



ACIP

Hibbett Middle School

Florence City Schools

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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?

Overview and Brief History

Hibbett Middle School opened in 1980 as a K-8 school. It is located in the North Florence area and serves as a diverse population. In 1997, Hibbett, along with Weeden School, was restructured as a middle school and served grades 6-8. Both schools implemented the middle school concept aligned with the National Middle School Association. In 2002, Florence City Schools began the process of consolidation. Hibbett became a 5th and 6th grade school which continues to implement the middle school teaming concept while serving all students in the district. It operated on a seven period day with four core subjects- reading/ELA, mathematics, social studies, and science. The school day also includes PE and an exploratory period-art, music, dance, theater, band, strings, coding & robotics, & chorus. During the 2017-2018 school year, Hibbett Middle School is serving a population of 593 students. The demographics of the school for Grades 5-6 are as follows:

Total # of students-593

total # of male students-288

total # of female students-305

total # of F/R students- 390

total % of F/R students-66

total # of African American students- 216

total # of Caucasian students-275

total # of Hispanic students- 78

total # of multi-race students- 19

total # of Asian students- 4

total # of American Indian/Alaskan Native- 1

total # of Native Hawaiian or Other Pacific Islander-0

All K-6 schools within Florence City Schools participate in the Community Eligibility Program for 2017-2018 that falls under the National School Lunch Program.

Significant Changes

Hibbett Middle School has adopted a 7 period schedule to enable students to have 60 minutes of instruction in all academic areas. An enrichment class has been added to address student strengths and weaknesses from Performance Series and meet advisory goals. Enrichment/Advisory provides, a time for students to establish a relationship with a teacher in the building to promote student efficacy. Common planning times have been established to allow teachers to cooperatively plan in common core areas.

A Positive Behavior Intervention and Support (PBIS) Program has been implemented to provide positive intervention and behavior support.

-Nine-weeks behavior celebration and recognition through the "Whale Done" award system.

-Disciplinary data meetings are held quarterly and reported to the PST team.

-A research-based, direct instruction program, Corrective Reading, provides students with 60 additional minutes of language arts instruction. Students who are identified with ELA skill deficits are provided an additional 60 minutes of language arts instruction.

-HMS mentoring program, Keys for Success, focuses on mentoring at-risk males.

Unique Changes

-Hibbett Middle School shares its facilities and campus with Florence Middle School 800 student population.

-Falcon Voice, a reporting tool, is available for all students as a support tool to report their social concerns to administration.

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.

Hibbett Middle School follows the mission, vision, values, and core beliefs adopted by the Florence City Schools Board of Education.

System Brand: Your System...Our Community...One Florence

Vision: Tomorrow...Today

Mission: Empower students to explore, create, challenge, innovate and lead

Core Beliefs: Theme: Making the connection: Falcon Spirit, Servant's Heart, Fun-Loving Attitude, and Reliable Support

We believe all students can learn, succeed and reach their full potential by setting high expectations for both students and staff.

We believe failure as an option can be eliminated through the provision of equal educational access for diverse learners.

We believe that staff of Florence City Schools is the key to students' success as productive citizens and lifelong learners.

We believe the community's history and resources enhance the quality of the local education system.

We believe engaging the student's family and the community enhances learning and academic achievement.

We believe it is the system's responsibility to educate the whole child in a safe, orderly, and challenging environment.

We believe it is the system's responsibility to develop students who are environmentally aware, adept at integrating technology, and prepared to compete in a global society.

The FCS Instructional Roadmap and Strategic Plan outlines the primary goals of the school system:

1.) To maintain a safe and healthy environment in well-maintained facilities:

- Promote and celebrate student achievement through a positive school climate,
- Strengthen home-school connections,
- Proactively address student harassment/bullying,
- Promote positive digital citizenship among all stakeholders,
- Expand collaborative efforts with community agencies and the court system, and
- Full-time SRO at each campus.

2.) To continue the utilize measures of success:

- Yearly student attendance
- Scantron-Global Scholars Performance Series and Achievement Series Proficiency Scores
- Increase cohort graduation rate
- Meet growth targets
- Use ELEOT Walkthrough data
- Establish four-year student plans
- Increase number of high-school students earning college credit
- Increase ACT Composite score

3.) To increase authentic and transformative learning FCS provides the following:

- A Florence Academy of Fine Arts program
- Advanced level classes, including Pre-AP/ AP/ LTF/ NMSI / SREB / AMSTI
- Dual enrollment
- A Florence Virtual School option
- 12 for Life/Launch
- Pre-K-12 1:1 Technology Initiative

- Canvas LMS
- Digital Learning Platforms
- 4.) To achieve continuous improvement and targeted growth using the following:
 - Data meetings/learning gains
 - Engagement in the areas of learning targets, intentional planning, quality questioning, formative assessment, and formative feedback
 - Florence Learning Conversation Network (FLCN)
 - Impact 80
 - Advance 12
 - Employee Attendance
 - AdvancED/ACP
 - Edgenuity/Compass
 - Continue RTI implementation and documentation
 - Continue to incorporate SIOP strategies for all grades

The Florence City School System embraces the theme of Tomorrow...Today

1.) Students

- Superior Academics
- Premier Extracurriculars
- Abundant Athletics

2.) Employees

- Professional Learning
- Instructional Supports
- Enhanced Salaries

3.) Parents

- Safe Environment
- Parental Supports
- Transparent Communication

4.) Higher Ed

- Prepared Students
- Distinctive Partnerships
- Mutual Accessibility

5.) Community

- Economic Investment
- Productive Citizens
- Civic Service

6.) Industry

- Prepared Workforce
- Growth Opportunities
- Valuable Partnerships

the Florence City School System embraces the FCS Instructional Roadmap.

The components are:

1.) Performance:

- Setting high expectations for ALL stakeholders

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- Moving student achievement expectations beyond content knowledge to College- and Career- Readiness success

- Achieving exemplary status in all areas including academics, athletics, fine arts, and all co-curricular activities

2.) Professionalism:

- Communication

- Appearance and Presentation

- Planning, Organization, and Continuous Professional Development

3.) Partnerships:

- Schoolwide

- Districtwide

- Community

4.) Proactive:

- Anticipate

- Communicate

- Plan and Implement

5.) Personalized Service

- Attention to Individual Needs

- Differentiated Instruction

- A personalized pathway to success for every student

The primary purpose of Hibbett Middle School is to ensure student achievement. The instructional purpose and mechanisms utilized to promote student achievement and articulated through the FCS K-12 Instructional Framework. Through continuous school improvement, technology integration, and continuous professional development, high-quality, data-driven instruction is planned and implemented to meet the diverse student population. Components of the K-12 Instructional Framework include:

Challenging Curriculum:

- Alabama Courses of Study

- College- and Career- Ready Standards

- Encore Program (Elective courses, grades 6-8)

Strategic Teaching:

- Alabama Reading Initiative (ARI)

- Alabama Mathematics Science Technology Initiative (AMSTI)

- IS2 Initiative

- Reading/Mathematics Pacing Guides

- Curriculum Maps

- Quadrant 4 Instruction

- Sheltered Instruction Observation Protocol (SIOP) Strategies

Ongoing Assessment:

- Benchmark Assessments

- Compass Learning

- Corrective Reading

- Performance Series

- ThinkLink

IS2 Initiative

- Implementation of all of the above components that are applicable to Hibbett Middle School

College and Career Success:

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- Quadrant 4 Instruction
- IS2 Initiative
- Encore Program
- Implementation of Common Core Standards - Mathematics and English Language Arts

Differentiated Instruction:

- Common Assessments
- Data Analysis Meetings
- Problem-Solving Teams' Response to Instruction (RTI) Plans
- ARI and AMSTI Interventions
- Targeted Optional Placement for Success (Alternative program, grades K-5)

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.

