



## **ACIP**

Robert F. Bumpus Middle School

Hoover City Board of Education

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# **Executive Summary**

## Introduction

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

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

## Description of the School

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

Bumpus is nestled in the suburban community of Hoover, Alabama. Incorporated in 1967, Hoover has grown steadily from its original 410 residents to nearly 85,000. It is now the sixth largest city in the state, a suburb to Alabama's largest city, Birmingham. The Hoover City School System, which was established in 1988, has grown from five elementary schools, one middle school, and one high school to ten elementary schools, one intermediate school, three middle schools, two high schools, and one alternative school in order to meet the growing needs of the community. In addition, plans are in place to open the Riverchase Career Connections Center in 2019. Bumpus Middle School faces the challenge of meeting the needs of increased student population due to its location in a rapidly growing area of Hoover's residential expansion. Currently there are five neighborhood communities under construction, which will eventually affect our current student population. Robert F. Bumpus Middle School opened in 1999 with 5th and 6th grade students. The 7th and 8th grades were added to the student population over the next two years with the 5th graders moving to a newly-built elementary school, Deer Valley Elementary School, in 2001. In the Spring of 2011, the decision was made to relocate Bumpus from its Lake Cyrus location to the former Hoover City Schools Freshman Campus. With this location came the separation of the 6th grade students from the 7th and 8th grade students. The 6th grade students remained behind to form Hoover's first intermediate school, Brock's Gap Intermediate School, along with 5th grade students from the three feeder elementary schools: Trace Crossings, South Shades Crest and Deer Valley. Additionally, the principal who opened Bumpus in 1999 retired, and a Bumpus Assistant Principal of eight years was selected as the next principal for the school. We began in our new location with one principal and one assistant principal. In 2013-2014 an additional assistant principal was added. As a result of rezoning that was a requirement for achieving Unitary Status, the sixth grade was reintegrated from Brock's Gap to the current Bumpus location in 2018. Forty of the rising-eighth graders who were rezoned chose to grandfather and stay at Bumpus rather than attend their new schools. Of the students who were rezoned to different schools, 21 went to Simmons Middle School and 15 went to Berry Middle School. To accommodate the increased student population, the school also added an additional assistant principal, a counselor, and a second Spanish teacher, as well as a library aide and computer science aide.

The school follows the traditional middle school teaming model: four eighth grade, three seventh grade, and three sixth grade academic teams. Teams collaborate with Instructional Support staff and through the Problem Solving Team (PST), which includes administration, counselor, instructional support, and literacy coach. Additionally, Bumpus is able to offer Physical Education to all students and several elective courses including Choir, Band, Family Living, Theatre, Art, Computer Science, Digital Photography, Multimedia, Health, Debate, Exploratory Music (Guitar and Piano), and foreign languages. In addition, intervention classes for reading and math have been implemented for students who do not have an individualized education plan. These classes are designed to assist students who do not qualify for Reading intervention (RtI Tier II intervention), but who are on the cusp of moving from Level II to Level III, or who need additional assistance in comprehending text. These courses are taught by our full-time intervention teachers. In 2017-2018, Bumpus offered a targeted language arts classes based on demonstrated readiness using Scantron Performance Series, which is administered in the fall, winter, and spring.

The racial composition of Bumpus students and staff has continued to diversify. The earliest available data for Bumpus (2000-2001) had a student enrollment of 621 represented by the following ethnic composition: 89.2% White, 5.8% African American, 0.5% Hispanic, and 4.5% Asian. During the 2017-2018 school year our population was over 837 students. That year the ethnic composition of Bumpus was 46.5% White, 33.8% African American, 6% Hispanic, 13% Asian, 0.1% Native American/ Pacific Islander, and 0.7% American Indian. With 2018-2019 rezoning, the current enrollment is 1020 and growing. The current ethnic composition is 55.7% White, 27.5% African American, 4.2% Hispanic, 11.8% Asian, and .08% Native American/Pacific Islander. The shift in demographics is a result of the rezoning for Unitary Status.

The diversity of the school is also reflected in the composition of its certified faculty: 81% White, 18% African American, and 1% Pacific

Islander.

Eighty-six students are identified with exceptionalities for the 2018-2019 school year. Seventy-six students are receiving services with 27 in sixth grade, 19 in 7th grade, and 30 in 8th grade. Ten students are considered gifted and do not currently receive services from the special education department. The special needs of students range from Learning Disabled to students with Autism, Hearing/Visual Impairments, Speech/Language Impairments, Intellectual and Emotional Disabilities, and Other Health Impairments. All of our Special Education students receive instruction in the general education classroom.

Twenty-one students are classified as Limited English Proficient (LEP). There are nine Former Limited English Proficient (FLEP), who are in the four-year monitored program. Thirty students are no longer being monitored, and 54 NOMPLOTE students are bilingual and do not qualify for services. All students receive academic accommodations as needed and are monitored by an ELL teacher.

The percentage of students at Bumpus Middle School who qualify for free and reduced lunches this year is 15% compared to the total percentages for Hoover City Schools of 25%. For comparison purposes, in 2000-2001 the percentages were 2% for Bumpus and 8% for HCS. In 2017-18 Bumpus had 25.4% who qualified for free and reduced lunches with the total percentages for the school system at 26%, which also reflects the result of rezoning.

## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

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

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

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

Therefore we will:

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

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

Bumpus exists to help each child find his or her abilities and interests so that the student can move forward with more clarity in seeking the next step toward his/her future. This happens by exposing the students to new ideas and information, allowing them to have new life experiences, and building relationships with teachers and each other. Teachers at Bumpus are charged with making sure each student feels worthy and safe. Bumpus teachers are welcoming and flexible in adapting schedules and curriculum to meet the students' needs. The school environment is non-threatening and friendly which allows students to feel safe and more open to learning. Building relationships is a key focus of the Bumpus staff. Programs that assist with this include athletics, academic teams, clubs, and advisory. We encourage our students to be leaders and have provided them with traditional opportunities such as Student Government Association, Peer Helpers, Student-Led Tutoring Club, National Junior Honor Society, and National Junior Beta Club.

Our intent is to create, cultivate, and foster a culture of leadership to ensure that each student is respectful, responsible, resourceful, and safe.



## Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

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

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

**Student Life:** Our student life incorporates a Positive Behavioral Intervention System (PBIS) that integrates our Respect the Bumpus Way program to establish a consistent set of expectations for the school community. PBIS provides a set of tiered interventions that are used with students before disciplinary action is taken. This year the school is developing a school-wide reward system that encourages character development and positive behavior. All student life at Bumpus is governed by the acronym B.U.C.S. which stands for Behave Respectfully, Understand Others, Choose Wisely, and Safety First. Additional programs that enhance student life include a character education program, which emphasize a character trait of the week. At the beginning of the school year, three days are devoted to establishing expectations of all students through the R.E.S.P.E.C.T. the Bumpus Way program. A few topics covered during these three days include school procedures, digital citizenship, communication with clarity, transportation safety, and code of conduct. In 2016, Bumpus developed and implemented an advisory program renamed in 2018 as Connections. These are flexible groups that meet daily during team ETA or as small groups that regularly link students to a caring, responsible adult. Students and teachers focus on respect of each other, acceptance of differences, and consistency with grades and study habits. New programs and events within the last three years include Health and Wellness Fair, Student of the Month, Cultural Expo, Career Fair, Student Intervention classes, New Student Acclimation, Fine Arts Night, the Bumpus Closet and Pantry program, Intervention Counseling, Weekend Backpack Meals, Peer Helping Program, Morning ETA (Extended Time and Assistance), Friday School where students have opportunities to make up missed tests and assignments along with many long-standing programs that enrich, recognize, and support students' overall development. Bumpus offers a variety of clubs and activities that meet after school, which include the Community Service Club, Spirit Club, Earth Savers Club, Coding, FCA (Fellowship of Christian Athletes), First Priority, as well as others that are being developed for the near future. The school recognizes student improvement and achievement with a fall and spring awards ceremony.

