



2017-2018 Title I Schoolwide Diagnostic

Barbour County Intermediate School
Barbour County Board of Education

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Introduction

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

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

How was the comprehensive needs assessment conducted?

Data from various instruments was used to conduct the needs assessment. Data was obtained from INOW, DIBELS NEXT, ASPIRE, ACCESS, AAA, Renaissance Learning, surveys, and various other sources. Teachers analyzed assessment data to determine weakness and strengths. Information from the two other schools was gathered to analyze BCIS's part in those school's areas of strengths and weaknesses

What were the results of the comprehensive needs assessment?

Strengths and weaknesses were identified according to the student assessment data (included EL students). Certified teachers and non certified eachers were identified. EducateAlabama was analyzed and strengths and weaknesses were determined. Identified strengths and weakness according to student discipline, student attendance, teacher attendance, and teacher turnover. Surveys from stakeholders were analyzed for perception of the school and the needs. Analysis of the curriculum alignment, instructional materials, instructional strategies, and/or extended learning opportunities were conducted.

What conclusions were drawn from the results?

ASPIRE results were not as high as expected. There is a vast need for improvement in reading and math. Attendance for the students remained consistent. Spring 2016 the new online ACCESS 2.0 test was administered to EL students. Scores were low across the state. Students were required to showcase higher language skills in order to achieve the same proficiency level scores. WIDA recommended not to compare the two tests. The bar was raised for language proficiency. These results will be used as a baseline . All teachers are certified. Attendance is consistent for teachers.

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

BCIS ASPIRE math scores were 22% up from 17% Ready, which resulted in a 5% increase from last year. . Therefore, math will be a focus for BCIS. BCIS ASPIRE reading scores were 15% up from 12% Ready, an increase of 3% from last year. Therefore reading will be a focus. EL ACCESS scores were lower but these scores are to be used as a baseline because in 2017 students were required to showcase higher language skills in order to achieve the same proficiency level scores. WIDA's new score scale may result in students requiring additional years of language program support. AMSTI and ARI programs are state initiatives that we will continue implementing. Stakeholder perception results revealed several strengths and weaknesses

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

Our needs assessments dictate our goals that are to be highlighted and the primary focus for this year. Also, the College Career Ready

Standards are a primary focus as well.

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

The goals are derived from multiple types of data. The assessment data used is ACT ASPIRE, DIBEL NEXT results, STAR data, Storytown assessments, Scholastic assessments, and EL assessments. Performance Series will be added as an assessment. Student attendance is also used. Professional development is catered to enhance teaching strategies and is based upon the needs of the teacher or faculty.

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

We are a Title I school. Technology is used when available to assist the learning of all students. Accommodations are made as needed for children who are disadvantaged. EL students are accommodated following their IELP. IEPs are followed to ensure special service students' needs are met

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

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

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

90% of Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander 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 05/25/2018 as measured by classroom observations of student participation and indicated in lesson plans.

Strategy1:

Student Engagement with Technology Tools - BCIS has SmartBoards, document cameras, LCD projectors, Mobi pads and clickers within each classroom. Each grade level also has a ViewSonic Interactive Monitor. Procedures and guidelines are established to encourage student engagement with the interactive technology tools. Teachers and students will utilize this equipment to enhance learning. Teacher lesson plans and classroom observations will serve as documentation for this strategy and goal being accomplished.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Technology Course of Study

Activity - Support of Technology Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To support educational software, maintenance, and replacement of computers used by the students. Provide any other needed support for all instructional technology in place. Purchase as needed other technical devices.	Technology	08/07/2017	05/25/2018	\$7500 - Title I Part A	Administrator, BCIS Faculty and Staff, Technology Coordinator

Activity - Technology Interaction thru 1:1 Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students have chrome books for daily use. This will enable them to have access and interact with the technology to prepare them for real-world application.	Technology	08/08/2017	05/25/2018	\$0 - No Funding Required	Classroom teachers and principal

Goal 2:

All students at BCIS will become proficient readers.

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Measurable Objective 1:

10% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency level increase in the scoring area of close in Reading by 05/25/2018 as measured by the reading Performance Series assessment scores.

Strategy1:

Library Media Center Enhancement - The majority of the books in the library are fiction. New books will be purchased, including nonfiction information. Students will check out books and will take accelerated reader tests on the books. Increased AR reading points will be evident in homeroom classes.

