



## **ACIP**

Barbour County Intermediate School

Barbour County Board of Education

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# Executive Summary

## Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning. <br><br> 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 Intermediate School serves a student population of 254 students, which is comprised of African American, Hispanic, Caucasian and other nationalities. The student population within the grade level of 3rd to 6th comes from a vast area within Barbour County. Barbour County is 68% rural area. All students from grade 3rd to 6th within eleven communities and towns in Barbour County feed into Barbour County Intermediate School.

The staff of Barbour County Intermediate School is composed of one principal, one reading coach, three teachers for each grade level, one physical education teacher, two special education teachers, a media specialist, a paraprofessional, a systemwide gifted teacher, and a counselor which is shared with Barbour County Primary School.

In the 2012-2013 school year, Barbour County District completed a reconfiguration and relocation process for all four schools. Previously, BCIS was composed of grades 3rd to 5th. During reconfiguration, sixth grade was added to BCIS. There was also a relocation change, BCIS was relocated within the same city, and moved from 81 Victoria Drive to 18 Beaty Drive. This move was approximately ½ mile in distance.

The BCIS faces many challenges; with the biggest being: Parental involvement; 41% of our students are below poverty level, and the most unique challenge being the vast size of Barbour County and the many students commuting for more than two hours daily.

## 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.**

### BARBOUR COUNTY INTERMEDIATE SCHOOL MISSION STATEMENT

Barbour County Intermediate School offers a challenging academic program in a safe, caring environment and fosters a learning atmosphere in which diversity is celebrated. We seek to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles, which allows students to assume more responsibility for their learning and their citizenship. We recognize and address the needs of individual learners, and provide integrated, active, innovative, and exciting learning experiences which allows students to assume more responsibility for their learning and their citizenship. The Barbour County Intermediate School community will work together to create an educational community whose members treat one another with concern and respect. Our goal is to provide students with the skills and opportunities necessary to make positive contributions to their community. We strive to have our parents, teachers, and community members actively involved in our students' learning. Through this partnership, students become creative and self-reliant lifetime learners who exhibit civic responsibility. Barbour County Intermediate School honors educational achievement and excellence at every level!

### BARBOUR COUNTY INTERMEDIATE SCHOOL VISION STATEMENT

The vision of Barbour County Intermediate School is for all stakeholders to be committed to developing the whole child by providing a nurturing and safe environment that fosters a rigorous academic and technological curriculum that will prepare students to become productive citizens and future leaders.

- Faculty members will hold high expectations for our students and themselves and also collaborate and create an open line of communications with all stakeholders.
- Students will take an active role in their education; be respectful, persevere, and appreciate learning opportunities. Students will also take responsibility for their actions and for their education to maximize their potential and prepare them for a successful transition to middle school.
- Parents will be active participants in the education process and a welcomed part of the school culture and community.

## **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

BCIS was selected to receive the Reading is Fundamental grant. Third grade students were tested and the lexiles were determined. The students were allowed to select informational and STEM related books based upon their independent reading level. Also, there was a summer workshop where parents and students were invited to once again select more reading materials.

As mentioned earlier, the Barbour County School District reconfigured and relocated each of the four schools in order for better utilization of personnel, resources, and collaboration among schools.

BCIS has been awarded the AEA Cares grant which focuses on increasing parental involvement. This is a \$250,000 statewide grant which the school partners with AEA to utilize parent and family engagement as a means to impact student achievement. The element of family engagement is identified as an under tapped resource for developing communication for the school-family connection and the capacity building of parents in the support of student achievement .

### Areas of Improvement

BCIS has a goal of increasing stakeholder capacity and ownership. BCIS has a designated area of the school that is devoted to our parents that is full of resources. The Parent Center has up to date technology and parents are encouraged to utilize the computers for printing, word processing, and internet access. Parental involvement has increased with more events added to the calendar such as Fall Festival, Field Day, Dining with Dads, Munching with Moms, and Grandparent's Luncheon. We will continue to add activities, events, workshops, etc.. to increase the parental involvement support.

BCIS also has a goal to prepare students for college and careers. In the past three years, technology has continued to grow at an immense speed. By implementing the technology course of study into all content areas, we are trying to provide more utilization of our current technology. Student interaction with technology will continue to increase with the implementation of the document cameras, Interwrite Board, mobis, clickers, and projectors. This has not only increased individually, but also collaboratively as students work in groups to complete projects/assignments. While the technology has been available, not all faculty members are comfortable utilizing and implementing the technology into daily lessons.



## **Additional Information**

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

Currently, Barbour County Intermediate School is an ARI school. The Alabama Reading Initiative (ARI) is a statewide K-12 initiative managed by the Department of Education. The goal of the ARI is to significantly improve reading instruction and ultimately achieve 100% literacy among public school students. The Alabama Reading Initiative provides differentiated levels of support, including professional development, onsite support, and school coaches to over 1,000 schools. The initiative focuses intensely on three aspects of the teaching of reading: preventing reading difficulties, identifying struggling readers and intervening to help them become proficient readers, and expanding the reading power of all students.

In addition, BCIS is an AMSTI school. The Alabama Math, Science, and Technology Initiative is the Alabama Department of Education's initiative to improve math and science teaching statewide. Its mission is to provide all students in Grades K-12 with the knowledge and skills needed for success in the workforce and/or postsecondary studies.

BCIS is also participating in The Math and Science Partnership (MSP) Program which is a grant program that funds collaborative partnerships between science, technology, engineering, and mathematics (STEM) departments at institutions of higher education (IHEs), and high-need school districts. These partnerships provide intensive, content-rich professional development to teachers and other educators, with the goal of improving classroom instruction and, ultimately, student achievement in math and science.

# **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.**

A planning committee was formed at Barbour County Intermediate School for the purpose of revising the Title I Continuous Improvement Plan (CIP/SWP) to include the No Child Left Behind Act of 2001 regulations as well as school improvement guidelines. The committee met at intervals over a period of months conducting the needs assessment, reviewing pertinent data and other information about the school, and developing strategies to help students meet high state achievement and content standards.

The stakeholders are parents, faculty members, community leaders, and special population leaders. Each grade level chair is on the school improvement team. Members were selected by the principal to ensure a vested interest from all stakeholders.

When English Language Learner 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 accommodations in order to serve the needs of homeless students, minority students, economically disadvantaged, special needs students, neglected, and delinquent students to meet state proficient and advanced levels of student academic achievement on state content standards.

Parents were flexible with meeting times. If at any time, someone cannot attend a meeting, they meet with the principal to discuss the meeting's agenda, new business, and any other pertinent information.

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

The Continuous Improvement Planning Committee is made up of representatives from all grade levels as well as the principal, parent and community representative. The selected members are responsible for any decision-making (program or financial) regarding the CIP and distributing any information needed to their constituency groups. Input from parents and community members is actively sought in order to ensure that students' needs are identified and that all available community resources are being utilized. Committee representatives were selected because of their dedication and interest in the success of our students and school.

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

Copies of the CIP will be located in the Federal Programs Coordinator's office, Principal's office, and parenting center. The plan will also be posted on the Barbour County Intermediate School website. The plan will be discussed with parents during certain parent meetings. Parents and other stakeholders are represented on the academic, professional development, and budget committees. Monthly meetings/reviews are held to discuss and review the CIP. If a parent disagrees with any aspect or component of the Barbour County Intermediate School Parent [Involvement Policy/Plan or the LEA Consolidated Application for NCLB funds, that parent can express their concerns to the school or contact](#)

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the Federal Programs Coordinator for the Barbour County School System at the Central Office. These written concerns will then be forwarded to the SDE Federal Programs Coordinator.

# 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.

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**Stakeholder Feedback Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Parent surveys were administered in the spring of 2013. The results are in the comment section in Title I Schoolwide Diagnostic #6 Strategies to Increase Parental Involvement Response #3.	Staff/Students Surveys

## Evaluative Criteria and Rubrics

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	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?

Staff perceptions indicated a 4.48 on Purpose and Direction. Student perceptions indicated a 2.95 on Purpose and Direction. Parent perceptions indicated 52 out of 53 responses reflected that the school encourages parents to be involved in your child's education. Another high level of satisfaction is the parents (52 out of 53) understand your child's report card and test scores.

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

BCIS teachers are extremely satisfied with the acquisition of 21st century tools. Each year more technology has been added to classrooms. Additional professional development has been provided for the staff in the reading series currently used. Students are pleased with the activities that BCIS has added. Clubs have been added for student involvement, Activity Day has been added, and enrichment activities. Parents surveys reflect that our parents feel welcome in their child's school.

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

District distributes professional development needs assessments to all staff members at their perspective schools.

## **Areas in Need of Improvement**

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

Staff surveys indicated a 4.09 on Teaching and Assessing for Learning. Student surveys indicated a 2.63 in Governance and Leadership. Parent surveys reflected only 27 out of 53 know how to be involved in school planning/review committee.

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

Staff have requested more training on RTI and more training on the utilization of the technology. Parents surveys reveal for the past two years that parents don't know your school's academic goals and how they can be involved. 2011-2012 school year was 114 yes to 26 no. 2012-2013 school year was 36 yes and 17 no. We strive for our goals to be known and how stakeholders can be involved.