**Parent and Community Involvement:** Bumpus has established a number of connections with our parents and the community. We enjoy strong parent support and involvement, especially with our PTO and other parent volunteers. In 2015, our PTO organized our first annual Bumpus Color Run, which is our primary fundraising event. This year's Color Run was even more successful with the addition of our sixth grade students' and parents' involvement with nearly 100% participation: 6th -- 98.5%

7th -- 98.5%, 8th -- 94%, and Specials (band and choir) -- 98%. Our PTO sponsored 48 students (last year was less than 20).

Bumpus was incorporated into the HCS previously established Dad Brigade program three years ago to help with upgrading the facilities.

Teachers utilize a variety of guest speakers from the community to help students make real-life applications. The District provides a Parent Alert Bulletin with topics related to youth suicide prevention. The District is implementing the IMPACT Family Counseling program to work within the home to strengthen families. Additionally, we strive to inform parents about students' proper, safe use of technology under the

HCS Engaged Learning Initiative.

Bumpus Middle School is proud of its diverse student population, which represents vast differences in socio-economic status, culture, ethnicity, language, and linguistic ability. These differences can also present some unique challenges. One such challenge deals with low-socioeconomic status students, who often lack access to the tools or support they need to be successful. Furthermore, Bumpus population is represented by a diversity of ethnic groups, including more than 17 languages other than English reported as being spoken at home. This diversity presents challenges in adapting teaching practices to accommodate students' culture and prior knowledge levels. Efforts to deal with these challenges are ongoing. All middle school students have been provided Google Chromebooks in an effort to close the digital divide that exists among the varying socio-economic classes represented. Technology has also been utilized regularly to bridge the gaps in communication and overcome the array of language barriers. While challenges still exist, the diverse community at Bumpus Middle School provides the unique learning opportunity for students to interact and collaborate with individuals from all walks of life.

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

As noted above, Bumpus has made great strides embracing the culture of our diverse population. There is interest in reinstating the Parent University Night as a collaborative effort to help parents become full partners in their students' education, which is an outreach effort for students who are new to Hoover City Schools. The school plans to increase collaboration with the community stakeholders and make a more concentrated effort to reach out to our non-English speaking parents as well as those parents who have limited technology resources.

## Additional Information

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

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

**Integration of Technology:** All students are on a one-to-one initiative with the new Dell Chromebooks. GoGuardian is used by teachers and administrators to monitor online activity. Teachers have worked in professional development sessions and with the technology coach to effectively integrate this tool into day-to-day classroom instruction. Additionally, teachers have the use of new LCD projectors, new CPUs for teachers, voice amplifiers, and Google Suite. The need to be responsible digital citizens is continuously emphasized to students and staff as these tools are used with greater frequency. The school has implemented digital resources such as Newsela, Gizmo, IXL Math and LA, Quizlet, Kahoot, School Status, Discovery Education, and Stemsopes Techbooks. Technology training for new students occurs on a regular basis. The school has the following technology tools available for classroom instruction: Screencastify, USB Digital Microscopes, Temperature Probes, Xboxes, Photogates, Google Expedition Virtual Reality. Additionally, 42% of our students take Computer Science, 40% take Multimedia, and 40% take Digital Photography courses where 90% of those students are developing proficiency with digital resources in tech courses.

**Instructional Support Department:** Instructional Support is composed of three teachers and nine aides; teachers have embraced the co-teaching model; most instructional support teachers effectively collaborate with a content area teacher to co-teach at least one class per day.

**Enrichment Opportunities for Students:** After examining testing data, the school is exploring enrichment and growth opportunities for students identified with reading levels with post-high school reading levels.

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

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

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

**ETA Models:** Extended Time and Assistance is offered each morning and during the school day for 25 minutes for all students. After-School Friday ETA is scheduled a minimum of three times a grading period for students who need extra time to complete assignments, tests, and projects.

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

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

**Field Trips:** Cross-curricular units culminate in field trips related to the units of study: 8th grade Civil Rights Unit - field trip to Birmingham Civil Rights District; 7th grade nonfiction *Written in Bone* by Sally Walker - field trip to Moundville Archaeological Park; and 6th grade is

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currently investigating a trip that will coordinate with their curriculum. Spanish classes take a cultural field trip to the Hispanic Flamenco Ballet and a local cultural restaurant.

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

**National Board Certified Teachers:** Thirteen percent of our teaching staff has achieved National Board Certification while two teachers are currently working on their National Boards.

**Teacher Honors:** Several of our teachers have earned honors such as Jacksonville State Teacher of the Year and Alabama Teacher of the Year Finalist. Last year one of our teachers was presented the Milken Educator Award.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## Improvement Planning Process

### Improvement Planning Process

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

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

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

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

Terri Adema - 7th Life Science

Brandon Ayers - 6th Mathematics

Ashley Bishop - Theatre

Jess Harbison - Health Education

Mary James - Literacy Coach - National Board Certified

Becky Mantooth - 7th Language Arts

Josh Pruett - 8th Mathematics

Leigh Ann Roe - 6th Earth Science, National Board Certified

Jennifer Salvant - 6th Language Arts

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

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

Marti Carter - Art

Marva Raby - Foreign Language, National Board Certified

Claudia Ducksworth - Instructional Support (Special Education)

Sean Colosimo - Assistant Principal, National Board Certified

Justin Jones - Assistant Principal

Tamala Maddox - Principal

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

The final improvement plan was communicated to stakeholders during Big Team sessions and/or a faculty meeting. This plan was shared with the PTO Executive Board and discussed with the PTO President to solicit their input. The initial draft was shared through a link with stakeholders through the Bumpus Weekly Bulletin.



# Student Performance Diagnostic

## Introduction

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

## Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	<p>*Data for 2016-2017 are from ACT Aspire with an emphasis in Math and Reading. In 2017-2018, Hoover City Schools switched to Scantron Performance Series as our measurement tool. The correlation between the two scores is less than one. It must be noted, however, that the two tests perform two different functions, so the data acquired from Scantron does not aptly fit the state requirements to show growth and achievement of our students. This made comparison and explanation difficult for the committee.</p> <p>Additionally, we are not tracking students longitudinally, we are comparing different groups</p>	Student Performance Data

## Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

## Areas of Notable Achievement

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

For 2016-2017:

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

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

For 2017-2018:

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

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

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

For 2016-2017:

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

Learning Gains (% Average or High) in Reading

For 2017-2018:

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

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

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

For 2016-2017: Math

For 2017-2018: Math

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

For 2016-2017: Hispanics in Math

For 2017-2018: Hispanics and Asians show growth in Math; White students showed slight growth in Reading

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

For 2016-2017: None of the subgroups

For 2017-2018: Between Asians and Whites in Reading

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

Scantron scores for the past two years appear to align with ACT Aspire data. There is a slight growth in math for all students.

## Areas in Need of Improvement

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

For 2016-2017: Reading

For 2017-2018: Reading (Please note: 62% of our students are Average High or Above. Only 53% met their growth target, but many students were already reading at or above grade level on the fall assessment.)

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

For 2016-2017: Reading

For 2017-2018: Reading

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

For 2016-2017: Reading

For 2017-2018: Reading (Please note: 62% of our students are Average High or Above. Only 53% met their growth target, but many students were already reading at or above grade level 9.9 on the fall assessment.)

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

For 2016-2017: None (Most are showing no trend.)

For 2017-2018: The entire population of the school dropped in reading except for the White population, which showed a slight increase.