Notable Achievements

Instructional:

- Procedure days were implemented at the beginning of the year as a means to orient students to grade level expectations
- Participation in the Falcon Learning Conversations Network (FLCN)
- Continuation of FLCN walkthrough expectations
- Designated Academic Leaders serve core areas in lieu of Team Leaders
- Inclusion of small group teaching times in math and reading/ELA
- The addition of the Compass Learning program to individualize learning
- Restructuring data meetings using consistent data to pinpoint small group instructional needs while reviewing data for instructional planning
- Collaborative subject matter meetings focusing on teaching strategies, technology, and procedures
- Inclusion of one-to-one Chromebooks in classroom for student and teacher instructional use
- Addition of an Instructional Technology Coach
- Training for Canvas Lesson Plans, Google Drive, and app usage
- Comprehensive counseling provided at large group, small group, and individual levels
- Teacher Classroom Assignments posted weekly on Canvas for students and parents
- Lesson plans posted weekly in Google Drive for administrative viewing
- Student goal setting for Performance Series Achievement/Recognition
- Data folders for all students
- RTI meetings on full data days to identify and address the needs of struggling students
- Addition of theatre class for fifth grade students
- Addition of dance, coding and robotics, enrichment, and advisory for all students
- AMSTI training for science teachers over summer 2017 in preparation for 2017-2018
- Increase in faculty members in pursuit of Google certification
- Emphasis on bell-to-bell instruction
- Creation and implementation of schoolwide learning targets per classroom as modeled in professional development
- Checking for understanding strategies including Quality Questioning
- Skills classes for computer skill intervention/enrichment for all students (Compass)
- Emphasis on struggling readers (Corrective Reading - small group fluency and decoding practice, paraprofessional reading partners)
- Special Education students received more specialized instruction in 30-minute pullout sessions
- Continuation of small group instruction in reading/ELA and math

Technology - equipment/software:

- Apple TVs throughout the school
- Addition of Compass Learning program for every student
- Installation of seven (55 inch) televisions in classrooms for projection
- Chromebook Designated Restrictions for all students
- 1:1 technology initiative with Chromebooks

Communication:

SY 2017-2018

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- Increase in communication via Hibbett Weekly Newsletter, Hibbett Weekly Newsletter on Smore, Facebook, Canvas, HMS on Facebook, Daily Announcements on Canvas, Facebook, Instagram, Team Newsletters

- Schoolcast Call-Outs and emails

- INOW Home

Chrous:

- Received Superior Rating at State

Facility Upgrade:

- New tiles was added to the school foyer as well as the first and second floor of school

- Controlled access entry with new access points

- Updated lobby entrance

Collaboration:

- Faculty meetings (onstart of PLC)

- Weekly meetings with administration and IP

- Academic Leader meetings (advisement and decision making)

- Data meetings (every nine weeks)

- School-wide discipline planning

Goals for 2017-2018

To establish a common vision within our faculty outlining beliefs, expectations, and appropriate strategies

Instruction:

- Weekly walkthrough criteria outlines walkthrough data form including learning targets, quality questioning, equitable participation, strategic teaching, cooperative groupings, small group instruction, writing-incorporation in all academic areas, real-life application

- Provide PD for faculty on identifying dyslexia and more complex reading difficulties

- To implement Bambrick's Driven by Data strategies in core area data meetings

Lesson Plans:

- Lesson Plans published on Google Drive (Learning Target, Standards, Do Now, Assessment)

- Administration views weekly lesson plans

- Chromebook apps and extensions noted in lesson plans

Collaboration:

- Daily collaborative planning

- Implementation of school-wide discipline plan

- Fewer discipline referrals and increase positive relationships between faculty and students

Attendance:

- Implementation of Tardy Policy

- Weekly review of attendance/send home unexcused absence slips for every unexcused absence

- Closely monitor daily attendance by notifying parents after the third unexcused absence

- Increase parent communication

Additional Information

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

Hibbett Middle School maintains a close working relationship with the University of North Alabama Department of Education through internships, tutoring, and class observations. HMS is the site for pre-service training for all reading classes at the University of North Alabama for the upper elementary grade levels. Several teachers at Hibbett are also participating in the Florence City Schools' Impact 80 continuing education program that is a partnership with the University. HMS also partners with UNA social work interns to mentor our students in Social Development classes.

Hibbett Middle School has an active Parent-Teacher Organization that supports all aspects of the school program. The PTO provides funding for various school projects. This organization also provides academic support in a variety of ways, such as sponsorship of the Honor Roll Recognition program, Most-Improved Student program, field trip funds, instructional supply finds, and special academic programs, and technology initiatives.

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.

The Instructional Leadership Team was instrumental in the planning process. The Instructional Leadership Team is comprised of a diverse group of stakeholders, including parents and community members, and all willingly participated in the planning process for this CIP in the hopes of producing a plan which will ultimately guide instruction at the school. Meeting times for the Instructional Leadership Team were scheduled at various times to accommodate work schedules of those involved. The Instructional Leadership Team convened to analyze and review data and identify student strengths and weaknesses. The data sources, student data, and academic assessments were reviewed with the entire faculty at a collaborative meeting, as well as with parents during an organized meeting. After receiving input from all stakeholders via the processes listed above, the Instructional Leadership Team summarized findings for student performance that appear in this document with the specific intent of improving the achievement levels of all students as well as the comprehensive instructional program. Strategies identified to improve student performance were communicated to all stakeholders, including parents via parent meetings and the school website.

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

The Instructional Leadership Team included administrators, classroom teachers, Title I teachers, Instructional Coach, and parent/community representatives. Input was also requested during the Fall 2017 Title I Parent Meeting. All members of the Instructional Leadership Team were involved in the review of data, identification of student strengths and weaknesses and development of goals for the CIP.

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 Continuous Improvement Plan for 2017-18 will be reviewed with the school faculty during a staff meeting with individual components studied through collaborative planning meetings. Student data will be analyzed per teams in grade level/department meetings as well as during monthly data meetings. The updated version of the CIP document will be shared during monthly PTO meetings, published on the school's website, during parent involvement meetings and will be made available in the school office. Stakeholders will receive updates periodically for the document.

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?	No	Data is included in the areas of notable achievement section.	16-17 Performance Series Made Gains Performance Bands

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

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

High percentage of students in both grade levels demonstrated growth in both reading and math as follows:

5th Grade Reading- 79% of students made gains

5th Grade Math- 89% of students made gains

6th Grade Reading- 70% of students made gains

6th Grade Math- 91% of students made gains

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

A positive trend in our data was evidenced in our 5th grade math achievement scores proficiency on Performance Series. Fifth grade math achievement proficiency-42% in 2016 increased to 43% in 2017 resulting in a 1% gain in achievement proficiency.

Which area(s) indicate the overall highest performance?

The area of 6th grade math has shown that 59% of students met their annual target, and 91% of students in 6th grade math demonstrated growth from fall to spring.

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

For 2016-17, no subgroup demonstrated a trend toward increasing performance on end of the year reading or math Performance Series assessments.

Between which subgroups is the achievement gap closing?

The achievement gap in reading between the African American & Hispanic subgroups did not increase for the 16-17 school year.

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

Findings related to gaps among African American and Hispanic subgroups are also consistent with findings from benchmark assessments administered through Achievement Series.

Areas in Need of Improvement

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

According to Performance Series data, the percentage of students meeting their yearly growth target decreased. Overall school data showed in 2016, 63% of students met their reading growth target, while in 2017 50% of students met their reading growth target. 5th grade percentages showed 64% met their reading growth target in 2016, while 53% met their reading growth target in 2017. 6th grade percentages showed 61% met their reading growth target in 2016, while 47% met their reading growth target in 2017. Overall school data showed in 2016, 63% of students met their math target, while in 2017 49% met their math growth target. 5th grade percentages showed 52% met their math growth target in 2016, while 38% met their math growth target in 2017. 6th grade percentages showed 73% made their math growth target in 2016, while 59% met their math growth target in 2017.

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

According to Performance Series data, there has been an increase in the number of students who performed at a "below average" level from the 2016-2017 testing data. 6th grading reading below average band increased from 22% in 2016 to 32% in 2017. 6th grade math below average band increased from 18% in 2016 to 26% in 2017.

Which area(s) indicate the overall lowest performance?

5th grade math scores were the overall lowest performance category in 16-17 with only 38% of students meeting their growth target.