**What are the implications for these stakeholder perceptions?**

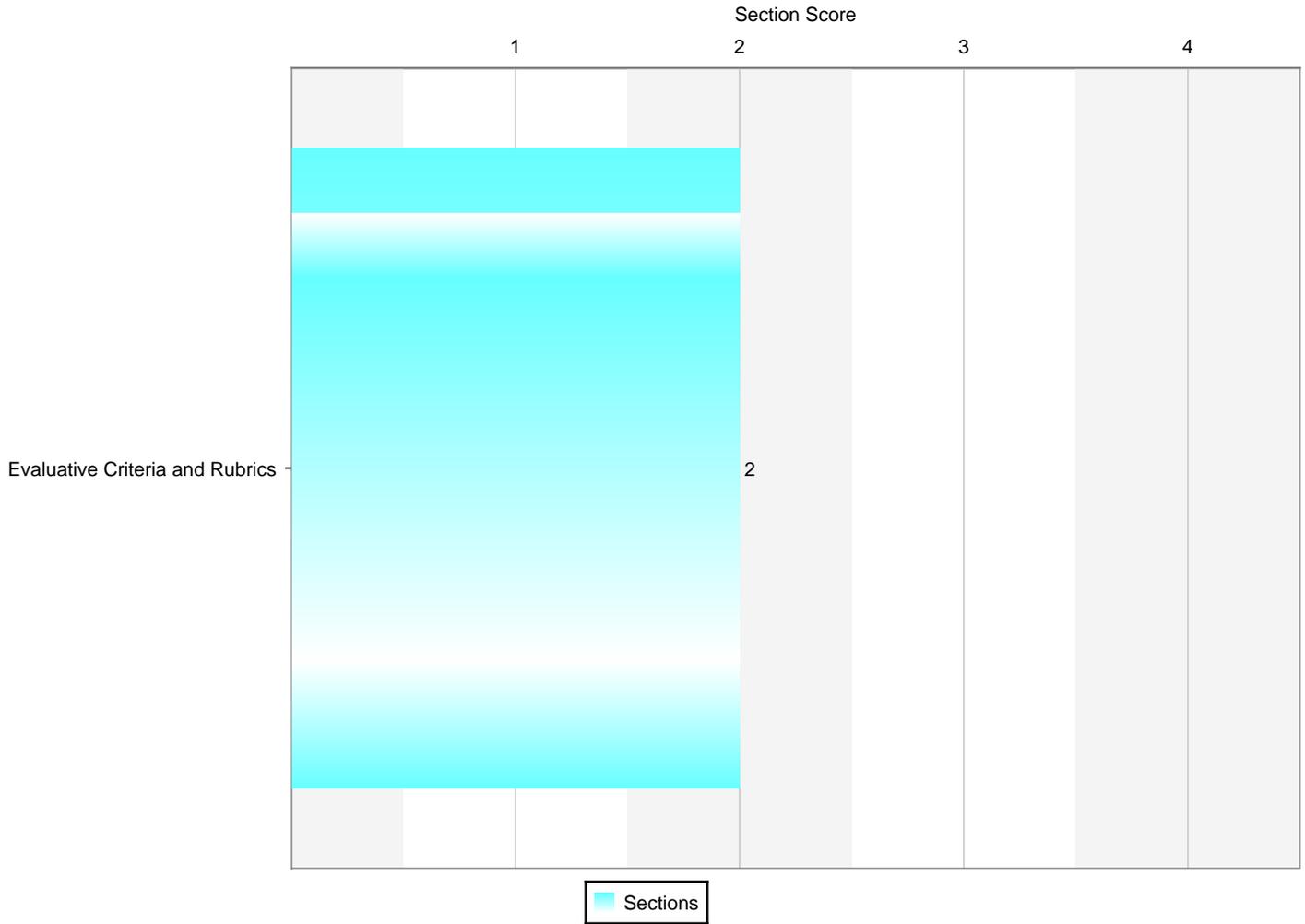
Parents are satisfied with the school's ability to Use Results for Continuous Improvement. Teachers are still concerned about supporting the staff and peer coaching among faculty members. Students are concerned that the school does not ask me what I think about my school.

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

The only other feedback source is the the district level professional development survey that is given at the end of the school term requesting needs from the staff at each school.

## Report Summary

### Scores By Section



# 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Assessment

## Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the 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	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is below what would otherwise be expected.	Level 2

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

## Areas of Notable Achievement

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

The results from the ARMT+ reflected a 7.09% increase in sixth grade reading scores. The Storytown program was new to sixth grade teachers. They received additional training from the consultant and from our reading coach. The percent of EL students scoring a 0.5% gain on ACCESS for ELLs is 12% higher than the target goal. Black, Hispanic, White, LEP, and Free/Reduced subgroups are scoring above the expected level of performance.

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

BCIS is scoring above the state goal on ACCESS for EL.

Fifth grade math scores have increased for the past three years. There has been a 12% increase in that time frame.

2012-2013 ARMT+ data showed an increase of 9% from 70% to 79% in sixth grade reading grade level analysis. 2012-2013 ARMT+ data showed an increase of 6% from 70 to 76 in fifth grade reading grade level analysis. 2012-2013 ARMT+ data showed an increase of 4% from 73% to 77% in fifth grade math grade level analysis.

In math, Hispanic, White, and LEP subgroups are scoring higher than the all students subgroup proficiency index.

In reading, Black population scored higher than the all students population subgroup.

Students' circulation in the library has increased. During the 2012-2013 school year, the students passed the 10,000 point mark.

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

2012-2013 ARMT+ data showed an increase of 6% from 70% to 76% in reading and 9% from 70% to 79% and an increase of 4% from 73% to 77% in mathematics in the fifth grade.

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

All scores are from 2010-2011 and then 2011-2012 school terms. The desired score is a zero or positive number. The scores below are in reading.

Special education decreased from -25 to -15 an increase of 10%.

Black subgroup decreased from -6.56 to -1.28 an increase of 4.28%.

Free/reduced subgroup decreased from -7.07 to -1.4 an increase of 5.67%.

Hispanic subgroup decreased from -13.33 to -2.22 an increase of 11.11%.

LEP subgroup decreased from -14 to -2.22 an increase of 11.78%.

All scores are from 2010-2011 and then 2011-2012 school terms. The desired score is a zero or positive number. The scores below are in math.

Special education decreased from from -25.85 to -12.63 an increase of 11.22%

Black subgroup decreased from, -5.91 to 0.6 an increase of 6.51%.

Free/reduced subgroup decreased from -7.46 to 1.79 an increase of 9.25%.

LEP subgroup decreased from -20.85 to 2.22 an increase of 23.07%.

White subgroup increased from 7.73 to 17.06 an increase of 9.33%.

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

BCIS all students showed an increase of 5.31% in reading. Special education, Hispanic, LEP, and Free/Reduced all had an increase in each subgroup higher than 5.31%.

BCIS all students showed an increase of 8.49% in math. Special education, Hispanic, LEP, Free/Reduced, and White all had an increase greater than 8.49%. Therefore, these subgroups are closing the achievement gaps.

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

ACCESS for EL and LEP also reflect an increase of the EL students improving.

AAA supports the special education students are performing consistently better.

## Areas in Need of Improvement

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

63% of sixth graders scored Level II on the ARMT+ test in mathematics.

39% of fourth graders scored Level II on the ARMT+ test mathematics.

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

Based on 2012-2013 ARMT+ test results math in grades four and six declined. Fourth grade declined from 67% to 36% a decrease of 31%.

Fourth grade also declined 10% in reading. Sixth grade decreased 9% from 46% to 37%.

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

Fourth and sixth grade math had the overall lowest performance.

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

2011-2012 White subgroup decreased from 3.45 to -2.24 and decrease of -5.69%.

