plans.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Science Teachers

Activity - ASPIRE Interim Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hankins Science teachers will complete Aspire Interim/Periodic assessments to practice and prepare students for the Summative assessment at the conclusion of the year. These are short-duration, highly revealing assessments designed to produce snapshots of each learner's achievement at intervals throughout the academic year. Evidenced by lesson plans and Aspire Interim reports.	Direct Instruction	10/03/2016	06/02/2017	\$0 - No Funding Required	All Science Teachers

Activity - Moodle Science Library and Moodle ACT/Aspire Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will utilize the Moodle program, which is a software system of modules (The "M" in MOODLE stands for "Modular") that teachers use to provide resources and build rich, interactive, and collaborative learning opportunities for their students. Evidenced by lesson plans.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Science Teachers

**Measurable Objective 5:**

50% of All Students will demonstrate a proficiency in textual/informational/functional skills in Reading by 06/02/2017 as measured by the use of ASPIRE scores and Universal screening data.

**Strategy1:**

Literacy - Hankins' core content (ELA, Math, Science, and Social Studies) teachers will use a variety of instructional strategies to help students achieve in reading. All teachers will utilize instructional guides in planning and implementation of standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: EOY STAR Universal screening data and 2017 ASPIRE scores

Activity - Saturday Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attending Saturday Academy will receive tutoring in the subject areas of Math and Reading. Compass Learning will be the main tool for individualized tutoring. Collaboration with Math and LA teachers will provide pacing guide skills needed to review. Students who sign up for Saturday Academy are expected to attend at least 75% of the tutoring sessions offered during the quarter. Evidenced by Saturday School reports from Compass Learning and collaboration forms.	Academic Support Program	09/10/2016	05/27/2017	\$12000 - Title I Schoolwide	Amanda Smith-Extended Day Coordinator Extended Day Teachers

**ACIP**

Katherine H. Hankins Middle School

Activity - ACT Mastery Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Aspire™ Elements and Aspire™ Essentials 8, teachers will aid students in learning and perfecting skills in the same format and rigor as Aspire, Time management strategies, Constructed response practice, and Test-taking strategies. Evidenced by lesson plans and walk-throughs.	Direct Instruction	10/03/2016	06/02/2017	\$8099 - Title I Schoolwide	All core content teachers

Activity - ASPIRE Interim Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hankins LA teachers will complete Aspire Interim/Periodic assessments to practice and prepare students for the Summative assessment at the conclusion of the year. These are short-duration, highly revealing assessments designed to produce snapshots of each learner's achievement at intervals throughout the academic year. Evidenced by lesson plans and Aspire Interim reports.	Direct Instruction	10/03/2016	04/28/2017	\$0 - No Funding Required	LA Teachers

Activity - Focus on Reading Comprehension with At-Risk students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted At-Risk students will participate in Compass Learning (Pathblazer), a computer-based prescriptive student plan for reading. Evidenced by lesson plans, walk-throughs, and Compass Learning reports.	Direct Instruction	08/10/2016	06/02/2017	\$5498 - Title I Schoolwide	Reading Intervention Teachers

Activity - Sondag System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA and Reading Intervention teachers will use the Sondag System to teach the concepts and elements of Syllable Types, Syllable Division, Prefixes, Suffixes with Governing Rules, Roots, Contractions, Non-Phonetic Words, Vocabulary, and Comprehension. Evidenced by lesson plans and walk-throughs.	Direct Instruction	08/10/2016	06/02/2017	\$0 - Title I Schoolwide	All ELA and Reading Intervention Teachers

Activity - CLOSE Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core content teachers will support textual/informational/functional reading goals by including Close Reading activities in their teaching, including SNAP! Learning Portfolio. Evidenced by CFAs, EQTs, lesson plans, and walk-throughs.	Direct Instruction	08/10/2016	06/02/2017	\$0 - Title I Schoolwide	All core content teachers and support staff

**ACIP**

Katherine H. Hankins Middle School

Activity - Small-Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At-risk students will receive daily small group interventions and AAA students will receive ½ interventions from an instructional paraprofessional. Evidenced by direct intervention form.	Academic Support Program	08/10/2016	06/02/2017	\$15815 - Title I Schoolwide	Intervention Teachers Regina Poole-Instructional Paraprofessional

Activity - 6-Traits of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hankins Language Arts teachers will utilize the 6 Traits of Writing curriculum to aid students in raising writing goals. Ideas Organization Voice Word Choice Sentence Fluency Conventions Presentation. Evidenced by lesson plans and 6 Traits Rubrics	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All LA teachers

**4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.****Goal 1:**

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

**Measurable Objective 1:**

100% of All Students will demonstrate a proficiency in reading fluency and comprehension through the use of digital media in English Language Arts by 06/02/2017 as measured by ASPIRE and lesson plans.

**Strategy1:**

Digital Media - Students will increase their use of digital media through the use of Learning.com, Big Universe, Discovery Ed, eBooks, SMART Boards, etc.

Category: Develop/Implement College and Career Ready Standards

Research Cited: NETS-S, NETS-T

Activity - Digital Media Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in the use of Learning.com, Big Universe, SMART Technology, and BYOD.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Media Specialist, Technology Support Teacher, Classroom Teachers, and Administrators

**Measurable Objective 2:**

50% of All Students will demonstrate a proficiency in the assessment of science practices using real-world scientific scenarios in Science by SY 2016-2017

05/31/2017 as measured by ASPIRE Summative Assessments.

**Strategy1:**

Application of Scientific Practices - Hankins' Science teachers will use a variety of instructional strategies in whole group and small group instruction to help students achieve in science. All teachers will utilize instructional guides in planning and implementation of standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: 2017 ASPIRE scores

Activity - Discovery Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will use Discovery Education to access digital content, interactive lessons, real time assessment, and virtual experiences to enhance student learning.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Science Teachers

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will participate in AMSTI professional Development Learning teams to increase their knowledge and skills in facilitating purposeful practice of Science Practice Standards to increase student achievement. Evidenced by lesson plans.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Science Teachers

Activity - ASPIRE Interim Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hankins Science teachers will complete Aspire Interim/Periodic assessments to practice and prepare students for the Summative assessment at the conclusion of the year. These are short-duration, highly revealing assessments designed to produce snapshots of each learner's achievement at intervals throughout the academic year. Evidenced by lesson plans and Aspire Interim reports.	Direct Instruction	10/03/2016	06/02/2017	\$0 - No Funding Required	All Science Teachers

Activity - Moodle Science Library and Moodle ACT/Aspire Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will utilize the Moodle program, which is a software system of modules (The "M" in MOODLE stands for "Modular") that teachers use to provide resources and build rich, interactive, and collaborative learning opportunities for their students. Evidenced by lesson plans.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Science Teachers

**Measurable Objective 3:**

50% of All Students will demonstrate a proficiency in solving real-world multistep problems in Mathematics by 05/31/2017 as measured by ACT Aspire and Universal Screening data..