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

School-wide math score show a trend toward decreasing performance from 15-16 to 16-17, with these sub groups scoring the lowest:

African American Students: 61% not meeting growth targets

Hispanic Students: 58% not meeting growth targets

Between which subgroups is the achievement gap becoming greater?

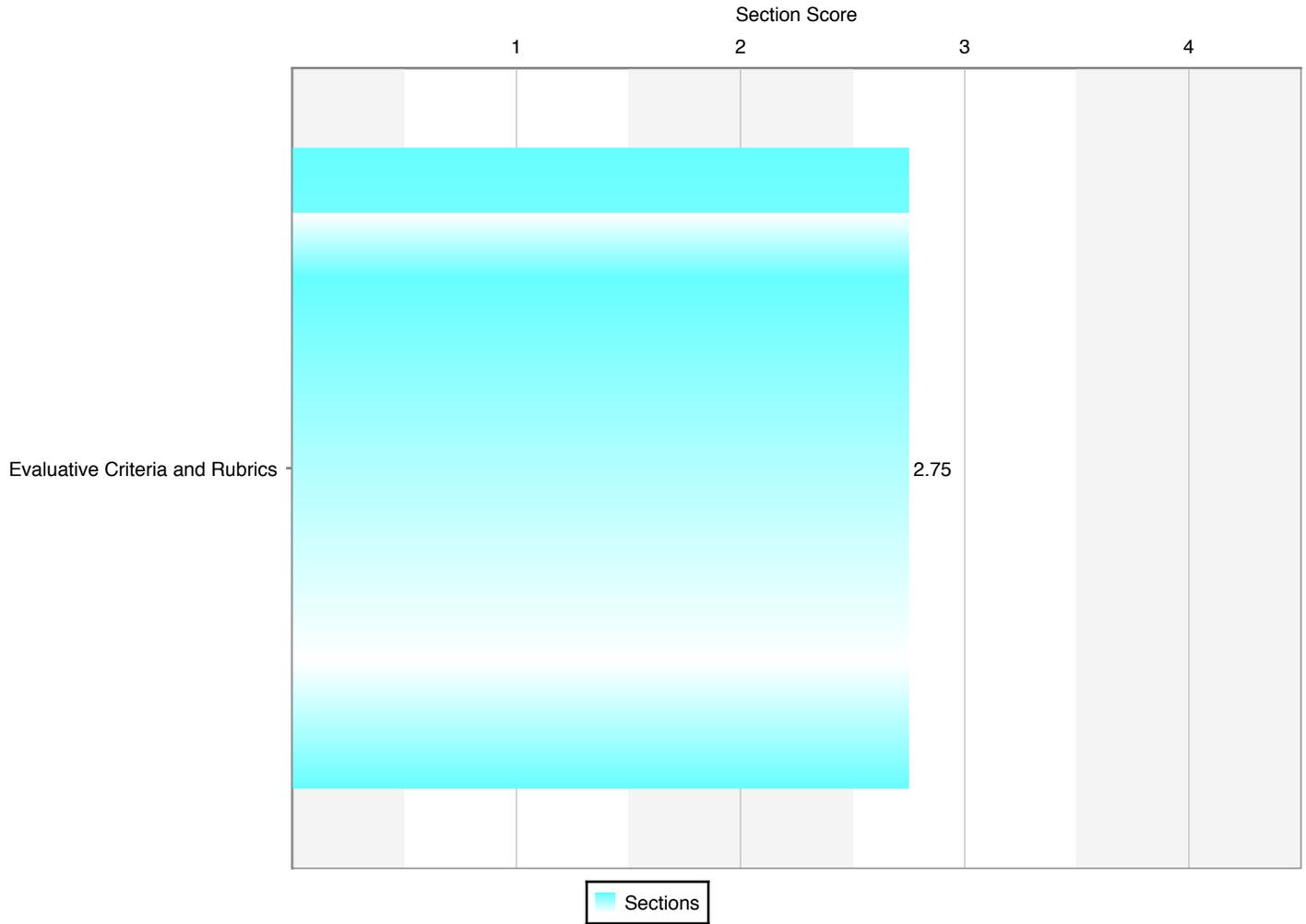
The gap between the below average and other performance levels in math are increasing among the African American and Caucasian subgroups.

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

The African American subgroup also showed a gap compared to all students on benchmark testing.

Report Summary

Scores By Section



2018-2019 ACIP Assurances

Introduction

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

ACIP Assurances

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

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

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	Casey Reed Federal Programs Director 102 South Court St 6th Floor Florence, AL 35631	

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.	Yes	Please see document in diagnostic as well as the 2017-18 Parent-Student Handbook with the Consolidated Plan	

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes		Parent Compact

2017 - 2018 Plan for ACIP

Overview

Plan Name

2017 - 2018 Plan for ACIP

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	Adequate Progress in Language Acquisition	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
2	Students will increase academic achievement on local and state level assessments.	Objectives: 2 Strategies: 1 Activities: 1	Academic	\$25747075
3	Adequate Progress in Language Acquisition	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$27158
4	Improve Culture and Climate for academic year 2017-2018	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$25000
5	Increase Positive Family/School Connections	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$15822

Goal 1: Adequate Progress in Language Acquisition

Measurable Objective 1:

50% of English Learners students will demonstrate a proficiency by making AMAO-A (APLA - 0.5 gain) in English Language Arts by 05/28/2014 as measured by data from the ACCESS Test for ELL's.

Strategy 1:

Student Goal Setting - During the first 30 days of school, the EL Facilitator and classroom teachers will work to schedule EL Committee Meetings to set individual goals for all ELL's.

Category:

Research Cited: WIDA, ACCESS

Activity - IELP's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The EL Committee will meet to analyze student assessment data and develop an IELP which includes research based strategies for student accommodations in the classroom.	Other	10/15/2013	05/28/2014	\$0	No Funding Required	EL Facilitator, EL Committee

Activity - Triangulation of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACCESS scores for various years will be analyzed to see if students are making Adequate Progress in Language Acquisition. EL Student Data Sheets will be updated to use for student goal setting.	Other	10/15/2013	05/28/2014	\$0	No Funding Required	EL Facilitators, EL Committee

Activity - SIOP Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SIOP strategies will be used by classroom teachers in planning, instructing, and assessing for EL students to ensure that EL's are learning language objectives and content objectives simultaneously.	Direct Instruction	10/15/2013	05/28/2014	\$0	No Funding Required	EL Facilitators, classroom teachers

Goal 2: Students will increase academic achievement on local and state level assessments.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency by a five percent positive gain in Mathematics by 05/25/2018 as measured by Global Scholars Performance data.

(shared) Strategy 1:

Global Performance Series - Web-based individualized educational plan for improving students' reading and math scores. Performance series from Scantron is a computer-adaptive test that lets you quickly pinpoint the proficiency levels of students.

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

Research Cited: Scantron states within the website that their program is research-based and valid and reliable.

Activity - Global Performance Series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Web-based program to diagnose instructional needs	Technology	08/10/2017	05/25/2018	\$25747075	Title I Schoolwide	All certified staff

Measurable Objective 2:

80% of All Students will demonstrate a proficiency by a five percent positive gain in Reading by 05/25/2018 as measured by Global Scholars Performance data.

(shared) Strategy 1:

Global Performance Series - Web-based individualized educational plan for improving students' reading and math scores. Performance series from Scantron is a computer-adaptive test that lets you quickly pinpoint the proficiency levels of students.

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

Research Cited: Scantron states within the website that their program is research-based and valid and reliable.

Activity - Global Performance Series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Web-based program to diagnose instructional needs	Technology	08/10/2017	05/25/2018	\$25747075	Title I Schoolwide	All certified staff

Goal 3: Adequate Progress in Language Acquisition

Measurable Objective 1:

50% of English Learners students will demonstrate a proficiency of making APLA (0.75) on the ACCESS test in English Language Arts by 05/25/2018 as measured by scores on the ACCESS test.

Strategy 1:

EL Committee - The EL Committee (content area teacher, EL teacher, parent, counselor, administrator) will meet at the beginning of each year to analyze student assessment data and write an Individualized English Language Plan (IELP) for any student scoring between 3.9-4.7 or for any student who did not make APLA.