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

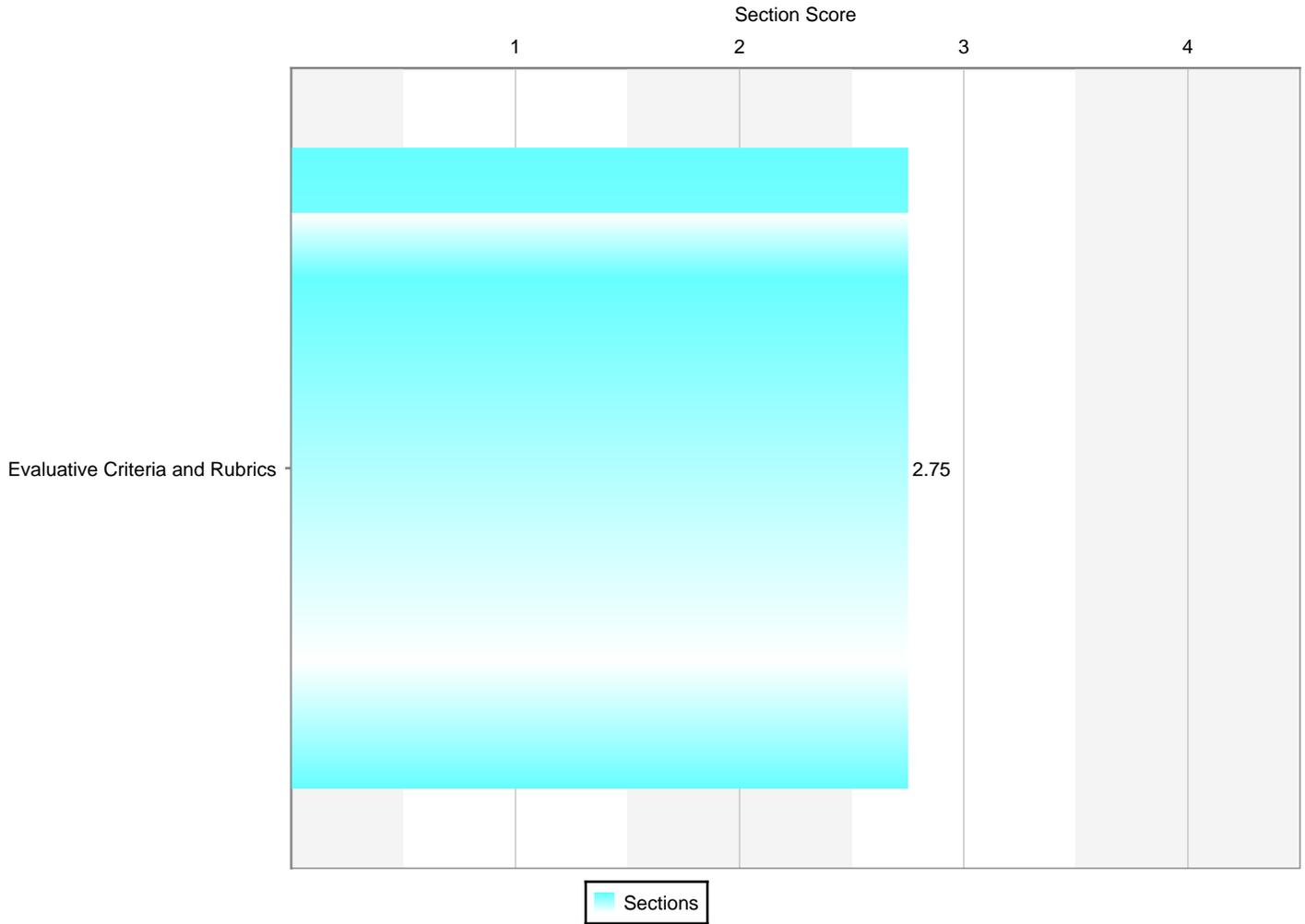
All students scored 5.31%. The Black subgroup scored 4.28 which increased the achievement gap. And the biggest achievement gap is the White subgroup. They had a -5.69.

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

ARMT+ science fifth grade scores declined. It dropped from 54% to 39% a decrease of 15%.

## Report Summary

### Scores By Section



# **ACIP Assurances**

## **Introduction**

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

## ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, 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	Signatures of the CIP Team	CIP Team Signatures

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	Nondiscriminatory Policy 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: Direct of Exceptional Student Services-Ms. Tara Johnson P.O. Box 429 Clayton, AL 36016 Telephone: (334) 775-3453 ext. 1011	Board Policy

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	BCIS does not have an employee at the school level who handles these responsibilities. Jimmie Fryer is the contact person at Central Office in Clayton, AL. Mailing address is P.O. Box 429 Clayton, AL 36016. 334-775-3533 ext 1003	Signature page Fryer

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes		BCIS Parental Involvement Plan

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes		BCIS Compact 2013-2014

# 2013-2014 BCIS Technology Plan

## **Overview**

### **Plan Name**

2013-2014 BCIS Technology Plan

### **Plan Description**

Technology Goals, Objectives, Strategies, and Activities

## 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	Engage and Empower the Learner Through Technology	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$12235
2	BCIS will Prepare and Support Teachers and Leaders to Graduate College- and Career- Ready Students	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$3000
3	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

## Goal 1: 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 05/23/2014 as measured by classroom observations of student participation and indicated in lesson plans.

### Strategy 1:

Student Engagement with Technology Tools - BCIS has SmartBoards, document cameras, LCD projectors, Mobi pads and clickers within each classroom. 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.

Research Cited: Alabama Technology Course of Study

Activity - Technology Interaction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in third, fourth, fifth, and sixth grades will use various means of digital tools to solve mathematical problems. Students at BCIS, especially those of high poverty, will have access and interact with the technology to prepare them for real-world application.	Technology	08/19/2013	05/23/2014	\$12235	Title I Part A	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 05/23/2014 as measured by classroom observations and EDUCATEAlabama reports.

### Strategy 1:

Professional Development - Teachers at BCIS were provided with professional training that will be ongoing throughout the school year. 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.

Research Cited: Alabama Plan 2020

Activity - SmartBoard Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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BCIS faculty will be provided ongoing training to enhance the use of SmartBoards. This will increase the utilization of technology within the classroom.	Professional Learning	08/15/2013	01/03/2014	\$2000	Title I Part A	Technology Coordinator, Director of Instructional Services and Federal Programs, Outside consultants, School Administrators, Teachers
<b>Activity - Document Camera Professional Development</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
BCIS faculty will be provided with ongoing training utilizing the document cameras. This will increase the use of technology in the classroom.	Professional Learning	01/03/2014	05/23/2014	\$1000	Title I Part A	Technology Coordinator, Director of Instructional Services and Federal Programs, Outside Consultants, School Administrators, Teachers

### **Goal 3: 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 BCIS is provided with external internet connections to their 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 05/23/2014 as measured by survey results: teachers, students, administrators, and parents.

**Strategy 1:**

BCIS Website - BCIS collaborated with SchoolInsites to create and design an interactive website. Upcoming Events, Resource Links, Survey Links, INOW Parental Portal, INOW Teacher Portal, Calendars, Homework and Assignment Links can all be found on the website. Infrastructure is currently in place therefore the only needed resource was funding. The website is monitored by the district level for content and updates. The counter of visitors to the website is also monitored.

Research Cited: Alabama Plan 2020

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Activity - BCIS INOW Parent Portal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
INOW Home Portal link on the BCIS website provides parents with availability to access grades, lesson plans, attendance, assignments, and upcoming events.	Parent Involvement	08/19/2013	05/23/2014	\$9100	Other	Technology Coordinator, Superintendent, District Staff, School Administrators, 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
BCIS INOW Parent Portal	INOW Home Portal link on the BCIS website provides parents with availability to access grades, lesson plans, attendance, assignments, and upcoming events.	Parent Involvement	08/19/2013	05/23/2014	\$9100	Technology Coordinator, Superintendent, District Staff, School Administrators, Teachers
<b>Total</b>					\$9100	

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SmartBoard Training	BCIS faculty will be provided ongoing training to enhance the use of SmartBoards. This will increase the utilization of technology within the classroom.	Professional Learning	08/15/2013	01/03/2014	\$2000	Technology Coordinator, Director of Instructional Services and Federal Programs, Outside consultants, School Administrators, Teachers
Technology Interaction	Students in third, fourth, fifth, and sixth grades will use various means of digital tools to solve mathematical problems. Students at BCIS, especially those of high poverty, will have access and interact with the technology to prepare them for real-world application.	Technology	08/19/2013	05/23/2014	\$12235	Classroom teachers and principal

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Document Camera Professional Development	BCIS faculty will be provided with ongoing training utilizing the document cameras. This will increase the use of technology in the classroom.	Professional Learning	01/03/2014	05/23/2014	\$1000	Technology Coordinator, Director of Instructional Services and Federal Programs, Outside Consultants, School Administrators, Teachers
					<b>Total</b>	\$15235

# **2013-2014 BCIS ACIP Plan**

## **Overview**

### **Plan Name**

2013-2014 BCIS ACIP Plan

### **Plan Description**

Reading, Mathematics, and ELL Goals

## 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	All students at BCIS will become proficient readers.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$4425
2	All EL students at Barbour County Intermediate School will become proficient in the English language	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
3	All students at Barbour County Intermediate School will become proficient in mathematics.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$486
4	All students at BCIS will transition smoothly from grade level to grade level and smoothly transition to BCJH	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

## Goal 1: All students at BCIS will become proficient readers.

### Measurable Objective 1:

80% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency level which will be established by the new ASPIRE assessment in Reading by 05/23/2014 as measured by the new ASPIRE assessment scores.

### Strategy 1:

Longitudinal data - Use ARMT+ data from 2012-2013 to identify reading standards. During grade level meetings, teachers, and leadership team will identify the weakest standards by August 31, 2013. Improving the weakest standards will be the focus with related strategies to be used.

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

Activity - Target weakest standards Grade 3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus instruction on using strategies to comprehend literary/recreational materials. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program	08/19/2013	05/23/2014	\$500	Title I Part A	Principals, Reading Coach, Teachers

Activity - Target weakest standards Grade 4	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus instruction on using strategies to comprehend literary/recreational materials. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program	08/19/2013	05/23/2014	\$500	Title I Part A	Principal, Reading Coach, Teachers

Activity - Target weakest standards Grade 5	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus instruction on recognizing literary elements and devices from various text formats. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program	08/19/2013	05/23/2014	\$500	Title I Part A	Principal, Reading Coach, Teachers

Activity - Target weakest standards Grade 6	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus instruction on interpreting literary elements and devices. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program	08/19/2013	05/23/2014	\$500	Title I Part A	Principal, Reading Coach, Teachers

Activity - Assessment Varieties	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will be assessed, monitored, and evaluated using STAR reading and Accelerated Reader.	Academic Support Program	08/19/2013	05/23/2014	\$2425	Title I Part A	Principal, Teachers, Media Specialist,
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**Strategy 2:**

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

Research Cited: ELA Course of Study

Activity - Explicit, systematic reading instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
100% of core teachers will provide scaffold instruction and teach explicit, systematic comprehension strategies in small groups daily.	Academic Support Program	08/19/2013	05/23/2014	\$0	No Funding Required	Principal, Reading Coach, Teachers

**Strategy 3:**

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

Research Cited: ARI

Activity - Teach Reading Comprehension Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	08/19/2013	05/23/2014	\$0	No Funding Required	Principal, Reading Coach, Teachers

## Goal 2: All EL students at Barbour County Intermediate School will become proficient in the English language

**Measurable Objective 1:**

A 5% increase of English Learners students will demonstrate a proficiency in English and in Writing by 05/23/2014 as measured by 2014 ACCESS for ELLs results.