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

Research Cited: Accelerated Reader

Activity - Library Media	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The media specialist will order books from various vendors and catalog books into Concourse. Students will be allowed to check out the books and to take tests on the books checked out.	Academic Support Program	08/08/2017	05/25/2018	\$438 - State Funds	All teachers, principal, and media specialist

Strategy2:

Target Reading Passages - Textual/informational and functional reading passages will be targeted in all classes.

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

Research Cited: ELA Course of Study

Activity - Explicit, systematic reading instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of core teachers will provide scaffold instruction and teach explicit, systematic comprehension strategies in small groups daily.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Principal, Reading Specialist, Teachers

Strategy3:

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

Test-Taking Strategies

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

Research Cited: Scholastic System 44

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Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Learners, students with disabilities, and below level students. This is also to include embedded professional development.	Academic Support Program	08/08/2017	05/25/2018	\$12988 - Title II Part A \$646 - Title I Part A	Teachers Corinne Campbell

Strategy4:

Longitudinal data - Utilize Fall Scantron results to identify reading standards. During grade level meetings, teachers, and leadership team will identify the weakest standards by October 7, 2017. Improving the weakest standards will be the focus with related strategies to be used.

Category: Other - Analyze the Data

Research Cited: Storytown Reading Program, DIBELS, STAR reading, Performance Series

Activity - Assessment Varieties	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed, monitored, and evaluated using STAR reading and Accelerated Reader. Students will be assessed, monitored, and evaluated using Achievement Series.	Academic Support Program	08/08/2017	05/25/2018	\$1625 - Title I Part A \$1650 - Title I Part A	Principal, Teachers, Media Specialist,

Activity - Target weakest standards Grade 3-6	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on building stamina for long passages. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills. Also will use Achievement Series every two weeks to assess	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Principal, Reading Specialist, Teachers

Activity - Depth of Knowledge Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is a need to increase the level of rigor in our classrooms for all students. The standards alone will not bring rigor to our classrooms. 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	08/08/2017	05/25/2018	\$0 - No Funding Required	All teachers

Activity - Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The committee will preview, evaluate, and select a reading program. Begin the process of implementation which involves professional development,. Utilize the tools and resources that are included.	Professional Learning Academic Support Program	08/08/2017	05/25/2018	\$35000 - Title I Part A	BCIS Faculty

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for all educators to enhance the teaching and learning in the classrooms and the school as a whole.	Behavioral Support Program Academic Support Program Professional Learning	08/08/2017	05/25/2018	\$2000 - Title I Part A	All BCIS Faculty and Staff

Strategy5:

Read 180 - 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
- Test-Taking Strategies

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

Research Cited: Scholastic READ 180

Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher 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. This is to include embedded professional development.	Academic Support Program	08/08/2017	05/25/2018	\$12987 - Title II Part A \$1797 - Title I Part A	Kelvin James, and Corinne Campbell

Strategy6:

Focus on Reading Comprehension - Focus on reading comprehension with all students using strategic teaching.

Category:

Research Cited: ARI

Activity - Teach Reading Comprehension Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use before, during, and after strategies such as question-answering techniques, graphic and semantic organizers, and self-questioning strategies. Small group cooperative learning activities in every reading classroom will focus on reading comprehension strategies daily.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Principal, Reading Specialist, Teachers,

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Activity - Reading specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialist will work with students to improve oral reading fluency. She will use comprehension strategies to ensure students are deeply engaged as they reflect on and learn what to read. She will re-mediate groups of students who are low performing.	Academic Support Program Professional Learning Tutoring	08/08/2017	05/25/2018	\$0 - No Funding Required	Stewart, James

Goal 3:

All EL students at Barbour County Intermediate School will become proficient in the English language

Measurable Objective 1:

A 3% increase of English Learners students will demonstrate a proficiency in English and in Writing by 05/25/2018 as measured by 2018 ACCESS for ELs 2.0 results.

Strategy1:

SDAIE/SIOP - Teachers will receive training on and implement strategies of SDAIE/SIOP.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: WIDA Consortium

Activity - Professional Development Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the SDAIE/SIOP models to enhance EL student's instruction. One teacher will attend the training and then do turn around training for the staff.	Professional Learning	08/08/2017	05/25/2018	\$600 - State Funds	EL Coordinator, School Administrator, Teachers, Etheridge

Activity - Implementation of SDAIE/SIOP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly, teachers will implement the strategies of SDAIE/SIOP that focus on improving writing skills concentrating in the areas of reading and social studies.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Administrator and Teachers

Goal 4:

All students at Barbour County Intermediate School will become proficient in mathematics.