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

Research Cited: WIDA Standards

Activity - Triangulation of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ACCESS scores from various years will be analyzed to see if the student has been making annual gains in Adequate Progress in Language Acquisition. Reading scores from other state assessments will be analyzed to determine students' academic strengths and weaknesses.	Other	10/09/2017	05/25/2018	\$27158	Title III, Title I Schoolwide	EL teachers, EL Committee

SY 2017-2018

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Goal 4: Improve Culture and Climate for academic year 2017-2018

Measurable Objective 1:

demonstrate a behavior of increasing instructional capacity through professional learning to impact student engagement by 05/25/2018 as measured by the use of ELEOT (Effective Learning Environments Observation Tool) data to increase an overall 5%.

Strategy 1:

Professional Learning - Florence City Schools will provide intentional and intensive professional learning designed to increase student engagement.

Category: Develop/Implement Professional Learning and Support

Research Cited: 1. "Students who are engaged in their work are energized by four goals – success, curiosity, originality, and satisfying relationships". Strong, Silver, and Robinson, "Strengthening Student Engagement: What do Students Want", 1995.

2. "Professional development only matters if it translates from paper to practice, driving real improvements to student learning." Brambrick-Santoya, Leverage Leadership, 2012, p. 103.

Activity - Intentional and Intensive Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Florence City Schools will partner with professional organizations to utilize their research based strategies for four days of professional learning with our teachers through the Falcons Learning Conversations Network (FLCN).	Professional Learning	08/03/2017	04/27/2018	\$25000	General Fund	District administrators, school administrators, Instructional Partners and professional partners, academic leaders

Strategy 2:

Evidence of Student Engagement - Florence City Schools will use ELEOT (Effective Learning Environments Observation Tool) data to measure an increase in student engagement.

Category: Develop/Implement Professional Learning and Support

Research Cited: 1. "By receiving weekly observations and feedback, a teacher develops as much in one year as most teachers do in twenty." Bambrick-Santoya, Leveraging Leadership, 2012, p. 61.

2. "Effective instruction is not about whether we taught it. It's all about whether students learned it." Bambrick-Santoya, Leveraging Leadership, 2012, p. 23.

Activity - ELEOT (Effective Learning Environments Observation Tool)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Hibbett Middle School

Florence City Schools administrative team and Instructional Partners will conduct weekly walkthroughs utilizing a walkthrough form developed through ELEOT observation tool.	Other - Classroom Walkthroughs	09/05/2017	05/25/2018	\$0	No Funding Required	District administrators, school administrators, Instructional Partners and professional partners.
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Goal 5: Increase Positive Family/School Connections**Measurable Objective 1:**

collaborate to learn about effective measures to improve school/community relationships by 05/25/2018 as measured by Increased positive contact which will result in greater student achievement.

Strategy 1:

Three For Me - "Three For Me" is a parent involvement program designed to increase parent involvement inside the school environment/classroom. Improvement will be measured based on the documentation of parent volunteers that dedicate/pledge at least three hours of service to be performed for the duration of the 2017-2018 school year.

Category: Develop/Implement Student and School Culture Program

Research Cited: In recent years, more research has been conducted with middle school students and their families. This research shows that parent involvement remains extremely beneficial in promoting positive achievement and affective outcomes with these older students.

Karen Reed Wikelund/ Parent Involvement in Education

- Kathleen Cotton and

Activity - Parent Outreach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation through use of pledge cards, sign-in attendance sheet, and certificates issued upon completion.	Community Engagement	08/10/2017	05/25/2018	\$15822	Title I Schoolwide	Administration, Parental Involvement Committee and HMS Faculty/Staff

Strategy 2:

Parent Connection Nights - Parent Connection Nights are designed to increase parent involvement inside the school environment. Improvement will be measured based on the documentation of parent attendance of the 2017 - 2018 school year.

Category: Develop/Implement Student and School Culture Program

Research Cited: In recent years, more research has been conducted with middle school students and their families. This research shows that parent involvement remains extremely beneficial in promoting positive achievement and effective outcomes with these older students.

- Kathleen Cotton and Karen Reed Wikelund / Parent Involvement in Education

Activity - Parent Outreach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor parent participation of each event through attendance sign-in sheets.	Parent Involvement	08/10/2017	05/25/2018	\$0	Other	Administration , Parental Involvement Committee and HMS Faculty / Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intentional and Intensive Professional Learning	Florence City Schools will partner with professional organizations to utilize their research based strategies for four days of professional learning with our teachers through the Falcons Learning Conversations Network (FLCN).	Professional Learning	08/03/2017	04/27/2018	\$25000	District administrators, school administrators, instructional partners and professional partners, academic leaders
Total					\$25000	

Title III

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Triangulation of Data	ACCESS scores from various years will be analyzed to see if the student has been making annual gains in Adequate Progress in Language Acquisition. Reading scores from other state assessments will be analyzed to determine students' academic strengths and weaknesses.	Other	10/09/2017	05/25/2018	\$7759	EL teachers, EL Committee
Total					\$7759	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Triangulation of Data	ACCESS scores from various years will be analyzed to see if the student has been making annual gains in Adequate Progress in Language Acquisition. Reading scores from other state assessments will be analyzed to determine students' academic strengths and weaknesses.	Other	10/09/2017	05/25/2018	\$19399	EL teachers, EL Committee
Global Performance Series	Web-based program to diagnose instructional needs	Technology	08/10/2017	05/25/2018	\$25747075	All certified staff

Parent Outreach	Monitor implementation through use of pledge cards, sign-in attendance sheet, and certificates issued upon completion.	Community Engagement	08/10/2017	05/25/2018	\$15822	Administration, Parental Involvement Committee and HMS Faculty/Staff
Total					\$25782296	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Outreach	Monitor parent participation of each event through attendance sign-in sheets.	Parent Involvement	08/10/2017	05/25/2018	\$0	Administration, Parental Involvement Committee and HMS Faculty / Staff
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Triangulation of Data	ACCESS scores for various years will be analyzed to see if students are making Adequate Progress in Language Acquisition. EL Student Data Sheets will be updated to use for student goal setting.	Other	10/15/2013	05/28/2014	\$0	EL Facilitators, EL Committee
ELEOT (Effective Learning Environments Observation Tool)	Florence City Schools administrative team and Instructional Partners will conduct weekly walkthroughs utilizing a walkthrough form developed through ELEOT observation tool.	Other - Classroom Walkthroughs	09/05/2017	05/25/2018	\$0	District administrators, school administrators, Instructional Partners and professional partners.
SIOP Strategies	SIOP strategies will be used by classroom teachers in planning, instructing, and assessing for EL students to ensure that EL's are learning language objectives and content objectives simultaneously.	Direct Instruction	10/15/2013	05/28/2014	\$0	EL Facilitators, classroom teachers
IELP's	The EL Committee will meet to analyze student assessment data and develop an IELP which includes research based strategies for student accommodations in the classroom.	Other	10/15/2013	05/28/2014	\$0	EL Facilitator, EL Committee
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	All Stakeholder Feedback was completed during Florence City Schools District Accreditation. A file of all reports from the stakeholder feedback is attached. Areas of Notable Achievement and Areas in Need of Improvement are drawn from the Stakeholder Feedback data.	Hibbett Parent Survey Results by Standard

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

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

Areas of Notable Achievement

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

According to school perception data, the overall highest level of parent satisfaction stems from a positive school climate that encourages parental involvement in various ways. Due to increased parental involvement, parents noted that student achievement increased.

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

Due to the multiple opportunities in which parents are encouraged to be involved with their child's school life; parents perceive Hibbett to project a positive school atmosphere in which student achievement continues to increase.

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

As indicated by additional parent surveys collected at various times throughout the school year in addition to multiple parent meetings ; it is consistently noted that parent perception of our school climate is very positive and that parents feel that they are an integral part of Hibbett School.

Areas in Need of Improvement

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

According to year -end parent surveys, there was an indication that parents were unaware of how to become more involved with schoolwide planning and review committees.