**Strategy 1:**

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

Research Cited: WIDA Consortium

Activity - Professional Development Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will receive training on the SDAIE/SIOP models to enhance EL student's instruction.	Professional Learning	08/15/2013	01/31/2014	\$0	No Funding Required	EL Coordinator, School Administrator, Teachers
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Activity - Implementation of SDAIE/SIOP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	08/19/2013	05/23/2014	\$0	No Funding Required	Administrator and Teachers

## Goal 3: All students at Barbour County Intermediate School will become proficient in mathematics.

### Measurable Objective 1:

80% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency level which will be established by the new ASPIRE assessment in Mathematics by 05/23/2014 as measured by the new ASPIRE assessment scores.

### Strategy 1:

Longitudinal Data - Use ARMT+ data from 2012-2013 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.

Research Cited: STAR math, Investigations, AMSTI

Activity - Targeted Standards Grade 3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus instruction on solving addition and subtraction problems, modeling equivalent forms of fractions, and identifying points, lines, perpendicular lines, parallel lines, angles, and rays.	Academic Support Program	08/19/2013	05/23/2014	\$0	No Funding Required	Principal, Teachers

Activity - Targeted Standards Grade 4	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus instruction on renaming improper fractions as mixed numbers and mixed numbers as improper fractions, multiplying and dividing whole numbers, and representing categorical and numerical data using tables and graphs.	Academic Support Program	08/23/2013	05/23/2014	\$0	No Funding Required	Principal, Teachers

Activity - Targeted Standards Grade 5	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will focus instruction on comparing, ordering, rounding, and expanding whole numbers, converting units of measurement with in the same system, and using fractions to represent the probability of events.	Academic Support Program	08/19/2013	05/23/2014	\$0	No Funding Required	Principal, Teachers

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Activity - Targeted Standards Grade 6	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus instruction on solving problems involving decimals, percents, fractions, and proportions, solving problems involving perimeter and area of parallelograms and rectangles, and converting units of length, weight, or capacity within the same system.	Academic Support Program	08/19/2013	05/23/2014	\$0	No Funding Required	Principal and teachers

**Strategy 2:**

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

Research Cited: AMSTI, Investigations, STAR math

Activity - Assessment Variety	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will use open-ended and gridded response type questions in weekly assessments. Other assessments used weekly will be STAR math and Stride Academy. Projects will be done once per grading period.	Academic Support Program	08/19/2013	05/23/2014	\$486	Title I Part A	Principal and Teachers

## Goal 4: All students at BCIS will transition smoothly from grade level to grade level and smoothly transition to BCJH

**Measurable Objective 1:**

collaborate to ensure smooth transitions by 05/23/2014 as measured by Open House attendance .

**Strategy 1:**

BCIS to BCJHS - 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 supplies are sent to local stores to enable the students to purchase supplies that are needed to help them with assignments.

The second grade students will visit BCIS campus in May for an orientation. The counselor/principal will visit the sixth graders in May for an orientation.

Research Cited: Guidelines for Counselors

Activity - School Visit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Second grade students will visit the BCIS campus.	Other	05/19/2014	05/23/2014	\$0	No Funding Required	Principal, Teachers, Counselor

Activity - Open House	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Open House is held before school starts for students and parents.	Other	08/01/2013	08/19/2013	\$0	No Funding Required	Principal. School Staff and Faculty
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Targeted Standards Grade 4	Teachers will focus instruction on renaming improper fractions as mixed numbers and mixed numbers as improper fractions, multiplying and dividing whole numbers, and representing categorical and numerical data using tables and graphs.	Academic Support Program	08/23/2013	05/23/2014	\$0	Principal, Teachers
Teach Reading Comprehension Strategies	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	08/19/2013	05/23/2014	\$0	Principal, Reading Coach, Teachers
Implementation of SDAIE/SIOP	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	08/19/2013	05/23/2014	\$0	Administrator and Teachers
Targeted Standards Grade 3	Teachers will focus instruction on solving addition and subtraction problems, modeling equivalent forms of fractions, and identifying points, lines, perpendicular lines, parallel lines, angles, and rays.	Academic Support Program	08/19/2013	05/23/2014	\$0	Principal, Teachers
School Visit	Second grade students will visit the BCIS campus.	Other	05/19/2014	05/23/2014	\$0	Principal, Teachers, Counselor
Open House	Open House is held before school starts for students and parents.	Other	08/01/2013	08/19/2013	\$0	Principal, School Staff and Faculty
Explicit, systematic reading instruction	100% of core teachers will provide scaffold instruction and teach explicit, systematic comprehension strategies in small groups daily.	Academic Support Program	08/19/2013	05/23/2014	\$0	Principal, Reading Coach, Teachers
Professional Development Training	Teachers will receive training on the SDAIE/SIOP models to enhance EL student's instruction.	Professional Learning	08/15/2013	01/31/2014	\$0	EL Coordinator, School Administrator, Teachers

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Targeted Standards Grade 6	Teachers will focus instruction on solving problems involving decimals, percents, fractions, and proportions, solving problems involving perimeter and area of parallelograms and rectangles, and converting units of length, weight, or capacity within the same system.	Academic Support Program	08/19/2013	05/23/2014	\$0	Principal and teachers
Targeted Standards Grade 5	Teacher will focus instruction on comparing, ordering, rounding, and expanding whole numbers, converting units of measurement with in the same system, and using fractions to represent the probability of events.	Academic Support Program	08/19/2013	05/23/2014	\$0	Principal, Teachers
<b>Total</b>					<b>\$0</b>	

**Title I Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessment Variety	All math teachers will use open-ended and gridded response type questions in weekly assessments. Other assessments used weekly will be STAR math and Stride Academy. Projects will be done once per grading period.	Academic Support Program	08/19/2013	05/23/2014	\$486	Principal and Teachers
Target weakest standards Grade 4	Teachers will focus instruction on using strategies to comprehend literary/recreational materials. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program	08/19/2013	05/23/2014	\$500	Principal, Reading Coach, Teachers
Target weakest standards Grade 5	Teachers will focus instruction on recognizing literary elements and devices from various text formats. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program	08/19/2013	05/23/2014	\$500	Principal, Reading Coach, Teachers
Target weakest standards Grade 3	Teachers will focus instruction on using strategies to comprehend literary/recreational materials. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program	08/19/2013	05/23/2014	\$500	Principals, Reading Coach, Teachers
Target weakest standards Grade 6	Teachers will focus instruction on interpreting literary elements and devices. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program	08/19/2013	05/23/2014	\$500	Principal, Reading Coach, Teachers
Assessment Varieties	Students will be assessed, monitored, and evaluated using STAR reading and Accelerated Reader.	Academic Support Program	08/19/2013	05/23/2014	\$2425	Principal, Teachers, Media Specialist,
<b>Total</b>					<b>\$4911</b>	

# **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

### How was the comprehensive needs assessment conducted?

Data from various instruments was used to conduct the needs assessment. Data was obtained from INow, DIBELS, ARMT+, ACCESS, AAA, Renaissance Learning, surveys, and various other sources. Teachers analyzed assessment data to determine weaknesses and strengths. Information from the three 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). Highly qualified teachers and non highly qualified teachers 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 also conducted.

### What conclusions were drawn from the results?

ARMT+ scores were not as high as expected. There is a vast need for improvement in reading and math. Attendance for the students remained consistent. EL students are scoring above the state requirement but BCIS's scores declined. AAA students scored proficient, with only one student scoring at a Level II in one content area. All teachers are highly qualified. Attendance is consistent for students or teachers.

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

BCIS math scores declined in third, fourth, and sixth grades. Therefore, math will be a focus for BCIS. BCIS reading scores declined in third, fourth, and fifth grades. Therefore, reading will be a focus. EL ACCESS scores decreased. We will continue to increase 2%. 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 primarily 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 ARMT+ results, DIBEL results, STAR data, Storytown assessments, and EL assessments. 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

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

### Goal 1:

All students at BCIS will become proficient readers.

### Measurable Objective 1:

80% of All Students will demonstrate a proficiency level which will be established by the new ASPIRE assessment in Reading by 05/23/2014 as measured by the new ASPIRE assessment scores.

### Strategy1:

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

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	08/19/2013	05/23/2014	\$0 - No Funding Required	Principal, Reading Coach, Teachers

### Strategy2:

Longitudinal data - Use ARMT+ data from 2012-2013 to identify reading standards. During grade level meetings, teachers, and leadership team will identify the weakest standards by August 31, 2013. Improving the weakest standards will be the focus with related strategies to be used.