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

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

For 2017-2018: None for the school as a whole

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

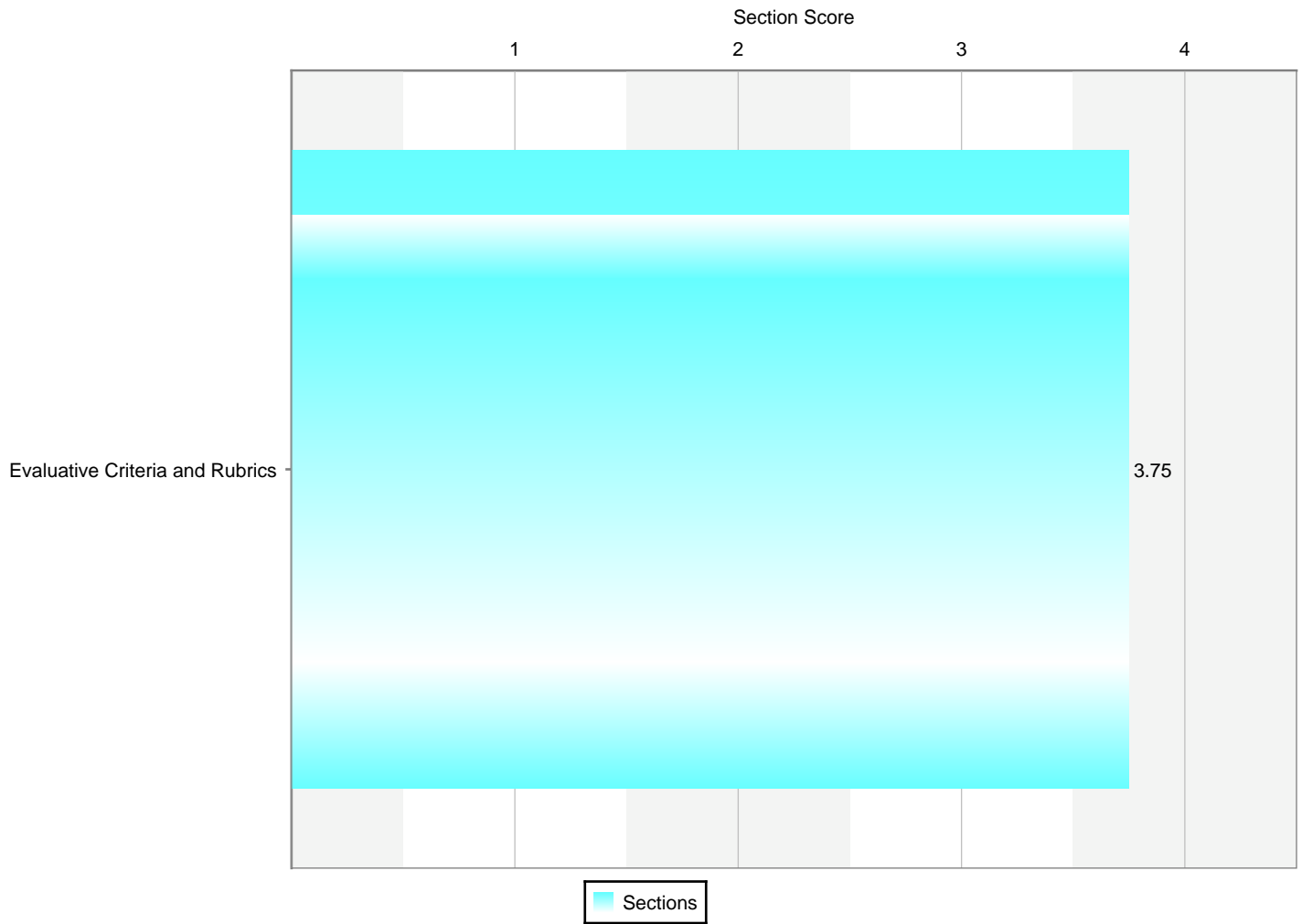
For 2016- 2017: Decrease for white students in general in Reading and Math

For 2017-2018: The scores of Caucasian students appear consistent with slight growth over this past year. While there is growth in reading in white students, the subgroups are not showing growth.



## Report Summary

### Scores By Section



# **ACIP Assurances**

## **Introduction**

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

## ACIP Assurances

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

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		HCS EEOC Notice

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mrs. Mary Veal Director of Human Resources Mrs. Kristi Williams Human Resources Specialist Dr. Kerry Pate Human Resources Specialist 2810 Metropolitan Way Hoover, AL 35243 205-439-1000	HCS ACIP Assurance Documentation 2018-2019

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

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

# **18-19 ACIP Goals and Plans**

## **Overview**

### **Plan Name**

18-19 ACIP Goals and Plans

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	TRANSFORM 2020- Engage and Empower the Learner Through Technology	Objectives: 1 Strategies: 2 Activities: 12	Organizational	\$16000
2	TRANSFORM 2020 Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students	Objectives: 1 Strategies: 1 Activities: 8	Organizational	\$4800
3	Hoover City Schools Learning Gains- All students show continuous improvement.	Objectives: 2 Strategies: 2 Activities: 22	Organizational	\$25000
4	Hoover City Schools Achievement - All students perform at or above proficiency.	Objectives: 2 Strategies: 2 Activities: 17	Academic	\$27500



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

### Measurable Objective 1:

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

### Strategy 1:

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

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

Activity - Tech Train New Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New students receive tech training	Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	Counselors and Tech Coach

Activity - Participate in Hour of Code	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
100% participation school wide Hour of Code	Technology	12/05/2018	12/05/2018	\$0	No Funding Required	Faculty

Activity - Digital Citizenship Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Digital citizenship training from Technology Coach and SRO during Red Ribbon Week	Direct Instruction	10/22/2018	10/26/2018	\$0	No Funding Required	Tech Coach/SRO

Activity - Utilize Digital Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of digital resources such as Newsela, Gizmo, IXL Math and LA, IStation, Discovery Education, and Stemscopes Techbooks	Technology	08/08/2018	05/24/2019	\$9000	General Fund	Faculty

Activity - 1:1 Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receive access to technology by 1:1 Chromebook initiative and all teachers use Google Suite	Technology	08/08/2018	05/24/2019	\$0	District Funding	Faculty

Activity - Proficiency in Tech Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**ACIP**

Robert F. Bumpus Middle School

90% of students are developing proficiency with digital resources in tech courses	Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	Multimedia, Computer Science and Digital Photography teachers
Activity - Computer Science class participation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
40% of students take a Computer Science course	Technology	08/08/2018	05/24/2019	\$0	No Funding Required	Admin and Computer Science teacher

**Strategy 2:**

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

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

Activity - Virtual Tours	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
History Scene Investigation: Virtual Tour of Tyrol Museum of Archeology; Google Expedition Virtual Reality	Other - Virtual Field Trip	08/08/2018	05/24/2019	\$0	No Funding Required	Tech Coach and Social Studies Teachers

Activity - Digital Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
USB Digital Microscope; Scholastic Art Magazine (links); IXL for Math and Language Arts classes; Google Suite for teachers/students; Temperature Probes, Photogates; Screencastify, Flipgrid; Google Expedition Virtual Reality Kit; Gizmos; PenPals, Video Conferencing, Google Earth; App Lab, Game Lab, CodeCombat, Web Lab - Creating Web Pages, MinecraftEdu - Programming and Design, Minecraft Education Edition - Microsoft, Python, Flria Labs; Digital Media - Editing and Designing Digital Media using Adobe Photoshop; Plickers; Kahoot, Easy Test Maker, Reviewgamezone, Quizlet, EdPuzzle, ; GoFormative; Brain Pop & Brain Pop Jr.; Flocabulary; Multimedia - Creating stop-animation; Audible; Sphero; Adobe Spark; Story Works and Scope by Scholastic; Chromebits with Google Slides - Projecting school news on school monitors; No Red Ink - Editing/Grammar Program, Common Lit - Literary based reading program; GoGuardian; 360 Camera, Microsoft- Photo Editor, Microsoft Office Suite, Google Vlogger, Ricoh 360 (software); Aerial Drone	Technology	08/08/2018	05/24/2019	\$7000	Booster Fund, General Fund	Faculty, Elfs, PTO

Activity - Collaborate Outside Walls	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**ACIP**

Robert F. Bumpus Middle School

Digital PenPals; Video Conferencing	Technology	08/08/2018	05/24/2019	\$0	No Funding Required	Faculty and Elfs
<b>Activity - Proficiency in Tech Courses</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
90% of students are developing proficiency with digital resources in tech courses	Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	Multimedia, Computer Science and Digital Photography teachers
<b>Activity - Computer Science class participation</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
40% of students take a Computer Science course	Technology	08/08/2018	05/24/2019	\$0	No Funding Required	Admin and Computer Science teacher