**Strategy1:**

Application of Mathematical Reasoning - Teachers will participate in PLT professional development to increase knowledge and skills in facilitating purposeful practice of CCRS to increase student achievement. All teachers will utilize instructional guides in planning and implementation of standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Saturday Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attending Saturday Academy will receive tutoring in the subject areas of Math and Reading. Compass Learning will be the main tool for individualized tutoring. Collaboration with Math and LA teachers will provide pacing guide skills needed to review. Students who sign up for Saturday Academy are expected to attend at least 75% of the tutoring sessions offered during the quarter. Evidenced by Saturday School reports from Compass Learning and collaboration forms.	Academic Support Program	09/10/2016	05/27/2017	\$12000 - Title I Schoolwide	Amanda Smith- Extended Day Coordinator Extended Day Teachers

Activity - Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At-risk students will receive daily small group interventions and AAA students will receive ½ interventions from an instructional paraprofessional. Evidenced by direct intervention form.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Intervention Teachers Regina Poole- Instructional Paraprofessional

Activity - SREB/MDC/FALs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will create and use formative assessment lessons in the classroom. A SREB representative will visit the school six times this school year and observes each math teacher. Students will take a preassessment and a post-assessment that data will be used to guide the math teaching strategies. Evidenced by assessment/data meeting reports and lesson plans.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Math teachers

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will participate in AMSTI professional Development Learning teams to increase their knowledge and skills in facilitating purposeful practice of Math Practice Standards to increase student achievement. CCRS Critical Focus Areas for Middle Schools (CMP- Connected Mathematics Practices). Evidenced by lesson plans.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Math Teachers

**ACIP**

Katherine H. Hankins Middle School

Activity - Focus on Mathematics with At-Risk students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted At-Risk students will participate in Compass Learning (Pathblazer), a computer-based prescriptive student plan for reading. Evidenced by lesson plans, walk-throughs, and Compass Learning reports.	Direct Instruction	09/08/2016	06/02/2017	\$5497 - Title I Schoolwide	Math Intervention Teachers

Activity - ACT Mastery Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Aspire™ Elements and Aspire™ Essentials 8, teachers will aid students in learning and perfecting skills in the same format and rigor as Aspire, Time management strategies, Constructed response practice, and Test-taking strategies. Evidenced by lesson plans and walk-throughs.	Direct Instruction	10/03/2016	06/02/2017	\$8100 - Title I Schoolwide	All core content teachers

Activity - ASPIRE Interim Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hankins Math teachers will complete Aspire Interim/Periodic assessments to practice and prepare students for the Summative assessment at the conclusion of the year. These are short-duration, highly revealing assessments designed to produce snapshots of each learner's achievement at intervals throughout the academic year. Evidenced by lesson plans and Aspire Interim reports.	Direct Instruction	10/03/2016	05/31/2017	\$0 - No Funding Required	Math Teachers

Activity - Moodle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematics teachers will utilize the Moodle program, which is a software system of modules (The "M" in MOODLE stands for "Modular") that teachers use to provide resources and build rich, interactive, and collaborative learning opportunities for their students. Evidenced by lesson plans.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Math teachers

**Measurable Objective 4:**

50% of All Students will demonstrate a proficiency in textual/informational/functional skills in Reading by 06/02/2017 as measured by the use of ASPIRE scores and Universal screening data.

**Strategy1:**

Literacy - Hankins' core content (ELA, Math, Science, and Social Studies) teachers will use a variety of instructional strategies to help students achieve in reading. All teachers will utilize instructional guides in planning and implementation of standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: EOY STAR Universal screening data and 2017 ASPIRE scores

**ACIP**

Katherine H. Hankins Middle School

Activity - CLOSE Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core content teachers will support textual/informational/functional reading goals by including Close Reading activities in their teaching, including SNAP! Learning Portfolio. Evidenced by CFAs, EQTs, lesson plans, and walk-throughs.	Direct Instruction	08/10/2016	06/02/2017	\$0 - Title I Schoolwide	All core content teachers and support staff

Activity - 6-Traits of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hankins Language Arts teachers will utilize the 6 Traits of Writing curriculum to aid students in raising writing goals. Ideas Organization Voice Word Choice Sentence Fluency Conventions Presentation. Evidenced by lesson plans and 6 Traits Rubrics	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All LA teachers

Activity - Small-Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At-risk students will receive daily small group interventions and AAA students will receive ½ interventions from an instructional paraprofessional. Evidenced by direct intervention form.	Academic Support Program	08/10/2016	06/02/2017	\$15815 - Title I Schoolwide	Intervention Teachers Regina Poole-Instructional Paraprofessional

Activity - ACT Mastery Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Aspire™ Elements and Aspire™ Essentials 8, teachers will aid students in learning and perfecting skills in the same format and rigor as Aspire, Time management strategies, Constructed response practice, and Test-taking strategies. Evidenced by lesson plans and walk-throughs.	Direct Instruction	10/03/2016	06/02/2017	\$8099 - Title I Schoolwide	All core content teachers

Activity - ASPIRE Interim Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hankins LA teachers will complete Aspire Interim/Periodic assessments to practice and prepare students for the Summative assessment at the conclusion of the year. These are short-duration, highly revealing assessments designed to produce snapshots of each learner's achievement at intervals throughout the academic year. Evidenced by lesson plans and Aspire Interim reports.	Direct Instruction	10/03/2016	04/28/2017	\$0 - No Funding Required	LA Teachers

**ACIP**

Katherine H. Hankins Middle School

Activity - Focus on Reading Comprehension with At-Risk students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted At-Risk students will participate in Compass Learning (Pathblazer), a computer-based prescriptive student plan for reading. Evidenced by lesson plans, walk-throughs, and Compass Learning reports.	Direct Instruction	08/10/2016	06/02/2017	\$5498 - Title I Schoolwide	Reading Intervention Teachers

Activity - Sondag System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA and Reading Intervention teachers will use the Sondag System to teach the concepts and elements of Syllable Types, Syllable Division, Prefixes, Suffixes with Governing Rules, Roots, Contractions, Non-Phonetic Words, Vocabulary, and Comprehension. Evidenced by lesson plans and walk-throughs.	Direct Instruction	08/10/2016	06/02/2017	\$0 - Title I Schoolwide	All ELA and Reading Intervention Teachers

Activity - Saturday Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attending Saturday Academy will receive tutoring in the subject areas of Math and Reading. Compass Learning will be the main tool for individualized tutoring. Collaboration with Math and LA teachers will provide pacing guide skills needed to review. Students who sign up for Saturday Academy are expected to attend at least 75% of the tutoring sessions offered during the quarter. Evidenced by Saturday School reports from Compass Learning and collaboration forms.	Academic Support Program	09/10/2016	05/27/2017	\$12000 - Title I Schoolwide	Amanda Smith-Extended Day Coordinator Extended Day Teachers

**Measurable Objective 5:**

57% of English Learners students will demonstrate a proficiency that will meet or exceed the state APLA and will achieve a .5 gain in English Language Arts by 06/02/2017 as measured by ACCESS for EL state mandated assessment.