Measurable Objective 1:

10% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency level increase in the scoring areas of close and in need of support in Mathematics by 05/25/2018 as measured by the math Performance Series assessment scores.

Strategy1:

Variety of Assessments - Use a variety of formative/summative assessments to determine comprehension throughout course of study

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objectives.

Category: Other - Assessment

Research Cited: AMSTI, Investigations, STAR math, Achievement Series

Activity - Assessment Variety	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will use open-ended type questions . Other assessments used will be STAR math (monthly) and Stride Academy (daily). Projects will be done once per grading period.	Academic Support Program	08/08/2017	05/25/2018	\$635 - Title I Part A	Principal and Teachers

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will focus on targeted students to enrich, reinforce, and remediate according to student's individual math skills.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	All staff

Strategy2:

Longitudinal Data - Use ACT Aspire data from 2016-2017 and Performance Series Fall Testing to identify math standards. During grade level meetings, teachers, and leadership team will identify the weakest and heaviest weighted standards. Improving the weakest standard and the standard that is the most weighted will be the focus with related strategies to be used.

Category: Develop/Implement Professional Learning and Support

Research Cited: STAR math, Investigations, AMSTI

Activity - Targeted Standards Grade 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on numbers and operations in Base 10. IXL website will be used to target skills.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Principal, Teachers

Activity - Professional Development Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for all educators to improve the school culture, student behavior, student citizenship, and student character.	Behavioral Support Program Professional Learning Academic Support Program	08/08/2017	05/25/2018	\$2000 - Title I Part A	All BCIS Faculty and Staff

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Activity - Depth of Knowledge Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is the need to increase the level or rigor in our classrooms for all students. The standards alone will not bring rigor to our classrooms. 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	08/08/2017	05/25/2018	\$0 - No Funding Required	All teachers, Principal

Activity - Targeted Standards Grade 4	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on numbers and operations fractions. IXL website will be used to target skills.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Principal, Teachers

Activity - Targeted Standards Grade 5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on numbers and operation Algebra I and data analysis. IXL website will be used to target skills.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Principal, Teachers

Activity - Targeted Standards Grade 6	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on geometry. IXL website will be used to target skills.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Principal and teachers

Goal 5:

All students at BCIS will become engaged learners through 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 Library Media Center (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 05/25/2018 as measured by Concourse reports, AVL reports, and Library Media Specialist's schedule.

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

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

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Activity - BCIS Media Center Website Links	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various digital website links are accessible on the school media website page	Other - BCIS Website	08/08/2017	05/25/2018	\$0 - No Funding Required	Library Media Specialist

Measurable Objective 2:

collaborate to ensure participation in curriculum based and collaborative learning opportunities with teachers and students in order to improve instruction and student learning by 05/25/2018 as measured by library schedule and collaborative lesson plans.

Strategy1:

Implement College and Career Standards Instruction - LMS will collaborate with teachers to plan and execute lessons and units of various grade levels and or content areas

Category:

Research Cited: College and Career Ready Standards

Activity - Library Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LMS utilizes flexible and fixed schedule to accommodate patrons' needs.	Other - Flexible Scheduling	08/08/2017	05/25/2018	\$0 - No Funding Required	Principal, LMS

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with teachers to provide additional resources for enhanced learning opportunities	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Content Teachers, LMS

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

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

90% of Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander 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 05/25/2018 as measured by classroom observations of student participation and indicated in lesson plans.

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Strategy1:

Student Engagement with Technology Tools - BCIS has SmartBoards, document cameras, LCD projectors, Mobi pads and clickers within each classroom. Each grade level also has a ViewSonic Interactive Monitor. Procedures and guidelines are established to encourage student engagement with the interactive technology tools. Teachers and students will utilize this equipment to enhance learning. Teacher lesson plans and classroom observations will serve as documentation for this strategy and goal being accomplished.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Technology Course of Study

Activity - Support of Technology Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To support educational software, maintenance, and replacement of computers used by the students. Provide any other needed support for all instructional technology in place. Purchase as needed other technical devices.	Technology	08/07/2017	05/25/2018	\$7500 - Title I Part A	Administrator, BCIS Faculty and Staff, Technology Coordinator

Activity - Technology Interaction thru 1:1 Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students have chrome books for daily use. This will enable them to have access and interact with the technology to prepare them for real-world application.	Technology	08/08/2017	05/25/2018	\$0 - No Funding Required	Classroom teachers and principal

Goal 2:

BCIS will 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 05/25/2018 as measured by classroom observations and EDUCATEAlabama reports.

