



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.

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 237 students, which is comprised of African American, Hispanic, Caucasian and other nationalities. The student population within the grade levels of third to sixth comes from a vast area within Barbour County. Barbour County is sixty-eight percent rural. All students from grade third to sixth across eleven communities and towns in Barbour County are enrolled in Barbour County Intermediate School.

The staff of Barbour County Intermediate School is composed of one principal, one reading specialist, three teachers in third, fourth, fifth, and sixth grades, one physical education teacher, and one special education teacher position that has not been filled. Also, there is a system-wide gifted teacher, and a counselor and a media specialist who are both shared with Barbour County Primary School. One teacher holds a doctorate degree and one teacher is National Board Certified.

Consistent Parental Involvement is the toughest challenge facing BCIS. Forty-one percent of our students are below poverty level, and the most unique challenge is the vast size of Barbour County and the many students commuting for more than two hours daily. The unemployment rate in Barbour County is fifteen and four tenths percent. One hundred percent of all students in the Barbour County School District receive breakfast and lunch at no cost.

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 SCHOOL SYSTEM MISSION

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

BARBOUR COUNTY SCHOOL SYSTEM VISION

The primary function of the public schools is to provide educational experiences and opportunities for each student. Education usually takes place in an atmosphere of good order and discipline. The responsibility for good order and discipline belongs to all stakeholders, which includes meaning students, teachers, parents, school administrators, the school board, and the general public.

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 developmentally-appropriate instruction that allows for individual differences and learning styles, which enables students to assume more responsibility for their learning and their citizenship. We recognize and address the needs of individual learners, and provide integrated, 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 communication 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 the high

school.

- Parents will be active participants in the education process and a welcomed part of the school culture and community.

BCIS BELIEFS

All students can learn and achieve in a safe, disciplined environment.

Parent, school, and community involvement are keys to student success.

Students learn more when provided with a variety of instructional approaches.

Students learn best when our staff maintains high expectations for learning.

All students should be accountable for their educational goals, success, and behavior.

All students deserve a nurturing environment that promotes a feeling of self-worth.

Education is a shared responsibility among home, school, 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

2014-2015 BCIS implemented READ 180 in one classroom. The students involved were in the sixth grade. The Scholastic Read 180 program became an invaluable asset to those 19 students. The program has been a true success for the students of BCIS. In the fall, 95% of the piloted students' scores were below basic and only 5% were basic. After the spring test, those numbers moved from 95% to 63% below basic and increased from 5% to 37% basic. The progress at BCIS has been so amazing that its data was highlighted during a Scholastic conference in Birmingham, AL.

2015-2016 BCIS implemented two classrooms of Read 180 and one classroom of System 44. All sixth grade students were placed in one of the three classrooms. 2016-2017 BCIS implemented one classroom of Read 180 and one classroom of System 44 in each grade fourth through sixth, for a total of six classrooms. Scholastic Reading is the primary reading program for fourth-sixth graders at BCIS.

BCIS has embraced technology and added a 1:1 initiative in the third and fourth grades. The concept of the 1:1 learning has been implemented in the 2016-2017 year in the third and fourth grades. The concept is one laptop for every student and teacher in the third and fourth grades. There are currently 120 students that are actively participating in this program. During the 2016-2017 school year, laptops will be purchased for fifth and sixth grade students also. This will allow all students at BCIS to be involved in the 1:1 initiative.

Areas of Improvement

BCIS has a goal of increasing stakeholder capacity and ownership. BCIS has a designated area of the school devoted to our parents which is full of resources. The Parent Center has up-to-date technology and parents are encouraged to utilize the center for personal and professional growth. Parental involvement has increased with the addition of events such as Fall Festival, Field Day, Dining with Dads, Munching with Moms, Grandparent's Luncheon and Academic Pep Rallies. We will continue to add activities, events, and workshops to increase parental involvement. BCIS will hold grade level specific Family Engagement activities monthly.