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

**Measurable Objective 1:**

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

**Strategy 1:**

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

Category: Develop/Implement Professional Learning and Support

<b>Activity - Tech Coaching</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Tech Coach provide professional development throughout the year through PluggedIn monthly	Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	Tech Coach
<b>Activity - E.L.F. Coaching</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
ELF program assist tech coach in ongoing professional development and collaborative design thinking sessions	Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	ELFs, Tech Coach, Faculty

**ACIP**

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Activity - Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Master schedule allows for peer observation and/or self reflection of instruction	Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	Administration ; Faculty
Activity - Shared Decision Making	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Shared decision-making and faculty-led PD that fosters teacher efficacy	Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	Faculty
Activity - Apply ISTE Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Apply PD/training in the classroom to reflect ISTE standards using online exploration/assessment tools	Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	Faculty
Activity - Model Design Thinking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELF program models design thinking to prepare students to be creators instead of consumers	Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	ELFs; Tech Coach
Activity - Hoist Your Flag	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
"Hoist Your Flag" observation initiative-- Teachers put flags outside their doors to welcome observations by admin, fellow teachers, and community guests.	Other - Classroom visits	08/08/2018	05/24/2019	\$300	General Fund	Faculty
Activity - Attend Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Nuts & Bolts Symposium - Middle School Specific Professional Development; Twenty-First Century Literacy Conference	Professional Learning	08/08/2018	05/24/2019	\$4500	General Fund	Admin and selected staff

**Goal 3: Hoover City Schools Learning Gains- All students show continuous improvement.****Measurable Objective 1:**

demonstrate a proficiency by a 3% decrease of 6th - 8th grade students moving out of the lowest quartile from fall to spring in Mathematics and Reading by 06/03/2019 as measured by Scantron Performance Series.

**(shared) Strategy 1:**

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

Category: Develop/Implement Student and School Culture Program

**ACIP**

Robert F. Bumpus Middle School

Activity - Student Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Tutoring Club - Opportunity for students to obtain academic assistance from peers and tutors to develop leadership skills	Tutoring	08/08/2018	05/24/2019	\$0	No Funding Required	Students with faculty supervising
Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Public Relations Media Resource for Bumpus Community (bumpuspr@hoover.k12.al.us) Provides central location for all stakeholders to celebrate successes	Parent Involvement, Community Engagement	08/08/2018	05/24/2019	\$0	No Funding Required	Community, Faculty and students
Activity - Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Team	Academic Support Program	08/08/2018	05/24/2019	\$4500	General Fund	Faculty
Activity - Reading Challenge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly school wide reading challenge that engages both advanced and reluctant readers by promoting choice and providing relevant literary options.	Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Faculty
Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Positive Behavior Support Intervention to ensure the school environment remains conducive to student learning.	Behavioral Support Program	08/08/2018	05/24/2019	\$2000	Booster Fund	Admin and Faculty
Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use data to target students that need remediation/enrichment. Content and concepts that need the most attention are identified rather than specific students, ensuring that all are receiving targeted remediation/enrichment.	Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	Faculty and Literacy Coach
Activity - Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor attendance and implement interventions to thwart chronic absenteeism	Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Admin and Attendance Secretary
Activity - Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**ACIP**

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Through connections classes and/or faculty duty time every student will have the opportunity to - build a connection to at least one staff member, and every staff member will strive to connect with as many students as possible; participate in a small group advisory program to build relationships and a sense of belonging among peers and adults; participate in ETA time allocated for team-building and character development on academic teams; participate in school sponsored events such as Color Fun/Color Run Day, Career Fair, Multicultural Fair, grade level field trips, and Diversity/Civic Awareness activities	Behavioral Support Program	08/08/2018	05/24/2019	\$2500	Booster Fund	Faculty and PTO
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Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase Parental Involvement by: Encouraging parents to volunteer when it is convenient for them. Create an open-door policy where parents can help out and get involved a certain times throughout the week. Give parents the option to choose from any of the following: Eating lunch with their children in the lunchroom or work concession stand for school events. Encourage parents to become involved in parent-teacher organizations.	Parent Involvement	08/08/2018	05/24/2019	\$0	No Funding Required	Admin

**(shared) Strategy 2:**

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

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

Activity - Common Language	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use a common language across all curriculum areas	Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	Faculty

Activity - Faculty-led PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Shared decision-making and faculty-led PD that fosters teacher efficacy; Research how to increase learning opportunities for high performing students	Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	Elfs, Tech Coach, Faculty

Activity - Master schedule development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through a master schedule, weekly team and curriculum planning, allow for cross curricular units, common assessments/rubrics and vertical teaming; Collaborative meeting (fifth/eighth grade) with intermediate/high school math teachers to identify freshman strengths and weaknesses	Policy and Process	08/08/2018	05/24/2019	\$0	No Funding Required	Admin and faculty

**ACIP**

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Activity - Student Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate incentives for learning gains	Behavioral Support Program	08/08/2018	05/24/2019	\$4500	Booster Fund	Academic Team teachers
Activity - Flexible seating	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Flexible seating initiative to increase student focus and engagement	Behavioral Support Program	08/08/2018	05/24/2019	\$10000	General Fund	Admin and faculty
Activity - Data-driven	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Scantron data to target student weaknesses by standard; Target Student Achievement Growth through biweekly Problem Solving Team Meeting/Collaboration; Collaboration between Literacy Coach, Intervention Team and Core Teachers to support student growth in all Subjects	Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Admin and Faculty
Activity - Extra Time and Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Morning ETA, Friday ETA - Opportunity for students to obtain individual instruction specifically from a Math Teacher	Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Faculty
Activity - Literacy Action Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school-wide literacy action plan focused on improving student achievement. Using data, expectations are created in the school as a guide to support literacy development, current teaching practices, and the overall effectiveness of the literacy program.	Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	Faculty, Literacy Coach
Activity - Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bi-monthly team curriculum meetings focused on analyzing data and making data driven decisions.	Other - Data meetings	08/08/2018	05/24/2019	\$0	No Funding Required	Faculty, Literacy Coach
Activity - ELL Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training on how to better serve ELL teachers in math classes focusing on: Creating vocabulary banks Using manipulatives Modifying teacher talk and wait time Eliciting nonverbal cues Utilizing partner talk	Professional Learning, Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	ELL Instructor, Literacy Coach, Faculty

**ACIP**

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Activity - Student Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the use of the Big Three Questions from Non-Fiction Notice and Note to increase student engagement	Professional Learning	08/08/2018	05/24/2019	\$500	General Fund	Literacy Coach and Faculty

Activity - Student Talk	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase the amount of student talk on content related topics to enhance student engagement and further comprehension (small groups, Socratic seminars, etc.); Teach students how to find Signposts from both Notice and Note books, Fiction and Non-fiction which will increase student communication related to the subject matter	Professional Learning	08/08/2018	05/24/2019	\$500	General Fund	Literacy Coach and Faculty

Activity - Assignments Matter	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using The Seven Steps to Planning a Unit from Assignments Matter, teachers can collaborate to align instruction to standards while creating engaging, high expectation assignments relevant to real world and content.  Utilizing the LDC (Literacy Design Collective) website, teachers can access pre-made, standards-aligned, content-area tasks, lessons, and units to use in their own classrooms, and to modify for use with Bumpus students. The increase in rigor, relevance, and explicit teaching will help students go beyond comprehension into synthesizing and creating.	Professional Learning, Direct Instruction	08/08/2018	05/24/2019	\$500	General Fund	Literacy Coach and Faculty

**Measurable Objective 2:**

demonstrate a proficiency by a 3% increase of 6th - 8th grade students scoring at or above the 50th percentile from fall to spring In Mathematics and Reading by 06/03/2019 as measured by Scantron Performance Series.