Strategy1:

Professional Development - Teachers at BCIS were provided with professional training that will be ongoing. This training will enrich skills, enhance student learning, and require students to actively participate with technology. In order for our students to have the necessary foundation, this continuous training is crucial to our teachers and beneficial to our students. We want to ensure that the students are prepared for college and/or workforce.

Category: Develop/Implement Pre-K Career Readiness Plan

Research Cited: Alabama Plan 2020

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Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for all educators to increase technology integration and innovated initiative programs. Google Suite training will be provided monthly for all faculty members.	Academic Support Program Behavioral Support Program Professional Learning	08/08/2017	05/25/2018	\$0 - No Funding Required	BCIS Faculty and Staff, Carol Foster

Activity - Mentoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers with less than three years experience will be paired with a veteran teacher.	Professional Learning Recruitment and Retention	08/07/2017	05/25/2018	\$1000 - State Funds \$1000 - Title II Part A	Principal, Mentors

Activity - Technology enhancement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maintain the equipment and to replace existing equipment.	Academic Support Program Behavioral Support Program	08/08/2017	05/25/2018	\$3044 - State Funds	All teachers

Activity - Document Camera Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCIS new faculty members will be provided with ongoing training utilizing the document cameras.. This will increase the use of technology in the classroom.	Professional Learning	08/08/2017	05/25/2018	\$0 - No Funding Required	Technology Coordinator, Director of Instructional Services and Federal Programs, Outside Consultants, School Administrators, Teachers

Activity - SmartBoard Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCIS new faculty members will be provided ongoing training to enhance the use of SmartBoards. This will increase the utilization of technology within the classroom.	Professional Learning	08/08/2017	05/25/2018	\$0 - No Funding Required	Technology Coordinator, Director of Instructional Services and Federal Programs, Outside consultants, School Administrators, Teachers

Goal 3:

All students at BCIS will become proficient readers.

Measurable Objective 1:

10% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency level increase in the scoring area of close in Reading by 05/25/2018 as measured by the reading Performance Series assessment scores.

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Strategy1:

Target Reading Passages - Textual/informational and functional reading passages will be targeted in all classes.

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

Research Cited: ELA Course of Study

Activity - Explicit, systematic reading instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of core teachers will provide scaffold instruction and teach explicit, systematic comprehension strategies in small groups daily.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Principal, Reading Specialist, Teachers

Strategy2:

Longitudinal data - Utilize Fall Scantron results to identify reading standards. During grade level meetings, teachers, and leadership team will identify the weakest standards by October 7, 2017. Improving the weakest standards will be the focus with related strategies to be used.

Category: Other - Analyze the Data

Research Cited: Storytown Reading Program, DIBELS, STAR reading, Performance Series

Activity - Depth of Knowledge Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is a need to increase the level of rigor in our classrooms for all students. The standards alone will not bring rigor to our classrooms. 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	08/08/2017	05/25/2018	\$0 - No Funding Required	All teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for all educators to enhance the teaching and learning in the classrooms and the school as a whole.	Professional Learning Academic Support Program Behavioral Support Program	08/08/2017	05/25/2018	\$2000 - Title I Part A	All BCIS Faculty and Staff

Activity - Assessment Varieties	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed, monitored, and evaluated using STAR reading and Accelerated Reader. Students will be assessed, monitored, and evaluated using Achievement Series.	Academic Support Program	08/08/2017	05/25/2018	\$1625 - Title I Part A \$1650 - Title I Part A	Principal, Teachers, Media Specialist,

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Activity - Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The committee will preview, evaluate, and select a reading program. Begin the process of implementation which involves professional development,. Utilize the tools and resources that are included.	Academic Support Program Professional Learning	08/08/2017	05/25/2018	\$35000 - Title I Part A	BCIS Faculty

Activity - Target weakest standards Grade 3-6	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on building stamina for long passages. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills. Also will use Achievement Series every two weeks to assess	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Principal, Reading Specialist, Teachers

Strategy3:

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

Test-Taking Strategies

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

Research Cited: Scholastic System 44

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Learners, students with disabilities, and below level students. This is also to include embedded professional development.	Academic Support Program	08/08/2017	05/25/2018	\$12988 - Title II Part A \$646 - Title I Part A	Teachers Corinne Campbell

Strategy4:

Library Media Center Enhancement - The majority of the books in the library are fiction. New books will be purchased, including nonfiction information. Students will check out books and will take accelerated reader tests on the books. Increased AR reading points will be evident in homeroom classes.

