ACIP

Barbour County High School

Barbour County Board of Education

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Clayton, AL 36016

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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?

Barbour County High School (BCHS), "Home of the Jaguars," is located at 165 South Midway Street in Clayton, AL. BCHS serves a student population of 392. There are a total of eleven towns and communities within the district attendance zone. Our students come from all areas of Barbour County except for the Eufaula City School District.

BCHS is newly configured into a grade seven through twelve school. As such, the school personnel now consists of the following: a principal, an assistant principal, a guidance counselor, a library media specialist, twenty six teachers, two paraprofessionals, one janitor, three cafeteria workers and one secretary.

In August 2015, the Bureau of Labor Statistics listed the unemployment rate as 9.6%. The largest employers in the county are Keystone Foods, Ventress Correctional Facility, and Easterling Correctional Facility. According to the 2009 Alabama Poverty Project statistics, Barbour County's poverty rate is 32.8%. The number of persons under the age of eighteen in Barbour County living in poverty is 41.2%, which means that nearly half of the children in Barbour County are considered poor. One hundred percent of students in the school district receive breakfast and lunch at no cost.

BCHS provides many programs and services that support student and learning community needs. The Gear Up Program is designed to increase the number of students who are prepared to enter and succeed in post-secondary education. Jobs for American Graduates (JAGS) is crafted to prepare students for entrance into the workforce after graduation. Accelerated Reading, Read180 and System 44 programs are designed to enhance reading skills. Students of the Month is used to showcase and encourage success.The BCHS Parent Center, located in the media center, is made available to fulfill the needs of the learning community. Resource teacher and speech pathologist specialist services are provided for eligible students. OdysseyWare courses are available to deliver comprehensive Core, Elective and CTE K-12 curriculum and educational tools. ACCESS Virtual Learning courses which were developed to create equity through additional educational offerings for all Alabama public high school students are also available.

To support continued improvement in technology and to foster interactive learning and effective presentation, classrooms are equipped with interactive whiteboards, mounted LCD projectors, wireless laptops for all teachers, document cameras, interactive writing pads, teacher webpages, and email. There are four fixed computer labs in the facility, a mobile laptop lab and a mobile Samsung Galaxy Tab Nook (eReader plus) lab that are utilized to create, deliver, and enhance instruction and learning.

School's Purpose

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

The Mission Statement of Barbour County High School
The mission of Barbour County High School is to empower students with the necessary skills to be successful in their future endeavors by providing a safe, secure, educational environment with innovative technological teaching methods that will enhance the learning of all students.

The Vision Statement of Barbour County High School
The faculty, staff, students, and community share the vision that all of our students are determined for success. We expect our students to be productive citizens in a multicultural society.

The Motto of Barbour County High School
"Determined for Success"

The Belief Statements of Barbour County High School (as communicated in Parent-School Compact)
We believe our school should provide high-quality curriculum and instruction in a supportive and effective learning environment.
We believe that a positive, collaborative relationship as well as shared responsibility between the school, students, parents and community is essential to the success of our students and our school.

Barbour County School District Vision
The primary function of the public school is to provide educational experiences and opportunities for each student. Education usually takes place in an atmosphere of good order and discipline. The responsibility for good order and discipline belongs to the entire community, meaning students, teachers, parents, school administrators, the school board, and the general public.

Barbour County School District Mission
To develop the potential of all students by enabling them to become productive members of society by providing quality, student-centered instruction delivered by dedicated, qualified staff in safe, inclusive learning environments that reflect various educational experiences, use available resources and involve parents and community stakeholders.

BCHS provides scientifically based curriculum to all students as well as a safe and encouraging environment. BCHS encourage parents and community members to be active participants in the education process.

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 for past three years:

The school has been restructured from a 10-12 school to a 7-12 school for better utilization of personnel and resources. The change will also give teachers a better opportunity to increase collaboration between grade levels.

The school's honor society received a charter from the National Honor Society.

The school has an active Youth Leadership Barbour team.

For the 2014-2015 school year, a drafting program was offered in collaboration with Wallace Community College for both college and high school credit.

The school changed the career technology programs to meet the needs of the community. The newest editions are Criminal Justice and Career Cluster Technology in addition to the existing Business Technology courses.

The school participated in an effort to increase students' proficiency in writing and to meet the new college-ready standards through the Wiregrass Writing Project.

BCHS participates in the Alabama Math Science Technology Initiative and Auburn University Science in Motion.

New programs were implemented in 2014-2015. Among those programs were Read180. This year, System 44 is also being implemented to increase reading proficiency for struggling students.

The school increased the number of high interest books in the library to capture the attention of students and encourage them to read. The number of AR points earned for 2013-2014 was 4.375 times higher than the preceding year.

Areas of improvement for past three years:

The school was in school improvement for three years.

The last year of AHSGE assessment, our juniors scored low in all areas of the AHSGE except Biology: 57% in reading, 54% in language, 67% in math, and 43% in social studies.

From 2013-2014 school year to the 2014-2015, the percentage of juniors meeting college readiness benchmarks on the ACT Plus Writing are the following:

--English moved from 14% to 11% respectively. The three point drop was consistent with the three point drop in the state scores as well.

--Mathematics moved from 2% to 0%.

--Reading moved from 7% to 5%.

--Science remained the same at 2%

--Met All Four remained constant at 0%.

Areas of improvement for the next three years:

The school will have to address the need to decrease the teacher turnover rate, which has been consistently high in the past three years. Teacher turnover was 50% for the 2013-2014 school year. There was a similar turnover rate for 2014-2015. The turnover rate for 2015-2016 was less than 30%. Our goal is still to recruit and retain effective, highly qualified teachers.

BCHS added Gear Up for 8th grade students. This program is designed to prepare students starting at grade 8 for success at the college level.

Jobs for American Graduates (JAG), a newly added program, will prepare students to enter the workforce after graduation.

Teachers will continue to improve instruction through the implementation of strategic teaching, the use of technology, and parent and community involvement.

Additional Information

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

The BCHS Parent Center is located in the library media center where parents have access to computers, printers, and other technology resources. The parents can utilize the center for personal and professional growth as well as general information. Many parents can complete free classes online. Informative posters and brochures are available in the parent center as well. The BCHS Parent Center addresses the needs of our diverse student population.

ACCESS courses are available to all students who are interested in taking advanced courses and/or other courses not offered at the school. BCHS participates in the Alabama Math Science Technology Initiative and Auburn University Science in Motion.

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.

From May to September of 2015, the school leadership team met to dis-aggregate standardized assessment data. Input was sought to determine which strategies have been mastered, which strategies should not be included in this year's ACIP and which elements still require monitoring and should be included. The school leadership team asked for input from faculty, staff, and parents. The school leadership team met to discuss suggestions for professional development, strategies, and budget requirements for the CIP. The faculty and staff reviewed the draft and provided feedback on modifications. The ACIP will have board approval in early fall.

The stakeholders were chosen according to their level of involvement in the school and their interest in the success of the students. The parents were chosen from a list of parents who are actively involved in the school (open house, PTO, extracurricular activities etc.) The principal essentially chose the staff participants based on their positions in their departments and their levels of expertise. His selection included a member from each department. The roles were explained in the meeting. Meetings were held after school to accommodate stakeholders.

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

Parents, students, and community members' roles are to give input, develop a better understanding of CIP and communicate information to other parents.

Faculty and staff's role, as a collaborative effort, is to collect and analyze data, to develop measurable goals, strategies and action steps, to re-evaluate the CIP, to make amendments and updates as needed, and to communicate plan to all other stakeholders.
The principal's role is instructional leader.

Undrea Johnson--principal
Stephanie Massey--counselor
Susan Young--Library media specialist
Sharon Hobdy--Mathematics
Jessie Pelina--English
Sabrina Casey --Science
Lakia Brown - Access Lab
Tony Oglecark - Science
Mary Burks--Special Education Services
Guy McClendon--History
Lora Lightner--English
Jack Wingard--Mathematics

Markeith Phillips--student

Michelle Johnson -parent

Portia Glenn --community member

David Hobdy--Superintendent of Schools

Stacey Turvin--Director of Instruction and Federal Programs

Michelle Andrews--Chief Financial Officer

Susan Brown--EL Coordinator/Accountability

Scott Bush--Technology Coordinator

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

Physical copies of the ACIP can be found in the following places in given formats:

1) Principal's Office--hard copy

2) Library--hard copy

3) Parent Center--virtual copy with instructions for accessing the documents

4) School website and district website--virtual copy with instructions for accessing the documents

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Assessments are attached	Barbour County Assessment Document

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

The results from ACT ASPIRE and ACT Plus Writing showed no performance that was above the expected levels of performance. There was an increase in 7th grade English as well as 8th grade English, Writing, and Reading, according to ACT ASPIRE.

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

According to ACT Plus Writing, no positive trend was indicated over the past two years. ACT ASPIRE indicated improvement in 7th grade English and 8th grade English, Writing, Reading,and Math over the past 2 years.

Which area(s) indicate the overall highest performance?

Fifty-two (52) percent of 7th grade scored Ready in English on ASPIRE.
Forty-four (44) percent of 8th grade scored Ready in English on ASPIRE.

Highest performance according to ACT Plus Writing is in 11th grade English with 18% meeting college readiness benchmarks.

STAR Reading indicated 16% of 8th grade students scored at or above grade level in Reading.
STAR Math indicated 31% of 12th grade students scored at or above grade level in Math.

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

Subgroups are minute and insignificant when considering the subgroups of the school.

Between which subgroups is the achievement gap closing?

Subgroups are minute and insignificant when considering the subgroups of the school.

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

Reading and Math data from ASPIRE and ACT are consistent with data from STAR Reading and STAR Math as well as Scholastic System 44 and Read 180.

Areas in Need of Improvement

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

Students scored below the expected levels of performance in all areas tested.

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

According to ACT ASPIRE, the number of students in 7th grade who are in need of support in writing, math, reading, and science increased from 2013-14 to 2014-15.

ACT ASPIRE indicated the number of students in 8th grade who are in need of support remained about the same in all areas. According to ACT Plus Writing, the percent of students who met college readiness benchmarks dropped from fourteen (14) in 2013-14 to eleven (11) in 2014-15. For the Mathematics section the number dropped from two (2) in 2013-14 to zero (0) in 2014-15.

According to STAR Reading, three (3) percent of 10th grade students scored at or above grade level in reading and eleven (11) percent of 9th grade students scored at or above grade level in math according to STAR Math.

From the 2013-2014 to the 2014-2015 school year, the percentage of juniors meeting college readiness benchmarks on the ACT Plus Writing are the following:

--English moved from fourteen (14) percent to eleven (11) percent respectively. The three (3) point drop was consistent with the three (3) point drop in the state scores as well.

--Mathematics moved from 2% to 0%.

--Reading moved from 7% to 5%.

--Science remained the same at 2%.

--Met All Four remained constant at 0%.

Which area(s) indicate the overall lowest performance?

According to ACT plus Writing, BCHS had two students who met college readiness benchmarks in 2013-14 and two in 2014-15.

According to ACT ASPIRE, two (2) percent of 7th grade and zero (0) percent of 8th grade students scored "Ready" in Math.

According to STAR Reading, three (3) percent of 10th grade students scored at or above grade level in Reading, and eleven (11) percent of 9th grade students scored at or above grade level in Math.

Instructional Planning Report for Scholastic System 44 and Read 180 indicated that 94% of 7th and 8th grade students scored "Basic" or "Below Basic" in reading skills.

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

Subgroups are minute and insignificant when considering the subgroups of the school.

Between which subgroups is the achievement gap becoming greater?

Subgroups are minute and insignificant when considering the subgroups of the school.

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

All of the results show a consistency with the STAR Reading and Math tools.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics

4
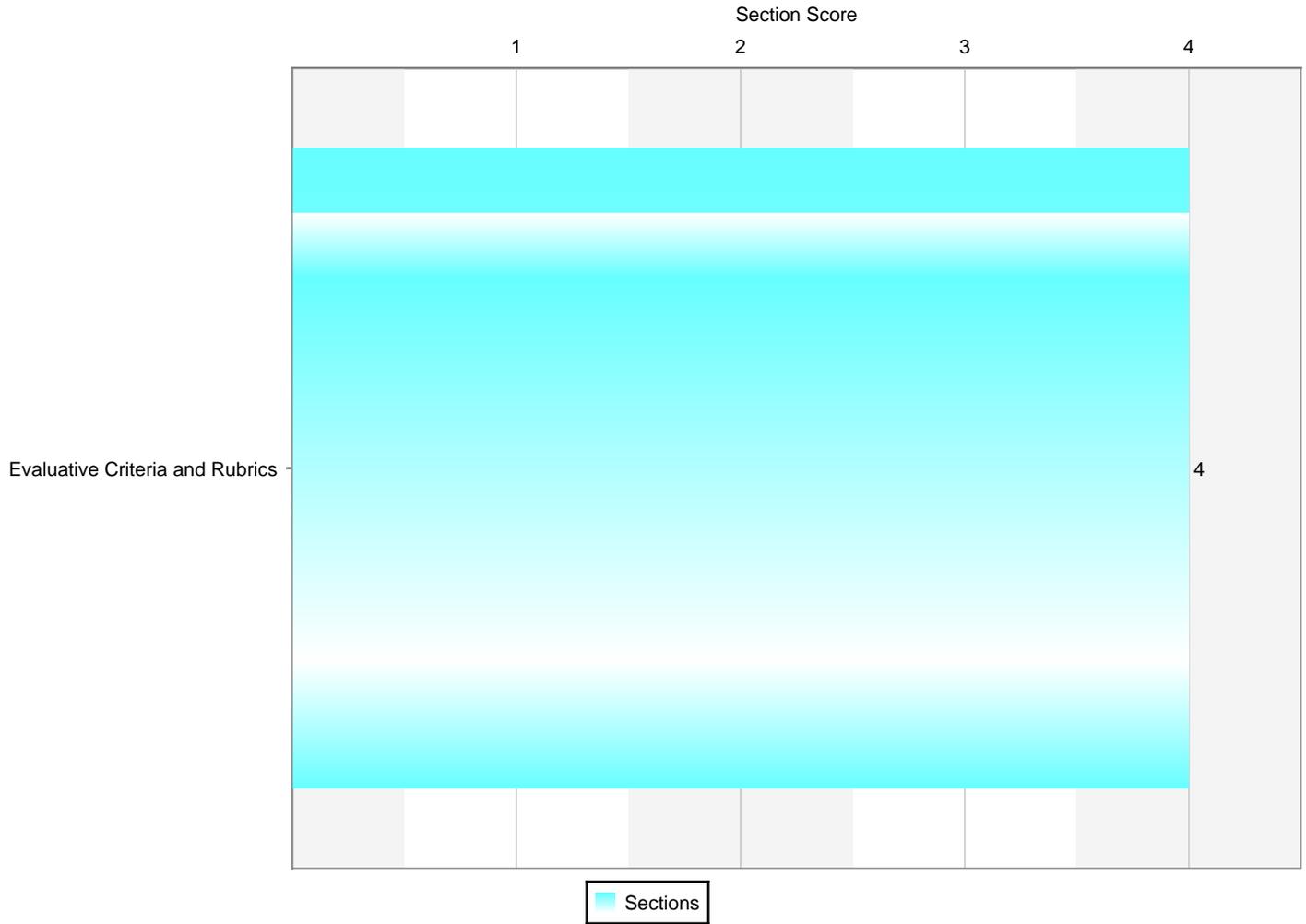
Sections

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	ACIP Team Signature sheet has been uploaded.	ACIP Team Signature 2015-16

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	Barbour County School Board Policy Manual for this area has been uploaded below. The Barbour County School System does not discriminate on the basis of race, color. national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquires regarding the nondiscrimination policies: Director of Exceptional Students Services Ms. Tara Johnson Barbour County Schools P. O. Box 429 Clayton, Alabama 36016 (334) 775 - 3453 Ext 1011	Policy 3.44 EO

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.	No	We do not have anyone at the school level. When a situation arises, the school will follow the procedures as explained in the board policy manual. If it cannot be handled at the school level then it is taken to the district level and handled by Mr. David Hobdy, Superintendent. His mailing address is Mr. David Hobdy P.O. Box 429,Clayton, Alabama 36016, (334) 775-3533 Ext 1003	Superintendent Signature

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.	No	Refer to Strategies to Improve Parental Involvement Plan. The principal's signature is included in the CIP Team Signature document.	