**(shared) Strategy 1:**

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

Category: Develop/Implement Student and School Culture Program

Activity - Student Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Tutoring Club - Opportunity for students to obtain academic assistance from peers and tutors to develop leadership skills	Tutoring	08/08/2018	05/24/2019	\$0	No Funding Required	Students with faculty supervising

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Public Relations Media Resource for Bumpus Community (bumpuspr@hoover.k12.al.us) Provides central location for all stakeholders to celebrate successes	Parent Involvement, Community Engagement	08/08/2018	05/24/2019	\$0	No Funding Required	Community, Faculty and students



**ACIP**

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Activity - Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Team	Academic Support Program	08/08/2018	05/24/2019	\$4500	General Fund	Faculty
Activity - Reading Challenge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly school wide reading challenge that engages both advanced and reluctant readers by promoting choice and providing relevant literary options.	Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Faculty
Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Positive Behavior Support Intervention to ensure the school environment remains conducive to student learning.	Behavioral Support Program	08/08/2018	05/24/2019	\$2000	Booster Fund	Admin and Faculty
Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use data to target students that need remediation/enrichment. Content and concepts that need the most attention are identified rather than specific students, ensuring that all are receiving targeted remediation/enrichment.	Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	Faculty and Literacy Coach
Activity - Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor attendance and implement interventions to thwart chronic absenteeism	Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Admin and Attendance Secretary
Activity - Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through connections classes and/or faculty duty time every student will have the opportunity to - build a connection to at least one staff member, and every staff member will strive to connect with as many students as possible; participate in a small group advisory program to build relationships and a sense of belonging among peers and adults; participate in ETA time allocated for team-building and character development on academic teams; participate in school sponsored events such as Color Fun/Color Run Day, Career Fair, Multicultural Fair, grade level field trips, and Diversity/Civic Awareness activities	Behavioral Support Program	08/08/2018	05/24/2019	\$2500	Booster Fund	Faculty and PTO
Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Increase Parental Involvement by: Encouraging parents to volunteer when it is convenient for them. Create an open-door policy where parents can help out and get involved a certain times throughout the week. Give parents the option to choose from any of the following: Eating lunch with their children in the lunchroom or work concession stand for school events. Encourage parents to become involved in parent-teacher organizations.	Parent Involvement	08/08/2018	05/24/2019	\$0	No Funding Required	Admin
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**(shared) Strategy 2:**

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

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

Activity - Common Language	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use a common language across all curriculum areas	Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	Faculty

Activity - Faculty-led PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Shared decision-making and faculty-led PD that fosters teacher efficacy; Research how to increase learning opportunities for high performing students	Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	Elfs, Tech Coach, Faculty

Activity - Master schedule development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through a master schedule, weekly team and curriculum planning, allow for cross curricular units, common assessments/rubrics and vertical teaming; Collaborative meeting (fifth/eighth grade) with intermediate/high school math teachers to identify freshman strengths and weaknesses	Policy and Process	08/08/2018	05/24/2019	\$0	No Funding Required	Admin and faculty

Activity - Student Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate incentives for learning gains	Behavioral Support Program	08/08/2018	05/24/2019	\$4500	Booster Fund	Academic Team teachers

Activity - Flexible seating	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Flexible seating initiative to increase student focus and engagement	Behavioral Support Program	08/08/2018	05/24/2019	\$10000	General Fund	Admin and faculty

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Activity - Data-driven	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Scantron data to target student weaknesses by standard; Target Student Achievement Growth through biweekly Problem Solving Team Meeting/Collaboration; Collaboration between Literacy Coach, Intervention Team and Core Teachers to support student growth in all Subjects	Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Admin and Faculty
Activity - Extra Time and Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Morning ETA, Friday ETA - Opportunity for students to obtain individual instruction specifically from a Math Teacher	Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Faculty
Activity - Literacy Action Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school-wide literacy action plan focused on improving student achievement. Using data, expectations are created in the school as a guide to support literacy development, current teaching practices, and the overall effectiveness of the literacy program.	Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	Faculty, Literacy Coach
Activity - Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bi-monthly team curriculum meetings focused on analyzing data and making data driven decisions.	Other - Data meetings	08/08/2018	05/24/2019	\$0	No Funding Required	Faculty, Literacy Coach
Activity - ELL Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training on how to better serve ELL teachers in math classes focusing on: Creating vocabulary banks Using manipulatives Modifying teacher talk and wait time Eliciting nonverbal cues Utilizing partner talk	Professional Learning, Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	ELL Instructor, Literacy Coach, Faculty
Activity - Student Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the use of the Big Three Questions from Non-Fiction Notice and Note to increase student engagement	Professional Learning	08/08/2018	05/24/2019	\$500	General Fund	Literacy Coach and Faculty
Activity - Student Talk	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**ACIP**

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Increase the amount of student talk on content related topics to enhance student engagement and further comprehension (small groups, Socratic seminars, etc.); Teach students how to find Signposts from both Notice and Note books, Fiction and Non-fiction which will increase student communication related to the subject matter	Professional Learning	08/08/2018	05/24/2019	\$500	General Fund	Literacy Coach and Faculty
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Activity - Assignments Matter	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using The Seven Steps to Planning a Unit from Assignments Matter, teachers can collaborate to align instruction to standards while creating engaging, high expectation assignments relevant to real world and content.  Utilizing the LDC (Literacy Design Collective) website, teachers can access pre-made, standards-aligned, content-area tasks, lessons, and units to use in their own classrooms, and to modify for use with Bumpus students. The increase in rigor, relevance, and explicit teaching will help students go beyond comprehension into synthesizing and creating.	Professional Learning, Direct Instruction	08/08/2018	05/24/2019	\$500	General Fund	Literacy Coach and Faculty

**Goal 4: Hoover City Schools Achievement - All students perform at or above proficiency.****Measurable Objective 1:**

65% of All Students will demonstrate a proficiency by meeting individual growth targets from fall to spring in Mathematics by 06/03/2019 as measured by Scantron Performance Series.

**(shared) Strategy 1:**

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

Category: Develop/Implement Student and School Culture Program

Activity - Student Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Tutoring Club - Opportunity for students to obtain academic assistance from peers and tutors to develop leadership skills	Tutoring	08/08/2018	05/24/2019	\$0	No Funding Required	Students with faculty supervising

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Public Relations Media Resource for Bumpus Community (bumpuspr@hoover.k12.al.us) Provides central location for all stakeholders to celebrate successes	Parent Involvement, Community Engagement	08/08/2018	05/24/2019	\$0	No Funding Required	Community, Faculty and students

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

Robert F. Bumpus Middle School

Robotics Team, Debate Team, Scholars Bowl Science Olympiad, Ican Engineering for Girls, Code Club, STEM; Math Team - Advanced, fastpaced class; competitive academic team; Reading Rally- promote independent reading for pleasure for all students at every level;	Extra Curricular, Academic Support Program	08/08/2018	05/24/2019	\$8000	General Fund	Faculty, Literacy Coach, PTO
<b>Activity - Reading Challenge</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Monthly school wide reading challenge that engages both advanced and reluctant readers by promoting choice and providing relevant literary options	Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Faculty
<b>Activity - PBIS</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Implement Positive Behavior Support Intervention to ensure the school environment remains conducive to student learning.	Behavioral Support Program	08/08/2018	05/24/2019	\$2000	Booster Fund	Admin and Faculty
<b>Activity - Differentiation</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Use data to target students that need remediation/enrichment. Content and concepts that need the most attention are identified rather than specific students, ensuring that all are receiving targeted remediation/enrichment.	Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	Faculty and Literacy Coach
<b>Activity - Attendance</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Monitor attendance and implement interventions to thwart chronic absenteeism	Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Admin and Attendance Secretary
<b>Activity - Connections</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Through connections classes and/or faculty duty time every student will have the opportunity to - build a connection to at least one staff member, and every staff member will strive to connect with as many students as possible; participate in a small group advisory program to build relationships and a sense of belonging among peers and adults; participate in ETA time allocated for team-building and character development on academic teams; participate in school sponsored events such as Color Fun/Color Run Day, Career Fair, Multicultural Fair, grade level field trips, and Diversity/Civic Awareness activities	Behavioral Support Program	08/08/2018	05/24/2019	\$2500	Booster Fund	Faculty and PTO
<b>Activity - Parental Involvement</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

**ACIP**

Robert F. Bumpus Middle School

Increase Parental Involvement by: Encouraging parents to volunteer when it is convenient for them. Create an open-door policy where parents can help out and get involved a certain times throughout the week. Give parents the option to choose from any of the following: Eating lunch with their children in the lunchroom or work concession stand for school events. Encourage parents to become involved in parent-teacher organizations.	Parent Involvement	08/08/2018	05/24/2019	\$0	No Funding Required	Admin
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**(shared) Strategy 2:**