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

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.	Academic Support Program	08/19/2013	05/23/2014	\$2425 - Title I Part A	Principal, Teachers, Media Specialist,

Activity - Target weakest standards Grade 6	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on interpreting literary elements and devices. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program	08/19/2013	05/23/2014	\$500 - Title I Part A	Principal, Reading Coach, Teachers

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Activity - Target weakest standards Grade 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to comprehend literary/recreational materials. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program	08/19/2013	05/23/2014	\$500 - Title I Part A	Principals, Reading Coach, Teachers

Activity - Target weakest standards Grade 4	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to comprehend literary/recreational materials. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program	08/19/2013	05/23/2014	\$500 - Title I Part A	Principal, Reading Coach, Teachers

Activity - Target weakest standards Grade 5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on recognizing literary elements and devices from various text formats. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program	08/19/2013	05/23/2014	\$500 - Title I Part A	Principal, Reading Coach, Teachers

**Strategy3:**

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

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	08/19/2013	05/23/2014	\$0 - No Funding Required	Principal, Reading Coach, Teachers

**Goal 2:**

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

**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a proficiency in English and in Writing by 05/23/2014 as measured by 2014 ACCESS for ELLs results.

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**Strategy1:**

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

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.	Professional Learning	08/15/2013	01/31/2014	\$0 - No Funding Required	EL Coordinator, School Administrator, Teachers

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	08/19/2013	05/23/2014	\$0 - No Funding Required	Administrator and Teachers

**Goal 3:**

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

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency level which will be established by the new ASPIRE assessment in Mathematics by 05/23/2014 as measured by the new ASPIRE assessment scores.

**Strategy1:**

Longitudinal Data - Use ARMT+ data from 2012-2013 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.

Research Cited: STAR math, Investigations, AMSTI

Activity - Targeted Standards Grade 6	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on solving problems involving decimals, percents, fractions, and proportions, solving problems involving perimeter and area of parallelograms and rectangles, and converting units of length, weight, or capacity within the same system.	Academic Support Program	08/19/2013	05/23/2014	\$0 - No Funding Required	Principal and teachers

Activity - Targeted Standards Grade 5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will focus instruction on comparing, ordering, rounding, and expanding whole numbers, converting units of measurement with in the same system, and using fractions to represent the probability of events.	Academic Support Program	08/19/2013	05/23/2014	\$0 - No Funding Required	Principal, Teachers

Activity - Targeted Standards Grade 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on solving addition and subtraction problems, modeling equivalent forms of fractions, and identifying points, lines, perpendicular lines, parallel lines, angles, and rays.	Academic Support Program	08/19/2013	05/23/2014	\$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 renaming improper fractions as mixed numbers and mixed numbers as improper fractions, multiplying and dividing whole numbers, and representing categorical and numerical data using tables and graphs.	Academic Support Program	08/23/2013	05/23/2014	\$0 - No Funding Required	Principal, Teachers

**Strategy2:**

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

Research Cited: AMSTI, Investigations, STAR math

Activity - Assessment Variety	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will use open-ended and gridded response type questions in weekly assessments. Other assessments used weekly will be STAR math and Stride Academy. Projects will be done once per grading period.	Academic Support Program	08/19/2013	05/23/2014	\$486 - Title I Part A	Principal and Teachers

**Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction?**

**Goal 1:**

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 05/23/2014 as measured by classroom observations and EDUCATEAlabama reports.

**Strategy1:**

Professional Development - Teachers at BCIS were provided with professional training that will be ongoing throughout the school year. 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

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students are prepared for college and/or workforce.

Research Cited: Alabama Plan 2020

Activity - SmartBoard Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCIS faculty will be provided ongoing training to enhance the use of SmartBoards. This will increase the utilization of technology within the classroom.	Professional Learning	08/15/2013	01/03/2014	\$2000 - Title I Part A	Technology Coordinator, Director of Instructional Services and Federal Programs, Outside consultants, School Administrators, Teachers

Activity - Document Camera Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCIS faculty will be provided with ongoing training utilizing the document cameras. This will increase teheuse of technology in the classroom.	Professional Learning	01/03/2014	05/23/2014	\$1000 - Title I Part A	Technology Coordinator, Director of Instructional Services and Federal Programs, Outside Consultants, School Administrators, Teachers

**Goal 2:**

All students at BCIS will become proficient readers.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency level which will be established by the new ASPIRE assessment in Reading by 05/23/2014 as measured by the new ASPIRE assessment scores.

**Strategy1:**

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

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	08/19/2013	05/23/2014	\$0 - No Funding Required	Principal, Reading Coach, Teachers

**Strategy2:**

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

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	08/19/2013	05/23/2014	\$0 - No Funding Required	Principal, Reading Coach, Teachers

### Strategy3:

Longitudinal data - Use ARMT+ data from 2012-2013 to identify reading standards. During grade level meetings, teachers, and leadership team will identify the weakest standards by August 31, 2013. Improving the weakest standards will be the focus with related strategies to be used.

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

Activity - Target weakest standards Grade 4	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to comprehend literary/recreational materials. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program	08/19/2013	05/23/2014	\$500 - Title I Part A	Principal, Reading Coach, Teachers

Activity - Target weakest standards Grade 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to comprehend literary/recreational materials. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program	08/19/2013	05/23/2014	\$500 - Title I Part A	Principals, Reading Coach, Teachers

Activity - Target weakest standards Grade 5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on recognizing literary elements and devices from various text formats. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program	08/19/2013	05/23/2014	\$500 - Title I Part A	Principal, Reading Coach, Teachers

Activity - Target weakest standards Grade 6	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on interpreting literary elements and devices. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program	08/19/2013	05/23/2014	\$500 - Title I Part A	Principal, Reading Coach, Teachers

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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.	Academic Support Program	08/19/2013	05/23/2014	\$2425 - Title I Part A	Principal, Teachers, Media Specialist,

**Goal 3:**

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

**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a proficiency in English and in Writing by 05/23/2014 as measured by 2014 ACCESS for ELLs results.

**Strategy1:**

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

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.	Professional Learning	08/15/2013	01/31/2014	\$0 - No Funding Required	EL Coordinator, School Administrator, Teachers

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	08/19/2013	05/23/2014	\$0 - No Funding Required	Administrator and Teachers

**Goal 4:**

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

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency level which will be established by the new ASPIRE assessment in Mathematics by 05/23/2014 as measured by the new ASPIRE assessment scores.

**Strategy1:**

Longitudinal Data - Use ARMT+ data from 2012-2013 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

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will be the focus with related strategies to be used.

Research Cited: STAR math, Investigations, AMSTI

Activity - Targeted Standards Grade 5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will focus instruction on comparing, ordering, rounding, and expanding whole numbers, converting units of measurement with in the same system, and using fractions to represent the probability of events.	Academic Support Program	08/19/2013	05/23/2014	\$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 renaming improper fractions as mixed numbers and mixed numbers as improper fractions, multiplying and dividing whole numbers, and representing categorical and numerical data using tables and graphs.	Academic Support Program	08/23/2013	05/23/2014	\$0 - No Funding Required	Principal, Teachers

Activity - Targeted Standards Grade 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on solving addition and subtraction problems, modeling equivalent forms of fractions, and identifying points, lines, perpendicular lines, parallel lines, angles, and rays.	Academic Support Program	08/19/2013	05/23/2014	\$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 solving problems involving decimals, percents, fractions, and proportions, solving problems involving perimeter and area of parallelograms and rectangles, and converting units of length, weight, or capacity within the same system.	Academic Support Program	08/19/2013	05/23/2014	\$0 - No Funding Required	Principal and teachers

**Strategy2:**

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

Research Cited: AMSTI, Investigations, STAR math

Activity - Assessment Variety	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will use open-ended and gridded response type questions in weekly assessments. Other assessments used weekly will be STAR math and Stride Academy. Projects will be done once per grading period.	Academic Support Program	08/19/2013	05/23/2014	\$486 - Title I Part A	Principal and Teachers

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

**Goal 1:**

All students at BCIS will become proficient readers.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency level which will be established by the new ASPIRE assessment in Reading by 05/23/2014 as measured by the new ASPIRE assessment scores.

**Strategy1:**

Longitudinal data - Use ARMT+ data from 2012-2013 to identify reading standards. During grade level meetings, teachers, and leadership team will identify the weakest standards by August 31, 2013. Improving the weakest standards will be the focus with related strategies to be used.

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Activity - Assessment Varieties	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Target weakest standards Grade 4	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to comprehend literary/recreational materials. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program	08/19/2013	05/23/2014	\$500 - Title I Part A	Principal, Reading Coach, Teachers

Activity - Target weakest standards Grade 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Target weakest standards Grade 6	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on interpreting literary elements and devices. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program	08/19/2013	05/23/2014	\$500 - Title I Part A	Principal, Reading Coach, Teachers

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Teachers will focus instruction on recognizing literary elements and devices from various text formats. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program	08/19/2013	05/23/2014	\$500 - Title I Part A	Principal, Reading Coach, Teachers

**Strategy2:**

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

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	08/19/2013	05/23/2014	\$0 - No Funding Required	Principal, Reading Coach, Teachers

**Strategy3:**

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

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	08/19/2013	05/23/2014	\$0 - No Funding Required	Principal, Reading Coach, Teachers

**Goal 2:**

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

**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a proficiency in English and in Writing by 05/23/2014 as measured by 2014 ACCESS for ELLs results.

**Strategy1:**

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

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	08/19/2013	05/23/2014	\$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.	Professional Learning	08/15/2013	01/31/2014	\$0 - No Funding Required	EL Coordinator, School Administrator, Teachers

**Goal 3:**

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

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency level which will be established by the new ASPIRE assessment in Mathematics by 05/23/2014 as measured by the new ASPIRE assessment scores.

**Strategy1:**

Longitudinal Data - Use ARMT+ data from 2012-2013 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.