**Strategy1:**

Implementation of Core Program - English learners will meet or exceed the state APLA of 57% on the ACCESS for ALL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Develop/Implement Student and School Culture Program

Research Cited: WIDA

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD provided by ESL department	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Content teachers, administrators, EL Coordinator

**5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.**



**Goal 1:**

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

**Measurable Objective 1:**

57% of English Learners students will demonstrate a proficiency that will meet or exceed the state APLA and will achieve a .5 gain in English Language Arts by 06/02/2017 as measured by ACCESS for EL state mandated assessment.

**Strategy1:**

Implementation of Core Program - English learners will meet or exceed the state APLA of 57% on the ACCESS for ALL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Develop/Implement Student and School Culture Program

Research Cited: WIDA

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD provided by ESL department	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Content teachers, administrators, EL Coordinator

**Measurable Objective 2:**

50% of All Students will demonstrate a proficiency in solving real-world multistep problems in Mathematics by 05/31/2017 as measured by ACT Aspire and Universal Screening data..

**Strategy1:**

Application of Mathematical Reasoning - Teachers will participate in PLT professional development to increase knowledge and skills in facilitating purposeful practice of CCRS to increase student achievement. All teachers will utilize instructional guides in planning and implementation of standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

Activity - Focus on Mathematics with At-Risk students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted At-Risk students will participate in Compass Learning (Pathblazer), a computer-based prescriptive student plan for reading. Evidenced by lesson plans, walk-throughs, and Compass Learning reports.	Direct Instruction	09/08/2016	06/02/2017	\$5497 - Title I Schoolwide	Math Intervention Teachers

**Measurable Objective 3:**

50% of All Students will demonstrate a proficiency in textual/informational/functional skills in Reading by 06/02/2017 as measured by the use of ASPIRE scores and Universal screening data.

**Strategy1:**

Literacy - Hankins' core content (ELA, Math, Science, and Social Studies) teachers will use a variety of instructional strategies to help students achieve in reading. All teachers will utilize instructional guides in planning and implementation of standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: EOY STAR Universal screening data and 2017 ASPIRE scores

Activity - Focus on Reading Comprehension with At-Risk students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted At-Risk students will participate in Compass Learning (Pathblazer), a computer-based prescriptive student plan for reading. Evidenced by lesson plans, walk-throughs, and Compass Learning reports.	Direct Instruction	08/10/2016	06/02/2017	\$5498 - Title I Schoolwide	Reading Intervention Teachers

**6. English Language Proficiency Goal (Should address identified weaknesses and gaps):****Goal 1:**

Prepare and Support Teachers to graduate Collect and Career Ready Students.

**Measurable Objective 1:**

demonstrate a behavior to increase cultural awareness by 06/02/2017 as measured by the participation of schools in district provided training..

**Strategy1:**

Cultural Awareness Training - Cultural Awareness Training - Hankins will ensure that at least one representative will attend district provided cultural awareness training to take back to the school and train the remaining faculty.

Category: Develop/Implement Student and School Culture Program

Research Cited: USDOE, American Psychological Association, United Nations High Commission for Refugees (UNHCR)

Activity - ELL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hankins Middle School will send one representative to attend district provided training on multicultural classrooms, parental involvement for ESL families, and the psychology of immigration.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Jameson Branch - ELS Teacher Classroom Teachers and Staff

**Goal 2:**

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

**Measurable Objective 1:**

57% of English Learners students will demonstrate a proficiency that will meet or exceed the state APLA and will achieve a .5 gain in English Language Arts by 06/02/2017 as measured by ACCESS for EL state mandated assessment.

**Strategy1:**

Implementation of Core Program - English learners will meet or exceed the state APLA of 57% on the ACCESS for ALL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Develop/Implement Student and School Culture Program

Research Cited: WIDA

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD provided by ESL department	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Content teachers, administrators, EL Coordinator

**7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.**

**Goal 1:**

Engage and Empower the learner through high quality K-12 aligned College and Career Ready Standards, instruction, and assessment for all core content areas.

**Measurable Objective 1:**

50% of All Students will demonstrate a proficiency in solving real-world multistep problems in Mathematics by 05/31/2017 as measured by ACT Aspire and Universal Screening data..

**Strategy1:**

Application of Mathematical Reasoning - Teachers will participate in PLT professional development to increase knowledge and skills in facilitating purposeful practice of CCRS to increase student achievement. All teachers will utilize instructional guides in planning and implementation of standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited:

**ACIP**

Katherine H. Hankins Middle School

Activity - Focus on Mathematics with At-Risk students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted At-Risk students will participate in Compass Learning (Pathblazer), a computer-based prescriptive student plan for reading. Evidenced by lesson plans, walk-throughs, and Compass Learning reports.	Direct Instruction	09/08/2016	06/02/2017	\$5497 - Title I Schoolwide	Math Intervention Teachers

Activity - ACT Mastery Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Aspire™ Elements and Aspire™ Essentials 8, teachers will aid students in learning and perfecting skills in the same format and rigor as Aspire, Time management strategies, Constructed response practice, and Test-taking strategies. Evidenced by lesson plans and walk-throughs.	Direct Instruction	10/03/2016	06/02/2017	\$8100 - Title I Schoolwide	All core content teachers

Activity - SREB/MDC/FALS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will create and use formative assessment lessons in the classroom. A SREB representative will visit the school six times this school year and observes each math teacher. Students will take a preassessment and a post-assessment that data will be used to guide the math teaching strategies. Evidenced by assessment/data meeting reports and lesson plans.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Math teachers

Activity - Moodle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematics teachers will utilize the Moodle program, which is a software system of modules (The "M" in MOODLE stands for "Modular") that teachers use to provide resources and build rich, interactive, and collaborative learning opportunities for their students. Evidenced by lesson plans.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Math teachers

Activity - Small Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At-risk students will receive daily small group interventions and AAA students will receive ½ interventions from an instructional paraprofessional. Evidenced by direct intervention form.	Academic Support Program	08/10/2016	06/02/2017	\$0 - No Funding Required	Intervention Teachers Regina Poole-Instructional Paraprofessional

**ACIP**

Katherine H. Hankins Middle School

Activity - Saturday Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attending Saturday Academy will receive tutoring in the subject areas of Math and Reading. Compass Learning will be the main tool for individualized tutoring. Collaboration with Math and LA teachers will provide pacing guide skills needed to review. Students who sign up for Saturday Academy are expected to attend at least 75% of the tutoring sessions offered during the quarter. Evidenced by Saturday School reports from Compass Learning and collaboration forms.	Academic Support Program	09/10/2016	05/27/2017	\$12000 - Title I Schoolwide	Amanda Smith- Extended Day Coordinator Extended Day Teachers

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will participate in AMSTI professional Development Learning teams to increase their knowledge and skills in facilitating purposeful practice of Math Practice Standards to increase student achievement. CCRS Critical Focus Areas for Middle Schools (CMP- Connected Mathematics Practices). Evidenced by lesson plans.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Math Teachers

Activity - ASPIRE Interim Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hankins Math teachers will complete Aspire Interim/Periodic assessments to practice and prepare students for the Summative assessment at the conclusion of the year. These are short-duration, highly revealing assessments designed to produce snapshots of each learner's achievement at intervals throughout the academic year. Evidenced by lesson plans and Aspire Interim reports.	Direct Instruction	10/03/2016	05/31/2017	\$0 - No Funding Required	Math Teachers

**Measurable Objective 2:**

50% of All Students will demonstrate a proficiency in textual/informational/functional skills in Reading by 06/02/2017 as measured by the use of ASPIRE scores and Universal screening data.