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

According to previous data derived from year-end parent surveys regarding school perception ; it was noted that parents continue to feel that they do not have the information to become actively involved with schoolwide planning and review committees.

What are the implications for these stakeholder perceptions?

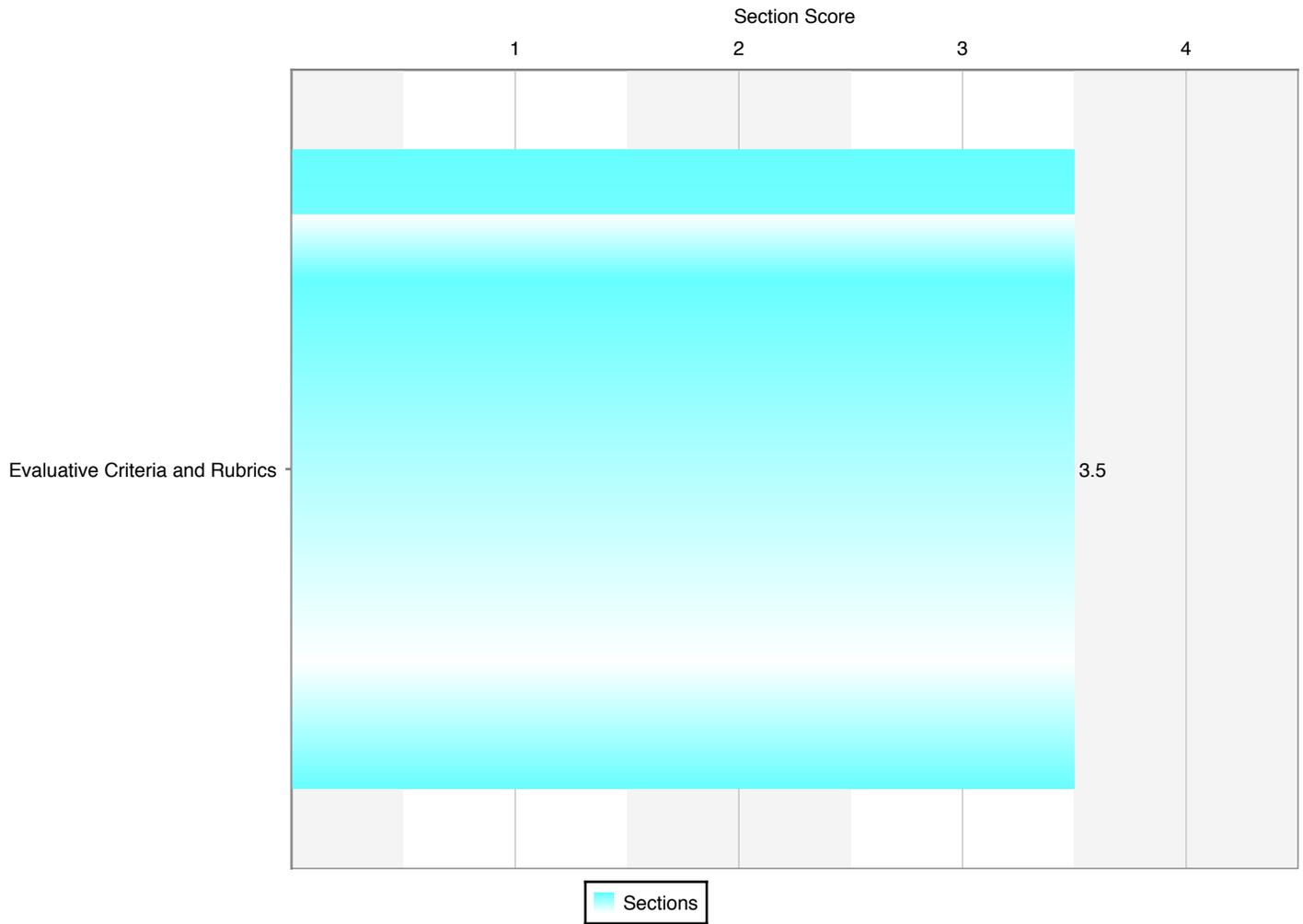
It is acknowledged that Hibbett School stakeholders perceptions' will need to be an area of focus for Hibbett personnel as we continue to strive to increase parent involvement for schoolwide planning. Parent meetings will be implemented on a monthly basis which serve to encourage parent participation in a myriad of ways. Notification of parent meetings will be offered in multiple media to increase attendance and we will make a concerted effort to offer meetings at various times of the day including morning, afternoon, and evening.

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

Will address this after additional survey results are uploaded.

Report Summary

Scores By Section



2018-2019 Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

Core area instructional leaders met with their teams to discuss areas of student strengths and weaknesses. These six academic leaders were delegates to the school improvement meetings. In addition, a resource teacher and administrators were included in the process. These committee members analyzed Global Scholar Performance Series scores and Benchmark data. A draft of the plan was reviewed with parent representatives and the entire faculty.

What were the results of the comprehensive needs assessment?

Based upon our needs, we will establish academic goals with a focus on demographic differences and attendance data. Results from the initial fall Global Scholars Performance Series indicate a deficiency for math in both fifth and sixth grade levels. Significant gaps were present in the achievement of African American students as compared to Caucasian students. Attendance concerns were evident as noted in attendance data and the culmination of the impact of these absences on student growth.

What conclusions were drawn from the results?

The results of the comprehensive needs assessment indicated several areas of weakness for the mathematics subtest which included the following: algebraic expressions and equations, translating simple verbal expressions into algebraic expressions with problem solving and data analysis/ probability. As indicated by the reading subtest data, areas of weakness included the following: vocabulary strand, make generalizations from a public document for a non-fictional text, and interpret information from a non-fiction text public document.

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

An analysis of perception data resulted in the following conclusions: an active parent organization, a positive parental perception of Hibbett as a safe and supportive learning environment, multiple extracurricular opportunities, daily encore program, and enrichment classes. Student achievement is enhanced by: college and career-ready standards, state course of study objectives, research-based instructional strategies, and vertical curriculum alignment. Student demographic data revealed the following conclusions: two-thirds of the student population receives free lunch. In addition, student attendance rate showed a minimal increase.

How are the school goals connected to priority needs and the needs assessment?

The purpose of school goals is to examine multiple sources of data to identify the priority needs. The data helps monitor and assess the impact of programs, instructional strategies, and other resources relevant to student achievement. Data collection and the analysis process is continual to ensure progress toward the school's objectives, goals, and mission.

How do the goals portray a clear and detailed analysis of multiple types of data?

The goals are derived from a compilation of monthly data meetings including all academic teams, input from parent surveys, and on-going faculty reflections.

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

The goals address the needs of the whole school population in the following ways: differentiated instruction, standards reinforced daily through small-group instruction, and implementation of supplemental programs including IXL reading/math and Compass learning.

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

Students will increase academic achievement on local and state level assessments.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency by a five percent positive gain in Mathematics by 05/25/2018 as measured by Global Scholars Performance data.

Strategy1:

Global Performance Series - Web-based individualized educational plan for improving students' reading and math scores. Performance series from Scantron is a computer-adaptive test that lets you quickly pinpoint the proficiency levels of students.

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

Research Cited: Scantron states within the website that their program is research-based and valid and reliable.

Activity - Global Performance Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Web-based program to diagnose instructional needs	Technology	08/10/2017	05/25/2018	\$25747075 - Title I Schoolwide	All certified staff

Measurable Objective 2:

80% of All Students will demonstrate a proficiency by a five percent positive gain in Reading by 05/25/2018 as measured by Global Scholars Performance data.

Strategy1:

Global Performance Series - Web-based individualized educational plan for improving students' reading and math scores. Performance series from Scantron is a computer-adaptive test that lets you quickly pinpoint the proficiency levels of students.

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

Research Cited: Scantron states within the website that their program is research-based and valid and reliable.

Activity - Global Performance Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Web-based program to diagnose instructional needs	Technology	08/10/2017	05/25/2018	\$25747075 - Title I Schoolwide	All certified staff

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

Students will increase academic achievement on local and state level assessments.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency by a five percent positive gain in Reading by 05/25/2018 as measured by Global Scholars Performance data.