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 pace. Student interaction with technology will continue to increase with the implementation of the document cameras, interwrite boards, mobile boards, clickers, and projectors. This has not only increased individually, but also collaboratively as students work in groups to complete projects/assignments. 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 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. The initiative focuses intensely on three aspects of reading: preventing reading difficulties, identifying struggling readers and intervening to help students 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 post-secondary studies.

BCIS also participates in 4-H through the Auburn extension office. The purpose of 4-H is to foster skill development in young people. Students are given opportunities to select from a variety of programs and projects. Individuality is valued, and each person is encouraged to discover his or her own skills, talents, and interests. 4-H helps young people learn to make decisions, think critically, build relationships, practice leadership, and develop a concern for their community and their world.

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 ASSIST Continuous Improvement Plan (ACIP/SWP) to include the No Child Left Behind Act of 2001, as amended by the Every Student Succeeds Act (ESSA) of 2015 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. Members were selected by the principal to ensure a vested interest from all stakeholders.

When English Language Learner students/parents are involved, an EL parent liaison 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 ASSIST 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 ACIP 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 ACIP 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 ACIP. If a parent disagrees with any aspect or component of the Barbour County Intermediate School Parent
SY 2016-2017

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Involvement Policy/Plan or the LEA Consolidated Application for NCLB as amended by the Every Student Succeeds Act (ESSA) of 2015 funds, that parent can express their concerns to the school or contact 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.

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Assessments	Assist assessments

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 ASPIRE indicated BCIS's strengths were in English. Results from the 2015-2016 year are as follows: 40% Ready, 46% scored Close and 13% of the student body are In Need of Support in English. Third grade students scored 43% Ready in English.

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

Students' circulation in the library has increased. During the 2012-2013, 2013-2014, and 2015-2016 school years, the students passed the 10,000 mark on Accelerated Readers points. During the 2014-2015 school year, BCIS's students accumulated over 9,000 points.

Which area(s) indicate the overall highest performance?

2015-2016 ACT Aspire results indicated that all grade levels scored the highest in English.

Fifth grade students writing scores was at the 57 percentile indicating that they performed better than 57% of grade five in the nation.

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

BCIS subgroups are minute insignificant when considering the demographics of the school are very similar.

Between which subgroups is the achievement gap closing?

BCIS subgroups are minute and insignificant when considering the demographics of the school are very similar.

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

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?

2015-2016 ACT Aspire data results show the following results:

73% of 3rd grade students scored In Need of Support in reading.

60% of 4th grade students scored In Need of Support in reading.

55% of 5th grade students scored In Need of Support in reading.

60% of 6th grade students scored In Need of Support in reading.

37% of 3rd grade students scored In Need of Support in math.

25% of 4th grade students scored In Need of Support in math.

30% of 5th grade students scored In Need of Support in math.

31% of 6th grade students scored In Need of Support in math.

54% of 3rd grade students scored In Need of Support in writing.

42% of 4th grade students scored In Need of Support in writing.

12% of 5th grade students scored In Need of Support in writing.

40% of 6th grade students scored In Need of Support in writing.

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

Based on the 2015-2016 ACT Aspire data, science had the overall lowest performance.

Which area(s) indicate the overall lowest performance?

Third grade science was the lowest scoring with 3% ready

Sixth grade science was the lowest scoring with 0% ready.

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

The ASPIRE test has only been given the past three years. The subgroups are insignificant or minute and do not represent a very large number of students. At this time, we have very limited data regarding subgroups. The state department is addressing this issue and will hopefully be able to provide more data in the near future.

Between which subgroups is the achievement gap becoming greater?

The ASPIRE test has only been given the past three years. The subgroups are insignificant or minute and do not represent a very large number of students.

At this time, we have very limited data regarding subgroups. The state department is currently addressing this issue and will hopefully be able to provide more data in the near future.

