ACIP

Hibbett Middle School

Florence City Schools

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TABLE OF CONTENTS

Executive Summary

Improvement Plan Stakeholder Involvement

Stakeholder Feedback Diagnostic

Student Performance Diagnostic

ACIP Assurances

Academic Goals

Strategies to Increase Parental Involvement

Title I Schoolwide Diagnostic

Coordination of Resources-Comprehensive Budget

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 a diverse population. In 1997, Hibbett, along with Weeden School, was restructured as a middle school and served grades 6-8th. Both schools implemented the middle school concepts 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 operates on an eight-period day with five core subjects--reading, mathematics, social studies, language, science. The school day also includes PE and an exploratory period--art, music, career explorations, family and consumer science, theater and computer applications. In grade six, students may participate in band, chorus or strings for the full year instead of the exploratory rotation.

During the 2014-2015 school year, Hibbett School is serving a population of 637 students. The demographics of the school for Grades 5-6 is as follows:

Total # of students- 637
total # of male students- 333
total # of female students- 304
total # of F/R students- 362
total % of F/R students- 57
total # of African American students- 232
total # of Caucasion students- 331
total # of Hispanic students- 46
total # of multi-race students- 22
total # of Asian students- 6

At Hibbett Middle School, 100% of the faculty is "Highly Qualified" with 1 National Board Certified teacher.

Significant Changes

Hibbett Middle School has adopted a modified-block schedule to enable students to have 90 minutes of instruction in the areas of ELA and Math to provide an extended period of large group and small group instruction. Common planning times have been established to allow teachers to cooperatively plan in common core areas. Additional computer instruction has been added to provide enrichment or intervention opportunities.

Discipline strategies have been implemented to allow a common lunch detention for all HMS teams as well as an on-campus in-school suspension. This is in place of the in-school suspension held last year at Florence Middle School.

The HMS "EXCEL" Afterschool program has been modified to address skill areas as well providing help with homework assignments.

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.

Vision: A premier school district educating a diverse population for college and career readiness/success.

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

Core Beliefs:

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 the staff of Florence City Schools is the key to student' 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 postive school climate,

Strengthen home-school connections,

Proactively address student harrassment/ bullying,

Promote positive digital citizenship among all stakeholders,

Expand collaborative efforts with community agencies and the court system, and

Increase focus on health/wellness programs.

2) To exceed the mandates of Adequate Yearly Progress:

Identify and pursue Awards of Excellence at the state/national levels,

Develop/implement a reading plan for above-grade-level students,

Increase the number of high schoolers earning college credit, and

Increase the percentage of students scoring at level 4 on all state assessments.

3) To actively engage all students in a challenging curriculum through the implementation of

the College and Career Ready Standards:

Analyze student subgroup achievement data (including high achievers) to tailor curriculum,

Continue to implement the IS2 Initiative,

Continue to implement interdisciplinary Quadrant 4 instruction K-12,

Differentiate instruction for ALL students, and

Focus on Courses of Study as the "basement" and not the "ceiling" of instruction.

4) To access all available resources, both human and financial, for continuous improvement:

Develop a systematic means to analyze/report all instructional data,

Analyze all assessment data for instructional improvement,

Advance the instructional integration of technology across the curriculum to promote student learning,

Continue RTI implementation/documentation, and

Continue to incorporate SIOP strategies for all grade bands.

The Florence City School System embraces the theme of 5-Star Service. This theme is the focal point of the FCS Instructional Roadmap.

The components are:

1. Performance:

Setting high expectations for ALL stakeholders

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 & 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 achivement are articulated through the FCS K-12 Instructional Framework. Through continuous school improvment,

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 Curriuculum:

Alabama Courses of Study

College- & 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 Instructional Obeservation Protocol (SIOP) Strategies

Ongoing Assessment:

Benchmark Assessments

Global Scholars

ThinkLink

Alabama Reading Mathematics Test Plus (ARMT+)

Alabama High School Graduation Examination (AHSGE)

IS2 Initiative

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

College and Career Success:

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

Skills for Success (Grades 5-6)

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:

-Inclusion of small group teaching times in math and reading/ELA

-The addition of the Success Maker program to individualize learning

-Restructuring data meetings using consistent data to pinpoint small group instructional needs while reviewing data for corrective planning

-Collaborative subject matter meetings focusing on teaching strategies, technology, and procedures

-Inclusion of Ipad in classroom for student and teacher instructional use

-Addition of an Instructional Technology Coach

-Training for Edmodo Lesson Plans

-Comprehensive counseling provided at large group, small group, and individual levels

 Technology- Equipment/Software:

-Apple TVs throughout the school

-Addition of Success Maker program with 54 licenses

 Communication:

-Increase in communication via Hibbett Happenings Weekly Newsletter, Hibbett Happenings on Edmodo, HMS on FB, Daily Announcements on Edmodo, Team Newsletters

 Chorus:

  -Received Superior Rating at State

Grants Received:

-15 Teacher grants from the Florence Education Foundation

-1 Teacher grant from the Junior League

-1 Teacher grant from Wal-Mart

-1 Teacher grant from JcPenney

-1 Teacher grant from Coldwell Banker (Brian Austin)

Facility Upgrades:

 -Controlled access entry

-New landscaping at the front entrance

-Updated lobby entrance

 Collaboration:

-Faculty meetings (onstart of PLC)

-Book Study on 50 Ways to Improve Student Behavior

-Team leader meetings (advisement and decision making)

-Monthly Data Meetings

-Monday integrated curriculum meetings Social Studies/ELA and Science/Math

  -School-wide discipline plan planning

  -Planned the extensive framework for the 2014-2015 school year

Goals for 2014-2015:

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

strategies

 Instruction:

-Weekly walkthrough criteria outlined in teacher newsletter (Emphasis-Use of

Ipads, Volume of Reading, Fluency, Phonemic Awareness,

Comprehension/Retell, and Vocabulary), Strategic Teaching- Cooperative

Groupings, Small Group Instruction, Writing-Incorporation in all Academic

Areas, Real life application of all mathematic concepts, and Project-Based

Learning)

   -Implementation of new sped pull-out plan

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

difficulties

   -Incorporation of writing and math standards in Encore classes

 Lesson Plans:

Lesson Plans published on Edmodo (Bell ringers, Before/During/After Instruction, and Exit Slips)

Ipad instructional apps noted in lesson plans

 Collaboration:

Daily collaborative planning

Monday: Administrative, planning, or parent conferences

Tuesday: Meet with Instructional Partner (data, technology, instruction)

Wednesday & Thursday: Common planning of instruction (subject teachers)

Friday: Reviewing data/student work

Implementation of a school-wide discipline plan (fewer Office Discipline Referrals due to

more standardized discipline expectations and initial Ipad restrictions)

 Attendance:

 Implement stronger attendance supervision within our school

  -disciplines for tardies (publicize progressive steps)

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

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.

Hibbett Middle School has an active Parent-Teacher Organization that supports all aspects of the school program. The PTO provides funding for various school plant 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 funds, and special academic programs including a visit by raptors from Auburn University, on-site SciQuest experiences, 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 parents and community members. The Instructional Leadership Team gathered and meticulously analyzed and reviewed data. Preliminary strengths and weaknesses were identified at a collaborative meeting of the Instructional Leadership Team. The data sources, identified strengths and weaknesses, and academic assessments were reviewed with the entire faculty at a collaborative meeting, as well as before with parents during an organized meeting. After receiving input from all stakeholders via the processes listed above, the Instructional Leadership Team finalized the strengths and weaknesses that appear in this CIP with the specific intent of improving the achievement of not only individual students, but the overall instructional program. Strategies to improve upon strengths and weaknesses were shared and reviewed with 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 given during the Fall 2014 Title I Parent Meeting. All members of the Instructional Leadership Team were involved in the review of data, identification of strengths and weaknesses, and designation 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 final Continuous Improvement Plan for 2014-2015 will be shared with the school faculty during a faculty meeting and analyzed more closely in grade level/department meetings and data meetings. The final CIP will be shared with the PTO Officers during their monthly meeting, published on the school's website, during parent involvement meetings and will be made available in the school office. Stakeholders will receive updates on the CIP mid-year and at the end of the school year.

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	AdvanceEd surveys were administered with fidelity in regard to administrative procedures as follows: - The AdvanceEd surveys were published on our Hibbett Happenings communication tool, as well as in the weekly newsletter. By utilizing multiple avenues requesting feedback from parents, staff, and students, all stakeholders had an opportunity to participate. Parents were provided the link to the survey via the Hibbett Happenings parent portal, as well as in the Principal's weekly Parent Newsletter. Staff was encouraged to participate via email and through the Principal's weekly newsletter. S	

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?

In the staff survey of the AdvancED stakeholder feedback diagnostic, the area with the highest overall level of satisfaction was the area of "Our school's leaders hold all staff members accountable for student learning". In the parent survey of the same diagnostic, the area with the highest overall level of satisfaction was "my child has up-to-date computers and other technology to learn". In the student survey, the highest level was "in my school, my teachers want me to do my best work".

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

Last year, we noted that parents indicated that Hibbett projected a positive school atmosphere. Again this year we note that this trend continues.

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

As indicated by additional parent surveys as well as parent meetings throughout the school year, we received multiple reports that Hibbett is perceived to have a positive school climate.

Areas in Need of Improvement

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

The lowest level of satisfaction on the parent survey indicated a need to work on the category of "all of my child's teachers keep me informed regularly of how my child is being graded".

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 with school-wide planning and school committees.

What are the implications for these stakeholder perceptions?

Parents are encouraged to participate in their child's education by the following methods:
1. regularly scheduled parent nights (3 per semester)
2. reading teachers request parent volunteers
3. increased use of Edmodo as a communication tool

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

Will respond after more surveys are conducted.