Strategy1:

Global Performance Series - Web-based individualized educational plan for improving students' reading and math scores. Performance series from Scantron is a computer-adaptive test that lets you quickly pinpoint the proficiency levels of students.

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Web-based program to diagnose instructional needs	Technology	08/10/2017	05/25/2018	\$25747075 - Title I Schoolwide	All certified staff

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Activity - Global Performance Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Web-based program to diagnose instructional needs	Technology	08/10/2017	05/25/2018	\$25747075 - Title I Schoolwide	All certified staff

Goal 2:

Adequate Progress in Language Acquisition

Measurable Objective 1:

50% of English Learners students will demonstrate a proficiency of making APLA (0.75) on the ACCESS test in English Language Arts by 05/25/2018 as measured by scores on the ACCESS test.

Strategy1:

EL Committee - The EL Committee (content area teacher, EL teacher, parent, counselor, administrator) will meet at the beginning of each year to analyze student assessment data and write an Individualized English Language Plan (IELP) for any student scoring between 3.9-4.7 or for any student who did not make APLA.

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

Research Cited: WIDA Standards

Activity - Triangulation of Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACCESS scores from various years will be analyzed to see if the student has been making annual gains in Adequate Progress in Language Acquisition. Reading scores from other state assessments will be analyzed to determine students' academic strengths and weaknesses.	Other	10/09/2017	05/25/2018	\$7759 - Title III \$19399 - Title I Schoolwide	EL teachers, EL Committee

Goal 3:

Improve Culture and Climate for academic year 2017-2018

Measurable Objective 1:

demonstrate a behavior of increasing instructional capacity through professional learning to impact student engagement by 05/25/2018 as measured by the use of ELEOT (Effective Learning Environments Observation Tool) data to increase an overall 5%.

Strategy1:

Professional Learning - Florence City Schools will provide intentional and intensive professional learning designed to increase student engagement.

Category: Develop/Implement Professional Learning and Support

Research Cited: 1. "Students who are engaged in their work are energized by four goals – success, curiosity, originality, and satisfying relationships". Strong, Silver, and Robinson, "Strengthening Student Engagement: What do Students Want", 1995.

2. "Professional development only matters if it translates from paper to practice, driving real improvements to student learning." Brambrick-Santoya, Leverage Leadership, 2012, p.103.

ACIP

Hibbett Middle School

Activity - Intentional and Intensive Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Florence City Schools will partner with professional organizations to utilize their research based strategies for four days of professional learning with our teachers through the Falcons Learning Conversations Network (FLCN).	Professional Learning	08/03/2017	04/27/2018	\$25000 - General Fund	District administrators, school administrators, Instructional Partners and professional partners, academic leaders

Strategy2:

Evidence of Student Engagement - Florence City Schools will use ELEOT (Effective Learning Environments Observation Tool) data to measure an increase in student engagement.

Category: Develop/Implement Professional Learning and Support

Research Cited: 1. "By receiving weekly observations and feedback, a teacher develops as much in one year as most teachers do in twenty." Bambrick-Santoya, Leveraging Leadership, 2012, p. 61.

2. "Effective instruction is not about whether we taught it. It's all about whether students learned it." Bambrick-Santoya, Leveraging Leadership, 2012, p. 23.

Activity - ELEOT (Effective Learning Environments Observation Tool)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Florence City Schools administrative team and Instructional Partners will conduct weekly walkthroughs utilizing a walkthrough form developed through ELEOT observation tool.	Other - Classroom Walkthroughs	09/05/2017	05/25/2018	\$0 - No Funding Required	District administrators, school administrators, Instructional Partners and professional partners.

Goal 4:

Increase Positive Family/School Connections

Measurable Objective 1:

collaborate to learn about effective measures to improve school/community relationships by 05/25/2018 as measured by Increased positive contact which will result in greater student achievement.

Strategy1:

Three For Me - "Three For Me" is a parent involvement program designed to increase parent involvement inside the school environment/classroom. Improvement will be measured based on the documentation of parent volunteers that dedicate/pledge at least three hours of service to be performed for the duration of the 2017-2018 school year.

Category: Develop/Implement Student and School Culture Program

Research Cited: In recent years, more research has been conducted with middle school students and their families. This research shows that parent involvement remains extremely beneficial in promoting positive achievement and affective outcomes with these older students.

- Kathleen Cotton and Karen Reed Wikelund/ Parent Involvement in Education

ACIP

Hibbett Middle School

Activity - Parent Outreach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor implementation through use of pledge cards, sign-in attendance sheet, and certificates issued upon completion.	Community Engagement	08/10/2017	05/25/2018	\$15822 - Title I Schoolwide	Administration, Parental Involvement Committee and HMS Faculty/Staff

Strategy2:

Parent Connection Nights - Parent Connection Nights are designed to increase parent involvement inside the school environment.

Improvement will be measured based on the documentation of parent attendance of the 2017 - 2018 school year.

Category: Develop/Implement Student and School Culture Program

Research Cited: In recent years, more research has been conducted with middle school students and their families. This research shows that parent involvement remains extremely beneficial in promoting positive achievement and effective outcomes with these older students.

- Kathleen Cotton and Karen Reed Wikelund / Parent Involvement in Education

Activity - Parent Outreach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor parent participation of each event through attendance sign-in sheets.	Parent Involvement	08/10/2017	05/25/2018	\$0 - Other	Administration, Parental Involvement Committee and HMS Faculty / Staff

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

Adequate Progress in Language Acquisition

Measurable Objective 1:

50% of English Learners students will demonstrate a proficiency of making APLA (0.75) on the ACCESS test in English Language Arts by 05/25/2018 as measured by scores on the ACCESS test.

ACIP

Hibbett Middle School

Strategy1:

EL Committee - The EL Committee (content area teacher, EL teacher, parent, counselor, administrator) will meet at the beginning of each year to analyze student assessment data and write an Individualized English Language Plan (IELP) for any student scoring between 3.9-4.7 or for any student who did not make APLA.

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

Research Cited: WIDA Standards

Activity - Triangulation of Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ACCESS scores from various years will be analyzed to see if the student has been making annual gains in Adequate Progress in Language Acquisition. Reading scores from other state assessments will be analyzed to determine students' academic strengths and weaknesses.	Other	10/09/2017	05/25/2018	\$19399 - Title I Schoolwide \$7759 - Title III	EL teachers, EL Committee

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

Adequate Progress in Language Acquisition

Measurable Objective 1:

50% of English Learners students will demonstrate a proficiency by making AMAO-A (APLA - 0.5 gain) in English Language Arts by 05/28/2014 as measured by data from the ACCESS Test for ELL's.

Strategy1:

Student Goal Setting - During the first 30 days of school, the EL Facilitator and classroom teachers will work to schedule EL Committee Meetings to set individual goals for all ELL's.

Category:

Research Cited: WIDA, ACCESS

Activity - SIOP Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SIOP strategies will be used by classroom teachers in planning, instructing, and assessing for EL students to ensure that EL's are learning language objectives and content objectives simultaneously.	Direct Instruction	10/15/2013	05/28/2014	\$0 - No Funding Required	EL Facilitators, classroom teachers

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

Individual student achievement results for parents of English Learners are provided through parent involvement activities including a parent night in which an interpreter translates data to parents and students. Interpreters are provided as needed throughout the school year. Student data reports are available in Spanish.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

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

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes	All instructional core teachers meet the state requirements.	

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

Only highly qualified teachers are considered for teaching positions at Hibbett.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

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

The teacher turnover rate for 2017-18 was 10%.

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

Hibbett has 15 teachers with a Bachelor's Degree, 17 teachers with a Master's Degree, 4 teachers with an Educational Specialist Degree and 1 with a doctorate.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

Currently, Hibbett does not experience a high teacher turnover rate.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

Describe how data is used from academic assessments to determine professional development.