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

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

Activity - Common Language	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use a common language across all curriculum areas	Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	Faculty

Activity - Faculty-led PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Shared decision-making and faculty-led PD that fosters teacher efficacy; Research how to increase learning opportunities for high performing students	Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	Elfs, Tech Coach, Faculty

Activity - Master schedule development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through a master schedule, weekly team and curriculum planning, allow for cross curricular units, common assessments/rubrics and vertical teaming; Collaborative meeting (fifth/eighth grade) with intermediate/high school math teachers to identify freshman strengths and weaknesses	Policy and Process	08/08/2018	05/24/2019	\$0	No Funding Required	Admin and faculty

Activity - Student Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate incentives for learning gains	Behavioral Support Program	08/08/2018	05/24/2019	\$4500	Booster Fund	Academic Team teachers

Activity - Flexible seating	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Flexible seating initiative to increase student focus and engagement	Behavioral Support Program	08/08/2018	05/24/2019	\$10000	General Fund	Admin and faculty

Activity - Data-driven	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Use Scantron data to target student weaknesses by standard; Target Student Achievement Growth through biweekly Problem Solving Team Meeting/Collaboration; Collaboration between Literacy Coach, Intervention Team and Core Teachers to support student growth in all Subjects	Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Admin and faculty
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Activity - Extra Time and Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Morning ETA, Friday ETA - Opportunity for students to obtain individual instruction specifically from a Math Teacher	Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Faculty

Activity - Assignments Matter	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using The Seven Steps to Planning a Unit from Assignments Matter, teachers can collaborate to align instruction to standards while creating engaging, high expectation assignments relevant to real world and content. Utilizing the LDC (Literacy Design Collective) website, teachers can access pre-made, standards-aligned, content-area tasks, lessons, and units to use in their own classrooms, and to modify for use with Bumpus students. The increase in rigor, relevance, and explicit teaching will help students go beyond comprehension into synthesizing and creating.	Professional Learning, Direct Instruction	08/08/2018	05/24/2019	\$500	General Fund	Literacy Coach and Faculty

**Measurable Objective 2:**

65% of All Students will demonstrate a proficiency by meeting individual growth targets from fall to spring in Reading by 06/03/2019 as measured by Scantron Performance Series.

**(shared) Strategy 1:**

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

Category: Develop/Implement Student and School Culture Program

Activity - Student Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Tutoring Club - Opportunity for students to obtain academic assistance from peers and tutors to develop leadership skills	Tutoring	08/08/2018	05/24/2019	\$0	No Funding Required	Students with faculty supervising

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Public Relations Media Resource for Bumpus Community (bumpuspr@hoover.k12.al.us) Provides central location for all stakeholders to celebrate successes	Parent Involvement, Community Engagement	08/08/2018	05/24/2019	\$0	No Funding Required	Community, Faculty and students

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

Robert F. Bumpus Middle School

Robotics Team, Debate Team, Scholars Bowl Science Olympiad, Ican Engineering for Girls, Code Club, STEM; Math Team - Advanced, fastpaced class; competitive academic team; Reading Rally- promote independent reading for pleasure for all students at every level;	Extra Curricular, Academic Support Program	08/08/2018	05/24/2019	\$8000	General Fund	Faculty, Literacy Coach, PTO
<b>Activity - Reading Challenge</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Monthly school wide reading challenge that engages both advanced and reluctant readers by promoting choice and providing relevant literary options	Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Faculty
<b>Activity - PBIS</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Implement Positive Behavior Support Intervention to ensure the school environment remains conducive to student learning.	Behavioral Support Program	08/08/2018	05/24/2019	\$2000	Booster Fund	Admin and Faculty
<b>Activity - Differentiation</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Use data to target students that need remediation/enrichment. Content and concepts that need the most attention are identified rather than specific students, ensuring that all are receiving targeted remediation/enrichment.	Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	Faculty and Literacy Coach
<b>Activity - Attendance</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Monitor attendance and implement interventions to thwart chronic absenteeism	Behavioral Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Admin and Attendance Secretary
<b>Activity - Connections</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Through connections classes and/or faculty duty time every student will have the opportunity to - build a connection to at least one staff member, and every staff member will strive to connect with as many students as possible; participate in a small group advisory program to build relationships and a sense of belonging among peers and adults; participate in ETA time allocated for team-building and character development on academic teams; participate in school sponsored events such as Color Fun/Color Run Day, Career Fair, Multicultural Fair, grade level field trips, and Diversity/Civic Awareness activities	Behavioral Support Program	08/08/2018	05/24/2019	\$2500	Booster Fund	Faculty and PTO
<b>Activity - Parental Involvement</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>



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Increase Parental Involvement by: Encouraging parents to volunteer when it is convenient for them. Create an open-door policy where parents can help out and get involved a certain times throughout the week. Give parents the option to choose from any of the following: Eating lunch with their children in the lunchroom or work concession stand for school events. Encourage parents to become involved in parent-teacher organizations.	Parent Involvement	08/08/2018	05/24/2019	\$0	No Funding Required	Admin
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**(shared) Strategy 2:**

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

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

Activity - Common Language	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use a common language across all curriculum areas	Direct Instruction	08/08/2018	05/24/2019	\$0	No Funding Required	Faculty

Activity - Faculty-led PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Shared decision-making and faculty-led PD that fosters teacher efficacy; Research how to increase learning opportunities for high performing students	Professional Learning	08/08/2018	05/24/2019	\$0	No Funding Required	Elfs, Tech Coach, Faculty

Activity - Master schedule development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through a master schedule, weekly team and curriculum planning, allow for cross curricular units, common assessments/rubrics and vertical teaming; Collaborative meeting (fifth/eighth grade) with intermediate/high school math teachers to identify freshman strengths and weaknesses	Policy and Process	08/08/2018	05/24/2019	\$0	No Funding Required	Admin and faculty

Activity - Student Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate incentives for learning gains	Behavioral Support Program	08/08/2018	05/24/2019	\$4500	Booster Fund	Academic Team teachers

Activity - Flexible seating	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Flexible seating initiative to increase student focus and engagement	Behavioral Support Program	08/08/2018	05/24/2019	\$10000	General Fund	Admin and faculty

Activity - Data-driven	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**ACIP**

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Use Scantron data to target student weaknesses by standard; Target Student Achievement Growth through biweekly Problem Solving Team Meeting/Collaboration; Collaboration between Literacy Coach, Intervention Team and Core Teachers to support student growth in all Subjects	Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Admin and faculty
<b>Activity - Extra Time and Assistance</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Morning ETA, Friday ETA - Opportunity for students to obtain individual instruction specifically from a Math Teacher	Academic Support Program	08/08/2018	05/24/2019	\$0	No Funding Required	Faculty
<b>Activity - Assignments Matter</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Using The Seven Steps to Planning a Unit from Assignments Matter, teachers can collaborate to align instruction to standards while creating engaging, high expectation assignments relevant to real world and content. Utilizing the LDC (Literacy Design Collective) website, teachers can access pre-made, standards-aligned, content-area tasks, lessons, and units to use in their own classrooms, and to modify for use with Bumpus students. The increase in rigor, relevance, and explicit teaching will help students go beyond comprehension into synthesizing and creating.	Professional Learning, Direct Instruction	08/08/2018	05/24/2019	\$500	General Fund	Literacy Coach and Faculty