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	School-parent compact is uploaded	School-Parent Compact

2015-2016 BCHS Plan for ACIP

Overview

Plan Name

2015-2016 BCHS 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	Improve student proficiency in reading	Objectives: 2 Strategies: 4 Activities: 6	Academic	$80668
2	Engage and Empower the Learner Through Technology	Objectives: 2 Strategies: 2 Activities: 5	Academic	$6000
3	EL Students will become proficient in the English language	Objectives: 1 Strategies: 1 Activities: 2	Academic	$0
4	Prepare and support teachers and leaders to graduate College- and Career-Ready Students	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$3875
5	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$9100
6	To improve school culture and climate	Objectives: 1 Strategies: 4 Activities: 6	Organizational	$2000
7	Transition students	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$0
8	All students at BCHS will obtain 95% or higher in student attendance.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0
9	All students at BCHS will be engaged in high quality aligned college and career ready standards for instruction in the library media program	Objectives: 2 Strategies: 3 Activities: 4	Organizational	$522
10	Increase student proficiency in mathematics	Objectives: 2 Strategies: 2 Activities: 6	Academic	$2746
11	Improve student proficiency in science.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0

Goal 1: Improve student proficiency in reading

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency when applying strategies to comprehend literacy and recreational materials in Reading by 05/26/2016 as measured by the data from the ACT ASPIRE Reading, and ACT Plus Writing and Work Keys testing scores..

Strategy 1:

TWIRL Strategy - TWIRL-Teachers will include all of the parts of TWIRL in their lesson plans.

Category:

Research Cited: ARI

Activity - TWIRL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Students will discuss answers in groups or with a partner. 2. Students will write responses to informational and literary text. 3. Students will use higher order thinking and problem solving. 4. Students will read and answer questions. 5. Students will listen to responses of other students. Teachers not familiar with TWIRL will receive training.	Academic Support Program	08/06/2015	05/26/2016	$0	No Funding Required	Administrators and teachers

(shared) Strategy 2:

Increase literary comprehension - Students will increase literary comprehension in recreational as well as academic reading

Category:

Research Cited: ACT ASPIRE, ACT Plus Writing, Work Keys

Activity - Library visitation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will visit the library bi-weekly to check out challenging materials and complete both Accelerated Reader practice quizzes and vocabulary quizzes on the books they have read. Teachers will use the same software to monitor student progress and proficiency levels.	Academic Support Program	08/06/2015	05/26/2016	$0	No Funding Required	Teachers and media specialist

Activity - Depths of Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There is a need to increase the level of rigor for all students in our classrooms. The Common Core State Standards are not enough to increase rigor to the needed level. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand. Therefore teachers will receive training in the use of Depths of Knowledge.	Academic Support Program, Professional Learning, Behavioral Support Program	10/07/2015	05/26/2016	$746	Title II Part A	Teachers and administrators

Strategy 3:

Read 180 and System 44 - Read 180 and System 44 - Students will be taught targeted skills instruction that is aligned to state standards in these areas:

Phonics and syllabication,

spelling,

fluency,

word analysis and vocabulary development,

comprehension,

writing,

grammar, usage, mechanics, and

test-taking strategies

Category:

Research Cited: Scholastic READ 180 and Scholastic System 44

Activity - Read 180 and System 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Language Learners, students with disabilities, and below level students. To include embedded professional development.	Academic Support Program	08/06/2015	05/26/2016	$77922	Title I Part A	Ms. Taylor, Corinne Campbell , and Mr, Undrea Johnson

Measurable Objective 2:

A 50% increase of All Students will demonstrate a proficiency in vocabulary in Reading by 08/06/2015 as measured by ACT Plus Writing and STAR Reading.

Strategy 1:

Increase proficiency in academic vocabulary - Teachers and students will utilize Renaissance Learning which includes STAR Reading Enterprise and Accelerated

Reader Enterprise online software   to improve student's vocabulary.

Category:

Research Cited: Renaissance Learning

Activity - Library Visitation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will visit the library media center bi-weekly to check out challenging materials and complete both Accelerated Reader practice quizzes and vocabulary quizzes on the books that have read. Teachers will use the same software to monitor student progress and proficiency levels.	Academic Support Program	08/06/2015	05/26/2016	$2000	Title I Part A	Administrators, teachers, and library media center

Activity - Increase academic vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 7 -12 will use word walls to introduce and reinforce vocabulary, they will preteach vocabulary, use vocabulary warm-ups, bell ringers, and review vocabulary in order to increase proficiency in academic vocabulary. Teachers not familiar with word walls will be trained on word wall creation and use.	Academic Support Program	08/06/2015	05/26/2016	$0	No Funding Required	Administrators, teachers, and library media specialist

(shared) Strategy 2:

Increase literary comprehension - Students will increase literary comprehension in recreational as well as academic reading

Category:

Research Cited: ACT ASPIRE, ACT Plus Writing, Work Keys

Activity - Library visitation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will visit the library bi-weekly to check out challenging materials and complete both Accelerated Reader practice quizzes and vocabulary quizzes on the books they have read. Teachers will use the same software to monitor student progress and proficiency levels.	Academic Support Program	08/06/2015	05/26/2016	$0	No Funding Required	Teachers and media specialist

Activity - Depths of Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There is a need to increase the level of rigor for all students in our classrooms. The Common Core State Standards are not enough to increase rigor to the needed level. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand. Therefore teachers will receive training in the use of Depths of Knowledge.	Academic Support Program, Professional Learning, Behavioral Support Program	10/07/2015	05/26/2016	$746	Title II Part A	Teachers and administrators

Goal 2: Engage and Empower the Learner Through Technology

Measurable Objective 1:

90% of All Students will demonstrate a proficiency to use digital tools individually or collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information in Mathematics by 05/26/2016 as measured by classroom observations of student participation and indicated in lesson plans.

Strategy 1:

Student Engagement with Technology Tool Engagement   - Barbour County High School classroom's have SmartBoard capability. All teachers actively use and encourage student use of the SmartBoards for academic engagement with the interactive technology tools. Teachers will develop classroom procedures and guidelines for student engagement with interactive technology tools. Other interactive tools for students are document cameras, LCD projectors, Mobi pads & clickers. Classroom observations focused on student interaction with technology will be documented along with notations within the teacher's lesson plans.

Research cited: Alabama Technology Course of Study

Category:

Research Cited: Research cited: Alabama Technology Course of Study

Activity - Interactive Technology Tool Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use digital tools to solve mathematics problems in grades seven through twelve. Barbour County High School will use this activity to support the needs of our students, especially those of high poverty, to afford them the equitable opportunity to interact with technology and prepare for careers and college.	Technology	08/06/2015	05/26/2016	$4000	Title I Part A	Classroom teachers and principals

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be professional development for all educators in order to enhance teaching and learning in the classrooms as well as school wide.	Academic Support Program, Professional Learning, Behavioral Support Program	08/06/2015	05/26/2016	$2000	Title I Part A	Teachers and administrators

Measurable Objective 2:

100% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency by participating in at least one on-line learning experience prior to graduation in Career & Technical by 05/23/2016 as measured by school records and implementation of the Course of Study reflected in lesson plans..

Strategy 1:

Career Tech Online Learning Experience - The Barbour County School District will implement an online learning experience for 9 - 12 grade students through the

required Career Preparedness Course. All 9th grade students and any 10 - 12 grade transfer students will be required to take the Career Parparedness Course.The

Career Preparedness course will be taught in the computer lab. The course will be monitored through lesson plans and grades.

Category:

Research Cited: Alabama Course of Study for Career Prepareness

Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Demonstrate appropriate digital citizenship through safe, ethical, and legal use of technology systems and digital content. a. Explain consequences of illegal and unethical use of technology systems and digital content. Examples: cyberbullying, plagiarism b. Interpret copyright laws and plolicies with regard to ownership and use of digital content. c. Explain the implications of creating and maintaining a positive digital footprint. d. Critique Internet and digital information for validity, reliability, accuracy, bias, and current relevance. e. Cite sources of digital content using a style manual. Examples: Moedern Language Association (MLA) American Psychological Association (APA)	Career Preparation/Orientation	08/19/2015	05/23/2016	$0	No Funding Required	Business Education Teacher

Activity - Technology Troubleshooting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Diagnose problems with hardware, software, and advanced network stystems. Examples: printer, profector, power supply, task mamager, network connectivity	Career Preparation/Orientation	08/19/2015	05/23/2016	$0	No Funding Required	Business Education Teacher

Activity - Collaborative Learning Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize an online learning-management system to engage in collaborative learning projects, discussions, and assessments beyond the traditional classroom that are goal-oriented, focused, project-based, and inquiry-oriented. Examples: Moodle, Edmodo, Blackboard, Canvas	Career Preparation/Orientation	08/19/2015	05/23/2016	$0	No Funding Required	Business Educaiton Teacher

Goal 3: EL Students will become proficient in the English language

Measurable Objective 1:

A 10% increase of English Learners students will demonstrate a proficiency in English in Writing by 05/22/2015 as measured by 2015 ACCESS for ELLs' results (if we receive new EL students who have not passed the WIDA ACCESS)..

Strategy 1:

Implement SDAIE/SIOP - Teachers will implement SDAIE/SIOP strategies after receiving training.

Category:

Research Cited: WIDA Consortium

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will receive training on the implementation of SDAIE/SIOP models and strategies. These strategies will help improve instruction for EL students. | Professional Learning | 08/06/2015 | 05/26/2016 | $0 | No Funding Required | EL Coordinator, school administrators, teachers |

Activity - Implementation of SDAIE/SIOP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Arts teachers will implement at least one writing activity each week utilizing SDAIE/SIOP strategies for EL students.	Academic Support Program	08/06/2015	05/26/2016	$0	No Funding Required	School administrators and teachers

Goal 4: Prepare and support teachers and leaders to graduate College- and Career-Ready Students

Measurable Objective 1:

demonstrate a proficiency in exhibiting knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society by 05/26/2016 as measured by classroom observations and EDUCATEAlabama reports.

Strategy 1:

Professional Development - Teachers at Barbour County High School have been provided with professional development and will have ongoing opportunities to enhance their technology skills to increase their proficiency with technology needed in the classroom. This professional development will help teachers to integrate technology into their lessons and to increase students' hands-on experience with technology. Teachers will also prepare students with technology skills that will enable them to actively participate in the learning experience and become more knowledgeable of the technology that will help them in their preparation for college and careers.

Category:

Research Cited: Alabama Plan 2020

Activity - Document Camera Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers at BCHS will be provided with training on the use of Document Cameras as needed in order to increase technology integration in the classroom.	Professional Learning	08/06/2015	05/26/2016	$0	No Funding Required	Technology coordinator, director of instructional services and federal programs, outside consultants, school administrators and teachers

Activity - SmartBoard Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS will provide training on the use of SmartBoards for instructional personnel as needed in order to increase technology integration in the classroom.	Professional Learning	08/06/2015	05/26/2016	$0	No Funding Required	Technology coordinator and teachers

Activity - OdysseyWare Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A select group of teachers, counselors and school administrators of BCHS will be trained and/or refreshed on the use of OdysseyWare Instructional Software to assist high poverty and high need at-risk students currently in grades 10-12.	Professional Learning	08/06/2015	05/26/2016	$1875	Title II Part A	Technology coordinator, school administrators and teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development for all educations in order to enhance the teaching and learning in the classroom as well as school wide	Academic Support Program, Professional Learning, Behavioral Support Program	08/06/2015	05/26/2016	$2000	Title I Part A	Teachers and administrators

Goal 5: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it

Measurable Objective 1:

collaborate to ensure BCHS has external internet connections to its internet service provider that enables easy student and teacher access to online resources and tools, such as digital content, video streaming, digital textbooks, and online assessments by 05/26/2016 as measured by survey results: teachers, students, administrators, and parents.

Strategy 1:

School Interactive Website - Barbour County High School as part of the district's planning partnered with School In sites to design and host an interactive website for the school. The website contains the following interactive content: Upcoming Events, Calendars, Resource Links, Survey Links, INOW Parental Portal, INOW Teacher Portal, Homework and Assignment Links, departmental links, and organization links. Funding was the only resources needed as all the infrastructure was currently in place. It will be monitored by the school level by the principal for updates and content as well as the counter for visitors to the website.

Category:

Research Cited: Alabama Plan 2020

Activity - INOW Parent Portal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the INOW Home Portal link on the Barbour County High School website, parents can access grades, lesson plans, attendance, assignments and upcoming events. Schools have provided and will continue to provide training opportunities for parents.	Parent Involvement	08/06/2015	05/26/2016	$9100	Other	Technology coordinator, superintendent, district staff, school administrators, teachers

Goal 6: To improve school culture and climate

Measurable Objective 1:

collaborate to build a positive school climate by 05/26/2016 as measured by student attendance, teacher attendance, discipline, and parent involvement.

Strategy 1:

Reduce Student Absences - The school will provide incentives to encourage students to attend school. The school will also provide information to parents about truancy laws and procedures

Category:

Research Cited: Alabama Truancy Laws

Activity - Provide incentives for students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ask local businesses in the community to donate gift certificates and sponsor prizes. The school will develop a Positive Behavior System that will reward students each month as well as each nine weeks for perfect attendance and positive behavior. The guidance counselor and graduation coach will maintain records and the students will be awarded accordingly. Students will be rewarded through honors day, perfect attendance certificates, bulletin board highlighting perfect attendance each nine weeks, district/school student of the month, students name will appear in newspaper and school website.	Behavioral Support Program	08/06/2015	05/26/2016	$0	No Funding Required	Administrators and teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All educators will attend professional development that will enhance the overall climate and culture of our school.	Behavioral Support Program	08/06/2015	05/26/2016	$2000	Title I Part A	Teachers and administrators

Strategy 2:

Decrease Referrals - Target Behavior

ACTION STEP:

Teachers will communicate with parents about behavior problems throughout the school year.

Teacher/Parent Communication Logs should reflect at least 3 actual contacts with parents or guardians via phone call, email conversation, or documented face to face

conversation.

Parent conferences

Referral to counselor

Behavior Plan

Positive Behavior System

Category:

Activity - Improve Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Improve the number of parents actively involved in school activities and their child's education by doing the following: teachers making three parental contacts per week, parent/community newsletter placed at churches throughout the county highlighting school news and events in which parents can participate. Make parents aware of volunteer opportunities through the school web-site and other media outlets. All of the above will be monitored by the school principal.	Behavioral Support Program	08/06/2015	05/26/2016	$0	No Funding Required	administrators and teachers

Activity - Target Behavior	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will keep a teacher/parent communication log that will reflect at least 3 actual contacts with parents or guardians via phone, call, email conversation , or documented face to face conversations. If those things do not give great results, there will then be parent conferences, referrals to the counselor, a behavior plan created, and a positive behavior system.	Behavioral Support Program	08/06/2015	05/26/2016	$0	No Funding Required	Teachers, Counselor, Administration

Strategy 3:

ReduceTeacher absences - Motivation

ACTION STEP:

Administration will recognize the faculty that has perfect attendance for the month.

Administration will evaluate attendance for each faculty member.

Conference with faculty member after second consecutive absence

-Conference with faculty member after 4th total absence

Category:

Activity - Improve teacher attendance rate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Improve teacher motivation by providing duty free lunch, gift cards, comp. days, principal selecting school wide teacher of the month, recognizing of teachers birthdays, and celebrating teacher appreciation week.	Behavioral Support Program	08/06/2015	05/26/2016	$0	No Funding Required	Administrators and teachers

Strategy 4:

Mentoring - All new or inexperienced teachers are given support from an assigned master teacher.

Category:

Research Cited: Best Practices

Activity - Mentoring Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers are paired with veteran teachers to assist in helping with setting up classrooms, preparing lesson plans, classroom management issues, and utilizing I-NOW for grade book, attendance, and lesson plans. This program will be available for novice teachers as they transition from novice to experienced teachers. Classroom observations will be available as needed where the mentor can observe the mentored and where the mentored can observe the mentor.	Professional Learning	08/06/2015	05/26/2016	$0	No Funding Required	Administrators and teachers

Goal 7: Transition students

Measurable Objective 1:

collaborate to ensure a smooth transition from high school to College or career by 05/26/2016 as measured by graduation rate.