Professional development is based on data from formative and summative assessments. Student needs are identified and addressed through collaborative plan time, data meetings and faculty activities.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

The Falcon Learning Conversations Network has provided four strands of professional development to increase student engagement. These engagement tools are the focus of walkthrough emphasis throughout Florence City Schools. Additionally, teachers have collaborative studies with the instructional coach and administration where research based strategies and literature is reviewed. Likewise, teachers are provided opportunities to gain extensive knowledge in their area of expertise at workshops including IPN/PCN Network for administrators, instructional coaches, and teacher leaders.

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

New teachers are given the opportunity to attend a district-wide orientation in the summer as well as a school-offered checklist conducted by administrators and instructional partners. There is a district-wide mentoring program where professional development occurs, including discussion of concerning topics and question/answer sessions.

Describe how all professional development is "sustained and ongoing."

We have four professional development days built into the school calendar where teachers receive instruction and support from district as well as in-house sources based on stated goals of the district. Teachers also are encouraged to participate in "Appy Hour" on a bi-monthly basis to discuss and integrate technology in their instruction. Overall, professional development is an on-going process at HMS where professional learning is implemented through continual collaborative meetings.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

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

Goal 1:

Improve Culture and Climate for academic year 2017-2018

Measurable Objective 1:

demonstrate a behavior of increasing instructional capacity through professional learning to impact student engagement by 05/25/2018 as measured by the use of ELEOT (Effective Learning Environments Observation Tool) data to increase an overall 5% .

Strategy1:

Evidence of Student Engagement - Florence City Schools will use ELEOT (Effective Learning Environments Observation Tool) data to measure an increase in student engagement.

Category: Develop/Implement Professional Learning and Support

Research Cited: 1. "By receiving weekly observations and feedback, a teacher develops as much in one year as most teachers do in twenty." Bambrick-Santoya, Leveraging Leadership, 2012, p. 61.

2. "Effective instruction is not about whether we taught it. It's all about whether students learned it." Bambrick-Santoya, Leveraging Leadership, 2012, p. 23.

Activity - Student Surveys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Florence City Schools will administer pre and post surveys to students in grades 4, 6, 8, 9, and 11 related to the engagement in their classrooms. The student surveys were developed in a collaborative effort between Florence City Schools administrative team and our professional partners. ELEOT (Effective Learning Environments Observation Tool) data will be collected and observed as well.	Other - Pre and Post Student Surveys	09/05/2017	05/25/2018	\$0 - No Funding Required	Florence City Schools district administrators, school administrators, Instructional Partners and professional partners and teachers in grades 4, 6, 8, 9, and 11.

Activity - ELEOT (Effective Learning Environments Observation Tool)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Florence City Schools administrative team and Instructional Partners will conduct weekly walkthroughs utilizing a walkthrough form developed through ELEOT observation tool.	Other - Classroom Walkthroughs	09/05/2017	05/25/2018	\$0 - No Funding Required	District administrators, school administrators, Instructional Partners and professional partners.

Strategy2:

Professional Learning - Florence City Schools will provide intentional and intensive professional learning designed to increase student

engagement.

Category: Develop/Implement Professional Learning and Support

Research Cited: 1. "Students who are engaged in their work are energized by four goals – success, curiosity, originality, and satisfying relationships". Strong, Silver, and Robinson, "Strengthening Student Engagement: What do Students Want", 1995.

2. "Professional development only matters if it translates from paper to practice, driving real improvements to student learning." Brambrick-Santoya, Leverage Leadership, 2012, p.103.

Activity - Intentional and Intensive Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Florence City Schools will partner with professional organizations to utilize their research based strategies for four days of professional learning with our teachers through the Falcons Learning Conversations Network (FLCN).	Professional Learning	08/03/2017	04/27/2018	\$25000 - General Fund	District administrators, school administrators, Instructional Partners and professional partners, academic leaders

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

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

Hibbett teachers currently participate in monthly "data days" where benchmark, Performance Series, and other test results are discussed. Collaborative discussions occur weekly to plan in order to progress toward meeting school-wide goals. Teachers meet monthly to discuss alignment of student work samples to current content standards and rigor of statewide assessments.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

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

All students participated in Performance Series reading and math testing at the beginning of the year. Students ranking in the lowest fifteen percent received additional reading screenings to identify specific areas of weakness. This process is continual and updated as students participate in Performance Series testing throughout the year. In addition, students having difficulty mastering reading and math skills are identified through RTI collaborative meetings per nine weeks. Students progress is monitored midpoint each grading period.

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

Students scoring in the lowest fifteen percent of Performance Series testing receive additional daily small group reading instruction using research based strategies. Students also participate daily in a computer-based, individualized reading and math program designed to identify student weaknesses and provide instructional activities to meet learner needs and increase student proficiency.

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

No additional support is provided due to lack of funding.

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

Currently, Hibbett does not have migrant or neglected and/or delinquent students. For EL students, WIDA assessment standards are utilized in order to identify proficiency levels in reading, writing, and speaking. Within ten days of admission, students are identified and referred to an EL teacher who provides support for their transition to our school. These students utilize translation computer applications for communication within the classrooms and interpreters are provided upon request to assist students and parents. School information is communicated in a language the parent can understand through flyers, parent notices, and student progress reports. The Florence City Schools Parent/Student Handbook is also provided in English and Spanish. For special education students, resource teachers provide consistent communication with classroom core teachers and parents. Resource teachers and core teachers develop student activities to address specific learner needs. Small group instruction is provided through the resource teacher weekly to address student weaknesses. We utilize the Helping Others Provide Essentials (HOPE) program that provides support for homeless and economically disadvantaged students. With this program, basic needs such as clothing, needed school supplies, and services are provided in order to make the transition to the classroom easier.

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

N/A

**Component 9: Coordination and Integration of Federal, State and Local Programs and Resources
(Sec.1114(b)(V))**

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

We follow the federal guidelines and expectations through ESSA, Alabama Course of Study Standards, Florence City Schools pacing guides, and individual school goals. We utilize federal funding to carry out expectations of all entities as we are a school-wide Title I school. All students are eligible to benefit from the services of our school.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

HMS has an annual Red Ribbon Week yearly to address the concerns attributed with drugs and alcohol. Anti-bullying campaigns are instituted and large guidance counseling sessions cover aspects of violence and prevention. Students benefit from nutritional lunches and are exposed to what proper nutrition entails. The other areas do not apply to our school.

Component 10: Evaluation (Sec.1114(b)(3)):

How does the school evaluate the implementation of the schoolwide program?

Hibbett utilizes parent, student, and teacher surveys to evaluate the effectiveness of the school-wide Title I program. We provide intentional education through parent meetings regarding the status of HMS as a school-wide Title I program. We evaluate all student benchmark data and Performance Series test results to make informed decisions regarding future instructional practices.

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

We use the data to identify skill deficiencies among students in order to maximize intentional instruction and close the learning gaps.

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

We look at our growth models on Performance Series and student benchmark data and evaluate progress to assess proficiency towards student goals.

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

The school-wide plan is a working document that may change as needed to best address the needs of our students at HMS. Through data discussions, committee meetings, and collaborative team planning, we discuss instructional strategies and how to best meet and exceed our goals and objectives in the plan.

2018-2019 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	27.58

Provide the number of classroom teachers.

28

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1769778.0

Total

1,769,778.00

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.0

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	117387.0

Total

117,387.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	1.0

Provide the number of Assistant Principals.

1

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	90362.0

Total

90,362.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.5

Provide the number of Counselors.

2

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	158527.0

Total

158,527.00

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	117387.0

Total

117,387.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Administrators.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total

0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total

0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	6785.0

Total

6,785.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2488.0

Total

2,488.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total

0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	13522.0

Total

13,522.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	977.0

Total

977.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	273292.75

Provide a brief explanation and breakdown of expenses.

Funds to support supplemental reading interventionists for student achievement and gap closure. Funds also support parent and family engagement specialist, to strengthen the link between school and families. These individuals to improve student achievement and gap closure for students.

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	224456.0

Provide a brief explanation and a breakdown of expenses.

Funds support class size reduction unit as well as staff development activities to support district and local school goals. Improved student achievement through improved professional knowledge and improved teacher and student engagement.

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	18200.0

Provide a brief explanation and a breakdown of expenses.