Report Summary

Scores By Section

Section Score
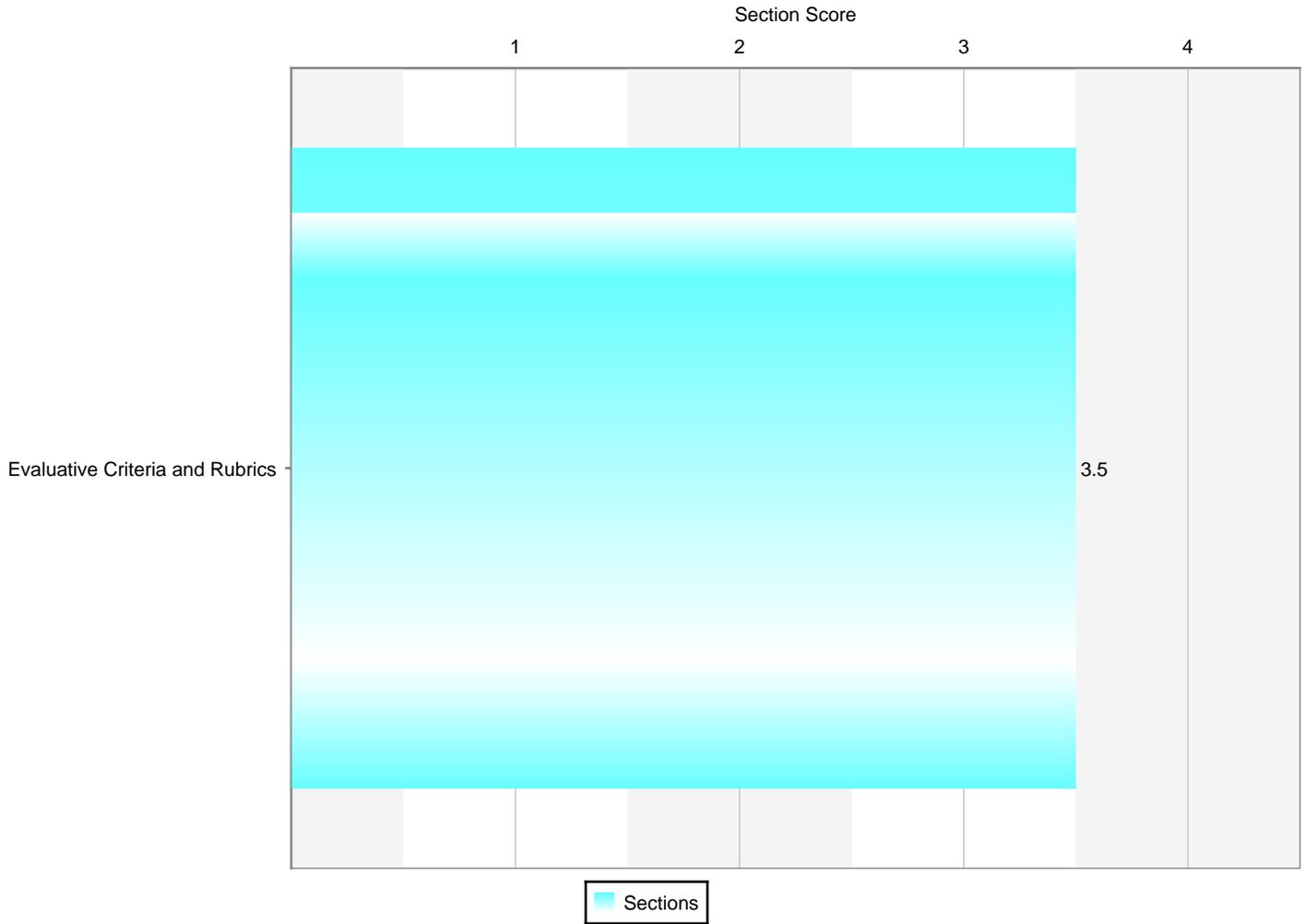
Student Performance Diagnostic

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.	

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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 well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

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

Areas of Notable Achievement

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

Sixth grade math proficiency- 35% in 2013 pilot increased to 51% in 2014 resulting in a 16% gain in growth proficiency areas. Sixth grade reading proficiency- 30% in 2013 pilot increased to 49% in 2014 resulting in a 19% gain in growth proficiency areas.

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

A positive trend in our data was evidenced in our 5th grade math and reading scores on the ACT Aspire as well. Fifth grade math proficiency- 48% in 2013 pilot increased to 50% in 2014 resulting in a 2% gain in growth proficiency areas. Fifth grade reading proficiency- 38% in 2013 pilot increased to 42% in 2014 resulting in a 4% gain in growth proficiency areas.

Which area(s) indicate the overall highest performance?

The area of sixth grade reading has shown an overall increase of 19% in growth proficiency rates.

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

Our Global Scholar 6th grade reading performance scores showed a trend in decreasing the achievement gap among all subgroups.

The % of students identified as "below average" on the Global Scholars testing instrument decreased dramatically from 2013 to 2014. The subgroups decreased in number of "below average" as follows:

African American-   2013-2014- 38%   2014-2015- 31%
Hispanic-   2013-2014- 48%   2014-2015- 32%
all other minority-   2013-2014- 33%   2014-2015- 23%

In addition, free/reduced student performance was considered. In 2013-2014, this subgroup scored 36% "below average" while in 2014-2015, this was reduced to 28%.

Between which subgroups is the achievement gap closing?

All subgroups are showing a decrease in the achievement gap in sixth grade reading.

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

Global Scholar reports findings were consistent with our use of Success Maker over the past year. We have seen substantial improvement in achievement scores in both math and reading.

Areas in Need of Improvement

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

According to Global Scholar performance data, there has been an increase in the number of minority students who performed at a "below average" level from the 2013-2014 testing data. The African American subgroup went from 33% to 37% while the Hispanic subgroup moved from 25% to 33%.

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

According to Global Scholar performance data, there has been an increase in the number of minority students who performed at a "below average" level from the 2013-2014 testing data. The African American subgroup went from 33% to 37% while the Hispanic subgroup moved from 25% to 33%.