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

Research Cited: Accelerated Reader

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Activity - Library Media	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The media specialist will order books from various vendors and catalog books into Concourse. Students will be allowed to check out the books and to take tests on the books checked out.	Academic Support Program	08/08/2017	05/25/2018	\$438 - State Funds	All teachers, principal, and media specialist

Strategy5:

Focus on Reading Comprehension - Focus on reading comprehension with all students using strategic teaching.

Category:

Research Cited: ARI

Activity - Teach Reading Comprehension Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use before, during, and after strategies such as question-answering techniques, graphic and semantic organizers, and self-questioning strategies. Small group cooperative learning activities in every reading classroom will focus on reading comprehension strategies daily.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Principal, Reading Specialist, Teachers,

Activity - Reading specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialist will work with students to improve oral reading fluency. She will use comprehension strategies to ensure students are deeply engaged as they reflect on and learn what to read. She will re-mediate groups of students who are low performing.	Academic Support Program Tutoring Professional Learning	08/08/2017	05/25/2018	\$0 - No Funding Required	Stewart, James

Strategy6:

Read 180 - 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
- Test-Taking Strategies

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

Research Cited: Scholastic READ 180

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Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher 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. This is to include embedded professional development.	Academic Support Program	08/08/2017	05/25/2018	\$1797 - Title I Part A \$12987 - Title II Part A	Kelvin James, and Corinne Campbell

Goal 4:

All EL students at Barbour County Intermediate School will become proficient in the English language

Measurable Objective 1:

A 3% increase of English Learners students will demonstrate a proficiency in English and in Writing by 05/25/2018 as measured by 2018 ACCESS for ELs 2.0 results.

Strategy1:

SDAIE/SIOP - Teachers will receive training on and implement strategies of SDAIE/SIOP.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: WIDA Consortium

Activity - Professional Development Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the SDAIE/SIOP models to enhance EL student's instruction. One teacher will attend the training and then do turn around training for the staff.	Professional Learning	08/08/2017	05/25/2018	\$600 - State Funds	EL Coordinator, School Administrator, Teachers, Etheridge

Activity - Implementation of SDAIE/SIOP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly, teachers will implement the strategies of SDAIE/SIOP that focus on improving writing skills concentrating in the areas of reading and social studies.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Administrator and Teachers

Goal 5:

All students at Barbour County Intermediate School will become proficient in mathematics.

Measurable Objective 1:

10% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency level increase in the scoring areas of close and in need of support in Mathematics by 05/25/2018 as measured by the math Performance Series assessment scores.

Strategy1:

Longitudinal Data - Use ACT Aspire data from 2016-2017 and Performance Series Fall Testing to identify math standards. During grade

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level meetings, teachers, and leadership team will identify the weakest and heaviest weighted standards. Improving the weakest standard and the standard that is the most weighted will be the focus with related strategies to be used.

Category: Develop/Implement Professional Learning and Support

Research Cited: STAR math, Investigations, AMSTI

Activity - Professional Development Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for all educators to improve the school culture, student behavior, student citizenship, and student character.	Academic Support Program Professional Learning Behavioral Support Program	08/08/2017	05/25/2018	\$2000 - Title I Part A	All BCIS Faculty and Staff

Activity - Targeted Standards Grade 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on numbers and operations in Base 10. IXL website will be used to target skills.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Principal, Teachers

Activity - Depth of Knowledge Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is the need to increase the level or rigor in our classrooms for all students. The standards alone will not bring rigor to our classrooms. 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	08/08/2017	05/25/2018	\$0 - No Funding Required	All teachers, Principal

Activity - Targeted Standards Grade 6	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on geometry. IXL website will be used to target skills.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Principal and teachers

Activity - Targeted Standards Grade 5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on numbers and operation Algebra I and data analysis. IXL website will be used to target skills.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Principal, Teachers

Activity - Targeted Standards Grade 4	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on numbers and operations fractions. IXL website will be used to target skills.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Principal, Teachers

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Strategy2:

Variety of Assessments - Use a variety of formative/summative assessments to determine comprehension throughout course of study objectives.