Strategy 1:

Transition - The following are transition activities that are offered at BCHS that promote awareness of life after high school.

Category:

Research Cited: Best practices

Activity - Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Orientation will be held August 20 2015, to allow students an opportunity to view the campus and meet their teachers.	Academic Support Program	08/20/2015	08/20/2015	$0	No Funding Required	Administrators and teachers

Activity - Open House	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
•Open House will be held Aug. 13, 2015, where parents will be encouraged to visit with their child's teachers.	Career Preparation/Orientation	08/13/2015	08/13/2016	$0	No Funding Required	Teachers and administrators

Activity - College Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
College fair for seniors will be held October 23, 2015. Career/Jr. College Fair will be held in the spring for 7-12 grade students.	Career Preparation/Orientation	10/23/2015	05/26/2016	$0	No Funding Required	Teachers and administrators

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboration with the workforce permits juniors and seniors to become aware of school-to-work opportunities using such things as field trips, talent fairs, job shadowing and visits by the armed forces personnel. Activities for students in the upcoming year include: Regional Career Fair, Guest Speakers, educational field trips and college visitation, College/Career Day on campus, and ongoing recruitment from the Armed Forces.	Career Preparation/Orientation	08/06/2015	05/26/2016	$0	No Funding Required	Teachers, administrators, and community

Goal 8: All students at BCHS will obtain 95% or higher in student attendance.

Measurable Objective 1:

collaborate to increase student attendance by 05/26/2016 as measured by the level of 95% or higher as reflected in attendance reports.

Strategy 1:

Attendance Collaboration and Monitoring - District Attendance Officer will meet with the school principals on a monthly basis to discuss truancy issues and to look at patterns of absenteeism among students. These collaboration meetings will be based on daily, weekly, and monthly reporting of student attendance, with the results of having a team effort in solving some of the absenteeism within the schools. Students wil perfect attendance will be recognized weekly within each classroom as well as monthly by school administration. Students with perfect attendance for the semester will earn the opportunity to participate in field trip at the end of each semester

Category:

Research Cited: INOW/Chalkable Attendance Reports.

Activity - Schoolwide Attendance Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS will be recognized for reaching 95% or higher in attendance at the monthly Board Meetings.	Community Engagement	09/01/2015	05/26/2016	$0	No Funding Required	District Attendance officer and BCHS Principal

Activity - Monthly Attendance Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Barbour County High School students with perfect attendance wil attend a monthly PBS (Positive Behavior Support) extravaganza.	Behavioral Support Program	09/01/2015	05/26/2016	$0	No Funding Required	BCHS Administrators

Activity - Weekly Attendance Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS teahcers will recognize students with perfect attendance in their classroom each week.	Behavioral Support Program	09/01/2015	05/26/2016	$0	No Funding Required	BCHS classroom teachers

Goal 9: All students at BCHS will be engaged in high quality aligned college and career ready standards for instruction in the library media program

Measurable Objective 1:

demonstrate a behavior that ensures that the LMC will provide flexible, real, and virtual access to a wide range of informational resources both within the LMC and outside the school facility by 05/26/2016 as measured by ConCourse reports, AVL reports, and LMS schedule..

Strategy 1:

Implement College and Career Ready Standards - The LMC will collaborate with fellow teachers to provide patrons fixed and flexible access during the school day as well as outside the school setting.

Category:

Research Cited: College and Career Ready Standards, Alabama Technology Course of Study

Activity - BCHS Library Media Center Web Site Links	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various digital website links are accessible on the school media center website page	Other - School Website	08/06/2015	05/26/2016	$0	Title I Part A	Librarian

Strategy 2:

Library Media Center enhancement - The majority of the books in the library are out dated. New books will be purchased and students will be allowed to check out the

books and take Accelerated Reader test on them.

Category:

Research Cited: Accelerated Reader

Activity - Library Media Specialist will order Accelerated Reader Books	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The media specialist will maintain daily operations of the media program, order books with Accelerator Reader Test, and allow students to check out books and take test on books through the year.	Academic Support Program	08/06/2015	05/26/2016	$522	State Funds	Media Specialist

Measurable Objective 2:

collaborate to to ensure participation in curriculum based and collaborative learning opportunities with teachers and students in order to improve instruction and student learning by 05/26/2016 as measured by library schedule and collaborative lesson plans.

Strategy 1:

Implement College and Career Ready Standards (Instruction) - LMS will collaborate with teachers to plan and execute lessons and units on various grade levels and or content areas.

Category:

Research Cited: College and Career Ready Standards

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with teachers to provide additional resources for enhanced learning opportunities.	Academic Support Program	08/06/2015	05/26/2016	$0	No Funding Required	Content area teachers and LMS

Activity - Library Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LMS utilizes fixed and flexible scheduling to accommodate patron needs	Other - Flexible scheduling	08/06/2015	05/26/2016	$0	No Funding Required	Library Media Specialist

Goal 10: Increase student proficiency in mathematics

Measurable Objective 1:

A 20% increase of Seventh and Eighth grade students will demonstrate a proficiency   , in Mathematics by 05/26/2016 as measured by test results from ACT ASPIRE.

Strategy 1:

Strategic Teaching - The teachers will use differentiated instruction where the students are engaged in cooperative learning. The students will be provided with many practice opportunities or extensions of previously taught skills. Instructional strategies will be adjusted to respond to various learning needs and styles of student

learning.

Category:

Research Cited: Alabama Mathematics Course of Study

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are engaged in cooperative learning. Students are provided with many practice opportunities or extensions of previously taught skills. Instructional strategies are adjusted to respond to various learning needs and styles of students. Teachers not familiar with differentiated Instruction will receive training.	Academic Support Program	08/06/2015	05/26/2016	$0	No Funding Required	Math teachers and administrators

Activity - TWIRL Strategy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will lead the students in correct usage of all parts of TWIRL. Teachers not familiar with TWIRL will receive training.	Academic Support Program	08/06/2015	05/26/2016	$0	No Funding Required	Administrators and teacherss

Activity - Depth of Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There is a need to increase the level or rigor for all students in our classrooms. Common Core State Standards alone are not enough to reach this level of rigor. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand.	Academic Support Program, Professional Learning, Behavioral Support Program	10/07/2015	05/26/2016	$746	Title II Part A	Teacher and administration

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be professional development for all educators in order to enhance the teaching and learning in the classroom as will as school wide	Academic Support Program, Professional Learning, Behavioral Support Program	08/06/2015	05/26/2016	$2000	Title I Part A	Teachers and administrators

Measurable Objective 2:

A 15% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in Algebra1 and higher in Mathematics by 05/26/2016 as measured by all state and ACT assessments..

Strategy 1:

Differentiated Instruction/strategic teaching - Teachers will use scientific research based strategies and differentiate instruction in the classroom to enhance student

learning.

Category:

Research Cited: Scientific Research-based Strategies, ARI

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Students will engage in cooperative learning. 2. Students will be provided with many practice opportunities or extensions of previously taught skills. 3. Instructional strategies will be adjusted to respond to various learning needs and styles of students.	Academic Support Program	08/06/2015	05/26/2016	$0	No Funding Required	Administration and teachers

Activity - TWIRL Strategy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will lead students in correct usage of all parts of TWIRL.	Academic Support Program	08/06/2015	05/26/2016	$0	No Funding Required	Administrators and teachers

Goal 11: Improve student proficiency in science.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency , in Science by 05/26/2016 as measured by all state and ACT assessments.

Strategy 1:

Differentiated Instruction/strategic teaching - Teachers will use scientific research based strategies and differentiated instruction in the classroom to enhance student learning. Instructional strategies will be adjusted to respond to various learning needs and styles of student learning.

Category:

Research Cited: ACT

Activity - TWIRL Strategy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use all parts of TWIRL in order to increase proficiency in Biology.	Academic Support Program	08/06/2015	05/26/2016	$0	No Funding Required	Administrators and teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
INOW Parent Portal	Through the INOW Home Portal link on the Barbour County High School website, parents can access grades, lesson plans, attendance, assignments and upcoming events. Schools have provided and will continue to provide training opportunities for parents.	Parent Involvement	08/06/2015	05/26/2016	$9100	Technology coordinator, superintendent, district staff, school administrators, teachers
				Total	$9100	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interactive Technology Tool Engagement	Use digital tools to solve mathematics problems in grades seven through twelve. Barbour County High School will use this activity to support the needs of our students, especially those of high poverty, to afford them the equitable opportunity to interact with technology and prepare for careers and college.	Technology	08/06/2015	05/26/2016	$4000	Classroom teachers and principals
Read 180 and System 44	Teachers will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Language Learners, students with disabilities, and below level students. To include embedded professional development.	Academic Support Program	08/06/2015	05/26/2016	$77922	Ms. Taylor, Corinne Campbell , and Mr, Undrea Johnson
Library Visitation	All students will visit the library media center bi-weekly to check out challenging materials and complete both Accelerated Reader practice quizzes and vocabulary quizzes on the books that have read. Teachers will use the same software to monitor student progress and proficiency levels.	Academic Support Program	08/06/2015	05/26/2016	$2000	Administrators, teachers, and library media center

Professional Development	Professional development for all educations in order to enhance the teaching and learning in the classroom as well as school wide	Academic Support Program, Professional Learning, Behavioral Support Program	08/06/2015	05/26/2016	$2000	Teachers and administrators
BCHS Library Media Center Web Site Links	Various digital website links are accessible on the school media center website page	Other - School Website	08/06/2015	05/26/2016	$0	Librarian
Professional Development	There will be professional development for all educators in order to enhance teaching and learning in the classrooms as well as school wide.	Academic Support Program, Professional Learning, Behavioral Support Program	08/06/2015	05/26/2016	$2000	Teachers and administrators
Professional Development	All educators will attend professional development that will enhance the overall climate and culture of our school.	Behavioral Support Program	08/06/2015	05/26/2016	$2000	Teachers and administrators
Professional Development	There will be professional development for all educators in order to enhance the teaching and learning in the classroom as will as school wide	Academic Support Program, Professional Learning, Behavioral Support Program	08/06/2015	05/26/2016	$2000	Teachers and administrators
				Total	$91922	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
TWIRL Strategy	Teachers will lead the students in correct usage of all parts of TWIRL. Teachers not familiar with TWIRL will receive training.	Academic Support Program	08/06/2015	05/26/2016	$0	Administrators and teacherss

Document Camera Training	Teachers at BCHS will be provided with training on the use of Document Cameras as needed in order to increase technology integration in the classroom.	Professional Learning	08/06/2015	05/26/2016	$0	Technology coordinator, director of instructional services and federal programs, outside consultants, school administrators and teachers
College Fair	College fair for seniors will be held October 23, 2015. Career/Jr. College Fair will be held in the spring for 7-12 grade students.	Career Preparation/Orientation	10/23/2015	05/26/2016	$0	Teachers and administrators
Collaborative Planning	Collaborate with teachers to provide additional resources for enhanced learning opportunities.	Academic Support Program	08/06/2015	05/26/2016	$0	Content area teachers and LMS
Digital Citizenship	Demonstrate appropriate digital citizenship through safe, ethical, and legal use of technology systems and digital content. a. Explain consequences of illegal and unethical use of technology systems and digital content. Examples: cyberbullying, plagiarism b. Interpret copyright laws and plolicies with regard to ownership and use of digital content. c. Explain the implications of creating and maintaining a positive digital footprint. d. Critique Internet and digital information for validity, reliability, accuracy, bias, and current relevance. e. Cite sources of digital content using a style manual. Examples: Moedern Language Association (MLA) American Psychological Association (APA)	Career Preparation/Orientation	08/19/2015	05/23/2016	$0	Business Education Teacher
Differentiated Instruction	1. Students will engage in cooperative learning. 2. Students will be provided with many practice opportunities or extensions of previously taught skills. 3. Instructional strategies will be adjusted to respond to various learning needs and styles of students.	Academic Support Program	08/06/2015	05/26/2016	$0	Administration and teachers
SmartBoard Training	BCHS will provide training on the use of SmartBoards for instructional personnel as needed in order to increase technology integration in the classroom.	Professional Learning	08/06/2015	05/26/2016	$0	Technology coordinator and teachers
Technology Troubleshooting	Diagnose problems with hardware, software, and advanced network stystems. Examples: printer, profector, power supply, task mamager, network connectivity	Career Preparation/Orientation	08/19/2015	05/23/2016	$0	Business Education Teacher
TWIRL Strategy	Teachers will lead students in correct usage of all parts of TWIRL.	Academic Support Program	08/06/2015	05/26/2016	$0	Administrators and teachers

ACIP

Barbour County High School

Provide incentives for students	Ask local businesses in the community to donate gift certificates and sponsor prizes. The school will develop a Positive Behavior System that will reward students each month as well as each nine weeks for perfect attendance and positive behavior. The guidance counselor and graduation coach will maintain records and the students will be awarded accordingly. Students will be rewarded through honors day, perfect attendance certificates, bulletin board highlighting perfect attendance each nine weeks, district/school student of the month, students name will appear in newspaper and school website.	Behavioral Support Program	08/06/2015	05/26/2016	$0	Administrators and teachers
Mentoring Activities	New teachers are paired with veteran teachers to assist in helping with setting up classrooms, preparing lesson plans, classroom management issues, and utilizing I-NOW for grade book, attendance, and lesson plans. This program will be available for novice teachers as they transition from novice to experienced teachers. Classroom observations will be available as needed where the mentor can observe the mentored and where the mentored can observe the mentor.	Professional Learning	08/06/2015	05/26/2016	$0	Administrators and teachers
Implementation of SDAIE/SIOP	English Language Arts teachers will implement at least one writing activity each week utilizing SDAIE/SIOP strategies for EL students.	Academic Support Program	08/06/2015	05/26/2016	$0	School administrators and teachers
Target Behavior	Teachers will keep a teacher/parent communication log that will reflect at least 3 actual contacts with parents or guardians via phone, call, email conversation , or documented face to face conversations. If those things do not give great results, there will then be parent conferences, referrals to the counselor, a behavior plan created, and a positive behavior system.	Behavioral Support Program	08/06/2015	05/26/2016	$0	Teachers, Counselor, Administration
Improve teacher attendance rate	Improve teacher motivation by providing duty free lunch, gift cards, comp. days, principal selecting school wide teacher of the month, recognizing of teachers birthdays, and celebrating teacher appreciation week.	Behavioral Support Program	08/06/2015	05/26/2016	$0	Administrators and teachers
Professional Development	Teachers will receive training on the implementation of SDAIE/SIOP models and strategies. These strategies will help improve instruction for EL students.	Professional Learning	08/06/2015	05/26/2016	$0	EL Coordinator, school administrators, teachers