Which area(s) indicate the overall lowest performance?

Fifth grade math scores were the overall lowest performance category. In 2013-2014, math scores in fifth grade dropped from 2545 actual score to 2418.

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

The African American subgroup appears to show the smallest overall gain or decrease in performance in some areas while the overall student population is improving at a higher rate.

Between which subgroups is the achievement gap becoming greater?

The gap between free/reduced and paid lunch students is increasing slightly.

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 the Act Aspire as well as Global Scholar.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5
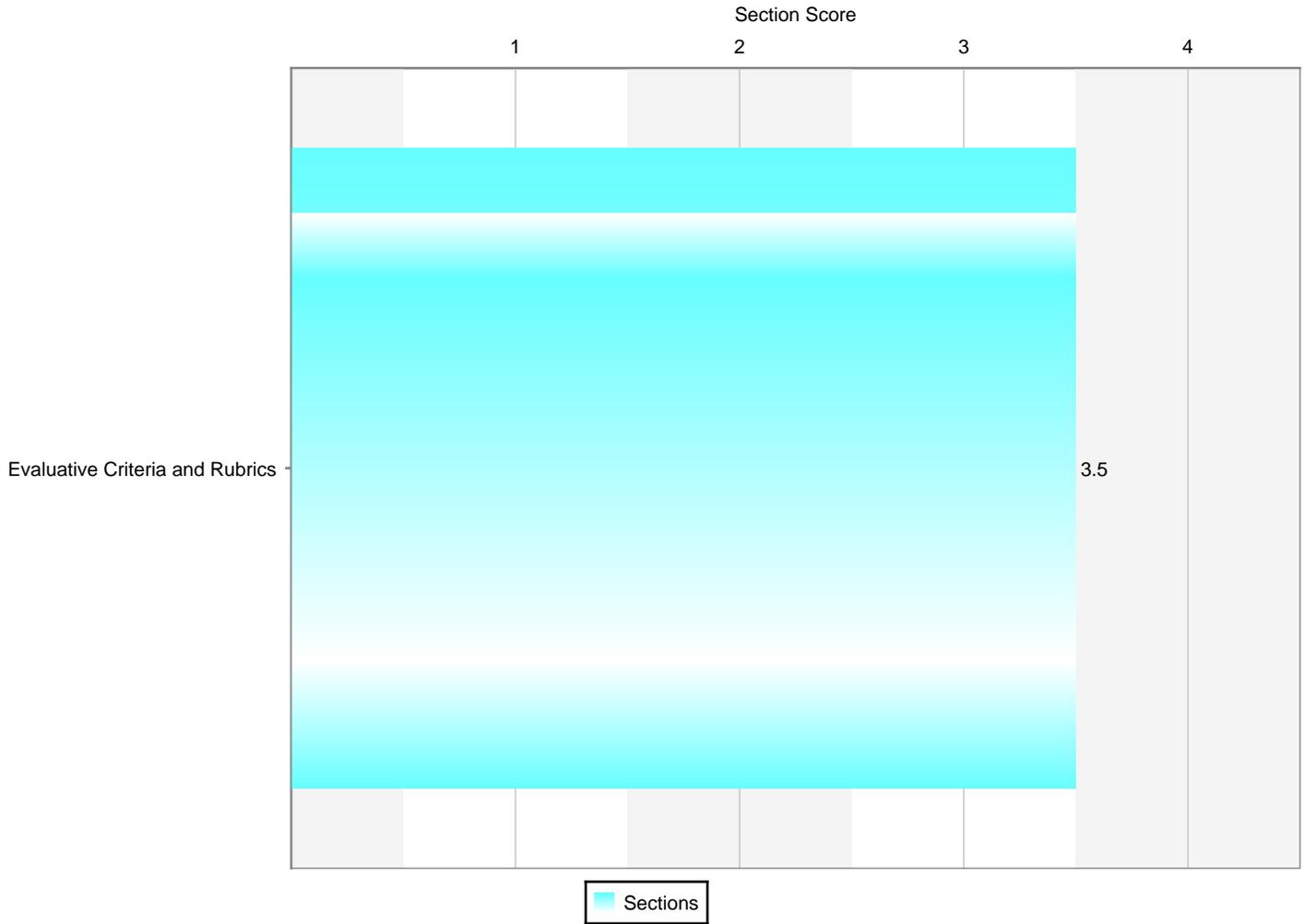
Sections

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, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Hibbett has an Instructional Leadership Team that is comprised of a diverse group of stakeholders in order for various perspectives and expertise to be accessed. The Hibbett Instructional Leadership Team in 2014/2015 worked meticulously and collaboratively to develop a CIP which will guide instruction. The Instructional Leadership Team is attached.	Instructional Team Members

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	Hibbett complies with all federal laws and regulations which prohibit discrimination and with all requirements and regulations of the US Department of Education. The school's statement regarding Equal Education/Employment Opportunity can be found within the Florence City Schools Parent Student Handbook 2014-2015.	