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiation	Use data to target students that need remediation/enrichment. Content and concepts that need the most attention are identified rather than specific students, ensuring that all are receiving targeted remediation/enrichment.	Direct Instruction	08/08/2018	05/24/2019	\$0	Faculty and Literacy Coach
Faculty-led PD	Shared decision-making and faculty-led PD that fosters teacher efficacy; Research how to increase learning opportunities for high performing students	Professional Learning	08/08/2018	05/24/2019	\$0	Elfs, Tech Coach, Faculty
Attendance	Monitor attendance and implement interventions to thwart chronic absenteeism	Behavioral Support Program	08/08/2018	05/24/2019	\$0	Admin and Attendance Secretary
Communication	Public Relations Media Resource for Bumpus Community (bumpuspr@hoover.k12.al.us) Provides central location for all stakeholders to celebrate successes	Parent Involvement, Community Engagement	08/08/2018	05/24/2019	\$0	Community, Faculty and students
Communication	Public Relations Media Resource for Bumpus Community (bumpuspr@hoover.k12.al.us) Provides central location for all stakeholders to celebrate successes	Parent Involvement, Community Engagement	08/08/2018	05/24/2019	\$0	Community, Faculty and students
Computer Science class participation	40% of students take a Computer Science course	Technology	08/08/2018	05/24/2019	\$0	Admin and Computer Science teacher
Collaborate Outside Walls	Digital PenPals; Video Conferencing	Technology	08/08/2018	05/24/2019	\$0	Faculty and Elfs
Data-driven	Use Scantron data to target student weaknesses by standard; Target Student Achievement Growth through biweekly Problem Solving Team Meeting/Collaboration; Collaboration between Literacy Coach, Intervention Team and Core Teachers to support student growth in all Subjects	Academic Support Program	08/08/2018	05/24/2019	\$0	Admin and Faculty

**ACIP**

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Literacy Action Plan	A school-wide literacy action plan focused on improving student achievement. Using data, expectations are created in the school as a guide to support literacy development, current teaching practices, and the overall effectiveness of the literacy program.	Professional Learning	08/08/2018	05/24/2019	\$0	Faculty, Literacy Coach
Data-driven	Use Scantron data to target student weaknesses by standard; Target Student Achievement Growth through biweekly Problem Solving Team Meeting/Collaboration; Collaboration between Literacy Coach, Intervention Team and Core Teachers to support student growth in all Subjects	Academic Support Program	08/08/2018	05/24/2019	\$0	Admin and faculty
Master schedule development	Through a master schedule, weekly team and curriculum planning, allow for cross curricular units, common assessments/rubrics and vertical teaming; Collaborative meeting (fifth/eighth grade) with intermediate/high school math teachers to identify freshman strengths and weaknesses	Policy and Process	08/08/2018	05/24/2019	\$0	Admin and faculty
Computer Science class participation	40% of students take a Computer Science course	Technology	08/08/2018	05/24/2019	\$0	Admin and Computer Science teacher
Tech Coaching	Tech Coach provide professional development throughout the year through PluggedIn monthly	Professional Learning	08/08/2018	05/24/2019	\$0	Tech Coach
Differentiation	Use data to target students that need remediation/enrichment. Content and concepts that need the most attention are identified rather than specific students, ensuring that all are receiving targeted remediation/enrichment.	Direct Instruction	08/08/2018	05/24/2019	\$0	Faculty and Literacy Coach
E.L.F. Coaching	ELF program assist tech coach in ongoing professional development and collaborative design thinking sessions	Professional Learning	08/08/2018	05/24/2019	\$0	ELFs, Tech Coach, Faculty
Master schedule development	Through a master schedule, weekly team and curriculum planning, allow for cross curricular units, common assessments/rubrics and vertical teaming; Collaborative meeting (fifth/eighth grade) with intermediate/high school math teachers to identify freshman strengths and weaknesses	Policy and Process	08/08/2018	05/24/2019	\$0	Admin and faculty
Shared Decision Making	Shared decision-making and faculty-led PD that fosters teacher efficacy	Professional Learning	08/08/2018	05/24/2019	\$0	Faculty
Attendance	Monitor attendance and implement interventions to thwart chronic absenteeism	Behavioral Support Program	08/08/2018	05/24/2019	\$0	Admin and Attendance Secretary

**ACIP**

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Extra Time and Assistance	Morning ETA, Friday ETA - Opportunity for students to obtain individual instruction specifically from a Math Teacher	Academic Support Program	08/08/2018	05/24/2019	\$0	Faculty
Model Design Thinking	ELF program models design thinking to prepare students to be creators instead of consumers	Direct Instruction	08/08/2018	05/24/2019	\$0	ELFs; Tech Coach
Student Tutoring	Student Tutoring Club - Opportunity for students to obtain academic assistance from peers and tutors to develop leadership skills	Tutoring	08/08/2018	05/24/2019	\$0	Students with faculty supervising
Apply ISTE Professional Development	Apply PD/training in the classroom to reflect ISTE standards using online exploration/assessment tools	Professional Learning	08/08/2018	05/24/2019	\$0	Faculty
Student Tutoring	Student Tutoring Club - Opportunity for students to obtain academic assistance from peers and tutors to develop leadership skills	Tutoring	08/08/2018	05/24/2019	\$0	Students with faculty supervising
Reading Challenge	Monthly school wide reading challenge that engages both advanced and reluctant readers by promoting choice and providing relevant literary options	Behavioral Support Program	08/08/2018	05/24/2019	\$0	Faculty
Peer Observations	Master schedule allows for peer observation and/or self reflection of instruction	Professional Learning	08/08/2018	05/24/2019	\$0	Administration ; Faculty
Digital Citizenship Training	Digital citizenship training from Technology Coach and SRO during Red Ribbon Week	Direct Instruction	10/22/2018	10/26/2018	\$0	Tech Coach/SRO
Parental Involvement	Increase Parental Involvement by: Encouraging parents to volunteer when it is convenient for them. Create an open-door policy where parents can help out and get involved a certain times throughout the week. Give parents the option to choose from any of the following: Eating lunch with their children in the lunchroom or work concession stand for school events. Encourage parents to become involved in parent-teacher organizations.	Parent Involvement	08/08/2018	05/24/2019	\$0	Admin
Parental Involvement	Increase Parental Involvement by: Encouraging parents to volunteer when it is convenient for them. Create an open-door policy where parents can help out and get involved a certain times throughout the week. Give parents the option to choose from any of the following: Eating lunch with their children in the lunchroom or work concession stand for school events. Encourage parents to become involved in parent-teacher organizations.	Parent Involvement	08/08/2018	05/24/2019	\$0	Admin
Participate in Hour of Code	100% participation school wide Hour of Code	Technology	12/05/2018	12/05/2018	\$0	Faculty

**ACIP**

Robert F. Bumpus Middle School

Tech Train New Students	New students receive tech training	Direct Instruction	08/08/2018	05/24/2019	\$0	Counselors and Tech Coach
Reading Challenge	Monthly school wide reading challenge that engages both advanced and reluctant readers by promoting choice and providing relevant literary options.	Behavioral Support Program	08/08/2018	05/24/2019	\$0	Faculty
Proficiency in Tech Courses	90% of students are developing proficiency with digital resources in tech courses	Direct Instruction	08/08/2018	05/24/2019	\$0	Multimedia, Computer Science and Digital Photography teachers
Faculty-led PD	Shared decision-making and faculty-led PD that fosters teacher efficacy; Research how to increase learning opportunities for high performing students	Professional Learning	08/08/2018	05/24/2019	\$0	Elfs, Tech Coach, Faculty
Common Language	Use a common language across all curriculum areas	Direct Instruction	08/08/2018	05/24/2019	\$0	Faculty
ELL Support	Teacher training on how to better serve ELL teachers in math classes focusing on: Creating vocabulary banks Using manipulatives Modifying teacher talk and wait time Eliciting nonverbal cues Utilizing partner talk	Professional Learning, Academic Support Program	08/08/2018	05/24/2019	\$0	ELL Instructor, Literacy Coach, Faculty
Virtual Tours	History Scene Investigation: Virtual Tour of Tyrol Museum of Archeology; Google Expedition Virtual Reality	Other - Virtual Field Trip	08/08/2018	05/24/2019	\$0	Tech Coach and Social Studies Teachers
Proficiency in Tech Courses	90% of students are developing proficiency with digital resources in tech courses	Direct Instruction	08/08/2018	05/24/2019	\$0	Multimedia, Computer Science and Digital Photography teachers
Team Meetings	Bi-monthly team curriculum meetings focused on analyzing data and making data driven decisions.	Other - Data meetings	08/08/2018	05/24/2019	\$0	Faculty, Literacy Coach
Extra Time and Assistance	Morning ETA, Friday ETA - Opportunity for students to obtain individual instruction specifically from a Math Teacher	Academic Support Program	08/08/2018	05/24/2019	\$0	Faculty
Common Language	Use a common language across all curriculum areas	Direct Instruction	08/08/2018	05/24/2019	\$0	Faculty
<b>Total</b>					\$0	