Collaboration	Collaboration with the workforce permits juniors and seniors to become aware of school-to-work opportunities using such things as field trips, talent fairs, job shadowing and visits by the armed forces personnel. Activities for students in the upcoming year include: Regional Career Fair, Guest Speakers, educational field trips and college visitation, College/Career Day on campus, and ongoing recruitment from the Armed Forces.	Career Preparation/Orientation	08/06/2015	05/26/2016	$0	Teachers, administrators, and community
Weekly Attendance Recognition	BCHS teahcers will recognize students with perfect attendance in their classroom each week.	Behavioral Support Program	09/01/2015	05/26/2016	$0	BCHS classroom teachers
TWIRL	1. Students will discuss answers in groups or with a partner. 2. Students will write responses to informational and literary text. 3. Students will use higher order thinking and problem solving. 4. Students will read and answer questions. 5. Students will listen to responses of other students. Teachers not familiar with TWIRL will receive training.	Academic Support Program	08/06/2015	05/26/2016	$0	Administrators and teachers
Improve Parent Involvement	Improve the number of parents actively involved in school activities and their child's education by doing the following: teachers making three parental contacts per week, parent/community newsletter placed at churches throughout the county highlighting school news and events in which parents can participate. Make parents aware of volunteer opportunities through the school web-site and other media outlets. All of the above will be monitored by the school principal.	Behavioral Support Program	08/06/2015	05/26/2016	$0	administrators and teachers
Library visitation	Students will visit the library bi-weekly to check out challenging materials and complete both Accelerated Reader practice quizzes and vocabulary quizzes on the books they have read. Teachers will use the same software to monitor student progress and proficiency levels.	Academic Support Program	08/06/2015	05/26/2016	$0	Teachers and media specialist
Open House	•Open House will be held Aug. 13, 2015, where parents will be encouraged to visit with their child's teachers.	Career Preparation/Orientation	08/13/2015	08/13/2016	$0	Teachers and administrators
Schoolwide Attendance Recognition	BCHS will be recognized for reaching 95% or higher in attendance at the monthly Board Meetings.	Community Engagement	09/01/2015	05/26/2016	$0	District Attendance officer and BCHS Principal
Monthly Attendance Recognition	Barbour County High School students with perfect attendance wil attend a monthly PBS (Positive Behavior Support) extravaganza.	Behavioral Support Program	09/01/2015	05/26/2016	$0	BCHS Administrators
TWIRL Strategy	Teachers will use all parts of TWIRL in order to increase proficiency in Biology.	Academic Support Program	08/06/2015	05/26/2016	$0	Administrators and teachers

Differentiated Instruction	Students are engaged in cooperative learning. Students are provided with many practice opportunities or extensions of previously taught skills. Instructional strategies are adjusted to respond to various learning needs and styles of students. Teachers not familiar with differentiated Instruction will receive training.	Academic Support Program	08/06/2015	05/26/2016	$0	Math teachers and administrators
Increase academic vocabulary	Teachers in grades 7 -12 will use word walls to introduce and reinforce vocabulary, they will preteach vocabulary, use vocabulary warm-ups, bell ringers, and review vocabulary in order to increase proficiency in academic vocabulary. Teachers not familiar with word walls will be trained on word wall creation and use.	Academic Support Program	08/06/2015	05/26/2016	$0	Administrators, teachers, and library media specialist
Collaborative Learning Projects	Utilize an online learning-management system to engage in collaborative learning projects, discussions, and assessments beyond the traditional classroom that are goal-oriented, focused, project-based, and inquiry-oriented. Examples: Moodle, Edmodo, Blackboard, Canvas	Career Preparation/Orientation	08/19/2015	05/23/2016	$0	Business Educaiton Teacher
Orientation	Orientation will be held August 20 2015, to allow students an opportunity to view the campus and meet their teachers.	Academic Support Program	08/20/2015	08/20/2015	$0	Administrators and teachers
Library Scheduling	LMS utilizes fixed and flexible scheduling to accommodate patron needs	Other - Flexible scheduling	08/06/2015	05/26/2016	$0	Library Media Specialist
				Total	$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Depth of Knowledge	There is a need to increase the level or rigor for all students in our classrooms. Common Core State Standards alone are not enough to reach this level of rigor. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand.	Academic Support Program, Professional Learning, Behavioral Support Program	10/07/2015	05/26/2016	$746	Teacher and administration
Depths of Knowledge	There is a need to increase the level of rigor for all students in our classrooms. The Common Core State Standards are not enough to increase rigor to the needed level. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand. Therefore teachers will receive training in the use of Depths of Knowledge.	Academic Support Program, Professional Learning, Behavioral Support Program	10/07/2015	05/26/2016	$746	Teachers and administrators

OdysseyWare Training	A select group of teachers, counselors and school administrators of BCHS will be trained and/or refreshed on the use of OdysseyWare Instructional Software to assist high poverty and high need at-risk students currently in grades 10-12.	Professional Learning	08/06/2015	05/26/2016	$1875	Technology coordinator, school administrators and teachers
				Total	$3367	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Library Media Specialist will order Accelerated Reader Books	The media specialist will maintain daily operations of the media program, order books with Accelerator Reader Test, and allow students to check out books and take test on books through the year.	Academic Support Program	08/06/2015	05/26/2016	$522	Media Specialist
				Total	$522	

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		Stakeholder Feedback Data Document 2015-16

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?

Student survey - Purpose and direction - Average score is 3.62 (59.71% agree or strongly agree) In my school, programs and services are available to help me succeed.

Student survey - Governance and Leadership - Average score is 3.86 (68.09% agree or strongly agree) In my school, the principal and teachers have high expectations of me.

Student Survey - Teaching and Assessing for Learning - Average Score is 3.65 (59.29% agree or strongly agree) My school motivates me to learn new things.

Student survey - Resources and Support System - Average Score is 3.38 (49.40% agree or strongly agree) In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, media center).

Student survey - Using Results for Continuous Improvement - Average score is 3.62 (54.85% agree or strongly agree) My school prepares me for success in the next school year.

Staff survey - Purpose and Direction - Average score is 4.5 (90.91% agree or strongly agree) Our school's purpose statement is clearly focused on student success.

Staff Survey - Governane and Leadership - Average score is 4.36 (100% agree or strongly agree) Our school's leaders support an innovative and collaborative culture. 4.36 (100% agree or strongly agree) Our school's leaders provide opportunities for stakeholders to be involved in the school.

Staff Survey - Teaching and Assessing for Learning - Average Score (100% agree or strongly agree) All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.

Staff Survey - Resources and Support Systems - Average score 4.29 (90.47% agree or strongly agree) Our school provides protected instruction time.

Staff Survey - Using Results for Continuous Improvement - Average Score 4.43 (100% agree or strongly agree) Our school uses multiple assessment measures to determine student learning and school performance.

Written staff responses indicated a high level of satisfaction with the cooperative family environment that is present at our school.

Parent Survey - Purpose and Direction - Average Score 4.16 (90.91% agree or strongly agree) Ourschool'spurpose statementis formally review and revise with involvement from parents.

Parent Survey - Governance and Leadership - Average Score 4.11 (95.45% agree or strongly agree) Our school communicates effectively avout the school's goals and activities

Parent Survey - Teaching and Assessing for Learning - Average score 4.12 (93.02% agree or strongly agree) My child knows the expectations for learning in all classes.

Parent Survey - Resources and Support Syste - Average score 4.12 (96.43% agree or strongly agree) Our school ensures that instructional time is protected and interruptions are minimized.

Parent Survey - Using Results for Continuous Improvement - Average Score 4.12 (95.18% agree or strongly agree) Our school ensures that all staff members monitor and report the achievement of school goals.

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

Staff Surveys indicated an increase in stakeholder satisfaction or approval in the area of teaching and learning: All teachers in our school participate in collaborative learning communites that meet both informally and formally across grade levels and content areas.

Student surveys indicated an increase in stakeholder satisfaction or approval in the area of Governance and Leadership.

Parents indicated an increased satisfaction in the purpose and direction of our school: Our school has established goals and a plan for improving student learning. The average score was 3.95 in 2014-15 and 4.13 in 2015-16.

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

No other sourses of stakeholder feedback were utilized.

Areas in Need of Improvement

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

Student survey - Purpose and Direction - Average Score 2.91 (36.34% disagree or strongly disagree) In my school, all students are treated with respect.

Student survey - Governance and Leadership - Average score 2.91 (31.90% disagree or strongly disagree) In my school, students treat adults with respect.

Student survey - Teaching and Assessing for Learning - Average score 3.27 (23% disagree or strongly disagree) My school makes sure there is at least on adult who knows me well and shows interest in my education.

Student survey - Resources and Support Systems - Average score 2.59 (45.18% disagree or strongly disagree) In my school. students respect the property of others.

Student survey -Using Results for Continuous Improvement - Average score 3.22 (23.94% disagree or strongly disagree) My school considers student's opinions when planning ways to improve the school.

Staff Survey - Purpose and Direction - Average score 4.09 (9.09% disagree) Our school's purpose statement is based on shared values and beliefs that guide decision-making.

Staff Survey - Governance and Leadership - Average score is 4.09 (9.09% disagree) Our school's governing body or school board maintains a distinction between roles and responsibilities and those of school leadership.

Staff Survey - Teaching and Assessing of Learning - Average score is 3.81 (18.18% disagree) In our school, staff members provide peer coaching to teachers.

Staff Survey - Resources and Support System - Average score is 3.86 (19.05% disagree) Our school provides sufficient material resources to meet student needs. Also 3.86 (4.76% disagree)Our school provides high quality student support services (e.g., counseling, referrals, educational and career planning).

Staff Survey - Using Results for Continuous Improvement - Average Score is 4 (9.52% disagree) Our school uses data to monitor student readiness and success at the next level.

Parent Survey - Purpose ad Direction - Average Score 4.11 (3.41% disagree or strongly disagree) Our School's purpose statement is clearly focused on student success.

Parent Survey - Governance and Leadership - Average Score 3.98 (2.27% disagree or strongly disagree) Our school's governing body does not interfere with the operation or leadership of our school.

Parent Survey - Teaching and Assessing of Learning - Average Score 4.02 (3.49% disagree or strongly disagree) All of my child's teachers provide an equitable curriculum that meets his/her learning needs. 4.02 - All of my child's teachers work as a team to help my child learn. 4.02 All of my child's teachers keep me informed regularly of how my child is being graded. 4.02 My child has up-to-date computers and other technology to learn.

Parent Survey - Resources and Support System - Average Score 4.00 (% disagree or strongly disagree) Our school provides students with access to a variety of information resources to support their learning.

Parent Survey - Using Results for Continuous Improvement - Average Score 4.05 (2.4% disagree or storngly disagree) My child is prepared for success in the next school year.

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

According to the Student Surveys there is a decreasing stakeholder satisfaction approval in the area of Teaching and Assessing of Learning:
All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught (dropped from 3.88 in 2014-15 to 3.34 in 2015-16).

Staff Surveys indicated 10.91% of BCHS Staff expressed disatisfaction or disapproval in the area Purpose and Direction.

Parent survey indicated disatisfaction in the area of our school provides students with access to a variety of information resources to support their learning.

What are the implications for these stakeholder perceptions?

Teachers and administration need to continue to implement strategies to increase student respect in regards to personal interaction as well as respect for the property of others in order to increase student preceptions the area of: students respecting each other and personal property as well perceptions of students treating adults with respect.

Survey results also indicate a need to involve more students in planning ways to improve our school.

Staff surveys indicate a need for more peer coaching, more material resources as well as more high quality student support services. It also indicated a need to use more data to monitor student readiness and success at the next level.

Parent surveys indicated we need to determine better ways to share responsibility for student learning with its stakeholders and parents indicated a dissatisfaction in how teachers teach and assess learning.

One of the highest levels of satisfaction or approval according to parents is "Teaching and assessing for learning : my child has up-to-date computers and other technology to learn." Even with more acquisition of 21st Century technology, teachers need more professional development to be more effective in the use of the technology and in teaching students to use the technology to enhance the entire learning experience. Also with the high teacher turnover rate in our school, there is a need to repeat traing for better implementation that puts the technology in student hands.

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

No other sources of stakeholder feedback were utilized.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics

3.5
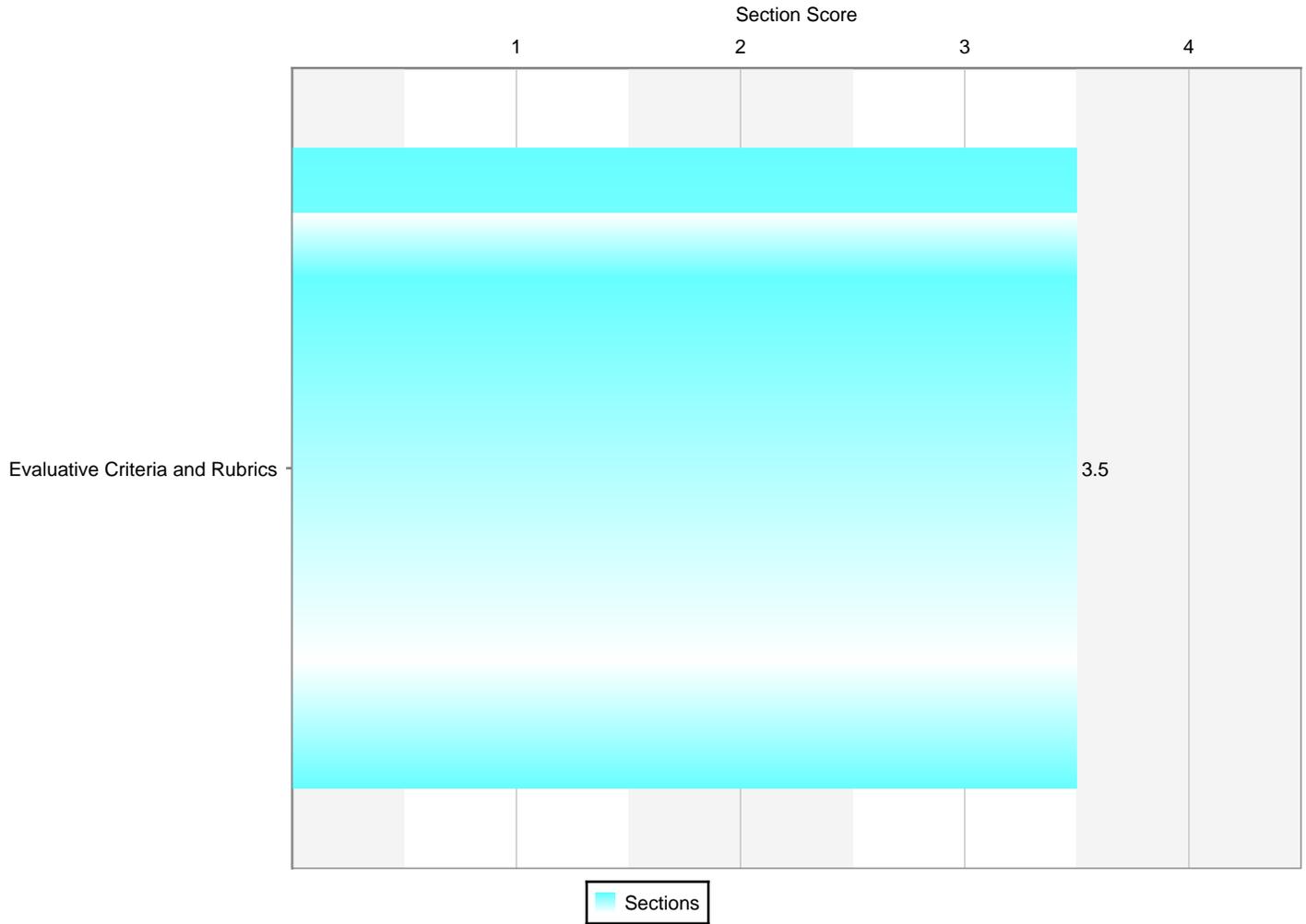
Sections

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?

Data from various instruments was used to conduct the needs assessment. Data was obtained from Information Now, Renaissance Learning, surveys, ACCESS, AAA, ACT, and school secretary's reports on teacher attendance. Teachers analyzed assessment data to determine weaknesses and strengths. Information from the other schools was gathered to analyze from the feeder school to help identify BCHS's strengths and weaknesses.

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

Strengths and weaknesses were identified according to student assessment data (to include EL assessment). The committee identified HQ and non-HQ teachers' strengths and weaknesses with the Educate Alabama evaluation system. The committee also identified strengths and weaknesses in reference to student discipline, student attendance, teacher attendance and teacher turnover. In analyzing data, the committee checked for strengths and weaknesses in the area of student dropout and graduation rate. Furthermore, it analyzed career and technical program data and analyzed parent perceptions of the school and parent needs. An analysis of curriculum alignment, instructional materials, instructional strategies, and/or extended learning opportunities were also done.
ACT Aspire results show that the majority of 7th-8th graders scored below grade level in reading and math and that none of the eleventh grade students met the benchmarks for all four of the parts of the ACT Plus Writing. For 12th grade, 62% received a certificate for ACT WorkKeys.