Research Cited: STAR math, Investigations, AMSTI

Activity - Targeted Standards Grade 5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will focus instruction on comparing, ordering, rounding, and expanding whole numbers, converting units of measurement with in the same system, and using fractions to represent the probability of events.	Academic Support Program	08/19/2013	05/23/2014	\$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 renaming improper fractions as mixed numbers and mixed numbers as improper fractions, multiplying and dividing whole numbers, and representing categorical and numerical data using tables and graphs.	Academic Support Program	08/23/2013	05/23/2014	\$0 - No Funding Required	Principal, Teachers

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Activity - Targeted Standards Grade 6	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on solving problems involving decimals, percents, fractions, and proportions, solving problems involving perimeter and area of parallelograms and rectangles, and converting units of length, weight, or capacity within the same system.	Academic Support Program	08/19/2013	05/23/2014	\$0 - No Funding Required	Principal and teachers

Activity - Targeted Standards Grade 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on solving addition and subtraction problems, modeling equivalent forms of fractions, and identifying points, lines, perpendicular lines, parallel lines, angles, and rays.	Academic Support Program	08/19/2013	05/23/2014	\$0 - No Funding Required	Principal, Teachers

**Strategy2:**

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

Research Cited: AMSTI, Investigations, STAR math

Activity - Assessment Variety	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will use open-ended and gridded response type questions in weekly assessments. Other assessments used weekly will be STAR math and Stride Academy. Projects will be done once per grading period.	Academic Support Program	08/19/2013	05/23/2014	\$486 - Title I Part A	Principal and Teachers

**Identify the strategies in the schoolwide plan that provide an enriched and accelerated curriculum for select students and support progress for all students?**

**Goal 1:**

All students at BCIS will become proficient readers.

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency level which will be established by the new ASPIRE assessment in Reading by 05/23/2014 as measured by the new ASPIRE assessment scores.

**Strategy1:**

Longitudinal data - Use ARMT+ data from 2012-2013 to identify reading standards. During grade level meetings, teachers, and leadership team will identify the weakest standards by August 31, 2013. Improving the weakest standards will be the focus with related strategies to be used.

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

Activity - Target weakest standards Grade 4	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to comprehend literary/recreational materials. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program	08/19/2013	05/23/2014	\$500 - Title I Part A	Principal, Reading Coach, Teachers

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.	Academic Support Program	08/19/2013	05/23/2014	\$2425 - Title I Part A	Principal, Teachers, Media Specialist,

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Teachers will focus instruction on recognizing literary elements and devices from various text formats. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program	08/19/2013	05/23/2014	\$500 - Title I Part A	Principal, Reading Coach, Teachers

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Activity - Target weakest standards Grade 6	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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**Strategy2:**

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

Research Cited: ARI

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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	08/19/2013	05/23/2014	\$0 - No Funding Required	Principal, Reading Coach, Teachers

**Strategy3:**

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

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	08/19/2013	05/23/2014	\$0 - No Funding Required	Principal, Reading Coach, Teachers

**Goal 2:**

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

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency level which will be established by the new ASPIRE assessment in Mathematics by 05/23/2014 as measured by the new ASPIRE assessment scores.

**Strategy1:**

Longitudinal Data - Use ARMT+ data from 2012-2013 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.

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Teacher will focus instruction on comparing, ordering, rounding, and expanding whole numbers, converting units of measurement with in the same system, and using fractions to represent the probability of events.	Academic Support Program	08/19/2013	05/23/2014	\$0 - No Funding Required	Principal, Teachers

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Teachers will focus instruction on solving addition and subtraction problems, modeling equivalent forms of fractions, and identifying points, lines, perpendicular lines, parallel lines, angles, and rays.	Academic Support Program	08/19/2013	05/23/2014	\$0 - No Funding Required	Principal, Teachers

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Teachers will focus instruction on solving problems involving decimals, percents, fractions, and proportions, solving problems involving perimeter and area of parallelograms and rectangles, and converting units of length, weight, or capacity within the same system.	Academic Support Program	08/19/2013	05/23/2014	\$0 - No Funding Required	Principal and teachers

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

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Activity - Assessment Variety	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will use open-ended and gridded response type questions in weekly assessments. Other assessments used weekly will be STAR math and Stride Academy. Projects will be done once per grading period.	Academic Support Program	08/19/2013	05/23/2014	\$486 - Title I Part A	Principal and Teachers

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

**Goal 1:**

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Activity - Teach Reading Comprehension Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Research Cited: STAR math, Investigations, AMSTI

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Teacher will focus instruction on comparing, ordering, rounding, and expanding whole numbers, converting units of measurement with in the same system, and using fractions to represent the probability of events.	Academic Support Program	08/19/2013	05/23/2014	\$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 solving problems involving decimals, percents, fractions, and proportions, solving problems involving perimeter and area of parallelograms and rectangles, and converting units of length, weight, or capacity within the same system.	Academic Support Program	08/19/2013	05/23/2014	\$0 - No Funding Required	Principal and teachers

Activity - Targeted Standards Grade 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on solving addition and subtraction problems, modeling equivalent forms of fractions, and identifying points, lines, perpendicular lines, parallel lines, angles, and rays.	Academic Support Program	08/19/2013	05/23/2014	\$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 renaming improper fractions as mixed numbers and mixed numbers as improper fractions, multiplying and dividing whole numbers, and representing categorical and numerical data using tables and graphs.	Academic Support Program	08/23/2013	05/23/2014	\$0 - No Funding Required	Principal, Teachers

**Strategy2:**

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

Research Cited: AMSTI, Investigations, STAR math

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<b>Activity - Assessment Variety</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
All math teachers will use open-ended and gridded response type questions in weekly assessments. Other assessments used weekly will be STAR math and Stride Academy. Projects will be done once per grading period.	Academic Support Program	08/19/2013	05/23/2014	\$486 - Title I Part A	Principal 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	BCIS has one paraprofessional and she meets the highly qualified status as set forth by NCLB.	

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes	The highly qualified status of the teachers at BCIS according to NCLB guidelines has been determined by the Alabama State Department of Education for the 2013-2014 school year. We presently have a total of 18 highly qualified staff members. All certified staff is highly qualified. Letters of attestation of highly qualified teachers are available for review and posted in the front office.	

**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 Highly Qualified Teachers

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

During the 2012-2013 school year, BCIS had 20 faculty members. Due to student enrollment, BCIS lost 2 teacher units. Both teachers were transferred to Barbour County Primary School. The remaining 18 teachers returned for the 2013-2014 school year.

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

Eleven out of eighteen certified personnel have a Masters' Degree. Six teachers have a Bachelor of Science degree. The principal and the counselor have Education Specialist degrees.

The staff is very experienced. Only one teacher has less than five years experience. Four teachers have five to ten years experience. Eight teachers have ten to fifteen years experience. And five teachers have more than twenty years experience in education. The principal has nineteen years experience.

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

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 matched 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.

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

Strategies that have been and currently being used to attract high quality, highly qualified teachers include:

- Advertising-newspaper, web site, Teach In Alabama
- Mentoring program for novice/new teachers
- 13 month pay check for new employees

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 will be available to strengthen content skills, classroom management, and effective strategies utilized in the classroom.

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

County School System. The procedures are followed to ensure that experienced and qualified teachers in high-need subject areas are employed.

## Component 5: High Quality and Ongoing Professional Development

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

### Goal 1:

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 05/23/2014 as measured by classroom observations and EDUCATEAlabama reports.

### Strategy1:

Professional Development - Teachers at BCIS were provided with professional training that will be ongoing throughout the school year. 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.

Research Cited: Alabama Plan 2020

Activity - SmartBoard Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCIS faculty will be provided ongoing training to enhance the use of SmartBoards. This will increase the utilization of technology within the classroom.	Professional Learning	08/15/2013	01/03/2014	\$2000 - Title I Part A	Technology Coordinator, Director of Instructional Services and Federal Programs, Outside consultants, School Administrators, Teachers

Activity - Document Camera Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCIS faculty will be provided with ongoing training utilizing the document cameras. This will increase tehouse of technology in the classroom.	Professional Learning	01/03/2014	05/23/2014	\$1000 - Title I Part A	Technology Coordinator, Director of Instructional Services and Federal Programs, Outside Consultants, School Administrators, Teachers

### Goal 2:

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

**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a proficiency in English and in Writing by 05/23/2014 as measured by 2014 ACCESS for ELLs results.

**Strategy1:**

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

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.	Professional Learning	08/15/2013	01/31/2014	\$0 - No Funding Required	EL Coordinator, School Administrator, Teachers

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

**Goal 1:**

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 05/23/2014 as measured by classroom observations and EDUCATEAlabama reports.

**Strategy1:**

Professional Development - Teachers at BCIS were provided with professional training that will be ongoing throughout the school year. 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.

Research Cited: Alabama Plan 2020

**ACIP**

Barbour County Intermediate School

Activity - Document Camera Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCIS faculty will be provided with ongoing training utilizing the document cameras. This will increase teheuse of technology in the classroom.	Professional Learning	01/03/2014	05/23/2014	\$1000 - Title I Part A	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 faculty will be provided ongoing training to enhance the use of SmartBoards. This will increase the utilization of technology within the classroom.	Professional Learning	08/15/2013	01/03/2014	\$2000 - Title I Part A	Technology Coordinator, Director of Instructional Services and Federal Programs, Outside consultants, School Administrators, Teachers

**Goal 2:**

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

**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a proficiency in English and in Writing by 05/23/2014 as measured by 2014 ACCESS for ELLs results.