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	Hibbett Middle School falls under the Florence City Equal Education/Employment Opportunity Policy as noted in the Florence City Parent Student Handbook, page 4. The person designated to coordinate efforts to comply and carry out nondiscrimination responsibilities is as follows: Mrs. Connie Roberts Wallace, Assistant Superintendent and CSFO P.O. Box 10 Florence, AL 35631 256-768-3000	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	HMS has a Parent Involvement Plan as required by NCLB Section 1118. The plan is reviewed and revised each year at the Fall Title I Parent Meeting. The plan contains the mandatory component of a School Parent Compact as well as flexible meeting times, means of notifying parents, and evaluation of parent involvement annually. The Florence City Parent Involvement Plan contains all mandatory requirements for Parents' Right To Know.	Parental Involvment Plan 14

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	HMS Parent Compact for the current school year. The School-Parent Compact contains all required components and was jointly developed with parents from the school. The current compact was reviewed and revised with parents at the Fall Annual Title I Parent Meeting on September 23, 2014. Parents were notified of the Fall Annual Title I Meeting via notices sent home with students, an automated call out and on the Hibbett marquee. School-Parent Compacts are signed and available in students' classrooms. The Hibbett School-Parent Compact for 2014-2015 is attached.	COMPACT 2014-2015

Academic Goals

Overview

Plan Name

Academic Goals

Plan Description

Increase math scores

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	Increase math scores	Objectives: 1 Strategies: 1 Activities: 1	Academic	$64000
2	All students will increase mean score of Performance Series reading and math subtests by five percent.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
3	Adequate Progress in Language Acquisition	Objectives: 1 Strategies: 1 Activities: 3	Academic	$0

Goal 1: Increase math scores

Measurable Objective 1:
A 5% increase of All Students will demonstrate a proficiency . in Mathematics by 05/16/2014 as measured by Global Scholars .

Strategy 1:
Small group instruction - All math teachers will provide differentiated instruction on math standards incorporating a variety of instructional, grouping and assessment strategies.
Research Cited: Pacing most missed standards

Activity - Teacher Training for SuccessMaker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mo.nitor the implementation of SuccessMaker through professional development	Academic Support Program	08/12/2013	05/23/2014	$64000	Title I Schoolwide	All certified staff

Goal 2: All students will increase mean score of Performance Series reading and math subtests by five percent.

Measurable Objective 1:
100% of All Students will demonstrate a proficiency   by a five percent positive gain in Mathematics by 05/16/2014 as measured by Global Scholars Performance data.

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 profeciency level of students.
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	09/09/2013	04/14/2014	$0	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 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.

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

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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
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	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Global Performance Series	Web-based program to diagnose instructional needs	Technology	09/09/2013	04/14/2014	$0	All certified staff
Teacher Training for SuccessMaker	Mo.nitor the implementation of SuccessMaker through professional development	Academic Support Program	08/12/2013	05/23/2014	$64000	All certified staff
				Total	$64000	

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

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 also offers a flexible number of informational parent meetings and attempts to build a strong home/school connection, foster parenting skills and literacy development. In addition, Hibbett involves parents in an organized, ongoing, and timely 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 where parents can provide input and school personnel can respond promptly to parent suggestions. Finally, the school provides parents with an opportunity for meaningful and ongoing consultation and communication about the academic quality of the school. The school involves parents in the development of the schoolwide plan through collaborative meetings.

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

Hibbett's staff works hard to involve parents in the implementation of the schoolwide plan. Partnerships are encouraged and training is provided for teachers, administrators, and parents to strengthen the ability of strong parent-school partnerships to enhance student achievement. Parents are involved in jointly developing appropriate parental involvement policies and in reviewing school improvement through meetings with the school and also through the system's Parent Advisory Committee. Policies developed through this process are distributed to parents of students attending Title I schools. Additionally, the Board provides coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parental involvement activities to improve student achievement and school improvement. The school coordinates and integrates parental involvement strategies with other programs as appropriate.

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

Hibbett conducts an Annual Evaluation of Initiatives with the involvement of parents, to determine the effectiveness of the parental involvement policy in 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 suggestions and concerns regarding the parental involvement policy to the parent advisory committee. This information will be reviewed annually and used to make revisions to the school plan as necessary.

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

The 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 responsibilities of each. It is updated yearly to match the needs and expectations of all school stakeholder groups.

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

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 or to attend meetings to share concerns and suggestions for improvement. Parent surveys are also sent home at the end of the year and also completed during meetings to share concerns and comments.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

Hibbett works to ensure that school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA and that a school-parent compact exists consistent with section 1118(d) of the ESEA. The school-parent compact is developed using these guidelines which say 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, including building a strong home/school connection, parenting skills, and literacy development;
c. Involve parents in an organized, ongoing, and timely way in planning, review, and improvement of school programs;
d. Provide timely information about its school programs to parents regarding curricula, student assessments, opportunities for regular meetings where parents can provide input and respond promptly to parent suggestions; and
e. Provide parents with an opportunity for meaningful and ongoing consultation and communication about the academic quality of the school.

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

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 to ensure that school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA and that a school-parent compact exists consistent with section 1118(d) of the ESEA. The school-parent compact is developed using these guidelines which say 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, including building a strong home/school connection, parenting skills, and literacy development;

c. Involve parents in an organized, ongoing, and timely way in planning, review, and improvement of school programs;

d. Provide timely information about its school programs to parents regarding curricula, student assessments, opportunities for regular meetings where parents can provide input and respond promptly to parent suggestions; and

e. Provide parents with an opportunity for meaningful and ongoing consultation and communication about the academic quality of the school.