**Strategy1:**

Literacy - Hankins' core content (ELA, Math, Science, and Social Studies) teachers will use a variety of instructional strategies to help students achieve in reading. All teachers will utilize instructional guides in planning and implementation of standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: EOY STAR Universal screening data and 2017 ASPIRE scores

Activity - CLOSE Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All core content teachers will support textual/informational/functional reading goals by including Close Reading activities in their teaching, including SNAP! Learning Portofolio. Evidenced by CFAs, EQTs, lesson plans, and walk-throughs.	Direct Instruction	08/10/2016	06/02/2017	\$0 - Title I Schoolwide	All core content teachers and support staff

**ACIP**

Katherine H. Hankins Middle School

Activity - ASPIRE Interim Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hankins LA teachers will complete Aspire Interim/Periodic assessments to practice and prepare students for the Summative assessment at the conclusion of the year. These are short-duration, highly revealing assessments designed to produce snapshots of each learner's achievement at intervals throughout the academic year. Evidenced by lesson plans and Aspire Interim reports.	Direct Instruction	10/03/2016	04/28/2017	\$0 - No Funding Required	LA Teachers

Activity - Saturday Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attending Saturday Academy will receive tutoring in the subject areas of Math and Reading. Compass Learning will be the main tool for individualized tutoring. Collaboration with Math and LA teachers will provide pacing guide skills needed to review. Students who sign up for Saturday Academy are expected to attend at least 75% of the tutoring sessions offered during the quarter. Evidenced by Saturday School reports from Compass Learning and collaboration forms.	Academic Support Program	09/10/2016	05/27/2017	\$12000 - Title I Schoolwide	Amanda Smith-Extended Day Coordinator Extended Day Teachers

Activity - ACT Mastery Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using Aspire™ Elements and Aspire™ Essentials 8, teachers will aid students in learning and perfecting skills in the same format and rigor as Aspire, Time management strategies, Constructed response practice, and Test-taking strategies. Evidenced by lesson plans and walk-throughs.	Direct Instruction	10/03/2016	06/02/2017	\$8099 - Title I Schoolwide	All core content teachers

Activity - Small-Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At-risk students will receive daily small group interventions and AAA students will receive ½ interventions from an instructional paraprofessional. Evidenced by direct intervention form.	Academic Support Program	08/10/2016	06/02/2017	\$15815 - Title I Schoolwide	Intervention Teachers Regina Poole-Instructional Paraprofessional

Activity - Focus on Reading Comprehension with At-Risk students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted At-Risk students will participate in Compass Learning (Pathblazer), a computer-based prescriptive student plan for reading. Evidenced by lesson plans, walk-throughs, and Compass Learning reports.	Direct Instruction	08/10/2016	06/02/2017	\$5498 - Title I Schoolwide	Reading Intervention Teachers

**ACIP**

Katherine H. Hankins Middle School

Activity - 6-Traits of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hankins Language Arts teachers will utilize the 6 Traits of Writing curriculum to aid students in raising writing goals. Ideas Organization Voice Word Choice Sentence Fluency Conventions Presentation. Evidenced by lesson plans and 6 Traits Rubrics	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All LA teachers

Activity - Sondag System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA and Reading Intervention teachers will use the Sondag System to teach the concepts and elements of Syllable Types, Syllable Division, Prefixes, Suffixes with Governing Rules, Roots, Contractions, Non-Phonetic Words, Vocabulary, and Comprehension. Evidenced by lesson plans and walk-throughs.	Direct Instruction	08/10/2016	06/02/2017	\$0 - Title I Schoolwide	All ELA and Reading Intervention Teachers

**Measurable Objective 3:**

100% of All Students will demonstrate a proficiency in reading fluency and comprehension through the use of digital media in English Language Arts by 06/02/2017 as measured by ASPIRE and lesson plans.

**Strategy1:**

Digital Media - Students will increase their use of digital media through the use of Learning.com, Big Universe, Discovery Ed, eBooks, SMART Boards, etc.

Category: Develop/Implement College and Career Ready Standards

Research Cited: NETS-S, NETS-T

Activity - Digital Media Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in the use of Learning.com, Big Universe, SMART Technology, and BYOD.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Media Specialist, Technology Support Teacher, Classroom Teachers, and Administrators

**Measurable Objective 4:**

50% of All Students will demonstrate a proficiency in the assessment of science practices using real-world scientific scenarios in Science by 05/31/2017 as measured by ASPIRE Summative Assessments.

**Strategy1:**

Application of Scientific Practices - Hankins' Science teachers will use a variety of instructional strategies in whole group and small group instruction to help students achieve in science. All teachers will utilize instructional guides in planning and implementation of standards.

Category: Develop/Implement College and Career Ready Standards

Research Cited: 2017 ASPIRE scores

Activity - Moodle Science Library and Moodle ACT/Aspire Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will utilize the Moodle program, which is a software system of modules (The "M" in MOODLE stands for "Modular") that teachers use to provide resources and build rich, interactive, and collaborative learning opportunities for their students. Evidenced by lesson plans.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Science Teachers

Activity - AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will participate in AMSTI professional Development Learning teams to increase their knowledge and skills in facilitating purposeful practice of Science Practice Standards to increase student achievement. Evidenced by lesson plans.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Science Teachers

Activity - ASPIRE Interim Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hankins Science teachers will complete Aspire Interim/Periodic assessments to practice and prepare students for the Summative assessment at the conclusion of the year. These are short-duration, highly revealing assessments designed to produce snapshots of each learner's achievement at intervals throughout the academic year. Evidenced by lesson plans and Aspire Interim reports.	Direct Instruction	10/03/2016	06/02/2017	\$0 - No Funding Required	All Science Teachers

Activity - Discovery Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will use Discovery Education to access digital content, interactive lessons, real time assessment, and virtual experiences to enhance student learning.	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	All Science Teachers

#### Measurable Objective 5:

57% of English Learners students will demonstrate a proficiency that will meet or exceed the state APLA and will achieve a .5 gain in English Language Arts by 06/02/2017 as measured by ACCESS for EL state mandated assessment.

#### Strategy1:

Implementation of Core Program - English learners will meet or exceed the state APLA of 57% on the ACCESS for ALL through ensuring all ELs are receiving appropriate accommodations to facilitate learner success in the content areas.