Category: Other - Assessment

Research Cited: AMSTI, Investigations, STAR math, Achievement Series

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will focus on targeted students to enrich, reinforce, and remediate according to student's individual math skills.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	All staff

Activity - Assessment Variety	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will use open-ended type questions . Other assessments used will be STAR math (monthly) and Stride Academy (daily). Projects will be done once per grading period.	Academic Support Program	08/08/2017	05/25/2018	\$635 - Title I Part A	Principal and Teachers

Goal 6:

All students at BCIS will become engaged learners through high quality aligned college and career ready standards for instruction in the library media program

Measurable Objective 1:

collaborate to ensure participation in curriculum based and collaborative learning opportunities with teachers and students in order to improve instruction and student learning by 05/25/2018 as measured by library schedule and collaborative lesson plans.

Strategy1:

Implement College and Career Standards Instruction - LMS will collaborate with teachers to plan and execute lessons and units of various grade levels and or content areas

Category:

Research Cited: College and Career Ready Standards

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with teachers to provide additional resources for enhanced learning opportunities	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Content Teachers, LMS

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Activity - Library Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LMS utilizes flexible and fixed schedule to accommodate patrons' needs.	Other - Flexible Scheduling	08/08/2017	05/25/2018	\$0 - No Funding Required	Principal, LMS

Measurable Objective 2:

demonstrate a behavior that ensures that the Library Media Center (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 05/25/2018 as measured by Concourse reports, AVL reports, and Library Media Specialist's schedule.

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

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

Activity - BCIS Media Center Website Links	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various digital website links are accessible on the school media website page	Other - BCIS Website	08/08/2017	05/25/2018	\$0 - No Funding Required	Library Media Specialist

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

- counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools
- implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

Enhance BCIS 's culture in order to improve student achievement

Measurable Objective 1:

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collaborate to build a positive school climate by 05/25/2018 as measured by student attendance, teacher attendance, and discipline..

Strategy1:

School climate - Reports from INOW will be analyzed for attendance on teachers and students.

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

Research Cited: Parent/Student Handbook, BCSD personnel handbook

Activity - Honor's Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Honor's Day at the end of the year for attendance. Teachers will fellowship once a month. Teacher attendance rewards will be given.	Behavioral Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Principal, Teachers.

Activity - Parent & Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents & family engagement monthly meetings will be provided with information and hands on activities on how to better assist their children at home.	Parent Involvement	08/08/2017	05/25/2018	\$2767 - Title I Part A	All staff and principal

Activity - Professional Development Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for all educators to enhance the teaching and learning in the classroom and the school as a whole.	Academic Support Program Behavioral Support Program Professional Learning	08/08/2017	05/25/2018	\$1116 - State Funds \$1000 - Title I Part A	All BCIS Faculty and Staff

Activity - Award Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be recognized with awards in the following areas: academic, attendance, and citizenship.	Academic Support Program Behavioral Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	All staff

Activity - Monthly Activity Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly activity days that includes strategies of building fellowship among student body. Weekly winners from Class Dojo will utilize the Chill Zone	Behavioral Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	All staff

Goal 2:

All EL students at Barbour County Intermediate School will become proficient in the English language

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Measurable Objective 1:

A 3% increase of English Learners students will demonstrate a proficiency in English and in Writing by 05/25/2018 as measured by 2018 ACCESS for ELs 2.0 results.

Strategy1:

SDAIE/SIOP - Teachers will receive training on and implement strategies of SDAIE/SIOP.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: WIDA Consortium

Activity - Professional Development Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the SDAIE/SIOP models to enhance EL student's instruction. One teacher will attend the training and then do turn around training for the staff.	Professional Learning	08/08/2017	05/25/2018	\$600 - State Funds	EL Coordinator, School Administrator, Teachers, Etheridge

Activity - Implementation of SDAIE/SIOP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly, teachers will implement the strategies of SDAIE/SIOP that focus on improving writing skills concentrating in the areas of reading and social studies.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Administrator and Teachers

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

Goal 1:

All EL students at Barbour County Intermediate School will become proficient in the English language

Measurable Objective 1:

A 3% increase of English Learners students will demonstrate a proficiency in English and in Writing by 05/25/2018 as measured by 2018 ACCESS for ELs 2.0 results.

Strategy1:

SDAIE/SIOP - Teachers will receive training on and implement strategies of SDAIE/SIOP.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: WIDA Consortium

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Activity - Implementation of SDAIE/SIOP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly, teachers will implement the strategies of SDAIE/SIOP that focus on improving writing skills concentrating in the areas of reading and social studies.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Administrator and Teachers

Activity - Professional Development Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the SDAIE/SIOP models to enhance EL student's instruction. One teacher will attend the training and then do turn around training for the staff.	Professional Learning	08/08/2017	05/25/2018	\$600 - State Funds	EL Coordinator, School Administrator, Teachers, Etheridge

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

The EL Coordinator and EL Parent Liaison meet with parents at the beginning year to create the IELP for the student. During this meeting, the ACCESS scores are explained to the parents in their native language. Results are also sent home to the parents.