**Strategy1:**

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

Research Cited: WIDA Consortium

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	08/19/2013	05/23/2014	\$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.	Professional Learning	08/15/2013	01/31/2014	\$0 - No Funding Required	EL Coordinator, School Administrator, Teachers

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

**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 05/23/2014 as measured by classroom observations and EDUCATEAlabama reports.

**Strategy1:**

Professional Development - Teachers at BCIS were provided with professional training that will be ongoing throughout the school year. 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.

Research Cited: Alabama Plan 2020

Activity - Document Camera Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCIS faculty will be provided with ongoing training utilizing the document cameras. This will increase teheuse of technology in the classroom.	Professional Learning	01/03/2014	05/23/2014	\$1000 - Title I Part A	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 faculty will be provided ongoing training to enhance the use of SmartBoards. This will increase the utilization of technology within the classroom.	Professional Learning	08/15/2013	01/03/2014	\$2000 - Title I Part A	Technology Coordinator, Director of Instructional Services and Federal Programs, Outside consultants, School Administrators, Teachers

**Goal 2:**

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

**Measurable Objective 1:**

collaborate to ensure smooth transitions by 05/23/2014 as measured by Open House attendance .

**Strategy1:**

BCIS to BCJHS - 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 supplies are sent to local stores to enable the students to purchase supplies that are needed to help them with assignments.

The second grade students will visit BCIS campus in May for an orientation. The counselor/principal will visit the sixth graders in May for an orientation.

Research Cited: Guidelines for Counselors

Activity - Open House	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Open House is held before school starts for students and parents.	Other	08/01/2013	08/19/2013	\$0 - No Funding Required	Principal, School Staff and Faculty

Activity - School Visit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Second grade students will visit the BCIS campus.	Other	05/19/2014	05/23/2014	\$0 - No Funding Required	Principal, Teachers, Counselor

**Describe how this 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: Strategies to Increase Parental Involvement

### How were parents involved in the design of the schoolwide plan?

Annually the school conducts a parent meeting and encourages parent attendance for the purpose of informing parents about the schoolwide program and Title I requirements/benefits. Input was also solicited from parents concerning thier involvement with school initiatives and student achievement.

### How were parents involved in the implementation of the schoolwide plan?

Parents and other caregivers were provided a variety of opportunities for training and participation in the initiatives that were outlined in the schoolwide plan.

### How were parents involved in the evaluation of the schoolwide plan?

Annually, the parents are asked to review the schoolwide plan and recommend any changes to the committee. The plan is discussed at Open House Meetings and was available for review in the parent center, library and office. They were also given the opportunity to discuss any concerns with the principal.

Surveys below were administered in the spring of 2013. Results are as follows:

Barbour County Intermediate School

#### Parent Survey

Dear Parent or Guardian: We are in the process of conducting an evaluation of our parental involvement program, and we would like to know what you think. Please take a few minutes to complete this survey. The responses will be used to improve next year's parental involvement program. If you have questions about the survey or need assistance completing the Parent Survey, please contact Mr. Kelvin James at 266-6151.

Please return the survey to BCIS no later than May 21, 2013

1. Do you feel welcome in your child's school? 52 Yes 1 No

2. Does your school encourage you to be involved in your child's education? 52 Yes 1 No

3. Do you know your school's academic goals and how you can be involved? 36 Yes 17 No

4. Did you participate in any of the following activities offered this year?

8 Annual Meeting of Title I Parents    3 Parent Advisory Committees (Title III, Pre-K, 21st CCLC)

2 Title I Program Planning/Evaluation    0 CIP Committee

3 Development of Parent Involvement Plan    6 Family Reading/Math Nights

6 Development of School-Parent Compact    10 Observing/Volunteering in the Classroom

2 Explanation AYP, School Improvement    14 Parent-teacher Conferences

List any additional activities that you would like to see offered:

5. Do you know about volunteer work you can do at school?    32 Yes    20 No

6. Do you know how you can be involved in school planning/review committees?    27 Yes    26 No

7. Do you know what it means to be a Title I School and what your rights are?    30 Yes    32 No

8. Do you know how additional help with reading and/or mathematics is given

to students through the Title I program?    33 Yes    28 No

9. Do you know what your child should know and be able to do in reading and/or

mathematics for the grade he/she is in? (Academic Content Standards)    41 Yes    12 No

10. Do you understand your child's report cards and test scores?    52 Yes    1 No

11. Does the Title I School-Parent Compact help to remind you about things you

can do to help your child do better in school? 38 Yes 12 No

12. Title I, of the No Child Left Behind Act of 2001 asks that priority be given to extra help beyond the regular school day. If free instruction is provided, would you want your child to attend Title I services after school, before school, weekend school, or summer school?

Comments: 0 Before , 6 After Schools, 2 Weekend, 8 Summer

13. What is the best way for the school to share information about your child and school activities? Check the best way:

46 Telephone Call 5 e-Mail 1 Audio/Video tapes 1 Home Visit 31 Written Notices

0 Other (Specify):

14. Can you reach your child's classroom teacher(s) to discuss your child? 47 Yes 6 No

15. Do you feel that teachers in the school are interested and cooperative when

you discuss your child's academic progress and/or other concerns? 49 Yes 4 No

16. Check any of the following items that would help you attend Title I Activities:

12 Evening Meetings, Suggested Time: 4 Transportation Provided

3 Child Care Provided 27 Calendar of Events Sent Home Regularly

29 Reminders Sent Home One Week Before Event 2 Different Location than the School

0 Other, Specify: Suggested Location:

17. Did you receive a copy of the following four documents this year:

-  
The District's Parental Involvement Plan 23 Yes 5 No 25 Don't Recall

-  
Your School's Parental Involvement Plan    25 Yes    3 No    25 Don't Recall

-  
The School-Parent Compact    28 Yes    3 No    22 Don't Recall

-  
Parent's Right to Know Notification for Highly Qualified Teachers    24 Yes    6 No    23 Don't Recall

18. Do you know about the school's extra services (for example, counseling,  
and speech therapy)?    39 Yes    16 No

19. Do you know about the school's referral program to community services  
outside of the school? (Such services may be adult literacy programs,  
social services, health services, GED, adult career development, etc.)    25 Yes    28 No

20. Do you have comments/concerns about the Title I Program or the Parental Involvement Program in your school?

21.  
Would you be interested in attending a full-day Parent Conference with: Guest Speakers, Information from Local Agencies, Children's Book Publishers, Children Performances, University Recruits, Military Recruits, High School Registration, Parenting Skills, and/or Assistance in Parent-Child Academics?

20 Most Definitely    26 Maybe    7 Not Really

If you selected Most Definitely, which topic(s) interest you the most: \_\_\_\_\_

\_\_\_\_\_

The following data requested is for statistical purposes only:

Grade(s) of children:

\_\_\_ Pre-K    \_\_\_ K    \_\_\_ 1    \_\_\_ 2    21 3    16 4    7 5

13 6    \_\_\_ 7    \_\_\_ 8    \_\_\_ 9    \_\_\_ 10    \_\_\_ 11    \_\_\_ 12

Race/Ethnicity (Select all applicable):

\_\_\_ American Indian or Alaska Native    \_\_\_ Asian    37 African American

\_\_\_ Native Hawaiian or Pacific Islander    5 Hispanic or Latino    7 White

**Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?**

BCIS has a Title I Parental Involvement Policy that covers ESEA Section 1118 (c) through (f). See Attached Plan

**How is the school carrying out the activities outlined in ESEA Section 1118 (e ) 1-5, 14 and (f )?**

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:

Barbour County Intermediate School 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. Specific strategies include

(1) 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)

BCIS has various books and pamphlets related to improving their child's achievement available in the Parent Center. The school counselor is available to meet with parents to

discuss specific issues related to children. During Parent Visitation Days, the school counselor and reading coaches are available to discuss student test results and ways the

parent can help their child achieve. PTO meeting will have guest speakers to address parenting issues. The Parents Assuring Student Success program will be purchased and

utilized. BCIS will hold Family Literacy Night and provide parents with parenting brochures and Reading/Math/ Science Connections.

(2) 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)

During Parent Visitation Days, the guidance counselor and reading coaches are available to discuss student test results and ways parent can help improve their child's

achievement. Parent conferences are scheduled at progress report and report card time to discuss the student's academic progress.

Specific tips/techniques are given to parents

in order for them to help at home on current classroom objectives. Pamphlets, videos, books, and other materials are available for the parents use in the school's Parent Center.

PTO meeting will have guest speakers to address parenting issues. The Parents Assuring Student Success program will be purchased and utilized. BCIS will hold Family

Literacy Night and provide parents with parenting brochures and Reading/Math/ Science Connections.

(3) 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)

A parent involvement committee has been formulated at BCIS to promote parent involvement. Teachers are required to make at least 4 parental contacts per week and

documentation of these contacts are maintained and copy given to principal. The EL Coordinator insures that EL parents are invited to participate in all activities and that

important information is communicated in the home language. Wednesday folders are sent home weekly with information to parents regarding students grades as

well as school activities. A school calendar is sent monthly to parents to inform them of all school activities scheduled.

(4) 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)

Parents are committee members for Continuous Improvement Plan and various other committees. PTO is a school decision-making and advocacy group. Parents are surveyed

each year to determine stakeholder priorities and concerns. Copies of all plans are available for parents to view in the Parent Center.