Category: Develop/Implement Student and School Culture Program

Research Cited: WIDA



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Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD provided by ESL department	Direct Instruction	08/10/2016	06/02/2017	\$0 - No Funding Required	Content teachers, administrators, EL Coordinator

**Goal 2:**

Prepare and Support Teachers to graduate Collect and Career Ready Students.

**Measurable Objective 1:**

demonstrate a behavior to increase cultural awareness by 06/02/2017 as measured by the participation of schools in district provided training..

**Strategy1:**

Cultural Awareness Training - Cultural Awareness Training - Hankins will ensure that at least one representative will attend district provided cultural awareness training to take back to the school and train the remaining faculty.

Category: Develop/Implement Student and School Culture Program

Research Cited: USDOE, American Psychological Association, United Nations High Commission for Refugees (UNHCR)

Activity - ELL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hankins Middle School will send one representative to attend district provided training on multicultural classrooms, parental involvement for ESL families, and the psychology of immigration.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	Jameson Branch - ELS Teacher Classroom Teachers and Staff

**Measurable Objective 2:**

collaborate to ensure teachers use technology and digital resources for standards-based instruction and learning activities in all content areas to facilitate real-life experiences that advance student learning and creativity by 06/02/2017 as measured by 100% of teachers incorporating the use of digital tools into the daily curriculum and increased professional development opportunities.

**Strategy1:**

Digital Media Training - The digital media specialist and other digital team members will lead the digital transformation at HMS to create a student-centered learning environment that leverages appropriate and regular use of technology that supports CCRS standards.

Category: Develop/Implement Professional Learning and Support

Research Cited:

Activity - Digital Media Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The training supports the integration of digital media content from Discovery Education including a rich library of high quality streaming videos, model lesson plans, interactive activities, and effective instructional practices. Over the course of the year, teachers will continue to use Discovery Education supports multiple learning modalities, maximizes student engagement, and impacts achievement.	Professional Learning	08/04/2016	06/02/2017	\$0 - No Funding Required	All staff

**Strategy2:**

Technology Tools for Engaging Learning Experiences - Utilize a portal of best practice lessons, Web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, construct knowledge, and develop innovative products and processes using technology.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Standards for Instructional Leaders (ALSIL) in accordance with the ALSDE. NETS•Teachers 1a-1d; ALQTS-3-D-1, 3-D-2, 3-D-3, 3-D-4; Plan 2020, p. 26, 29-30, 58-59, 78-80)

Activity - Technology Tools for Engaging Learning Experiences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assist teachers in moving from static, text-based resources to dynamic, interactive, adaptive, multimedia content powered by devices that engage, empower, and connect students to all forms of learning.	Professional Learning	08/04/2016	06/02/2017	\$0 - No Funding Required	All staff

**Measurable Objective 3:**

collaborate to ensure teachers receive professional development opportunities to improve classroom teaching strategies and to understand the data driving school objectives/strategies/activities by 06/02/2017 as measured by an increase in using research-based instructional strategies maximizes teachers' ability to enhance student achievement..

**Strategy1:**

Tools for Engaging Learning Experiences - Teachers will are required to attend professional development to improve classroom teaching strategies and to understand the data driving school objectives/strategies/activities by 06/02/2017 as measured by an increase in using research-based instructional strategies maximizes teachers' ability to enhance student achievement.

Category: Develop/Implement Professional Learning and Support

Research Cited:

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Activity - MDC/PLT Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Professional Learning Team (PLT) Facilitator will attend a PLT training at the beginning of the school year to be briefed and educated on the research articles that are studied and implemented in their PLT. They are trained to present and teach the research-based techniques to their PLT. MDC will be held at Theodore from 3:30 - 5:30 on one of the three days listed for each session. •September 12 – 14, 2016 •October 11 – 13, 2016 •November 14 – 16, 2016 •January 9 – 11, 2016 •February 6 – 8, 2016 •March	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	All math teachers

Activity - SNAP! Learning Portfolio	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All LA and Social Studies teachers will use the SNAP! Learning Portfolio to build engaging content that challenges and engages students and prepares them for the new assessments.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	All LA and Social Studies teachers

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teachers and Math/LA teachers will be trained in the new Compass Learning program for implementation in intervention classes and as an aid for core classes.	Professional Learning	07/19/2016	06/02/2017	\$1880 - Title I Schoolwide	Intervention Teachers Math/LA Teachers

Activity - Pacing and Content Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Math and LA department chair will attend a pacing guide training/review during the summer to be briefed and educated on the upcoming pacing guide requirements.	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	LA and Math Department Chairs

Activity - Marzano Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Marzano Strategies are designed to enhance student learning and achievement using research-based instructional strategies: <ul style="list-style-type: none"> <li>•Identifying Similarities and Differences</li> <li>•Summarizing and Note Taking</li> <li>•Reinforcing Effort and Providing Recognition</li> <li>•Homework and Practice</li> <li>•Nonlinguistic Representations</li> <li>•Cooperative Learning</li> <li>•Setting Objectives and Providing Feedback</li> <li>•Generating and Testing Hypotheses</li> </ul>	Professional Learning	08/10/2016	06/02/2017	\$0 - No Funding Required	All staff

Activity - RTI/PST Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be introduced to the RTI/PST model using an instructional video. Additional Review 360 training may be offered as needed. Evidenced by PST sign-in sheet and monthly PST meetings.	Professional Learning	08/04/2016	06/02/2017	\$0 - No Funding Required	All staff

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Activity - ASPIRE Data Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be introduced to 2015-2016 ASPIRE data. Teachers will utilize data to drive instruction based on specific skill deficits. Evidenced by monthly department data meetings and PD sign-in sheet.	Professional Learning	08/04/2016	06/02/2017	\$0 - No Funding Required	All staff

Activity - AMSTI Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and Science teachers will participate in AMSTI training. Each session for math will be held at the AMSTI office located at 93 Sidney Phillips Drive. Session 1: October 4, 2016 Session 2: November 9, 2016 Session 3: January 18, 2017. Science teachers were trained during the summer.	Professional Learning	10/04/2016	01/18/2017	\$0 - No Funding Required	All math and science teachers

**Goal 3:**

Provide digital tools and resources to all educators and students.

**Measurable Objective 1:**

demonstrate a proficiency in promoting the use of high-quality interactive digital content curriculum materials and text aligned with Alabama's College and Career Ready Standards by 06/02/2017 as measured by Transform 2020, interviews with teachers, students, and administrators.

**Strategy1:**

Equitable Access to Digital Devices - Ensure that every student, teacher, and administrator have access to an Internet Connected Device (ICD) with viable access points and appropriate software and Web-based resources for research, communication, multimedia content creation, and consumption.

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

Research Cited: Technology Readiness for College- and Career-Ready Teaching, Learning and Assessment. (2102). Retrieved from [www.setda.org](http://www.setda.org)

Activity - Promote Digital Devices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Locate and promote the use of high-quality, cost-effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama's College-and Career-Ready Standards.	Technology	08/10/2016	06/02/2017	\$0 - No Funding Required	All staff

**Strategy2:**

Project Based Learning - The school will continue implementation of My Device to ensure digital access.