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

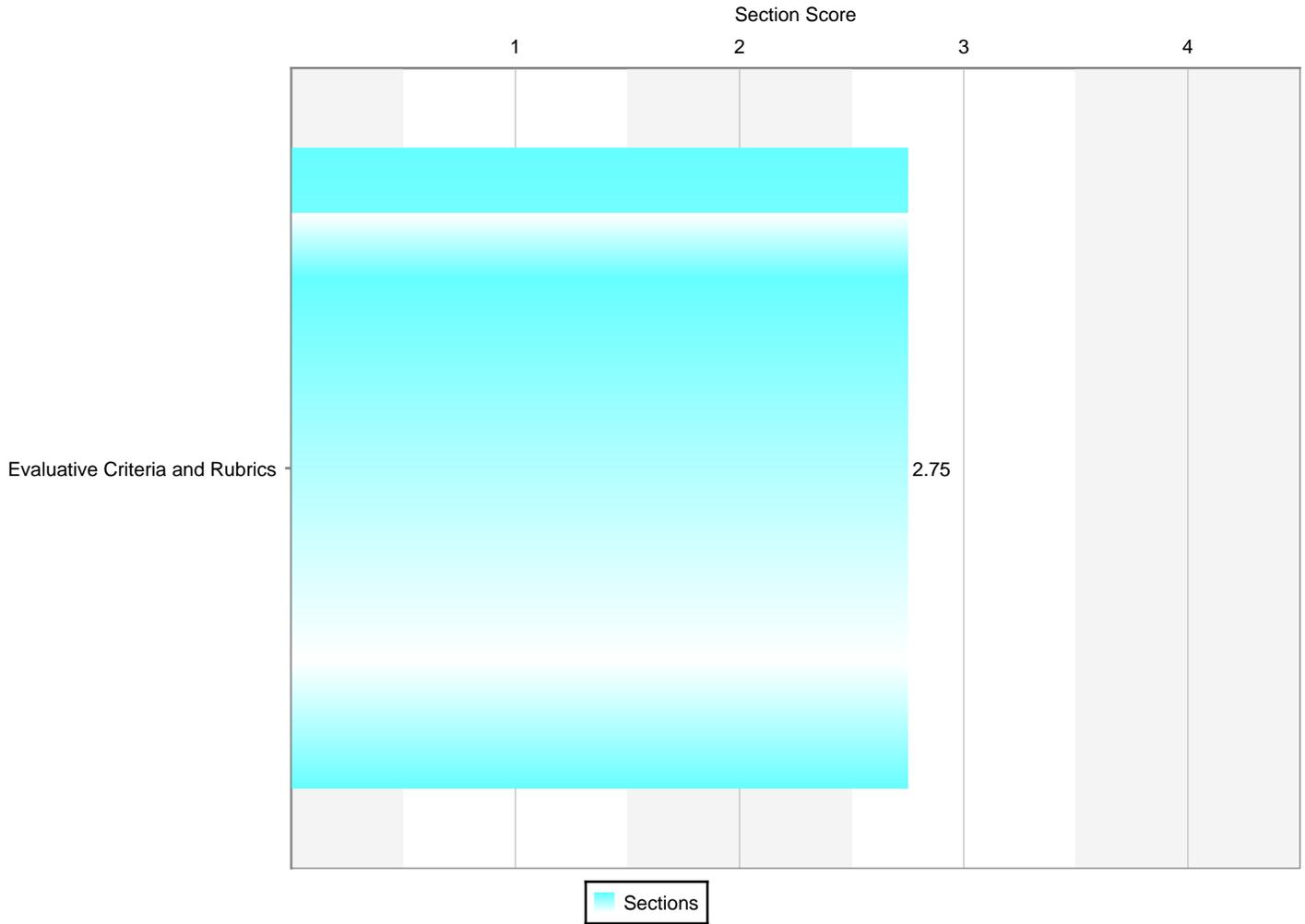
Over the last three school years, the DIBELS Next Fall Beginning-of-Year Benchmark Assessment scoring has shown a variation in proficient readers.

DIBELS Next Fall 2014-2015 scores for 3rd graders were 53% Core (Ready), 20% Strategic (Close), and 27% Intensive (In Need of Support). DIBELS Next Fall 2015-2016 results were 56% Core (Ready), 18% Strategic (Close), and 26% Intensive (In Need of Support).