3. What conclusions were drawn from the results?

According to the assessments administered and the data gathered, BCHS needs to make great improvements in all subject areas. ACT ASPIRE as well as ACT Plus Writing indicated English was the strongest area. The area of greatest weaknesses was in mathematics for all grades.
Instructional Planning Report for Scholastic System 44 and Read 180 indicated that 1/123 7th and 8th grade students scored Advanced, 5/123 scored Proficient, 34/123 scored Basic, and 83/123 scored below basic. 35 of the 83 students scoring below basic completed the test in less than 15 minutes. A total of 42 students completed the test in under 15 minutes.

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

The school needs to improve instruction in the areas of reading, mathematics, and science.

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

The school goals at Barbour County High School are connected because the priority needs, weaknesses, and the needs assessments were

identified and are being addressed according to all of the data that was reviewed from the school year 2014-15. We use our needs assessment data to set goals that we will utilize to improve in the following year. We also look at and consider changes in state standards and curriculum.

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

The goals are chosen from areas that are most significant to the improvement of school. We look at surveys, STAR Reading, STAR Math, Scholastic Read 180 and Scholastic System 44, ACT Plus Writing, AAA, End of Course assessments, ACCESS for ELs, ACT ASPIRE, ACT Plus Writing, and Work Keys to help write clear goals that we expect all stakeholders to understand.

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

We are a Title 1 school with a 100% of our students receiving breakfast and lunch at not cost to them. We strive to deliver instruction in various modes in order to reach all students. Those different means of delivering instruction include strategic teaching, differentiated instruction, and the use of technology. Students who receive special services have IEPs and EL students have I-ELPs that reflect accommodations to help ensure their successes. The reading and math goals address all BCHS students in grades 7-12. The Algebra 1 goals address only the students in grade 9 that take the course. The English Proficiency goals are for EL students address the needs of the EL students in grades 7-12. The goals and strategies set for school safety, student attendance, decreasing referrals and increasing teacher attendance all address the needs of the entire school because it all of these things are improved upon, the school environment will be conductive to learning and everything will flow in a positive direction.

Component 2: Schoolwide Reform Strategies

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

Goal 1:

Improve student proficiency in reading

Measurable Objective 1:

A 50% increase of All Students will demonstrate a proficiency in vocabulary in Reading by 08/06/2015 as measured by ACT Plus Writing and STAR Reading.

Strategy1:

Increase proficiency in academic vocabulary - Teachers and students will utilize Renaissance Learning which includes STAR Reading Enterprise and Accelerated Reader Enterprise online software   to improve student's vocabulary.

Category:

Research Cited: Renaissance Learning

Activity - Increase academic vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 7 -12 will use word walls to introduce and reinforce vocabulary, they will preteach vocabulary, use vocabulary warm-ups, bell ringers, and review vocabulary in order to increase proficiency in academic vocabulary. Teachers not familiar with word walls will be trained on word wall creation and use.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administrators, teachers, and library media specialist

Strategy2:

Increase literary comprehension - Students will increase literary comprehension in recreational as well as academic reading

Category:

Research Cited: ACT ASPIRE, ACT Plus Writing, Work Keys

Activity - Depths of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is a need to increase the level of rigor for all students in our classrooms. The Common Core State Standards are not enough to increase rigor to the needed level. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand. Therefore teachers will receive training in the use of Depths of Knowledge.	Academic Support Program Behavioral Support Program Professional Learning	10/07/2015	05/26/2016	$746 - Title II Part A	Teachers and administrators

Measurable Objective 2:

A 10% increase of All Students will demonstrate a proficiency when applying strategies to comprehend literacy and recreational materials

in Reading by 05/26/2016 as measured by the data from the ACT ASPIRE Reading, and ACT Plus Writing and Work Keys testing scores..

Strategy1:

TWIRL Strategy - TWIRL-Teachers will include all of the parts of TWIRL in their lesson plans.

Category:

Research Cited: ARI

Activity - TWIRL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Students will discuss answers in groups or with a partner. 2. Students will write responses to informational and literary text. 3. Students will use higher order thinking and problem solving. 4. Students will read and answer questions. 5. Students will listen to responses of other students. Teachers not familiar with TWIRL will receive training.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administrators and teachers

Strategy2:

Read 180 and System 44 - Read 180 and System 44 - Students will be taught targeted skills instruction that is aligned to state standards in

these areas:

Phonics and syllabication,

spelling,

fluency,

word analysis and vocabulary development,

comprehension,

writing,

grammar, usage, mechanics, and

test-taking strategies

Category:

Research Cited: Scholastic READ 180 and Scholastic System 44

Activity - Read 180 and System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Language Learners, students with disabilities, and below level students. To include embedded professional development.	Academic Support Program	08/06/2015	05/26/2016	$77922 - Title I Part A	Ms. Taylor, Corinne Campbell , and Mr, Undrea Johnson

Strategy3:

Increase literary comprehension - Students will increase literary comprehension in recreational as well as academic reading

Category:

Research Cited: ACT ASPIRE, ACT Plus Writing, Work Keys

Activity - Depths of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is a need to increase the level of rigor for all students in our classrooms. The Common Core State Standards are not enough to increase rigor to the needed level. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand. Therefore teachers will receive training in the use of Depths of Knowledge.	Professional Learning Behavioral Support Program Academic Support Program	10/07/2015	05/26/2016	$746 - Title II Part A	Teachers and administrators

Activity - Library visitation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will visit the library bi-weekly to check out challenging materials and complete both Accelerated Reader practice quizzes and vocabulary quizzes on the books they have read. Teachers will use the same software to monitor student progress and proficiency levels.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Teachers and media specialist

Goal 2:

EL Students will become proficient in the English language

Measurable Objective 1:

A 10% increase of English Learners students will demonstrate a proficiency in English in Writing by 05/22/2015 as measured by 2015 ACCESS for ELLs' results (if we receive new EL students who have not passed the WIDA ACCESS)..

Strategy1:

Implement SDAIE/SIOP - Teachers will implement SDAIE/SIOP strategies after receiving training.

Category:

Research Cited: WIDA Consortium

Activity - Implementation of SDAIE/SIOP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Language Arts teachers will implement at least one writing activity each week utilizing SDAIE/SIOP strategies for EL students.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	School administrators and teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the implementation of SDAIE/SIOP models and strategies. These strategies will help improve instruction for EL students.	Professional Learning	08/06/2015	05/26/2016	$0 - No Funding Required	EL Coordinator, school administrators, teachers

Goal 3:

All students at BCHS will be engaged in high quality aligned college and career ready standards for instruction in the library media program

Measurable Objective 1:

demonstrate a behavior that ensures that the LMC will provide flexible, real, and virtual access to a wide range of informational resources both within the LMC and outside the school facility by 05/26/2016 as measured by ConCourse reports, AVL reports, and LMS schedule..

Strategy1:

Implement College and Career Ready Standards - The LMC will collaborate with fellow teachers to provide patrons fixed and flexible access during the school day as well as outside the school setting.

Category:

Research Cited: College and Career Ready Standards, Alabama Technology Course of Study

Activity - BCHS Library Media Center Web Site Links	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various digital website links are accessible on the school media center website page	Other - School Website	08/06/2015	05/26/2016	$0 - Title I Part A	Librarian

Goal 4:

Increase student proficiency in mathematics

Measurable Objective 1:

A 20% increase of Seventh and Eighth grade students will demonstrate a proficiency   , in Mathematics by 05/26/2016 as measured by test results from ACT ASPIRE.

Strategy1:

Strategic Teaching - The teachers will use differentiated instruction where the students are engaged in cooperative learning. The students will be provided with many practice opportunities or extensions of previously taught skills. Instructional strategies will be adjusted to respond to various learning needs and styles of student learning.

Category:

Research Cited: Alabama Mathematics Course of Study

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are engaged in cooperative learning. Students are provided with many practice opportunities or extensions of previously taught skills. Instructional strategies are adjusted to respond to various learning needs and styles of students. Teachers not familiar with differentiated Instruction will receive training.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Math teachers and administrators

Activity - TWIRL Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will lead the students in correct usage of all parts of TWIRL. Teachers not familiar with TWIRL will receive training.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administrators and teacherss

Activity - Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is a need to increase the level or rigor for all students in our classrooms. Common Core State Standards alone are not enough to reach this level of rigor. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand.	Professional Learning Behavioral Support Program Academic Support Program	10/07/2015	05/26/2016	$746 - Title II Part A	Teacher and administration

Measurable Objective 2:

A 15% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in Algebra1 and higher in Mathematics by 05/26/2016 as measured by all state and ACT assessments..

Strategy1:

Differentiated Instruction/strategic teaching - Teachers will use scientific research based strategies and differentiate instruction in the classroom to enhance student learning.

Category:

Research Cited: Scientific Research-based Strategies, ARI

Activity - TWIRL Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will lead students in correct usage of all parts of TWIRL.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administrators and teachers

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Students will engage in cooperative learning. 2. Students will be provided with many practice opportunities or extensions of previously taught skills. 3. Instructional strategies will be adjusted to respond to various learning needs and styles of students.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administration and teachers

Goal 5:

Improve student proficiency in science.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency , in Science by 05/26/2016 as measured by all state and ACT assessments.

Strategy1:

Differentiated Instruction/strategic teaching - Teachers will use scientific research based strategies and differentiated instruction in the classroom to enhance student learning. Instructional strategies will be adjusted to respond to various learning needs and styles of student learning.

Category:

Research Cited: ACT

Activity - TWIRL Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use all parts of TWIRL in order to increase proficiency in Biology.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administrators and teachers

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

Goal 1:

Improve student proficiency in reading

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency when applying strategies to comprehend literacy and recreational materials in Reading by 05/26/2016 as measured by the data from the ACT ASPIRE Reading, and ACT Plus Writing and Work Keys testing scores..

Strategy1:

Read 180 and System 44 - Read 180 and System 44 - Students will be taught targeted skills instruction that is aligned to state standards in these areas:

Phonics and syllabication,

spelling,

fluency,

word analysis and vocabulary development,

comprehension,

writing,

grammar, usage, mechanics, and

test-taking strategies

Category:

Research Cited: Scholastic READ 180 and Scholastic System 44

ACIP
Barbour County High School

Activity - Read 180 and System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Language Learners, students with disabilities, and below level students. To include embedded professional development.	Academic Support Program	08/06/2015	05/26/2016	$77922 - Title I Part A	Ms. Taylor, Corinne Campbell , and Mr, Undrea Johnson

Strategy2:

Increase literary comprehension - Students will increase literary comprehension in recreational as well as academic reading

Category:

Research Cited: ACT ASPIRE, ACT Plus Writing, Work Keys

Activity - Depths of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is a need to increase the level of rigor for all students in our classrooms. The Common Core State Standards are not enough to increase rigor to the needed level. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand. Therefore teachers will receive training in the use of Depths of Knowledge.	Academic Support Program Professional Learning Behavioral Support Program	10/07/2015	05/26/2016	$746 - Title II Part A	Teachers and administrators

Activity - Library visitation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will visit the library bi-weekly to check out challenging materials and complete both Accelerated Reader practice quizzes and vocabulary quizzes on the books they have read. Teachers will use the same software to monitor student progress and proficiency levels.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Teachers and media specialist

Strategy3:

TWIRL Strategy - TWIRL-Teachers will include all of the parts of TWIRL in their lesson plans.

Category:

Research Cited: ARI

Activity - TWIRL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Students will discuss answers in groups or with a partner. 2. Students will write responses to informational and literary text. 3. Students will use higher order thinking and problem solving. 4. Students will read and answer questions. 5. Students will listen to responses of other students. Teachers not familiar with TWIRL will receive training.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administrators and teachers

Measurable Objective 2:

A 50% increase of All Students will demonstrate a proficiency in vocabulary in Reading by 08/06/2015 as measured by ACT Plus Writing

and STAR Reading.

Strategy1:

Increase literary comprehension - Students will increase literary comprehension in recreational as well as academic reading

Category:

Research Cited: ACT ASPIRE, ACT Plus Writing, Work Keys

Activity - Depths of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is a need to increase the level of rigor for all students in our classrooms. The Common Core State Standards are not enough to increase rigor to the needed level. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand. Therefore teachers will receive training in the use of Depths of Knowledge.	Behavioral Support Program Professional Learning Academic Support Program	10/07/2015	05/26/2016	$746 - Title II Part A	Teachers and administrators

Activity - Library visitation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will visit the library bi-weekly to check out challenging materials and complete both Accelerated Reader practice quizzes and vocabulary quizzes on the books they have read. Teachers will use the same software to monitor student progress and proficiency levels.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Teachers and media specialist

Strategy2:

Increase proficiency in academic vocabulary - Teachers and students will utilize Renaissance Learning which includes STAR Reading

Enterprise and Accelerated Reader Enterprise online software   to improve student's vocabulary.

Category:

Research Cited: Renaissance Learning

Activity - Library Visitation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will visit the library media center bi-weekly to check out challenging materials and complete both Accelerated Reader practice quizzes and vocabulary quizzes on the books that have read. Teachers will use the same software to monitor student progress and proficiency levels.	Academic Support Program	08/06/2015	05/26/2016	$2000 - Title I Part A	Administrators, teachers, and library media center

Activity - Increase academic vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 7 -12 will use word walls to introduce and reinforce vocabulary, they will preteach vocabulary, use vocabulary warm-ups, bell ringers, and review vocabulary in order to increase proficiency in academic vocabulary. Teachers not familiar with word walls will be trained on word wall creation and use.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administrators, teachers, and library media specialist

Goal 2:

EL Students will become proficient in the English language

Measurable Objective 1:

A 10% increase of English Learners students will demonstrate a proficiency in English in Writing by 05/22/2015 as measured by 2015 ACCESS for ELLs' results (if we receive new EL students who have not passed the WIDA ACCESS)..

Strategy1:

Implement SDAIE/SIOP - Teachers will implement SDAIE/SIOP strategies after receiving training.

Category:

Research Cited: WIDA Consortium

Activity - Implementation of SDAIE/SIOP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Language Arts teachers will implement at least one writing activity each week utilizing SDAIE/SIOP strategies for EL students.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	School administrators and teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the implementation of SDAIE/SIOP models and strategies. These strategies will help improve instruction for EL students.	Professional Learning	08/06/2015	05/26/2016	$0 - No Funding Required	EL Coordinator, school administrators, teachers

Goal 3:

Prepare and support teachers and leaders to graduate College- and Career-Ready Students

Measurable Objective 1:

demonstrate a proficiency in exhibiting knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society by 05/26/2016 as measured by classroom observations and EDUCATEAlabama reports.

Strategy1:

Professional Development - Teachers at Barbour County High School have been provided with professional development and will have ongoing opportunities to enhance their technology skills to increase their proficiency with technology needed in the classroom. This professional development will help teachers to integrate technology into their lessons and to increase students' hands-on experience with technology. Teachers will also prepare students with technology skills that will enable them to actively participate in the learning experience and become more knowledgeable of the technology that will help them in their preparation for college and careers.

Category:

Research Cited: Alabama Plan 2020

Activity - SmartBoard Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will provide training on the use of SmartBoards for instructional personnel as needed in order to increase technology integration in the classroom.	Professional Learning	08/06/2015	05/26/2016	$0 - No Funding Required	Technology coordinator and teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for all educations in order to enhance the teaching and learning in the classroom as well as school wide	Behavioral Support Program Professional Learning Academic Support Program	08/06/2015	05/26/2016	$2000 - Title I Part A	Teachers and administrators

Activity - OdysseyWare Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A select group of teachers, counselors and school administrators of BCHS will be trained and/or refreshed on the use of OdysseyWare Instructional Software to assist high poverty and high need at-risk students currently in grades 10-12.	Professional Learning	08/06/2015	05/26/2016	$1875 - Title II Part A	Technology coordinator, school administrators and teachers

Activity - Document Camera Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at BCHS will be provided with training on the use of Document Cameras as needed in order to increase technology integration in the classroom.	Professional Learning	08/06/2015	05/26/2016	$0 - No Funding Required	Technology coordinator, director of instructional services and federal programs, outside consultants, school administrators and teachers

Goal 4:

Increase student proficiency in mathematics

Measurable Objective 1:

A 20% increase of Seventh and Eighth grade students will demonstrate a proficiency , in Mathematics by 05/26/2016 as measured by test results from ACT ASPIRE.