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

Research Cited: Freeman, S., Eddy, S., McDonough, M., Smith, M., Okoroafer, N., Jordt, H., and Wenderoth, M. (2014). Active Learning

**ACIP**

Katherine H. Hankins Middle School

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Increases Student Performance in Science, Engineering, and Mathematics. Washington, D.C.: PNAS.

Activity - Digital Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete digital projects and improve keyboarding and digital communication skills.	Technology	08/10/2016	06/02/2017	\$0 - No Funding Required	All staff

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### Component 3: Instruction by Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

#### 3. Describe how staffing decision ensure that qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

Teaching applicants in the Mobile County Public School System must be interviewed and approved by the Human Resources Department before applying for a position in a school. Applicants must then interview with the school's principal. Once an applicant is requested by a principal, the applicant must be approved by the School Board in order to be hired. This system helps ensure the quality of teachers hired.

Only highly qualified, certified personnel are sought for employment at Hankins Middle School. 100% of our teachers and paraprofessionals are highly qualified according to State of Alabama Standards and they teach within their areas of certification.

When deciding upon staffing, an interview team and the principal are utilized. Applicants for interviewing are pre-selected from the district compiled list of highly-qualified individuals. Teachers are assigned to grade levels according to their certificates, experience, and specialized training. The instructional staff is trained to implement learning strategies built upon the targeted standards and learning styles of students. Administrative and instructional staff strives to match students with specific needs to a teacher's specific strengths. Ongoing professional development ensures teachers are constantly improving their teaching techniques in order to address students' academic needs.

## Component 4: Strategies to Attract Qualified Teachers

### 1. What is the school's teacher turnover rate for this school year?

The staff at Hankins has experienced a significant turnover from the 2015-2016 school year. Our principal and one teacher retired. One of our teachers voluntarily transferred. One of our previous teachers was non-renewed. Two of our teachers resigned. The teacher turnover rate was 15%.

### 2. What is the experience level of key teaching and learning personnel?

Our staff has a significant amount of experience. 35% of Hankins teachers have been teaching 10 years or less. The majority of our teachers (47%) have been teaching between 11-20 years. We have 19% of our staff who have been teaching over 21 years. The majority of our teachers (74%) have a Master's degree. We have 19% with a Bachelor's, 2% with an Ed. S degree, and 5% with a Ph.D.

### 3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

The principal uses SearchSoft, a state system provided by ALSDE, which contains a pool of potential employees. The principal also collaborates with the MCPSS Human Resources department to find out all candidates who are available for hire. Then, the principal grants interviews to anyone who is cleared through HR and is qualified to receive the job.

## Component 5: High Quality and Ongoing Professional Development

### 1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

ELL Training  
Marzano Strategies  
RTI/PST Training  
Compass Learning Training  
Pacing and Content Training  
MDC/PLT Training  
ASMTI Training  
ASPIRE Data Review  
SNAP! Learning Portfolio  
Digital Media Training  
Technology Tools for Engaging Learning Experiences

### 2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?

Funding has been set aside in the Title 1 Budget to pay substitutes for professional development.

Listed below are professional development opportunities for HMS teachers and staff.

ELL Training  
Marzano Strategies  
RTI/PST Training  
Compass Learning Training  
Pacing and Content Training  
MDC/PLT Training  
ASMTI Training  
ASPIRE Data Review  
SNAP! Learning Portfolio  
Digital Media Training  
Technology Tools for Engaging Learning Experiences

### 3. Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

The Hankins staff this year is all experienced in the educational field. However, we have three teachers new to Hankins who are receiving mentors through the Newly Hired Alternative Certified Teachers grant.



**4. Describe how this professional development is "sustained and ongoing."**

Math PLT is in its fourth year of utilizing the 5 delivery models and our Digital Literacy program is in its third year of development and implementation. Also, the local school district and other state agencies provide additional professional development for nearly all content areas and identified areas as needed.

Hankins provides mentoring activities for new teachers. Veteran teachers provide 1-1 training, or small group, to new teachers at our school through faculty meetings or department meetings.

Listed below are some of the ongoing professional development opportunities provided for teachers.

ELL Training

Marzano Strategies

RTI/PST Training

Compass Learning Training

Pacing and Content Training

MDC/PLT Training

ASMTI Training

ASPIRE Data Review

SNAP! Learning Portfolio

Digital Media Training

Technology Tools for Engaging Learning Experiences

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## Component 6: Transition Strategies

**1. Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school.**

Several transitional activities are conducted for incoming 5th graders throughout the year, prior to them coming to middle school. These activities include, but are not limited to, a field trip from the elementary school to visit Hankins Middle School, a Parent/Student Open House in the Spring that is specifically designed to address the needs of the incoming 5th graders, and our summer Bridges program called "Cougar Camp."

Our outgoing 8th grade students who are moving from middle school to high school are also provided with transitional activities throughout their 8th grade year. These activities include, but are not limited to, a field trip to visit Theodore High School and the opportunity to shadow a high school student for a day. Students have had the new opportunity this year of attending a Theodore High School pep rally to encourage the goal of entering high school, building relationships, and graduating. Counselors meet individually with parents and students who may need additional help transitioning from middle school to high school.

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## Component 7: Teacher Participation in Making Assessment Decisions

### 1. What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

Assessment results are first reviewed and discussed in department level meetings. During these department meetings, the department chair and the content area teachers offer recommendations concerning their content related assessment data. The department chair then brings these recommendations to the ACIP Committee meeting. This information is then reviewed and discussed by the ACIP committee and action plans are developed to address areas of need or concern.

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## **Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

### **1. What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

Students who failed one or more core content subjects during the previous school year and/or who attended summer school have been identified as "at-risk" students. The STAR Math and Reading universal screenings that are administered throughout the year are also used to help identify students who are struggling. In addition, we now have three years of ASPIRE data that will help to identify weaknesses across grade levels and/or content areas, as well as to help identify and target low performing students.

### **2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

1. Students who are identified as "at-risk," are targeted and then scheduled for intervention classes as a part of their daily schedule. Compass Learning, a new program, is being implemented for intervention classes this year.

2. All classroom teachers continually monitor individual student progress and strive to implement intervention strategies for anyone who is struggling or performing below grade level.

3. Extended Day Tutoring (Saturday Academy) began on September 10th and will end on May 27th. Hankins' Extended Day Tutoring is held on Saturday mornings, from 8:00 until 11:30. Students who are invited to participate have either been identified as at-risk and/or they are currently struggling in at least one academic area. Teachers highly encourage their students to participate, but they attend on a voluntarily basis. This program is funded through the Title1 Budget (\$12000).

### **3. How are students' individual needs being addressed through differentiated instruction in the classroom?**

Teachers strive to meet individual students' learning needs by using a variety of strategies, such as Differentiated Instruction, Checking for Understanding, Reteach/Retest, Tiering Work, Grouping and Shifting to a Facilitator Role.