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

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

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

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

The instructional staff at BCIS is trained to implement learning strategies built upon the targeted objectives and learning styles of students. Teachers are assigned to grade levels according to certificate, experience, and specialized training.

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

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

Two teachers did not return for the 2017-2018 school year. One teacher unit was available and was filled by a teacher who taught at BCPS last year. The special education teacher that was hired in December did not return; however, the position has been filled.

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

Eight out of 17 certified personnel have a Masters' Degree. Seven teachers have a Bachelor of Science degree. The principal and a fourth grade teacher have Education Specialist degrees. One teacher has a doctorate degree. And one teacher is National Certified Board. The staff is very experienced. Three teachers have less than five years experience. Five teachers have ten to fifteen years experience. Three teachers have 15-20 years. And six teachers have more than twenty years experience in education. The principal has twenty two years experience.

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

As stated earlier, BCIS does not have a high turnover rate. This is due to the various strategies that are implemented to ensure for success. All mentees are paired with master teachers as best described according to subject, grade, or proximity. Veteran teachers assist new hires by helping with setting up classrooms, preparing lesson plans, classroom management issues, and utilizing Information Now.

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

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

Academic assessment results are analyzed annually by the ACIP team. Strengths and weaknesses are identified. These content areas are targeted. As requests are made for professional development in these areas, priority is given to help target content areas.

Professional development that is systemwide includes Reading Intervention, AMSTI, Suicide Prevention, Dyslexia, and Technology in Motion. Each school is allowed to add additional professional development activities as needed for the faculty and staff.

Parent Involvement is extremely low in Barbour County. We are constantly striving to increase and partner with parents to improve the educational process.

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

Professional development that is systemwide includes Reading Intervention, AMSTI, Suicide Prevention, Dyslexia, and Technology in Motion. Each school is allowed to add additional professional development activities as needed and identified by the ACIP.

Administrators and teachers may also attend statewide conferences that target improving the instructional program.

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

GOAL 1

BCIS will Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students

GOAL 2

All students at BCIS will transition smoothly from grade level to grade level and smoothly transition to BCHS.

BCIS has two teachers that have less than five years experience. The sixth grade teacher has two years experience and is paired with a mentor teacher. The special education teacher has been paired with a teacher that was a special education teacher for many years. This is an effort to give them the support they need to be successful.

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

BCIS receives sustained and ongoing professional development that is aligned with the comprehensive needs assessment and the goals of the school improvement plan. The staff has participated in technology workshops, ARI training, College and Career Ready Standards training, AMSTI training. The staff is encouraged to attend conferences and workshops to assist them with their instructional strategies

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

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

Goal 1:

All students at BCIS will transition smoothly from grade level to grade level and smoothly transition to BCHS

Measurable Objective 1:

collaborate to ensure smooth transitions by 08/08/2017 as measured by Open House attendance .

Strategy1:

BCIS to BCHS - Grade orientation will be held for all students at Open House. This helps by allowing the parents and students meet the upcoming years' teachers. Student supply lists are sent to local stores to enable the students to purchase supplies that are needed to help them with assignments. The supplies list may also be located on the school website.

The second grade students will visit BCIS campus in May for an orientation. The counselor/principal will take the students to BCHS in May.

Category: Other - Transition between schools

Research Cited: Guidelines for Counselors

Activity - School Visit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Second grade students will visit the BCIS campus.	Other	05/21/2018	05/25/2018	\$0 - No Funding Required	Principal, Teachers, Counselor

Activity - Open House	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Open House was held the first full week of school for students and parents.	Other	08/02/2017	08/08/2017	\$0 - No Funding Required	Principal. School Staff and Faculty

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

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

Barbour County Intermediate School will continue to use various assessments to monitor the progress of its students throughout the school year. Teachers receive academic profile sheets on each child in their class. In addition to administering/utilizing state assessment, teachers will monitor progress of students by administering practice test; utilize technology software programs; local assessments, teacher made monthly tests, progress monitoring, Accelerated Reader Data reports, fluency checkouts, STAR Reading and STAR Math. Grade level meetings will be held weekly to allow teachers to share best practices and teaching strategies for students in a specific area.