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

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

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

Hibbett works to ensure that school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA and that a school-parent compact exists consistent with section 1118(d) of the ESEA. The school-parent compact is developed using these guidelines which say 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, including building a strong home/school connection, parenting skills, and literacy development;

c. Involve parents in an organized, ongoing, and timely way in planning, review, and improvement of school programs;

d. Provide timely information about its school programs to parents regarding curricula, student assessments, opportunities for regular meetings where parents can provide input and respond promptly to parent suggestions; and

e. Provide parents with an opportunity for meaningful and ongoing consultation and communication about the academic quality of the school.

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

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve

student academic achievement, our school:

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

Hibbett works to ensure that school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA and that a school-parent compact exists consistent with section 1118(d) of the ESEA. The school-parent compact is developed using these guidelines which say 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, including building a strong home/school connection, parenting skills, and literacy development;

c. Involve parents in an organized, ongoing, and timely way in planning, review, and improvement of school programs;

d. Provide timely information about its school programs to parents regarding curricula, student assessments, opportunities for regular meetings where parents can provide input and respond promptly to parent suggestions; and

e. Provide parents with an opportunity for meaningful and ongoing consultation and communication about the academic quality of the school.

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

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

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

Hibbett works to ensure that school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA and that a school-parent compact exists consistent with section 1118(d) of the ESEA. The school-parent compact is developed using these guidelines which say 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, including building a strong home/school connection, parenting skills, and literacy development;

c. Involve parents in an organized, ongoing, and timely way in planning, review, and improvement of school programs;

d. Provide timely information about its school programs to parents regarding curricula, student assessments, opportunities for regular meetings where parents can provide input and respond promptly to parent suggestions; and

e. Provide parents with an opportunity for meaningful and ongoing consultation and communication about the academic quality of the school.

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

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

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

Hibbett works to ensure that school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA and that a school-parent compact exists consistent with section 1118(d) of the ESEA. The school-parent compact is developed using these guidelines which say 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, including building a strong home/school connection, parenting skills, and literacy development;

c. Involve parents in an organized, ongoing, and timely way in planning, review, and improvement of school programs;

d. Provide timely information about its school programs to parents regarding curricula, student assessments, opportunities for regular meetings where parents can provide input and respond promptly to parent suggestions; and

e. Provide parents with an opportunity for meaningful and ongoing consultation and communication about the academic quality of the school.

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

Hibbett has a list of available interpreters/translators to assist with communication/filling out forms. Language assistance is available and all schools can receive assistance in providing all information in a language parents can understand by calling the Federal Programs Office at (256) 768-3025 or (256) 768-3033 for assistance. Florence City Schools provides the Parent/Student Handbook in English and Spanish. Also, the principals at each school are trained in how to use TransAct to access important school communications in several languages to ease communication with the non-speaking families. In each school office are "Language Survival Kits." These are handbooks with basic communication information such as "Where are the restrooms?", "What is your name?" etc. The handbooks have been translated in the following languages: French, German, Japanese, Russian, Spanish, Turkish and Vietnamese. They are based on grade levels of K-6 and 7-12.

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The four instructional leadership teams contributed a delegate to school improvement meetings. In addition, a resource teacher, administrators, and parent representatives attended the meeting. These committee members analyzed Global Scholar Performance Series and ACT Aspire schoolwide test results. A draft of the plan was shared with parent representatives and the entire faculty.

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

Based upon our needs, we will establish academic goals with attention to demographic differences and attendance goals. Results from the ACT Aspire Pilot Study in Spring 2013, as compared with the ACT Aspire of Spring 2014 data, indicate a deficiency in overall reading when compared to math in both grade levels. Significant gaps were present in the achievement of African American students as compared to Caucasian students. Attendance needs were evident through attendance data and the culmination of the impact of these absences on the student growth of truant students.

3. What conclusions were drawn from the results?

The results of the comprehensive needs assessment indicated several areas of weakness for the mathematics subtest including the following: problem-solving with decimals, percents, fractions, and proportions, converting units of length, weight, or capacity within the same system. As indicated by the reading subtest data, areas of weakness included the following: interpreting elements and literary devices and applying strategies to comprehend textual / informational and functional materials.

4. 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 Scholars Academy exploratory classes. Student achievement is enhanced by : common core standards and course of study objectives, research-based instructional strategies, vertical curriculum alignment, and implementation of Quadrant four instruction/ content literacy strategies. School demographic data revealed the following conclusions: two-thirds of the student population receives either free or reduced lunch. In addition,student attendance rate decreased from 96% to 95%.

5. 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 and direction for the school. The data helps monitor and assess the impact of programs, instructions, and other resources related to student achievement. Data collection and analysis

process is continual to ensure progress toward the school's objectives, goals, and mission.

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

The goals are derived from a conglomeration of monthly data meetings including all academic teams, parent input stemming from home reports, and end-of-year faculty reflections.

7. 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, and implementation of supplemental programs such as SuccessMaker. Furthermore, an extended day program is in place to meet the needs of disadvantaged students.

Component 2: Schoolwide Reform Strategies

Goal to address annual Measurable Achievement Objectives (AMAOs) and English Language Proficience Needs – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

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

Goal 1:

All students will increase mean score of Performance Series reading and math subtests by five percent.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency   by a five percent positive gain in Mathematics by 05/16/2014 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 profeciency level of students.