### **4. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.**

Saturday Academy (Extended Day Tutoring) is Hankins' greatest and most effective tool for addressing student needs beyond the regular school day. The program is held on Saturday mornings from 8:00 until 11:30. The students who are invited to participate have been identified as At-Risk by their teacher(s). All students participate on a voluntary basis with permission from their parent/guardian. For the 2016-2017 school year, Saturday Academy began on September 10th and will end on May 27th. The program is funded by the Title 1 Budget \$12000).

**5. Describe procedures used to address challenges for EACH group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.**

Migrant, economically disadvantaged, neglected and/or delinquent, and homeless students whose needs are not related to academics will be referred to the school counselor for support and services in their area of need.

The ESL program in the local school does help to address the language barrier needs and provide services for our non-English speaking EL students. These same students who have academic needs will receive support from their classroom teachers as well as the ESL teacher.

All students who are identified as having a specific learning disability (SLD), are assigned to a case manager. These students will receive support from their regular classroom teachers, Special Education teachers, and intervention programs based on their daily schedule and IEP.

**6. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for EACH group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.**

The Mobile County Public School System prohibits discrimination in all its programs and activities based on race, color, national origin, sex, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) will contact the Human Resources Department at Mobile County Public Schools at (251) 221-4531.

Hankins receives students from multiple elementary schools with a wide variety of cultural challenges. We receive students from 5 elementary schools in our feeder pattern, as well as, transfers zoned to other middle schools. Two other great challenges facing our school are addressing the needs of a Migrant/ELS population and meeting the educational demands of a very diverse socioeconomic student population. Hankins Middle School is a part of the Mobile County Public School System. The school is located in the Theodore community of South Alabama. Hankins is a medium-sized school with 751 students made up of 342 females and 409 males, 8 American Indian/Alaskan Native, 21 Asian, 236 Black/African American, 43 Hispanic, 4 Native Hawaiian/Pacific Islander, and 439 White. The school's population also includes 160 Special Education students and 59 Gifted students. Although our student demographics have not changed dramatically, our enrollment has shown a steady decline over the last several years.

## **Component 9: Coordination and Integration of Federal, State and Local Programs and Resources**

### **1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?**

The majority of our Title I funds are allocated to funding support staff (Paraprofessionals) to help in the areas of Special Education, attendance, and health. The remainder of the budget will be used to fund our Extended Day program, stipends for professional development, and for money to pay substitutes when teachers are attending professional development. Other funds have been set aside for parenting and classroom materials and supplies.

The instructional paraprofessional positions are intended to help address the needs of at-risk students as identified in Goal 2.

The attendance paraprofessional position is intended to help address the attendance concerns as identified in Goal 3.

The health paraprofessional position is intended to help address the attendance concerns as identified in Goal 3.

### **2. List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.**

Hankins' Extended Day Program (Saturday Academy) is coordinated into the school-wide program and funded through Title 1. This program is designed to increase academic performance and provide addition support for "at-risk" and non-proficient students.

### **3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

Hankins Middle School does not receive any funding from any of the sources mentioned.

## Component 10: Evaluation

### 1. How does the school evaluate the implementation of the schoolwide program?

The school-wide program is evaluated throughout the school year during monthly ACIP meetings. During these meetings the ACIP committee will review, discuss and critique the effectiveness of the program. Based on these reviews, adjustments will be made to the plan as committee members deem necessary.

### 2. How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

Hankins Middle School will review all pertinent data from annual assessments each year and make any necessary changes to the program. Data related to attendance, discipline, intervention programs, STAR Screenings, and pass/fail rates will also be instrumental in evaluating the program.

### 3. How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

Hankins Middle School determines program effectiveness by analyzing data related to "at-risk" and non-proficient students. Part of this evaluation process will take into consideration the progress made by these identified students' individual abilities versus the expectations.

### 4. What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

After a plan evaluation and/or a committee meeting, revisions will be made based upon data, teacher/committee input and Central Office staff suggestions/recommendations.

### 5. Are there any goals you are keeping from the previous year? If so, describe the progress in meeting these goals.

Yes. Like many schools, Hankins Middle tends to deal with similar problems from year to year, and these problems continue to impede the academic progress of some students, specifically attendance, health, and at-risk status. Although we have made progress with some of our goals and lost ground with others, we will continue to strive to meet and exceed our goals in order to enhance student achievement.

### 6. What goals did you change from your previous year's CIP? Why did you delete or change these goals?

Other than adding the Local School Indicator, Hankins Middle School did not change or delete any of our goals from last year.

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# Coordination of Resources - Comprehensive Budget

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## **Introduction**

List all federal, state, and local monies that the school uses to run its program.

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### I. State Foundation Funds:

	<b>FTE's Earned</b>	<b>Units Placed</b>	<b>Total Salaries</b>
FTE Teacher Units	38.04	38.00	1,871,284.00
Administrator Units	1.00	1.00	95,736.00
Assistant Principal	1.50	1.50	104,750.00
Counselor	2.00	2.00	109,747.00
Librarian	1.00	1.00	52,232.00
Career and Technical Education Administrator	0.00	0.00	0.00
Career and Technical Education Counselor	0.00	0.00	0.00
Technology	0.00	0.00	7,480.00
Professional Development	0.00	0.00	2,816.00
State ELL Funds	0.00	0.00	0.00
Instructional Supplies	0.00	0.00	17,864.00
Library Enhancement	0.00	0.00	968.00
<b>Totals</b>			<b>2,262,877.00</b>

## Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	186989.0

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

10 Aide 3.00 60,443.00  
 18 Substitutes 5,181.00  
 19 Suppl/OT/Other 8,773.00  
 20 Employee Benefits 42,342.00  
 31 Educational Services 250.00  
 33 Technical Services 10,995.00  
 34 Property Services 4,000.00  
 38 Travel 8,852.00  
 41 Instruction Supplies 23,108.00  
 42 Books & Periodicals 1,500.00  
 49 Non-Capitalized Equipment 19,205.00  
 62 Dues & Fees 2340.00  
 TITLE I, PART A TOTAL 186,989.00

Label	Question	Value
1.	ARRA Funds Provide the total.	0.0

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

N/A

**Title II**

Label	Question	Value
1.	Professional Development Activites Provide the total.	4350.0

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

Subs for PD 4350.00

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**Title III**

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

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

N/A

DRAFT

**Title IV**

Label	Question	Value
1.	Safe and Drug-Free Schools Provide the total.	0.0

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

N/A

DRAFT

**Title VI**

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

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

N/A

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## Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

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

N/A

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

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

N/A

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**Other**

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

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

N/A

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Local Funds

Label	Question	Value
1.	Provide the total	307880.0

Provide a brief explanation and breakdown of expenses

01 Teacher 0.09 4,870.00  
03 Asst Principal 0.50 33,544.00  
10 Aide 2.00 43,695.00  
19 Suppl/OT/Other 17,946.00  
20 Employee Benefits 44,578.00  
34 Property Services 1,347.00  
37 Utilities 159,900.00  
41 Instruction Supplies 2,000.00  
LOCAL REVENUES TOTAL 2.59 307,880.00

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# Strategies to Increase Parental Involvement

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## **Introduction**

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

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## Strategies to Increase Parental Involvement

### **1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved.**

The leadership and staff of Hankins Middle School have a strong belief in the importance of parental involvement and have put measures in place to offer our parent meetings on a flexible schedule. The annual Title I meeting was held Tuesday, August 30 at 5:30 p.m. Parents were notified of the meeting through the school website and Facebook page, school messenger, and notices that were mailed to homes. We hosted an evening meeting to provide the opportunity for more parents to attend. Topics to be discussed at this year's meeting were: Title I program, IT services, and parents' rights; the school's curriculum; the continuous improvement plan; parental involvement plan; school-parent compacts; the parent survey; and parent meetings.