In addition, student progress is assessed through the following instruments: -Instruments/Assessments SRB (Target Groups)

-Home Language Survey (All new students)

-Residency Questionnaire (All students)

-Employment Survey (All new students)

-ACCESS Placement I (identified EL Students)

-DIBELS NEXT (3rd students)

-Benchmark Assessments, StoryTown(All students)

-Teacher Observation, Portfolios, Teacher-made tests (All students)

Teachers are involved in all areas of the decision making process. The principal has established a leadership team consisting of the principal, counselor, reading coach, and teachers from each grade level. Data assessment will be used to identify strengths and weaknesses that will guide instruction for classes and individual students during the school year 2017-2018. These test results will be interpreted and presented at the School's Open House meeting. Parents will also receive a copy of their child's test results. The Barbour County Intermediate Continuous Improvement Plan (CIP) is reviewed and monitored throughout the school year by the Continuous Improvement Team and at grade level meetings as stated in the aforementioned planning committee section. Barbour County Intermediate School administers the State of Alabama mandated tests annually. Utilization of results is found in the Comprehensive Needs Assessment. Title I Schoolwide Diagnostic

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

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

ACT ASPIRE is analyzed to identify students who are experiencing difficulty achieving advanced or proficient level.

Performance Series will be administered three times. Students are given a proficient gain. If they attain the gain, they will be proficient. This is the first year we have used this assessment.

DIBELS NEXT results indicate students who are intensive and strategic. DIBELS NEXT retell and fluency results are indications of the students' achievement levels.

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?

Each classroom during reading divides the class into three groups based upon assessment results. The struggling group is pulled at least twice daily. Each grade level has an intervention period built into their schedule for reading and math. Instruction is based on student weaknesses and strengths for each skill.

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.

Due to the Barbour County School District all sharing the same buses, some of our students are on campus longer than others. These students have extra time in the mornings and extra time in the afternoons to receive additional help from the teachers. All students may access STRIDE ACADEMY at home which is based upon students' individual scores and teacher assigned assignments.

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

We provide 100% free and reduced lunches to all students. BCIS is a Title I school and all students are entitled to all services provided that they qualify for based on the requirements. ELL students have Individualized English Learner Plans that are followed by each classroom teacher. WIDA standards are taught within classes as well. Migrant students have access to the Parent Liaison to assist when needed. Students that have been qualified for services from Special Education are provided with an Individualized Education Plan. The IEP team consist of the classroom teacher, special education, principal, parent, and any other stakeholder involved as needed. The IEP team reviews data collected from standardized tests, work samples, and identifies strengths and weaknesses and creates an IEP for the child. The IEP can be amended at any time and is rewritten annually.

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

N/A

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

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

The goals of BCIS have been developed based on the needs assessment and the resources of the federal money is best allocated in the following ways. Title I funding is coordinated and integrated to help achieve the schoolwide goals. Currently, BCIS utilizes federal dollars for teacher salaries, evidence based assessment programs, parental involvement activities, communication, and professional development.

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

State allocated teacher units for BCIS is 12.39. In addition, there is a full time principal. The counselor and media specialist are each 0.5 units. The state funded units are placed based on the earned units at BCIS. Title I funding is used to supplement salaries, material/supplies, and other areas identified. In addition, the nurse that is shared with BCPS is a federally funded unit.

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

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

The school evaluates the implementation of the schoolwide program. Monthly, the ACIP team meets to review, monitor, and amend the plan. Documentation is forwarded to Federal Programs. The Federal Program Coordinator issues a ACIP/Title I evaluation that we answer based upon assessment results, perception surveys from all stakeholders, promotion/retention lists, and other pertinent information. The end of the year evaluation allows us to identify growths as well as deficits. These are the current evaluation methods the committee utilizes and can determine the success of the school improvement plan implementation.

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?

BCIS will always continue to view the importance of state assessments. Any current state test is a portion of accountability in the Alabama Plan 2020. The goals that BCIS identifies each year are based upon the state assessments given that year.

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?

BCIS is dedicated to student achievement. All assessments given are analyzed to help identify the students that are struggling. Formative and summative assessments results are a resource to determine if achievement is occurring, especially with struggling students. When state assessments results are available those students are tracked/monitored for success are tracked/monitored for success.

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

The ACIP team members change yearly. All stakeholders are selected, chosen, or recruited based upon input that they may contribute to the team. Revisions may be made at anytime if a concern arises because the ACIP is a working document. If a concern or need arises, the ACIP will meet and the necessary changes will be made.