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

Activity - Global Performance Series	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Web-based program to diagnose instructional needs	Technology			09/09/2013	04/14/2014	$0 - Title I Schoolwide	All certified staff

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

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

85% of All Students will demonstrate a proficiency to use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information in Mathematics and in Reading by 05/27/2016 as measured by classroom and student observations, benchmark testing results, Global Scholars assessment results, ACT Aspire results, and mastery of College and Career Ready Standards.

Strategy1:

Data Analysis - Administrators, teachers, and instructional coaches will analyze data to determine specific strengths and weaknesses of individual students. Analysis may also reveal specific weaknesses and strengths in the teaching of various standards based on student

results. Data Analysis must be planned, implemented, and monitored to ensure that decisions made align with data results and agreed upon activities to improve student achievement.

Research Cited: http://www.ascd.org/ascd-express/vol5/508-fenton.aspx

Activity - Data Dashboard	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Investigate, analyze, and employ a data dashboard system to allow quick and thorough analysis of student data throughout the school year.	Academic Support Program			08/26/2013	05/27/2016	$20000 - District Funding	District and School-based administrators, Instructional Technology Coaches, Academic Leaders

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

Goal 1:

All students will increase fifth grade Global Scholar math performance on number and operations sub-categories by 5%

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in mastering basic math facts and basic number sense in Mathematics by 05/15/2015 as measured by comparing Global Scholar Fall mathperformance data to the Spring results in the number sense sub-category.

Strategy1:

Xtra Math and IXL software - Students will access Xtra Math and IXL software applications to increase proficiency in basic math facts and number and operation skills

Research Cited: Emperical Education published research study of student achievement, teacher perceptions, and IXL Math

Activity - Small group use of IXL and Xtra Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Xtra Math and IXL software application to target the needed skills as identified through self-guided analysis.	Direct Instruction			08/18/2014	05/15/2015	$0 - No Funding Required	Fifth grade math teachers

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

Goal 1:

All students will increase sixth grade Global Scholar math performance on measurement sub-categories by 5%

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in mastering basic math measurement facts in Mathematics by 05/15/2015 as
measured by comparing Global Scholar Fall mathperformance data to the Spring results in the measurement sub-category.

Strategy1:

Small group use of IXL software - Students will utilize IXL software application to increase proficiency and accuracy in the measurement sub-
catergory.

Research Cited: IXL research from application resource

Activity - IXL software application	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize IXL software application to increase proficiency in the area of measurement.	Direct Instruction			08/18/2014	05/15/2015	$0 - No Funding Required	Sixth grade math teachers

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

Goal 1:

Adequate Progress in Language Acquisition

Measurable Objective 1:

50% of All 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.

Research Cited: WIDA, ACCESS

Activity - SIOP Strategies	Activity Type	Tier	Phase	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

Activity - IELP's	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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

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

Goal 1:

Adequate Progress in Language Acquisition

Measurable Objective 1:

50% of All 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.

Research Cited: WIDA, ACCESS

Activity - Triangulation of Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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	Tier	Phase	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

Activity - IELP's	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	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

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

Goal 1:

All students will increase fifth grade Global Scholar reading performance on long passages by 5%

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in reading and comprehending long passages in Reading by 05/15/2015 as measured by comparing Global Scholar Fall reading performance data to the Spring results in the long passage sub-category.

Strategy1:

Small group long passage reading - Science and social studies teachers will use ReadWorks.org passages to increase comprehension levels on long passages.

Research Cited: Small group Wonders Series research data related to improving reading comprehension levels.

Activity - Small group long passage reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in small group reading of long passages and will increase comprehension by identifying key details and using them to respond to text questions.	Direct Instruction			08/18/2014	05/15/2015	$0 - No Funding Required	Fifth grade science and social studies teachers

Component 3: Instruction by Highly Qualified Staff

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

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

3. 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. The interview process includes research-based questions asked by a panel to best determine appropriate fit within the needed position.

Component 4: Strategies to Attract Highly Qualified Teachers

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

For the current school year, there is a 4% turnover rate.

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

Hibbett has 16 teachers with a BS, 29 teachers with an MA, 1 Ed.S, and 2 with a doctorate. The average years of experience is 18.

3. What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

Hibbett benefits from district initiatives to attract and retain Highly Qualified teachers which include a salary schedule above the state salary matrix, progressive technology in schools, progressive professional development with funding from local funds, and opportunities for advanced degrees via a partnership with the University of North Alabama.

4. What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

Hibbett benefits from district initiatives to attract and retain Highly Qualified teachers which include a salary schedule above the state salary matrix, progressive technology in schools, progressive professional development with funding from local funds, and opportunities for advanced degrees via a partnership with the University of North Alabama. The district also provides a New Teacher Training which allows new employees to have a comfort level before the start of school with technology, Inow, Educate Alabama, curriculum, pacing and assessments.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

The turnover rate is considered minimal, but Hibbett does benefit from district initiatives to attract and retain Highly Qualified teachers which include a salary schedule above the state salary matrix, progressive technology in schools, progressive professional development with funding from local funds, and opportunities for advanced degrees via a partnership with the University of North Alabama.