Strategy1:

Strategic Teaching - The teachers will use differentiated instruction where the students are engaged in cooperative learning. The students will be provided with many practice opportunities or extensions of previously taught skills. Instructional strategies will be adjusted to respond to various learning needs and styles of student learning.

Category:

Research Cited: Alabama Mathematics Course of Study

Activity - Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is a need to increase the level or rigor for all students in our classrooms. Common Core State Standards alone are not enough to reach this level of rigor. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand.	Professional Learning Behavioral Support Program Academic Support Program	10/07/2015	05/26/2016	$746 - Title II Part A	Teacher and administration

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be professional development for all educators in order to enhance the teaching and learning in the classroom as will as school wide	Academic Support Program Professional Learning Behavioral Support Program	08/06/2015	05/26/2016	$2000 - Title I Part A	Teachers and administrators

Activity - TWIRL Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will lead the students in correct usage of all parts of TWIRL. Teachers not familiar with TWIRL will receive training.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administrators and teacherss

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are engaged in cooperative learning. Students are provided with many practice opportunities or extensions of previously taught skills. Instructional strategies are adjusted to respond to various learning needs and styles of students. Teachers not familiar with differentiated Instruction will receive training.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Math teachers and administrators

Measurable Objective 2:

A 15% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in Algebra1 and higher in Mathematics by 05/26/2016 as measured by all state and ACT assessments..

Strategy1:

Differentiated Instruction/strategic teaching - Teachers will use scientific research based strategies and differentiate instruction in the classroom to enhance student learning.

Category:

Research Cited: Scientific Research-based Strategies, ARI

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Students will engage in cooperative learning. 2. Students will be provided with many practice opportunities or extensions of previously taught skills. 3. Instructional strategies will be adjusted to respond to various learning needs and styles of students.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administration and teachers

Activity - TWIRL Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will lead students in correct usage of all parts of TWIRL.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administrators and teachers

Goal 5:

Improve student proficiency in science.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency , in Science by 05/26/2016 as measured by all state and ACT assessments.

Strategy1:

Differentiated Instruction/strategic teaching - Teachers will use scientific research based strategies and differentiated instruction in the classroom to enhance student learning. Instructional strategies will be adjusted to respond to various learning needs and styles of student learning.

Category:

Research Cited: ACT

Activity - TWIRL Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use all parts of TWIRL in order to increase proficiency in Biology.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administrators and teachers

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

Goal 1:

Improve student proficiency in reading

Measurable Objective 1:

A 50% increase of All Students will demonstrate a proficiency in vocabulary in Reading by 08/06/2015 as measured by ACT Plus Writing and STAR Reading.

Strategy1:

Increase literary comprehension - Students will increase literary comprehension in recreational as well as academic reading

Category:

Research Cited: ACT ASPIRE, ACT Plus Writing, Work Keys

Activity - Depths of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is a need to increase the level of rigor for all students in our classrooms. The Common Core State Standards are not enough to increase rigor to the needed level. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand. Therefore teachers will receive training in the use of Depths of Knowledge.	Behavioral Support Program Academic Support Program Professional Learning	10/07/2015	05/26/2016	$746 - Title II Part A	Teachers and administrators

Strategy2:

Increase proficiency in academic vocabulary - Teachers and students will utilize Renaissance Learning which includes STAR Reading

Enterprise and Accelerated Reader Enterprise online software   to improve student's vocabulary.

Category:

Research Cited: Renaissance Learning

Activity - Increase academic vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 7 -12 will use word walls to introduce and reinforce vocabulary, they will preteach vocabulary, use vocabulary warm-ups, bell ringers, and review vocabulary in order to increase proficiency in academic vocabulary. Teachers not familiar with word walls will be trained on word wall creation and use.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administrators, teachers, and library media specialist

Measurable Objective 2:

A 10% increase of All Students will demonstrate a proficiency when applying strategies to comprehend literacy and recreational materials

in Reading by 05/26/2016 as measured by the data from the ACT ASPIRE Reading, and ACT Plus Writing and Work Keys testing scores..

Strategy1:

Read 180 and System 44 - Read 180 and System 44 - Students will be taught targeted skills instruction that is aligned to state standards in

these areas:

Phonics and syllabication,

spelling,

fluency,

word analysis and vocabulary development,

comprehension,

writing,

grammar, usage, mechanics, and

test-taking strategies

Category:

Research Cited: Scholastic READ 180 and Scholastic System 44

Activity - Read 180 and System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Language Learners, students with disabilities, and below level students. To include embedded professional development.	Academic Support Program	08/06/2015	05/26/2016	$77922 - Title I Part A	Ms. Taylor, Corinne Campbell , and Mr, Undrea Johnson

Strategy2:

TWIRL Strategy - TWIRL-Teachers will include all of the parts of TWIRL in their lesson plans.

Category:

Research Cited: ARI

Activity - TWIRL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Students will discuss answers in groups or with a partner. 2. Students will write responses to informational and literary text. 3. Students will use higher order thinking and problem solving. 4. Students will read and answer questions. 5. Students will listen to responses of other students. Teachers not familiar with TWIRL will receive training.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administrators and teachers

Strategy3:

Increase literary comprehension - Students will increase literary comprehension in recreational as well as academic reading

Category:

Research Cited: ACT ASPIRE, ACT Plus Writing, Work Keys

Activity - Depths of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is a need to increase the level of rigor for all students in our classrooms. The Common Core State Standards are not enough to increase rigor to the needed level. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand. Therefore teachers will receive training in the use of Depths of Knowledge.	Academic Support Program Professional Learning Behavioral Support Program	10/07/2015	05/26/2016	$746 - Title II Part A	Teachers and administrators

Goal 2:

EL Students will become proficient in the English language

Measurable Objective 1:

A 10% increase of English Learners students will demonstrate a proficiency in English in Writing by 05/22/2015 as measured by 2015 ACCESS for ELLs' results (if we receive new EL students who have not passed the WIDA ACCESS)..

Strategy1:

Implement SDAIE/SIOP - Teachers will implement SDAIE/SIOP strategies after receiving training.

Category:

Research Cited: WIDA Consortium

Activity - Implementation of SDAIE/SIOP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Language Arts teachers will implement at least one writing activity each week utilizing SDAIE/SIOP strategies for EL students.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	School administrators and teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the implementation of SDAIE/SIOP models and strategies. These strategies will help improve instruction for EL students.	Professional Learning	08/06/2015	05/26/2016	$0 - No Funding Required	EL Coordinator, school administrators, teachers

Goal 3:

All students at BCHS will obtain 95% or higher in student attendance.

Measurable Objective 1:

collaborate to increase student attendance by 05/26/2016 as measured by the level of 95% or higher as reflected in attendance reports.

Strategy1:

Attendance Collaboration and Monitoring - District Attendance Officer will meet with the school principals on a monthly basis to discuss truancy issues and to look at patterns of absenteeism among students. These collaboration meetings will be based on daily, weekly, and monthly reporting of student attendance, with the results of having a team effort in solving some of the absenteeism within the schools. Students wil perfect attendance will be recognized weekly within each classroom as well as monthly by school administration. Students with perfect attendance for the semester will earn the opportunity to participate in field trip at the end of each semester

Category:

Research Cited: INOW/Chalkable Attendance Reports.

Activity - Monthly Attendance Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Barbour County High School students with perfect attendance wil attend a monthly PBS (Positive Behavior Support) extravaganza.	Behavioral Support Program	09/01/2015	05/26/2016	$0 - No Funding Required	BCHS Administrators

Activity - Weekly Attendance Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS teahcers will recognize students with perfect attendance in their classroom each week.	Behavioral Support Program	09/01/2015	05/26/2016	$0 - No Funding Required	BCHS classroom teachers

Activity - Schoolwide Attendance Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will be recognized for reaching 95% or higher in attendance at the monthly Board Meetings.	Community Engagement	09/01/2015	05/26/2016	$0 - No Funding Required	District Attendance officer and BCHS Principal

Goal 4:

Increase student proficiency in mathematics

Measurable Objective 1:

A 15% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in Algebra1 and higher in Mathematics by 05/26/2016 as measured by all state and ACT assessments..

Strategy1:

Differentiated Instruction/strategic teaching - Teachers will use scientific research based strategies and differentiate instruction in the classroom to enhance student learning.

Category:

Research Cited: Scientific Research-based Strategies, ARI

Activity - TWIRL Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will lead students in correct usage of all parts of TWIRL.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administrators and teachers

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Students will engage in cooperative learning. 2. Students will be provided with many practice opportunities or extensions of previously taught skills. 3. Instructional strategies will be adjusted to respond to various learning needs and styles of students.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administration and teachers

Measurable Objective 2:

A 20% increase of Seventh and Eighth grade students will demonstrate a proficiency , in Mathematics by 05/26/2016 as measured by test results from ACT ASPIRE.

Strategy1:

Strategic Teaching - The teachers will use differentiated instruction where the students are engaged in cooperative learning. The students will be provided with many practice opportunities or extensions of previously taught skills. Instructional strategies will be adjusted to respond to various learning needs and styles of student learning.

Category:

Research Cited: Alabama Mathematics Course of Study

Activity - TWIRL Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will lead the students in correct usage of all parts of TWIRL. Teachers not familiar with TWIRL will receive training.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administrators and teacherss

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are engaged in cooperative learning. Students are provided with many practice opportunities or extensions of previously taught skills. Instructional strategies are adjusted to respond to various learning needs and styles of students. Teachers not familiar with differentiated Instruction will receive training.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Math teachers and administrators

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be professional development for all educators in order to enhance the teaching and learning in the classroom as will as school wide	Behavioral Support Program Professional Learning Academic Support Program	08/06/2015	05/26/2016	$2000 - Title I Part A	Teachers and administrators

Activity - Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is a need to increase the level or rigor for all students in our classrooms. Common Core State Standards alone are not enough to reach this level of rigor. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand.	Professional Learning Academic Support Program Behavioral Support Program	10/07/2015	05/26/2016	$746 - Title II Part A	Teacher and administration

Goal 5:

Improve student proficiency in science.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency , in Science by 05/26/2016 as measured by all state and ACT assessments.

Strategy1:

Differentiated Instruction/strategic teaching - Teachers will use scientific research based strategies and differentiated instruction in the

classroom to enhance student learning. Instructional strategies will be adjusted to respond to various learning needs and styles of student

learning.

Category:

Research Cited: ACT

Activity - TWIRL Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use all parts of TWIRL in order to increase proficiency in Biology.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administrators and teachers

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

Goal 1:

Improve student proficiency in reading

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency when applying strategies to comprehend literacy and recreational materials

in Reading by 05/26/2016 as measured by the data from the ACT ASPIRE Reading, and ACT Plus Writing and Work Keys testing scores..

Strategy1:

Increase literary comprehension - Students will increase literary comprehension in recreational as well as academic reading

Category:

Research Cited: ACT ASPIRE, ACT Plus Writing, Work Keys

Activity - Library visitation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will visit the library bi-weekly to check out challenging materials and complete both Accelerated Reader practice quizzes and vocabulary quizzes on the books they have read. Teachers will use the same software to monitor student progress and proficiency levels.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Teachers and media specialist

Activity - Depths of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is a need to increase the level of rigor for all students in our classrooms. The Common Core State Standards are not enough to increase rigor to the needed level. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand. Therefore teachers will receive training in the use of Depths of Knowledge.	Professional Learning Behavioral Support Program Academic Support Program	10/07/2015	05/26/2016	$746 - Title II Part A	Teachers and administrators

Strategy2:

TWIRL Strategy - TWIRL-Teachers will include all of the parts of TWIRL in their lesson plans.

Category:

Research Cited: ARI

Activity - TWIRL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Students will discuss answers in groups or with a partner. 2. Students will write responses to informational and literary text. 3. Students will use higher order thinking and problem solving. 4. Students will read and answer questions. 5. Students will listen to responses of other students. Teachers not familiar with TWIRL will receive training.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administrators and teachers

Strategy3:

Read 180 and System 44 - Read 180 and System 44 - Students will be taught targeted skills instruction that is aligned to state standards in

these areas:

Phonics and syllabication,

spelling,

fluency,

word analysis and vocabulary development,

comprehension,

writing,

grammar, usage, mechanics, and

test-taking strategies

Category:

Research Cited: Scholastic READ 180 and Scholastic System 44

Activity - Read 180 and System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Language Learners, students with disabilities, and below level students. To include embedded professional development.	Academic Support Program	08/06/2015	05/26/2016	$77922 - Title I Part A	Ms. Taylor, Corinne Campbell , and Mr, Undrea Johnson

Measurable Objective 2:

A 50% increase of All Students will demonstrate a proficiency in vocabulary in Reading by 08/06/2015 as measured by ACT Plus Writing and STAR Reading.

Strategy1:

Increase literary comprehension - Students will increase literary comprehension in recreational as well as academic reading

Category:

Research Cited: ACT ASPIRE, ACT Plus Writing, Work Keys

Activity - Depths of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is a need to increase the level of rigor for all students in our classrooms. The Common Core State Standards are not enough to increase rigor to the needed level. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand. Therefore teachers will receive training in the use of Depths of Knowledge.	Professional Learning Academic Support Program Behavioral Support Program	10/07/2015	05/26/2016	$746 - Title II Part A	Teachers and administrators

Strategy2:

Increase proficiency in academic vocabulary - Teachers and students will utilize Renaissance Learning which includes STAR Reading

Enterprise and Accelerated Reader Enterprise online software   to improve student's vocabulary.

Category:

Research Cited: Renaissance Learning

Activity - Library Visitation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will visit the library media center bi-weekly to check out challenging materials and complete both Accelerated Reader practice quizzes and vocabulary quizzes on the books that have read. Teachers will use the same software to monitor student progress and proficiency levels.	Academic Support Program	08/06/2015	05/26/2016	$2000 - Title I Part A	Administrators, teachers, and library media center

Activity - Increase academic vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 7 -12 will use word walls to introduce and reinforce vocabulary, they will preteach vocabulary, use vocabulary warm-ups, bell ringers, and review vocabulary in order to increase proficiency in academic vocabulary. Teachers not familiar with word walls will be trained on word wall creation and use.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administrators, teachers, and library media specialist

Goal 2:

EL Students will become proficient in the English language

Measurable Objective 1:

A 10% increase of English Learners students will demonstrate a proficiency in English in Writing by 05/22/2015 as measured by 2015

ACCESS for ELLs' results (if we receive new EL students who have not passed the WIDA ACCESS)..

Strategy1:

Implement SDAIE/SIOP - Teachers will implement SDAIE/SIOP strategies after receiving training.

Category:

Research Cited: WIDA Consortium

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the implementation of SDAIE/SIOP models and strategies. These strategies will help improve instruction for EL students.	Professional Learning	08/06/2015	05/26/2016	$0 - No Funding Required	EL Coordinator, school administrators, teachers

Activity - Implementation of SDAIE/SIOP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Language Arts teachers will implement at least one writing activity each week utilizing SDAIE/SIOP strategies for EL students.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	School administrators and teachers

Goal 3:

Increase student proficiency in mathematics

Measurable Objective 1:

A 20% increase of Seventh and Eighth grade students will demonstrate a proficiency   , in Mathematics by 05/26/2016 as measured by test

results from ACT ASPIRE.

Strategy1:

Strategic Teaching - The teachers will use differentiated instruction where the students are engaged in cooperative learning. The students

will be provided with many practice opportunities or extensions of previously taught skills. Instructional strategies will be adjusted to respond

to various learning needs and styles of student learning.

Category:

Research Cited: Alabama Mathematics Course of Study

Activity - TWIRL Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will lead the students in correct usage of all parts of TWIRL. Teachers not familiar with TWIRL will receive training.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administrators and teacherss

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be professional development for all educators in order to enhance the teaching and learning in the classroom as will as school wide	Academic Support Program Behavioral Support Program Professional Learning	08/06/2015	05/26/2016	$2000 - Title I Part A	Teachers and administrators

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are engaged in cooperative learning. Students are provided with many practice opportunities or extensions of previously taught skills. Instructional strategies are adjusted to respond to various learning needs and styles of students. Teachers not familiar with differentiated Instruction will receive training.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Math teachers and administrators

Activity - Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is a need to increase the level or rigor for all students in our classrooms. Common Core State Standards alone are not enough to reach this level of rigor. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand.	Behavioral Support Program Academic Support Program Professional Learning	10/07/2015	05/26/2016	$746 - Title II Part A	Teacher and administration

Measurable Objective 2:

A 15% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in Algebra1 and higher in Mathematics by 05/26/2016 as measured by all state and ACT assessments..