(5) 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)

BCIS communicates to parents via:

## **ACIP**

Barbour County Intermediate School

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BCIS Parent Calendar

Parent Center

Scheduled PTO/Title I Meetings

Write-ups and photos in local newspaper about school activities and successes

Weekly phone contacts

Emergency phone service

EL parent liaison

Each family receives a copy of the system Parent Student Handbook and a copy of the Parental Involvement Plan and Policy.

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

The school guidance counselor is available to assist parents with any specific concerns. Referral to outside agencies will be made when needed. Parenting skills training

programs are available if requested or needed.

### **How will the parent involvement component of the schoolwide plan be evaluated?**

The parent involvement component is reviewed by the CIP committee for revision and updates are noted. Corrections are made according to requirements, recommendations, and solicited input.

### **How will the results of the evaluation be used to improve the schoolwide program?**

Any results from evaluation will be taken into consideration for the next year's plan. Federal requirements will also be considered as they do change frequently. The results will be brought before the committee and necessary changes will be addressed and changed according to improving the schoolwide program.

### **How was the school-parent compact developed?**

The compact is examined for usage, improvements in students' grades, and collaboration with parents. If any suggestions are made by any stakeholder, those comments are noted and taken into consideration by the CIP team. The CIP team then annually develops the compact.

### **How is the parent compact used at elementary-level parent teacher conferences?**

Students sign the compacts. The compacts are housed with each homeroom teacher. Parent contacts/conferences will be documented on the compacts.

### **How is the parent compact shared with middle school or high school parents (depending on the grade span of the school)?**

Not applicable

**How does the school provide individual student academic assessment results in a language the parents can understand?**

Home reports from the ARMT+ , monthly STAR assessment, DIBELS, and any other assessment results can be requested and translated into a language the parents can understand. DIBELS results are sent home in Spanish for our EL students.

## Component 7: Transition Strategies

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:

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

### Measurable Objective 1:

collaborate to ensure smooth transitions by 05/23/2014 as measured by Open House attendance .

### Strategy1:

BCIS to BCJHS - 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 supplies are sent to local stores to enable the students to purchase supplies that are needed to help them with assignments.

The second grade students will visit BCIS campus in May for an orientation. The counselor/principal will visit the sixth graders in May for an orientation.

Research Cited: Guidelines for Counselors

Activity - Open House	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Open House is held before school starts for students and parents.	Other	08/01/2013	08/19/2013	\$0 - No Funding Required	Principal, School Staff and Faculty

Activity - School Visit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Second grade students will visit the BCIS campus.	Other	05/19/2014	05/23/2014	\$0 - No Funding Required	Principal, Teachers, Counselor

### Narrative:

The following strategies have been developed to assist students and parents in the transition process. Grade orientation will include proficiency levels of academic standards and curriculum as well as the registration process.

#### - Third Grade

The second grade students being promoted to BCIS will visit the school with their teachers in May for an orientation. The intermediate school administrators and students conduct a program focused on items and behaviors needed for Intermediate school success along with a school tour. The principal and counselor meet with the new third graders during the first nine weeks to find out what things they have learned, any questions, and concerns that could be addressed throughout the year by them.

#### - Seventh Grade

The sixth grade students being promoted to BCJHS will visit the junior high school with their teachers in May for orientation. The junior high school administrators and students conduct a program focused on items and behaviors needed for Junior High school success along with a

school tour. The principal and counselor meet with the new seventh graders during the first nine weeks to find out what things they have learned, any questions, and concerns that could be addressed throughout the year by them.

## **Component 8: Teacher Participation in Making Assessment Decisions**

### **How do teachers provide their input into the decisions regarding the use of school-based 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 (3rd, 4th, and 5th grade students)
- Benchmark Assessments, StoryTown( All students)
- Teacher Observation, Portfolios, Teacher-made tests (All students)

### **How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of 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 2013-2014. 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.

## **Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

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

ARMT+ data is analyzed to identify students who are experiencing difficulty achieving advanced or proficient level. DIBELS results indicate students who are intensive and strategic. DIBELS 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 a thirty minute intervention period built into their schedule. The student intervention is based upon the state results for mathematics. Students are grouped according to their proficiency level. Instruction is based on student weaknesses and strengths for each skill. Another venture that is available is the 21st Century Community Learning Center. The 21st CCLC will provide tutoring and enrichment activities for BCIS students. The program meets after school and three weeks during the summer. All students are given the opportunity to participate until capacity is filled.

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

All students learn differently. We address the students' needs by differentiated instruction. This is accomplished by using listening centers, technology, Stride Academy, and small groups.

**Component 10: Coordination and Integration of Federal, State and Local Programs and Resources****In what ways are the programs 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, research based assessment programs, parental involvement activities, communication, and professional development.

**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.**

State allocated teacher units for BCIS are 15.07. In addition, there is a full time principal and media specialist that are state earned units. The counselor unit earned is .50. 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.

**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.**

The counselor promotes and adheres to all state programs such as Drug-Free Week, Fire Safety, and Internet Safety, which provides a safe environment conducive to learning.

Our school is a Provision II School, in which all students receive free/reduced breakfast and lunch. Students can focus on instruction because their physical/personal needs are being met. Since we are a Title I school funds will be available for any identified homeless student on a as needed basis.

## **Evaluation:**

### **How does the school evaluate at least annually the implementation of the schoolwide program?**

The school evaluates the implementation of the schoolwide program. Monthly, the CIP team meets to review, monitor, and amend the plan. Documentation is forwarded to Federal Programs. The Federal Program Coordinator issues a CIP/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?**

In the past, the results from the ARMT+ have been one of the determining factors in making AYP. BCIS will always continue to view the importance of state assessments. The new ASPIRE test will be 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.

### **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 CIP 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 CIP is a working document. If a concern or need arises, the CIP will meet and the necessary changes will be made.

# Coordination of Resources/Comprehensive Budget

## **Introduction**

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

### State Foundation Funds:

Label	Question	Value
<b>State Foundation Funds:</b>	Provide the total funds allocated for.	894921.0

Label	Question	Value
1.	Provide the number of teacher assigned units.	15.07

Label	Question	Value
2.	Provide the number of classroom teachers.	15.07

Label	Question	Value
3.	Provide the total of all salaries for the teacher assigned units and classroom teachers.	732514.0

Label	Question	Value
4.	Provide the number of Administrator units.	1.0

Label	Question	Value
5.	Provide the total funds allocated for Administrator salaries.	77520.0

Label	Question	Value
6.	Provide the number of Assistant Principal(s).	0.0

Label	Question	Value
7.	Provide the total funds allocated for Assistant Principal salaries.	0.0

Label	Question	Value
8.	Provide the number of Counselor(s).	0.5

Label	Question	Value
9.	Provide the total funds allocated for Counselor salaries.	25984.0

Label	Question	Value
10.	Provide the number of Librarian(s).	1.0

Label	Question	Value
11.	Provide the total funds allocated for Librarian salaries.	52699.0

Label	Question	Value
12.	Provide total funds allocated for Instructional Supplies.	5271.0

Label	Question	Value
13.	Provide total funds allocated on Library Enhancement(s).	0.0

Label	Question	Value
14.	Provide total funds allocated on Technology.	0.0

Label	Question	Value
15.	Provide total funds allocated on Professional Development.	0.0

Label	Question	Value
16.	Provide total funds allocated on State ELL Funds.	933.0

---

**Federal Funds: Title I Part A**

Label	Question	Value
<b>Title I: Part A: Improving the Academic Achievement of the Disadvantaged</b>	Provide the total funds allocated.	60688.0

**Provide a brief explanation and breakdown of spending.**

## Staffing

School Nurse .50 \$17989

Teacher .13 \$9397

Administrative Supplement \$1200

Parent Involvement \$3698

## Other /Items

Communication \$1500

Professional Development \$8000

Lease \$3000

Assessment \$2911

Tech Support \$2000

Material/Supplies \$10,996

Funds are used for personnel and other items such as communication, assessment, support, and supplies.

**Federal Funds:School Improvement Grant – SIG**

Label	Question	Value
ARRA FUNDS:	Provide the total funds allocated.	0.0

**Provide a brief explanation and breakdown of spending.**

n/a

**Federal Funds:Title II: Professional Development Activities**

Label	Question	Value
Title II:	Provide the total funds allocated.	0.0

**Provide a brief explanation and breakdown of spending.**

n/a

No funds are allocated at the school level. However, schools may request funds from the district level for professional development.

**Federal Funds:Title III: For English Language Learners**

Label	Question	Value
Title III:	Provide the total funds allocated.	0.0

**Provide a brief explanation and breakdown of spending.**

n/a

**Federal Funds:Other federal funds**

Label	Question	Value
Title IV:	Provide the total funds allocated.	100000.0

**Provide a brief explanation and breakdown of expenses.**

BCIS houses the 21st CCLC: 21st Century Community Learning Center during the school year. All students may apply until capacity is filled.

The monies are spent in the following areas: salaries, transportation, materials and supplies, and activities.

**Federal Funds:Title VI: For Rural and Low-income Schools**

Label	Question	Value
Title VI:	Provide the total funds allocated.	0.0

**Provide a brief explanation and breakdown of spending.**

n/a

**III. Local Funds ( if applicable)**

Label	Question	Value
Local Funds:	Provide the total funds allocated.	11500.0

**Provide a brief explanation and breakdown of spending.**

The funds are spent in the following ways. There is \$500 for janitorial supplies. There is \$11,000 that is used for maintenance supplies and repairs.