Component 5: High Quality and Ongoing Professional Development

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

Attendance in the following nationally recognized conferences:

Making Middle Grades Work

AEA Conference

IPN/PCN Network for Administrators, Instructional Coaches, and Teacher Leaders

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

Attendance in the following nationally recognized conferences:

Making Middle Grades Work

AEA Conference

IPN/PCN Network for Administrators, Instructional Coaches, and Teacher Leaders

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

New teachers are given the opportunity to attend a district-wide orientation in the Summer as well as a school-offered orientation checklist conducted by Administrators and Instructional Technology Coach.

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

We have 4 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.

Component 6: Transition Strategies

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

All sixth graders take an annual trip to Florence Middle School in the Spring in preparation for the transition to the upcoming school year. Upcoming 5th graders and their parents also visit Hibbett each Spring for a day of orientation.

Component 7: Teacher Participation in Making Assessment Decisions

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

Hibbett teachers currently participate in monthly "data days" where benchmark, Global Scholar, and other test results are discussed.

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

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

In addition to analyzing the data, RTI teams meet on the "data days" to identify students in need of further intervention. Teachers are also encouraged to notify the RTI teams when academic problems arise within the classroom.

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

Students who are identified through the RTI process are provided with strategies which include Encore SuccessMaker as well as small group strategies within the ELA and math classrooms.

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

Required lesson plan formats include identification of specific small group strategies to address learning deficiencies.

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

The Excel after-school program serves the needs of students who need additional support. These students are identified through teacher requests, below average achievement in the classroom, poor Global Scholar scores, and at-risk behaviors. Before school, SuccessMaker is also offered to students in need of intervention in reading and/or math.

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

We utilize the HOPE program that provides support for homeless and economically disadvantaged students. With this program, basic needs such as clothing, needed school supplies, and basic services are provided in order to make the transition to the classroom easier. For EL students, WIDA assessment standards are provided in order to find out proficiency levels in reading, writing, and speaking. Within 10 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 as well as interpreters to assist students and parents. The Florence City Schools handbook is also provided in English and Spanish. In the school office, handy guidebooks for EL students are maintained.

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

N/A

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

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

We follow the federal guidelines and expectations through ESEA, 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 1 school. All students are eligible to benefit from the services of our school.

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

We follow the federal guidelines and expectations through ESEA, 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 1 school. All students are eligible to benefit from the services of our school.

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

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

Component 10: Evaluation

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

We provide extensive education on the relevance of HMS being a school-wide Title 1 school and we survey our effectiveness through meeting surveys and end of year surveys. We review and evaluate the data to make decisions about future practice.

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

We use the data to find deficiencies in instruction and student understanding so that we can better utilize our Title I resources.

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

We look at our growth models on Global scholar and ACT Aspire and evaluate them to assess their proficiency and areas of weakness.

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

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 best meet and exceed our goals and objectives in the plan.

Coordination of Resources-Comprehensive Budget

Introduction

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

I. State Foundation Funds: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	30.19

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

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

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

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

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

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

I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	34.69

Label	Question	Value
2.	Provide the number of Administrators.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principals.	1.0

Label	Question	Value
4.	Provide the number of Counselors.	2.0

Label	Question	Value
5.	Provide the number of Librarians.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselors.	0.0

I. State Foundation Funds:Total Salaries

Once all questions within Section I. State Foundation Funds: Total Salaries have been completed, a total for all salaries will appear in the PDF only.

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	1709119.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	90270.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	67721.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	103474.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	55869.0

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

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

Label	Question	Value
8.	Provide the total of all salaries for Technology.	0.0

Label	Question	Value
9.	Provide the total of all salaries for Professional Development.	0.0

Label	Question	Value
10.	Provide the total of all salaries for State ELL Funds.	0.0

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	10754.0

Label	Question	Value
12.	Provide the total of all salaries for Library Enhancement.	0.0

Total   2,037,207.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

Salaries/Benefits for 5 Title I teachers, 1 Title I assistant, 20% of Parent Involvement Social Worker, 20% of EL Teacher/Facilitator; After School Program (7 positons-4 days per week/1.5hours per day) $20 per hour; after school bus; $500 per Title teacher for materials/supplies; $8,755 for software; $100 mat/supplies for parent involvement social worker; travel for social worker and EL teacher.

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	392270.0

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
4.	Title I: ARRA Funds Provide the total.	0.0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

One CSR teacher ($60,105 - salary/benefits); $3,091 for professional development for faculty/staff of Hibbett (based on $4.68 per student)

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	63196.0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

There are two EL Teacher/Facilitators; their salaries/benefits are paid 6% and 8% with Title III funds; one of the teachers is assigned to Weeden School; the other one works systemwide, so her salary/benefits are coded to a pooled account number -not accounted for by the individual school.

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	0.0

Title IV: For Safe and Frug-free Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
10.	Title IV: For Safe and Frug-free Schools Provide the total.	0.0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
12.	Title VI: For Rural and Low-income Schools Provide the total	0.0

Career and Technical Education-Perkins IV: Basic Grant (Title I)

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	0.0

Career and Technical Education-Perkins IV: Tech Prep (Title II)

Provide a brief explanation and a breakdown of expenses.

N/A

Label	Question	Value
16.	Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total.	0.0

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant

Provide a brief explanation and a breakdown of expenses.

N/A

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

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Local funds are collected and expended at the school level.

Label	Question	Value
2.	Local Funds Provide the total.	0.0