Strategy1:

Differentiated Instruction/strategic teaching - Teachers will use scientific research based strategies and differentiate instruction in the classroom to enhance student learning.

Category:

Research Cited: Scientific Research-based Strategies, ARI

Activity - TWIRL Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will lead students in correct usage of all parts of TWIRL.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administrators and teachers

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Students will engage in cooperative learning. 2. Students will be provided with many practice opportunities or extensions of previously taught skills. 3. Instructional strategies will be adjusted to respond to various learning needs and styles of students.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administration and teachers

Goal 4:

Improve student proficiency in science.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency , in Science by 05/26/2016 as measured by all state and ACT assessments.

Strategy1:

Differentiated Instruction/strategic teaching - Teachers will use scientific research based strategies and differentiated instruction in the

classroom to enhance student learning. Instructional strategies will be adjusted to respond to various learning needs and styles of student

learning.

Category:

Research Cited: ACT

Activity - TWIRL Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use all parts of TWIRL in order to increase proficiency in Biology.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administrators and 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:

Improve student proficiency in reading

Measurable Objective 1:

A 50% increase of All Students will demonstrate a proficiency in vocabulary in Reading by 08/06/2015 as measured by ACT Plus Writing and STAR Reading.

Strategy1:

Increase literary comprehension - Students will increase literary comprehension in recreational as well as academic reading

Category:

Research Cited: ACT ASPIRE, ACT Plus Writing, Work Keys

Activity - Depths of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is a need to increase the level of rigor for all students in our classrooms. The Common Core State Standards are not enough to increase rigor to the needed level. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand. Therefore teachers will receive training in the use of Depths of Knowledge.	Academic Support Program Behavioral Support Program Professional Learning	10/07/2015	05/26/2016	$746 - Title II Part A	Teachers and administrators

Measurable Objective 2:

A 10% increase of All Students will demonstrate a proficiency when applying strategies to comprehend literacy and recreational materials in Reading by 05/26/2016 as measured by the data from the ACT ASPIRE Reading, and ACT Plus Writing and Work Keys testing scores..

Strategy1:

Increase literary comprehension - Students will increase literary comprehension in recreational as well as academic reading

Category:

Research Cited: ACT ASPIRE, ACT Plus Writing, Work Keys

Activity - Depths of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is a need to increase the level of rigor for all students in our classrooms. The Common Core State Standards are not enough to increase rigor to the needed level. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand. Therefore teachers will receive training in the use of Depths of Knowledge.	Behavioral Support Program Professional Learning Academic Support Program	10/07/2015	05/26/2016	$746 - Title II Part A	Teachers and administrators

Strategy2:

TWIRL Strategy - TWIRL-Teachers will include all of the parts of TWIRL in their lesson plans.

Category:

Research Cited: ARI

Activity - TWIRL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Students will discuss answers in groups or with a partner. 2. Students will write responses to informational and literary text. 3. Students will use higher order thinking and problem solving. 4. Students will read and answer questions. 5. Students will listen to responses of other students. Teachers not familiar with TWIRL will receive training.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administrators and teachers

Strategy3:

Read 180 and System 44 - Read 180 and System 44 - Students will be taught targeted skills instruction that is aligned to state standards in

these areas:

Phonics and syllabication,

spelling,

fluency,

word analysis and vocabulary development,

comprehension,

writing,

grammar, usage, mechanics, and

test-taking strategies

Category:

Research Cited: Scholastic READ 180 and Scholastic System 44

Activity - Read 180 and System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Language Learners, students with disabilities, and below level students. To include embedded professional development.	Academic Support Program	08/06/2015	05/26/2016	$77922 - Title I Part A	Ms. Taylor, Corinne Campbell , and Mr, Undrea Johnson

Goal 2:

EL Students will become proficient in the English language

Measurable Objective 1:

A 10% increase of English Learners students will demonstrate a proficiency in English in Writing by 05/22/2015 as measured by 2015

ACCESS for ELLs' results (if we receive new EL students who have not passed the WIDA ACCESS)..

Strategy1:

Implement SDAIE/SIOP - Teachers will implement SDAIE/SIOP strategies after receiving training.

Category:

Research Cited: WIDA Consortium

Activity - Implementation of SDAIE/SIOP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Language Arts teachers will implement at least one writing activity each week utilizing SDAIE/SIOP strategies for EL students.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	School administrators and teachers

Goal 3:

Increase student proficiency in mathematics

Measurable Objective 1:

A 20% increase of Seventh and Eighth grade students will demonstrate a proficiency , in Mathematics by 05/26/2016 as measured by test results from ACT ASPIRE.

Strategy1:

Strategic Teaching - The teachers will use differentiated instruction where the students are engaged in cooperative learning. The students will be provided with many practice opportunities or extensions of previously taught skills. Instructional strategies will be adjusted to respond to various learning needs and styles of student learning.

Category:

Research Cited: Alabama Mathematics Course of Study

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are engaged in cooperative learning. Students are provided with many practice opportunities or extensions of previously taught skills. Instructional strategies are adjusted to respond to various learning needs and styles of students. Teachers not familiar with differentiated Instruction will receive training.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Math teachers and administrators

Activity - Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is a need to increase the level or rigor for all students in our classrooms. Common Core State Standards alone are not enough to reach this level of rigor. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand.	Academic Support Program Behavioral Support Program Professional Learning	10/07/2015	05/26/2016	$746 - Title II Part A	Teacher and administration

Activity - TWIRL Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will lead the students in correct usage of all parts of TWIRL. Teachers not familiar with TWIRL will receive training.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administrators and teacherss

Measurable Objective 2:

A 15% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in Algebra1 and higher in Mathematics by 05/26/2016 as measured by all state and ACT assessments..

Strategy1:

Differentiated Instruction/strategic teaching - Teachers will use scientific research based strategies and differentiate instruction in the classroom to enhance student learning.

Category:

Research Cited: Scientific Research-based Strategies, ARI

Activity - TWIRL Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will lead students in correct usage of all parts of TWIRL.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administrators and teachers

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Students will engage in cooperative learning. 2. Students will be provided with many practice opportunities or extensions of previously taught skills. 3. Instructional strategies will be adjusted to respond to various learning needs and styles of students.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administration and teachers

Goal 4:

Improve student proficiency in science.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency , in Science by 05/26/2016 as measured by all state and ACT assessments.

Strategy1:

Differentiated Instruction/strategic teaching - Teachers will use scientific research based strategies and differentiated instruction in the classroom to enhance student learning. Instructional strategies will be adjusted to respond to various learning needs and styles of student learning.

Category:

Research Cited: ACT

Activity - TWIRL Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use all parts of TWIRL in order to increase proficiency in Biology.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administrators and teachers

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

Goal 1:

EL Students will become proficient in the English language

Measurable Objective 1:

A 10% increase of English Learners students will demonstrate a proficiency in English in Writing by 05/22/2015 as measured by 2015 ACCESS for ELLs' results (if we receive new EL students who have not passed the WIDA ACCESS)..

Strategy1:

Implement SDAIE/SIOP - Teachers will implement SDAIE/SIOP strategies after receiving training.

Category:

Research Cited: WIDA Consortium

Activity - Implementation of SDAIE/SIOP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Language Arts teachers will implement at least one writing activity each week utilizing SDAIE/SIOP strategies for EL students.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	School administrators and teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the implementation of SDAIE/SIOP models and strategies. These strategies will help improve instruction for EL students.	Professional Learning	08/06/2015	05/26/2016	$0 - No Funding Required	EL Coordinator, school administrators, teachers

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:

Improve student proficiency in reading

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency when applying strategies to comprehend literacy and recreational materials

in Reading by 05/26/2016 as measured by the data from the ACT ASPIRE Reading, and ACT Plus Writing and Work Keys testing scores..

Strategy1:

Increase literary comprehension - Students will increase literary comprehension in recreational as well as academic reading

Category:

Research Cited: ACT ASPIRE, ACT Plus Writing, Work Keys

Activity - Depths of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is a need to increase the level of rigor for all students in our classrooms. The Common Core State Standards are not enough to increase rigor to the needed level. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand. Therefore teachers will receive training in the use of Depths of Knowledge.	Behavioral Support Program Academic Support Program Professional Learning	10/07/2015	05/26/2016	$746 - Title II Part A	Teachers and administrators

Strategy2:

Read 180 and System 44 - Read 180 and System 44 - Students will be taught targeted skills instruction that is aligned to state standards in

these areas:

Phonics and syllabication,

spelling,

fluency,

word analysis and vocabulary development,

comprehension,

writing,

grammar, usage, mechanics, and

test-taking strategies

Category:

Research Cited: Scholastic READ 180 and Scholastic System 44

Activity - Read 180 and System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Language Learners, students with disabilities, and below level students. To include embedded professional development.	Academic Support Program	08/06/2015	05/26/2016	$77922 - Title I Part A	Ms. Taylor, Corinne Campbell , and Mr, Undrea Johnson

Strategy3:

TWIRL Strategy - TWIRL-Teachers will include all of the parts of TWIRL in their lesson plans.

Category:

Research Cited: ARI

Activity - TWIRL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Students will discuss answers in groups or with a partner. 2. Students will write responses to informational and literary text. 3. Students will use higher order thinking and problem solving. 4. Students will read and answer questions. 5. Students will listen to responses of other students. Teachers not familiar with TWIRL will receive training.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administrators and teachers

Measurable Objective 2:

A 50% increase of All Students will demonstrate a proficiency in vocabulary in Reading by 08/06/2015 as measured by ACT Plus Writing and STAR Reading.

Strategy1:

Increase proficiency in academic vocabulary - Teachers and students will utilize Renaissance Learning which includes STAR Reading

Enterprise and Accelerated Reader Enterprise online software   to improve student's vocabulary.

Category:

Research Cited: Renaissance Learning

Activity - Increase academic vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 7 -12 will use word walls to introduce and reinforce vocabulary, they will preteach vocabulary, use vocabulary warm-ups, bell ringers, and review vocabulary in order to increase proficiency in academic vocabulary. Teachers not familiar with word walls will be trained on word wall creation and use.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administrators, teachers, and library media specialist

Goal 2:

EL Students will become proficient in the English language

Measurable Objective 1:

A 10% increase of English Learners students will demonstrate a proficiency in English in Writing by 05/22/2015 as measured by 2015 ACCESS for ELLs' results (if we receive new EL students who have not passed the WIDA ACCESS)..

Strategy1:

Implement SDAIE/SIOP - Teachers will implement SDAIE/SIOP strategies after receiving training.

Category:

Research Cited: WIDA Consortium

Activity - Implementation of SDAIE/SIOP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Language Arts teachers will implement at least one writing activity each week utilizing SDAIE/SIOP strategies for EL students.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	School administrators and teachers

Goal 3:

Increase student proficiency in mathematics

Measurable Objective 1:

A 15% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in Algebra1 and higher in Mathematics by 05/26/2016 as measured by all state and ACT assessments..

Strategy1:

Differentiated Instruction/strategic teaching - Teachers will use scientific research based strategies and differentiate instruction in the classroom to enhance student learning.

Category:

Research Cited: Scientific Research-based Strategies, ARI

Activity - TWIRL Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will lead students in correct usage of all parts of TWIRL.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administrators and teachers

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Students will engage in cooperative learning. 2. Students will be provided with many practice opportunities or extensions of previously taught skills. 3. Instructional strategies will be adjusted to respond to various learning needs and styles of students.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administration and teachers

Measurable Objective 2:

A 20% increase of Seventh and Eighth grade students will demonstrate a proficiency , in Mathematics by 05/26/2016 as measured by test results from ACT ASPIRE.

Strategy1:

Strategic Teaching - The teachers will use differentiated instruction where the students are engaged in cooperative learning. The students will be provided with many practice opportunities or extensions of previously taught skills. Instructional strategies will be adjusted to respond to various learning needs and styles of student learning.

Category:

Research Cited: Alabama Mathematics Course of Study

Activity - Depth of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is a need to increase the level or rigor for all students in our classrooms. Common Core State Standards alone are not enough to reach this level of rigor. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand.	Behavioral Support Program Academic Support Program Professional Learning	10/07/2015	05/26/2016	$746 - Title II Part A	Teacher and administration

Activity - TWIRL Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will lead the students in correct usage of all parts of TWIRL. Teachers not familiar with TWIRL will receive training.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administrators and teacherss

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are engaged in cooperative learning. Students are provided with many practice opportunities or extensions of previously taught skills. Instructional strategies are adjusted to respond to various learning needs and styles of students. Teachers not familiar with differentiated Instruction will receive training.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Math teachers and administrators

Goal 4:

Improve student proficiency in science.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency , in Science by 05/26/2016 as measured by all state and ACT assessments.

Strategy1:

Differentiated Instruction/strategic teaching - Teachers will use scientific research based strategies and differentiated instruction in the classroom to enhance student learning. Instructional strategies will be adjusted to respond to various learning needs and styles of student learning.

Category:

Research Cited: ACT

Activity - TWIRL Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use all parts of TWIRL in order to increase proficiency in Biology.	Academic Support Program	08/06/2015	05/26/2016	$0 - No Funding Required	Administrators and 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		

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?	No	There are three teachers who do not meet the NCLB requirements for highly qualified. These teachers have completed all necessary course work and have taken or plan to take the praxis.	

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

The highly qualified status of the teachers at BCHS according to NCLB guidelines has been determined by the Alabama State Department of Education for the 2015-2016 school year. letters of attestation of highly qualified teachers are posted for viewing in the school office.The instructional staff at BCHS is well-qualified, trained, and assigned to implement learning strategies built upon their strengths and identified needs of students. Teachers are assigned to grade levels according to certificate, experience, and specialized training.

Component 4: Strategies to Attract Highly Qualified Teachers

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

Barbour County Junior High School and Barbour County High School consolidated this school term. After consolidation of the teachers from these two campuses we had a teacher turnover rate of 29.6%.

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

The teachers have between one and thirty-eight years teaching experience.

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

There is a highly qualified and equity plan in place at the district level. We attempt to decrease the turnover rate by assigning each new teacher with a mentor that will assist them with the day to day duties of the school day. They are assisted with INOW, lesson plans, and helped with all of the paperwork that they must complete during a school day. The school principal will work with all non-HQ teachers either one on oe or in groups by grade level or subject area. We also give on-site professional development for classroom management and better instruction on the implementation to Educate Alabama.

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

The strategies that the school district has implemented to retain highly qualified teachers are: advertising in the newspapers, state department of education website, 13 monthly pay checks for new employees and a mentoring program for novice/new teachers. A new teacher orientation seminar is held annually before the opening of school to familiarize them with system-wide procedures and policies. Professional development opportunities well be available to strengthen content skills, classroom management, and effective strategies to utilize the in the classroom.

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?

Barbour County High School follows the established recruitment procedures of the Barbour County School District. The procedures are followed to ensure that experienced and qualified teachers in high-need subjects are employed. Teachers will be able to apply for reimbursement of expenses directly related to (1) the state-approved Praxis II test which result in a score that meets or exceeds the state's minimum score needed for highly qualified status; or (2) college tuition and fees to take courses needed to achieve highly qualified status. There is better implementation of the evaluation tool for Educate Alabama, open-door communication with all staff, i.e. central office to building level.

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?

Depth of Knowledge

use of word walls to develop vocabulary

TWIRL

Renaissance Learning to include STAR Reading, STAR Math, and Accelerated Reader

SDAIE/SIOP

strategic teaching

differentiated insturction

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

Depth of Knowledge

use of word walls to develop vocabulary

TWIRL

document camera (as needed)

SmartBoard (as needed)

OdysseyWare (as needed)

Renaissance Learning to include STAR Reading, STAR Math, and Accelerated Reader

SDAIE/SIOP

teacher mentoring (as needed)

strategic teaching (as needed)

differentiated instruction (as needed)

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 paired with veteran teachers to assist in helping with setting up classrooms, preparing lesson plans, classroom management issues, and utilizing I-NOW for grade book, attendance, and lesson plans. This program wil be available for novice teachers as they transition from novice to experienced teachers. Classroom observations will be available as needed where the menor can observe the mentored and where the mentored can observe the mentor.