### **2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.**

Hankins will offer parent meetings once a quarter. Parents are strongly encouraged to serve on the Parent Advisory Committee and to serve on the Continuous Improvement Plan committee. Two parents also participate in the District Parent Advisory Committee (DPAC). Parent Involvement funds will be used to print and mail parent newsletters, report cards, and any other parental involvement articles (\$3447).

### **3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.**

During the annual Title I meeting (held the first month of school), information will be presented about the school-wide Title I program, the middle school curriculum, the Alabama Course of Study, and various types of assessments. The information will be distributed in English and will be available for any in other languages for any English Language Learners enrolled at Hankins Middle School. Parents will learn how to access the middle school curriculum, the ALCOS, how to schedule parent meetings, and how they can participate in decisions related to the education of their child. Parent-Teacher-Student Partnership conferences are held during the first semester and on Parenting Day to explain test results from ASPIRE April/May 2016. Parents are also given a copy of their results. Progress reports will be sent home at mid-quarter to keep parents aware of their child's educational progress. Parents are given a copy of the Parent-Student Handbook, which includes a detailed description of these topics as well as a copy of the Parental Involvement Plan. Copies of the aCIP are available for parents to view in the parent resource center and library.

### **4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).**

The school-parent compact is reviewed and revised as necessary each year by the Continuous Improvement Plan committee and the Parent Advisory Committee. The compacts are discussed with teachers at faculty meeting. All parents are given a copy of the new compact at the annual Title I meeting. Teachers meet with parents and students to review and sign the compacts. Teachers will house the compacts in his/her classroom to use during parent conferences to remind all participants of their responsibility in ensuring the success of each student. The Title I Facilitator will also have a copy of the parent compact for all students.

Student academic achievement is monitored by teachers/staff regularly. HMS parents have INOW access codes to monitor student progress. For the first time ever, HMS students will also be granted access to check their own INOW scores.

**5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.**

After the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school, and the school will submit their concerns to the central office. Hankins Middle School parents can also request a meeting with the principal and/or Title I Facilitator to discuss concerns with the Continuous Improvement Plan. The concerns will be addressed and the parent will be informed of the date for the next PAC meeting. During the PAC meeting, the concerns may be addressed with the group and the concerns may be resolved.

**6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)**

Hankins Middle School will accomplish much of this through its annual parenting meeting held at the beginning of the school year. At that time, parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. In addition, an explanation will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their child's education. Hankins Middle School will hold an Open House to give parents the opportunity to meet their child's teachers and learn about individual class requirements, our local school policies, and what their role will be in helping their child to succeed. Any parents not signing the Parent Compact at registration will be encouraged to do so at this time. In addition to the Annual Title I Meeting, Hankins Middle School will hold quarterly Title I parent meetings during the evenings. During the first semester parents are strongly encouraged to participate in "Partner with Parent" conferences. Throughout the school year, teachers will schedule parent conferences as needed and send home written correspondence. Statewide Parenting Day will be October 17, 2016 this year. Parents are encouraged to come be a part of their child's life for a day.

**6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

involvement.)

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)**

The aCIP committee works diligently to ensure that all parent trainings and materials are closely aligned with the schools identified needs and results of the spring parent involvement survey. Hankins Middle School's parent resource center is located in the office. The Title I Facilitator is available daily from 10:50 a.m.-12:18 p.m. A computer with internet access is available to parents daily during normal school hours. Computers are also available for parents to use during interactive parent and teacher meetings/in-services. A list of parent resources available in the center is posted in the parent resource center.

**6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)**

Hankins Middle will continue to work with its teachers through in-services, faculty meetings, and grade-level meetings in understanding the importance of parental involvement and emphasize the fact that parents are our partners. This year, our aCIP committee placed special emphasis on the need to ensure a closer connection between our schools identified goals and our parent involvement activities. Office personnel and staff members are included in these faculty meetings. In addition, this year our principal will be working closely with each lead teacher to ensure that grade-level meetings include a parent involvement focus. The principal will set the expectation that teachers work closely with our Title I Facilitator to welcome parents to the school as appropriate, in planning parent involvement activities, and meeting parents' needs for their children.

**6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)**

Hankins Middle coordinates its parent involvement program for all parents through a very active parent resource center that supports parent involvement. We presently have 10 EL students and many of these parents are actively involved in our parenting activities. In addition, our school presently has a Success Team, which often provides a focus on parental involvement activities. Our Title I Facilitator regularly meets with the Success Team, PAC Committee, and the aCIP Committee in an effort to maximize the benefit of all offered parental involvement



activities and to ensure that all activities are aligned with our aCIP goals. Our counselor includes activities with such outside agencies as SWAT (Students Working Against Tobacco), Mobile Police Department - Crime Prevention, South Alabama, Helping Families Initiative and the Family Counseling Center throughout the year. Hankins also integrates activities from the Alabama PIRC (Parent Involvement Resource Center) and the MCPSS Office of Home School Involvement.

**6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)**

Parents of all participating children are informed on school and parent activities through diverse communications. School websites, teacher websites, school messenger, MCPSS website, newsletters, newspapers and radio are all used to contact parents regarding any activities they should be involved in for the benefit of their child. At the present time, Hankins Middle has 10 EL students. Information is provided to parents of these children in Spanish. In addition, the EL resource teacher provides all parent information in Spanish and has audio devices available as needed at parent meetings.

**6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)**

Hankins Middle makes every effort to work with parents in meeting their requests as related to their involvement and their child's education. A parent survey will be given to parents in the Spring of 2016. Parent needs and activity suggestions will be reviewed by the aCIP committee and parent advisory committee. Parental activities will be planned for the school year as activities were planned for this current year based on the parent survey from Spring of 2016.

**7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.**

Hankins Middle School, to the extent practicable, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. Hankins Middle School presently has 10 EL students; therefore, all parent notifications will be available, upon request, to parents of these children in their home language when practicable. In addition, we have an EL teacher who is available to obtain assistance in verbal communications with these EL parents. Every effort is made to accommodate parents and students with special needs.