Funds support improved English Language Acquisition, through salaries and benefits as partial source for ESL teacher. Funds also support English language acquisition software to support improved academic achievement. Funds also support staff development for teachers.

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Not applicable no 21CCLC grants in Florence City Schools.

Title V

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

Provide a brief explanation and a breakdown of expenses.

No Rural - Low income grant in Florence City schools

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	1234.0

Provide a brief explanation and breakdown of expenses.

Perkins Grant to support Career Technical Education in Florence City Schools which is available for students in grade 9-12.

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	1234.0

Provide a brief explanation and breakdown of expenses.

Funds support CTE courses that are available for students in grades 9-12.

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	123.0

Provide a brief explanation and breakdown of expenses.

Funds to support CTE available go to grades 9-12.

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	4455.0

Provide a brief explanation and a breakdown of expenses.

Florence City Schools only serves one focus school, Florence Middle School, these funds support gap closure at the local school level. Funds not applicable to Hibbett Middle School.

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A

2018-2019 Parent and Family Engagement

Introduction

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

Parent and Family Engagement

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

Hibbett convenes an annual meeting to explain the school programs to parents and inform them of their responsibilities and right to be involved in the program. The school involves parents in the development of the school wide plan through collaborative meetings. The school also offers a flexible number of informational meetings and attempts to build a strong home/school connection and foster parenting skills and literacy development. In addition, Hibbett involves parents in an organized and an ongoing way in the planning, review, and improvement of school programs. The school strives to provide timely information about its school programs to parents regarding curricula, student assessments, and opportunities for parents to provide input. School personnel can respond promptly to parent suggestions, and provide parents with an opportunity for meaningful communication about the academic quality of the school.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

Hibbett Middle School holds three parent meetings per year to share student achievement information. Monthly meetings will also be held in effort to give parents an opportunity to talk with school personnel, communicate concerns, and establish a strong relationship with the school community. Hibbett's staff works hard to involve parents in the implementation of the school wide plan. Partnerships are encouraged, and training is provided for teachers, administrators, and parents to strengthen the communication of parent-school partnerships to enhance student achievement. Parents are involved in developing appropriate policies and reviewing school improvement meetings with the school and the system's Parent Advisory Committee. Policies developed through this process are distributed to parents of students attending Title I schools. The Board provides coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parental involvement activities. The school coordinates and integrates parental involvement opportunities with other programs as appropriate.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

Information is distributed in the form of newsletters, school websites, school-wide callouts, and face-to-face meetings. Hibbett conducts an Annual Evaluation of Initiatives with parents to determine the effectiveness of the parental involvement policy of improving the academic quality of the school. The evaluation includes parent surveys, focus groups, and student assessment data. Parents are also given the opportunity to submit questions and concerns regarding the parental involvement policy to the parent advisory committee. This information is
SY 2017-2018

reviewed annually and used to make revisions to the school plan as necessary. Upon request, materials are available in the language spoken in the home. Instruction is based on Alabama Course of Study Standards and assessed using Benchmark testing each nine weeks and Scantron Performance Testing three times a year. Using results from the initial Scantron testing, students are given an appropriate and attainable goal to set achievement expectations.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

The HMS School-Parent Compact is revised yearly to accommodate the needs of the students, parents, and teachers. It is used to outline the expectations for each school stakeholder group and to define roles and the responsibilities of each. It is updated yearly to match the needs and expectations of all stakeholder groups. All parents are encouraged to submit suggestions or ideas within school wide meetings.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Parents can share comments or suggestions via email, telephone calls, or notes to the school administration, teachers, or FCS Parental Involvement Coordinator. The parents are urged to set up conferences and attend meetings to share concerns and suggestions for improvement. Parent surveys are completed during meetings to share concerns and comments, and they are also sent home at the end of the year.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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

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

Hibbett works hard to ensure that school-level involvement policies meet the requirements of section 1118(b) of the ESEA. The school also has a parent compact that is consistent with section 1118(d) of the ESEA. The school-parent compact is developed using these guidelines stating that each school will:

- a. Convene an annual meeting to explain the school programs to parents and inform them of their responsibilities and right to be involved in the program
- b. Offer a flexible number of informational parent meetings that will discuss building strong home-school connections, parenting skills, and

literacy development

- c. Involve parents in an organized and ongoing way of planning, reviewing, and improving school programs
- d. Provide timely information about school programs regarding curricula, student assessments, and opportunities for regular meetings for parents to provide input

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

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

Hibbett works hard to ensure that school-level involvement policies meet the requirements of section 1118(b) of the ESEA. The school also has a parent compact that is consistent with section 1118(d) of the ESEA. The school-parent compact is developed using these guidelines stating that each school will:

- a. Convene an annual meeting to explain the school programs to parents and inform them of their responsibilities and right to be involved in the program
- b. Offer a flexible number of informational parent meetings that will focus on building a strong home-school connections, parenting skills, and literacy development
- c. Involve parents in an organized and ongoing way of planning, reviewing, and improving school programs
- d. Provide timely information about school programs regarding curricula, student assessments, and opportunities for regular meetings for parents to provide input
- e. Provide parents with ongoing opportunities to check out various instructional materials through a parent resource center
- f. Parents are provided with login access to view student grades and achievement at any time

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

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

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

Hibbett works hard to ensure that school-level involvement policies meet the requirements of section 1118(b) of the ESEA. The school also

has a parent compact that is consistent with section 1118(d) of the ESEA. The school-parent compact is developed using these guidelines stating that each school will:

- a. Convene an annual meeting to explain the school programs to parents and inform them of their responsibilities and right to be involved in the program
- b. Offer a flexible number of informational parent meetings that will discuss building a strong home/school connection, parenting skills, and literacy development
- c. Involve parents in an organized and ongoing way of planning, reviewing, and improving school programs
- d. Provide timely information about school programs regarding curricula, student assessments, and opportunities for regular meetings for parents to provide input
- e. Provide parents with an opportunity for meaningful and ongoing communication about the academic quality of the school

Additionally, teachers are expected to make positive phone calls to parents at the beginning of the school year. Weekly conduct reports are sent home with the students so that parents have a clear and consistent communication on a regular basis.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

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

Hibbett works hard to ensure that school-level involvement policies meet the requirements of section 1118(b) of the ESEA. The school also has a parent compact that is consistent with section 1118(d) of the ESEA. The school-parent compact is developed using these guidelines stating that each school will:

- a. Convene an annual meeting to explain the school programs to parents and inform them of their responsibilities and right to be involved in the program
- b. Offer a flexible number of informational parent meetings that will discuss building a strong home/school connection, parenting skills, and literacy development
- c. Involve parents in an organized and ongoing way of planning, reviewing, and improving school programs
- d. Provide timely information about school programs regarding curricula, student assessments, and opportunities for regular meetings for parents to provide input
- e. Provide parents with an opportunity for meaningful and ongoing communication about the academic quality of the school

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

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

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

Hibbett works hard to ensure that school-level involvement policies meet the requirements of section 1118(b) of the ESEA. The school also has a parent compact that is consistent with section 1118(d) of the ESEA. The school-parent compact is developed using these guidelines stating that each school will:

- a. Convene an annual meeting to explain the school programs to parents and inform them of their responsibilities and right to be involved in the program
- b. Offer a flexible number of informational parent meetings that will discuss building a strong home/school connection, parenting skills, and literacy development
- c. Involve parents in an organized and ongoing way of planning, reviewing, and improving school programs
- d. Provide timely information about school programs regarding curricula, student assessments, and opportunities for regular meetings for parents to provide input
- e. Provide parents with an opportunity for meaningful and ongoing communication about the academic quality of the school
- f. Provide families with a Parent/Student Handbook in English and Spanish
- g. Offer all information and communication in the language requested by the family

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Hibbett has a list of available interpreters/translators to assist with communication/filing out forms. Language assistance is available in all schools. Additional assistance in obtaining information in a preferred language can be requested by contacting the Federal Programs Office at 256-768-3025 or 256-768-3033. Florence City Schools also provide the Parent/Student Handbook in English and Spanish.