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

The faculty and staff at BCHS has sustained and ongoing professional development in the areas that are listed on the CIP by having numerous workshops and opportunities to work with each other to achieve a common goal. The common goal is to make sure that the teachers feel comfortable using the document cameras and smart boards in their classrooms in order to enhance students learning. Turn-around training is required after professional development experiences. Teachers are asked to provide evidence of learning and impact of student learning with evaluation tools. Professional development is provided on-site at least monthly during faculty meetings.

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.

Goal 1: Transition students

Measurable Objective 1: collaborate to ensure a smooth transition from high school to College or career as measured by graduation rate.

Strategy 1; Transition - The following activities that are offered at BCHS that promote awareness of life after high school.

Activities:

Orientation will be held August 20, 2015 to allow students an opportunity to view the campus and meet with their teachers.

Open House will be help August 13, 2015. Parents will be encouraged to visit with their child's teachers.

College fair will be help for seniors on October 23, 2015. Career/Jr. College Fair will be help in the spring for 7-12 th grade students.

Collaboration with the workforce permits juniors and seniors to become aware of school-to-work opportunities using suhthings as field trips, talent fairs, job shadowing and visits by the armed forces personnel. Activities for students in the upcoming year include: Regional Career Fair, Gusest Seakers, educational field trips; and college visitation, College/Career Day on campus, and onging recrutiment from the Armed Forces.

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?

Barbour County High School uses numerous assessments to monitor student achievement. The teachers receive academic profiles on every student that they teach. The teachers monitor academic progress by using STAR Assessments, state assessments, teacher created assessments, unit tests, progress monitoring in reading and math at the beginning of the school year, the middle of the school year, and at the end of the school year. Accelerated Reading Data, teacher observations, projects, and EXPLORE testing for the eight grade are also utilized when making assessment decisions.

BCHS has a leadership team that meets to look at all the data from our assessments. They look at the strengths and weaknesses of the students. Then they look at what strategies can be utilized to help to improve on the weaknesses that have been determined.The leadership team usually consists of the school principal, counselor, instructional coach, teachers from all academic areas, and the media specialist. The findings are then used to create the CIP.

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?

The administrators and teachers meet monthly to review data from assessments to pinpoint areas of weakness as identified in the results. The teacher then address the areas of weakness on the group level as well as individual level.

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 not achieving proficient or advanced achievement are given additional and effective instructional assistance. This is accomplished by the following methods:
- The struggling students in 7th and 8th grade classes are placed in leveled reading intervention classes and mathematics intervention classes so that they are placed with peers that are having the same difficulties . The teachers and the instructional coach use numerous SRA and ARI strategies that are geared toward the students weaknesses.
- Teachers use differentiated instruction in the classroom to help students who did not have strong test scores on ACT Plus Writing and Quality Core End of the year assessments that relate to the teachers' content areas.
- Odyssey Ware is used for credit recovery which is available for free to students who had a 40-59 average.
- Parents are encouraged to participate in their children's educations through school conferences.
- Departmental meetings are conducted to discuss strategies and procedures that would encourage student success and to modify any instructional approaches.
-There is an intervention class offered for reading.
- RTI is used to support students.

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

Students' progress is bench marked and monitored so that teachers can use the data to plan instruction. Differentiated instruction and strategic teaching activities are used by the teachers to address the students' individual needs. Also, accommodations are made according to IEPs and I-ELSPs. The differentiated instruction, a variety of instructional strategies, technology are used to support learning. Teachers also use listening activities, and small group instruction.

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.

Teachers are available before and after school to give additional help with assignments and to tutor students. The school participates in

talent Search and Upward Bound programs offered through Wallace Community College that offer students additional help support, and other educational experiences. The school also has online Odysseyware service to support learning from any devise that connects to Internet.

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.

There is a direct parent liaison. There are system-wide plans that address barriers that provide students with what they need to attend school.

Migrant - surveys and plan

English Language Learners - home language survey, WIDA ACCESS, parent liaison and IELP

Economically Disadvantaged - free meals

Special Education - IEP and special services

Neglected and/or delinquent - system for reporting child abuse to DHR

Homeless students - surveys and plan

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.

Barbour County High uses various assessments to monitor the progress of its students throughout the school year. Teachers receive academic profile sheets on students based on data from previous assessments and plans lessons according to student needs. In addition to administering/utilizing state assessment, teachers will monitor progress of students by administering practice tests, utilizing technology to support learning, administering and scoring teacher and local tests, monitoring progress, reviewing Accelerated Reader Reports, STAR Reading and STAR Math. Transportation to and from school is provided for all students. BCHS also utilizes Provision 2 funds to offer breakfast and lunch at no cost to all students. BCHS partners with the local DHR, provides clothing as needed, provides tutors for home-bound students, partners with local churches and provides scholarships as needed.

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

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

The programs are coordinated and integrated towards the achievement of the school wide goals in the following ways;
Goals of BCHS were developed according to the needs assessments that we determined from looking at the test data of the students. The Title 1 Funding is utilized to help with the school wide goals. BCHS uses federal funding for teacher salaries, research based assessment programs, parental involvement activities, communication and professional development. Programs are utilized to increase literacy, improve writing skills, and ensure students are college-and-career-ready.

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.

Programs and resources are coordinated and integrated to fulfill school wide goals by offering more professional development for teachers to enhance their instruction and student learning, more technology to enhance teaching and learning necessary personnel, and needed assessment materials and supplies that support SRB programs.

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.

BCHS is a Title I school which means the funds will be available for any identified homeless student on an as needed basis. Our school is also a Provision II School, in which all of the students receive breakfast and lunch at no cost to them. The counselor promotes and adheres to all state programs such as Drug-Free Week, Fire Safety, and internet Safety, which provides a safe environment that is conducive to learning. Students are also provided transportation to and form school. Students are also provided transportation for after-school tutoring.. home bound services are available for pregnant students. EL Students are given the same opportunity as other students.

Component 10: Evaluation

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

The school evaluates the implementation of the school wide program. Monthly, the CIP team meets to review, monitor, and amend the plan. Documentation is forwarded to Federal Program. The Federal Program Coordinator issues a CIP/Title I evaluation that we answer based upon assessment results, perceptions surveys from all stakeholders, promotion/retention lists, and other pertinent information. The end of your evaluations allows us to identify growth as well as deficits. These are the current evaluation methods the commit utilizes and can determine the sources of the school improvement plan implementation.

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?

The Instructional Leadership Team looks at data, identifies strengths and weaknesses and makes adjustments to the plan. Teachers use the results to plan lessons and differentiate instruction. The goals are derived directly from the state assessments.

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?

All of the assessments given are analyzed to identify the students that are struggling. Formative and summative assessment results are a resource to determine if achievement is occurring, especially with struggling students. Those students are tracked and monitored for success using available state assessment results..

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?

At Barbour County High School the Continuous Improvement Plan Committee changes annually. All of the stakeholders are selected, chose or recruited based upon input that may contribute to the team. Revisions may be made at any time if a concern arises. This can be done because the CIP is a working document. If a concern or need arises, the CIP committee will meet and the necessary changes will be made.

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

We are keeping all the goals from the previous year. There has not been major progress made in meeting these goals. The CIP team and teachers review each goal. We review and revise the activities in or to more effieicently meet these goals.

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

We changed the goal: Transition to college and/or career. The goal for this year is: Transition students. This was needed because we now have 7th grade students on our campus. We needed a plan to transition them from the Intermediate School campus to the high school.

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:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	20.56	20.56	1,186,682.00
Administrator Units	1.00	1	80,070.00
Assistant Principal	1.00	1	59,834.00
Counselor	1.00	1	52,909.00
Librarian	1.00	1	53,245.00
Career and Technical Education Administrator	0.25	.25	20,400.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	0.00
Professional Development	0.00	0	0.00
State ELL Funds	0.00	0	4,020.00
Instructional Supplies	0.00	0	12,837.00
Library Enhancement	0.00	0	0.00
Totals			1,469,997.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	413284.0

Provide a brief explanation and breakdown of expenses.

Personnel

$67,770.00 - FTE 1.00 English Teacher (Pelina Jessie)

$65,660.40 - FTE 1.00 Math Teacher (Thomas Holomb)

$60,832.80 - FTE 1.00 Science Teacher (Sabrina Casey)

$58,021.00 - FTE 1.00 Social Science Teacher (Nikeiva Davis)

$60,832.20 - FTE 1.00 English Teacher (Lora Lightner)

$28,741.15 - FTE .44 Social Science Teacher (Guy McClendon)

Other Items

Tl: $5,002.42 - Parent Involvement

$9,574.00 - Communications

$10,000.00 - Professional Development

$3,000.00 - Lease

$4,843.00 - Assessment

$25,000.00 - Textbooks

$7,500.00 - Tech Support

$6,533.36 - Material / Supplies *

* Budget amount for Material and Supply can change by needs indentified in the CIP

**The following teachers must receive Teacher Fee Funds fromthe Material/Supply allocation:

Pelina Jessie - $373.78

Thomas Holcomb - $373.78

Sabrina Casey - $373.78

Nikeiva Davis - $373.78

Lora Lightner - $373.78

Guy McClendon - $164.46

Guy McClendon will also recieve $209.32 from SDE Teacher Fee funds.

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title II

Label	Question	Value
1.	Professional Development Activites Provide the total.	142864.0

Provide a brief explanation and a breakdown of expenses.

The above value will use used to cover fees for substitute teachers, travel fees to professional development activites, registration fees as well as stipends.

Title III

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

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

Provide a brief explanation and a breakdown of expenses.

N/A

Title VI

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

Provide a brief explanation and a breakdown of expenses.

No allocation given at this time

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	33451.0

Provide a brief explanation and breakdown of expenses.

M/S, computer hardware, professional development

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

Provide a brief explanation and breakdown of expenses.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses

N/A

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.

Annually, the school convenes a parent meeting that encourages parent attendance, for the purpose of informing parents about the school wide program and the Title I requirements and offerings. This meeting is usually held in August. At this meeting, the plan is distributed to parents and a discussion is held about the School-wide plan, the school's curriculum, student assessments, and student expectations for success. Parents are encouraged to support their children and to be involved in school activities. Copies of the parent involvement policy and plans are made available to all parents in the media center and copies are also available during open house. Also student compacts and the parent center are discussed to inform parents of changes and updates. The CIP and the parental involvement portion inside the CIP are also discussed.

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.

1). BCHS realizes that parental involvement is important and is striving to provide flexible times for meetings. The annual meeting will be held during the evening time. Meetings for parents shall be offered as early as 7:30 a.m. and as late as 7:00 p.m. to afford parents the opportunity to attend, according to their home and work schedules. Once a month the parent center will be open during the evenings. The parent center will be open during the day for parents to pick up materials and information. Student compacts are discussed at PTo meetings and open house.
2). BCHS's School-wide planning committee is made up of representatives from all across the curriculum, students, parents, support staff and community members. The selected members are responsible for any decision making (program or financial) regarding the SWP and distributing any information needed to their constituency groups including faculty, staff, and parents. The parent and community representatives were chosen because of their active involvement in the PTO and community service to various organizations.
3). BCHS uses it parental involvement funds as follows: To pay for a parent liaison who will provide monthly training/workshops and the tools necessary for parents to work with their child, enabling the parent to provide their child an opportunity to achieve high academic standards and become productive citizens in the community. Also for supplies for updating brochures, ink, paper, etc.

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.

In August the school will hold its annual meeting to discuss student assessment results. These are available to parents and the public disaggregated by race, gender, disability, EL and socio-economic status. Teachers will explain individual student assessment results to parents during parent conferences. Parents will then be able to ask any questions about the tests they do not understand. Teachers will be trained in test interpretation so they can answer any questions asked by parents. The school principal and the counselor are also available to

discuss the tests with parents. When Limited English Proficient students/parents are involved, an interpreter is available if needed and written forms may be translated into the needed native language. An important component of the planning process is identifying the needs of a diverse student body and making reasonable accommodation in order to serve the needs of homeless, minority, economically disadvantaged, special needs, and delinquent students to meet state proficiency and obtain advanced levels of student academic achievement on state content standards.

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

The School-Parent Compact was developed to build and foster the development of a school-parent partnership to help all children achieve the state's high standards. The compact is reviewed annually by the SWP Advisory Committee and revised as needed. It is the desire of our school that all of these individuals will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help all students achieve or exceed proficiency on the state's academic content standards. The compacts are located in the homeroom teacher's class.

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

If parents disagree with any aspect or component of the School Parent Involvement Plan/policy, the LEA Consolidated Application for NCLB funds, or Continuous Improvement Plan, they may schedule an appointment with the principal to discuss their concerns. If they still have concerns after meeting with the principal, they may submit their concerns in writing to the Federal Programs Coordinator of Barbour County. These concerns can be directed to the State Department of Education and State Department of Education Federal Programs Administrator. Notification will be placed in the student handbook, school newsletter, and school website that this plan will be available for review.

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)

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:
(a) 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.
Barbour County High School will accomplish this through its first PTO meeting, which is held in August, and it will be discussed at other meetings throughout the year. At that time, parents will receive an overview of the state academic content standards, academic achievement

standards, and assessments. At this meeting, Title I services that will be offered and Parent's Right to Know will be discussed. Immediately following this meeting, Open House will be held to give parents the opportunity to meet their child's teachers and learn about individual class assessments and state assessments.

Barbour County has a Parent Involvement Liaison who will act as a liaison between school and home to provide monthly training/workshops and the tools necessary for parents to work with their child, enabling the parent to provide their child an opportunity to achieve high academic standards and become productive citizens in the community.

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)

(b) Barbour County High School shall provide materials and training to help parents work with their children to improve their achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

The parent center has brochures and information available to parents on playing an active part in their child's educational process. During state testing, brochures that contain tips are sent home for parents to ensure preparation of the upcoming test. The school's media center has a dedicated section for parents' use concerning ways of encouraging graduation. Parenting classes will be offered for students who themselves are parents.

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)

(c) Barbour County High 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.

BCHS has adopted the National Standards for Parent and Family Involvement Programs: regular communication between home and school; promoting and supporting parenting skills; student learning; volunteering; school decision-making and advocacy; and collaborating with the community. These quality indicators are researched based and grounded in both sound philosophy and practical experience. The faculty and staff seek to provide parents and other caregivers with a variety of opportunities for both participation and training in varied formats and at varied times. The administration of BCHS will continue to work with its teachers through in-services, faculty meetings, and departmental meetings in understanding the importance of parental involvement.

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)

(d) Barbour County High School shall strive 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.

BCHS teachers will make weekly parent contact. Students are able to check out CDs to use at home to study for the graduation exam. Teachers use item specifications as reinforcement for graduation remediation in the classroom. A parent center is setup in the school Library Media Center as well.

Barbour County has a Parent Involvement Liaison who acts as a liaison between school and home to provide monthly training/workshops and the tools necessary for parents to work with their child, enabling the parent to provide their child an opportunity to achieve high academic standards and become productive citizens in the community.

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)

(e) Barbour County High 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.

At the present time, BCHS has 31 EL students. Information on all school meetings, parent notices, student handbook, etc. is sent to parents of our EL students in a language the parent can understand. In addition, the Barbour County School System has a part-time EL Coordinator who can assist in verbally communicating with these parents as needed.

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)

(f) Barbour County High School shall provide such other reasonable support for parental involvement activities as parents may request. Barbour County High School will make every effort to work with parents in meeting their requests as related to their involvement in their

children's education.

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.

When Limited English Proficient students/parents are involved, an interpreter is available if needed and written forms may be translated into the needed native language. In addition, we have a part-time EL Coordinator who will work with all schools ensuring necessary forms are translated in TransAct for ease of use. An important component of the planning process is identifying the needs of a diverse student body and making reasonable accommodation in order to serve the needs of homeless, minority, economically disadvantaged, special needs, and delinquent students to meet state proficient and advanced levels of student academic achievement on state content standards.