**Booster Fund**

**ACIP**

Robert F. Bumpus Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Connections	Through connections classes and/or faculty duty time every student will have the opportunity to - build a connection to at least one staff member, and every staff member will strive to connect with as many students as possible; participate in a small group advisory program to build relationships and a sense of belonging among peers and adults; participate in ETA time allocated for team-building and character development on academic teams; participate in school sponsored events such as Color Fun/Color Run Day, Career Fair, Multicultural Fair, grade level field trips, and Diversity/Civic Awareness activities	Behavioral Support Program	08/08/2018	05/24/2019	\$2500	Faculty and PTO
Digital Tools	USB Digital Microscope; Scholastic Art Magazine (links); IXL for Math and Language Arts classes; Google Suite for teachers/students; Temperature Probes, Photogates; Screencastify, Flipgrid; Google Expedition Virtual Reality Kit; Gizmos; PenPals, Video Conferencing, Google Earth; App Lab, Game Lab, CodeCombat, Web Lab - Creating Web Pages, MinecraftEdu - Programming and Design, Minecraft Education Edition - Microsoft, Python, Flria Labs; Digital Media - Editing and Designing Digital Media using Adobe Photoshop; Plickers; Kahoot, Easy Test Maker, Reviewgamezone, Quizlet, EdPuzzle, ; GoFormative; Brain Pop & Brain Pop Jr.; Flocabulary; Multimedia - Creating stop-animation; Audible; Sphero; Adobe Spark; Story Works and Scope by Scholastic; Chromebits with Google Slides - Projecting school news on school monitors; No Red Ink - Editing/Grammar Program, Common Lit - Literary based reading program; GoGuardian; 360 Camera, Microsoft- Photo Editor, Microsoft Office Suite, Google Vlogger, Ricoh 360 (software); Aerial Drone	Technology	08/08/2018	05/24/2019	\$2000	Faculty, Elfs, PTO
Student Incentives	Incorporate incentives for learning gains	Behavioral Support Program	08/08/2018	05/24/2019	\$4500	Academic Team teachers
PBIS	Implement Positive Behavior Support Intervention to ensure the school environment remains conducive to student learning.	Behavioral Support Program	08/08/2018	05/24/2019	\$2000	Admin and Faculty
PBIS	Implement Positive Behavior Support Intervention to ensure the school environment remains conducive to student learning.	Behavioral Support Program	08/08/2018	05/24/2019	\$2000	Admin and Faculty
Student Incentives	Incorporate incentives for learning gains	Behavioral Support Program	08/08/2018	05/24/2019	\$4500	Academic Team teachers

**ACIP**

Robert F. Bumpus Middle School

Connections	Through connections classes and/or faculty duty time every student will have the opportunity to - build a connection to at least one staff member, and every staff member will strive to connect with as many students as possible; participate in a small group advisory program to build relationships and a sense of belonging among peers and adults; participate in ETA time allocated for team-building and character development on academic teams; participate in school sponsored events such as Color Fun/Color Run Day, Career Fair, Multicultural Fair, grade level field trips, and Diversity/Civic Awareness activities	Behavioral Support Program	08/08/2018	05/24/2019	\$2500	Faculty and PTO
<b>Total</b>					<b>\$20000</b>	

**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Engagement	Utilize the use of the Big Three Questions from Non-Fiction Notice and Note to increase student engagement	Professional Learning	08/08/2018	05/24/2019	\$500	Literacy Coach and Faculty
Flexible seating	Flexible seating initiative to increase student focus and engagement	Behavioral Support Program	08/08/2018	05/24/2019	\$10000	Admin and faculty
Hoist Your Flag	"Hoist Your Flag" observation initiative-- Teachers put flags outside their doors to welcome observations by admin, fellow teachers, and community guests.	Other - Classroom visits	08/08/2018	05/24/2019	\$300	Faculty
Student Talk	Increase the amount of student talk on content related topics to enhance student engagement and further comprehension (small groups, Socratic seminars, etc.); Teach students how to find Signposts from both Notice and Note books, Fiction and Non-fiction which will increase student communication related to the subject matter	Professional Learning	08/08/2018	05/24/2019	\$500	Literacy Coach and Faculty
Enrichment	Math Team	Academic Support Program	08/08/2018	05/24/2019	\$4500	Faculty
Flexible seating	Flexible seating initiative to increase student focus and engagement	Behavioral Support Program	08/08/2018	05/24/2019	\$10000	Admin and faculty



**ACIP**

Robert F. Bumpus Middle School

Assignments Matter	Using The Seven Steps to Planning a Unit from Assignments Matter, teachers can collaborate to align instruction to standards while creating engaging, high expectation assignments relevant to real world and content.  Utilizing the LDC (Literacy Design Collective) website, teachers can access pre-made, standards-aligned, content-area tasks, lessons, and units to use in their own classrooms, and to modify for use with Bumpus students. The increase in rigor, relevance, and explicit teaching will help students go beyond comprehension into synthesizing and creating.	Professional Learning, Direct Instruction	08/08/2018	05/24/2019	\$500	Literacy Coach and Faculty
Assignments Matter	Using The Seven Steps to Planning a Unit from Assignments Matter, teachers can collaborate to align instruction to standards while creating engaging, high expectation assignments relevant to real world and content. Utilizing the LDC (Literacy Design Collective) website, teachers can access pre-made, standards-aligned, content-area tasks, lessons, and units to use in their own classrooms, and to modify for use with Bumpus students. The increase in rigor, relevance, and explicit teaching will help students go beyond comprehension into synthesizing and creating.	Professional Learning, Direct Instruction	08/08/2018	05/24/2019	\$500	Literacy Coach and Faculty
Utilize Digital Resources	Implementation of digital resources such as Newsela, Gizmo, IXL Math and LA, IStation, Discovery Education, and Stemscoptes Techbooks	Technology	08/08/2018	05/24/2019	\$9000	Faculty
Digital Tools	USB Digital Microscope; Scholastic Art Magazine (links); IXL for Math and Language Arts classes; Google Suite for teachers/students; Temperature Probes, Photogates; Screencastify, Flipgrid; Google Expedition Virtual Reality Kit; Gizmos; PenPals, Video Conferencing, Google Earth; App Lab, Game Lab, CodeCombat, Web Lab - Creating Web Pages, MinecraftEdu - Programming and Design, Minecraft Education Edition - Microsoft, Python, Firlia Labs; Digital Media - Editing and Designing Digital Media using Adobe Photoshop; Plickers; Kahoot, Easy Test Maker, Reviewgamezone, Quizlet, EdPuzzle, ; GoFormative; Brain Pop & Brain Pop Jr.; Flocabulary; Multimedia - Creating stop-animation; Audible; Sphero; Adobe Spark; Story Works and Scope by Scholastic; Chromebits with Google Slides - Projecting school news on school monitors; No Red Ink - Editing/Grammar Program, Common Lit - Literary based reading program; GoGuardian; 360 Camera, Microsoft- Photo Editor, Microsoft Office Suite, Google Vlogger, Ricoh 360 (software); Aerial Drone	Technology	08/08/2018	05/24/2019	\$5000	Faculty, Elfs, PTO

**ACIP**

Robert F. Bumpus Middle School

Enrichment	Robotics Team, Debate Team, Scholars Bowl Science Olympiad, Ican Engineering for Girls, Code Club, STEM; Math Team - Advanced, fastpaced class; competitive academic team; Reading Rally- promote independent reading for pleasure for all students at every level;	Extra Curricular, Academic Support Program	08/08/2018	05/24/2019	\$8000	Faculty, Literacy Coach, PTO
Attend Conferences	Nuts & Bolts Symposium - Middle School Specific Professional Development; Twenty-First Century Literacy Conference	Professional Learning	08/08/2018	05/24/2019	\$4500	Admin and selected staff
<b>Total</b>					<b>\$53300</b>	

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
1:1 Initiative	Students receive access to technology by 1:1 Chromebook initiative and all teachers use Google Suite	Technology	08/08/2018	05/24/2019	\$0	Faculty
<b>Total</b>					<b>\$0</b>	