DIBELS Next Fall 2016-2017 scores are 58% Core (Ready), 9% (Strategic), and 33% Intensive (In Need of Support).

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	BCIS signature

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: Director of Exceptional Student Services-Ms. Tara Johnson P.O. Box 429 Clayton, AL (334) 775-3533 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. David Hobdy is the contact person at Central Office in Clayton, AL Mailing address is P.O. Box 429 Clayton, AL 36016 (334)775-3453 ext 1003.	Hobdy

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	Refer to the Strategies to Increase Parental Involvement section, Which is BCIS's Parent Involvement plan. Principal signature can be found under the Assurances Question 1.	

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

2016-2017 BCIS Plan for ACIP

Overview

Plan Name

2016-2017 BCIS Plan for ACIP

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Engage and Empower the Learner Through Technology	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$36000
2	All students at BCIS will become proficient readers.	Objectives: 1 Strategies: 6 Activities: 14	Academic	\$52669
3	BCIS will Prepare and Support Teachers and Leaders to Graduate College- and Career- Ready Students	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$2457
4	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	\$9574
5	All EL students at Barbour County Intermediate School will become proficient in the English language	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$600
6	All students at Barbour County Intermediate School will become proficient in mathematics.	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$3688
7	Enhance BCIS 's culture in order to improve student achievement	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$6506
8	All students at BCIS will transition smoothly from grade level to grade level and smoothly transition to BCHS	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
9	To decrease student truancy percentages.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
10	All students at BCIS will become engaged learners through high quality aligned college and career ready standards for instruction in the library media program	Objectives: 2 Strategies: 2 Activities: 3	Organizational	\$0
11	To improve reading outcomes by increasing Tier II instruction within the StoryTown curriculum	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$687

Goal 1: Engage and Empower the Learner Through Technology

Measurable Objective 1:

90% of Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency to use digital tools individually or collaboratively, in and out of the classroom to gather, organize, evaluate, and share information in Mathematics by 05/25/2017 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.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Technology Course of Study

Activity - Technology Interaction thru 1:1 Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in third and fourth currently have chrome books for daily and are currently implementing the 1:1. Fifth and sixth grades students are projected to have chrome books by January 2017. This will enable them to have access and interact with the technology to prepare them for real-world application.	Technology	08/08/2016	05/25/2017	\$36000	Title I Part A	Classroom teachers and principal

Goal 2: All students at BCIS will become proficient readers.

Measurable Objective 1:

10% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency level increase in the scoring area of close in Reading by 05/25/2017 as measured by the reading ASPIRE assessment scores.

Strategy 1:

Longitudinal data - Use ACT Aspire data from 2015-2016 to identify reading standards. During grade level meetings, teachers, and leadership team will identify the weakest standards by October 7, 2016. Improving the weakest standards will be the focus with related strategies to be used.

Category: Other - Analyze the Data

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

Activity - Target weakest standards Grade 3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125	Title I Part A	Principals, Reading Specialist, 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 focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125	Title I Part A	Principal, Reading Specialist, 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 using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125	Title I Part A	Principal, Reading Specialist, 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 using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125	Title I Part A	Principal, Reading Specialist, Teachers
Activity - Assessment Varieties	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assessed, monitored, and evaluated using STAR reading and Accelerated Reader. Students will be assessed, monitored, and evaluated using ACT Aspire Periodicals	Academic Support Program	08/08/2016	05/25/2017	\$4032	Title I Part A, Title I Part A	Principal, Teachers, Media Specialist,
Activity - Depth of Knowledge Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There is a need to increase the level of rigor in our classrooms for all students. The standards alone will not bring rigor to our classrooms. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand.	Academic Support Program	08/08/2016	05/25/2017	\$0	No Funding Required	All teachers
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

ACIP

Barbour County Intermediate School

Professional development for all educators to enhance the teaching and learning in the classrooms and the school as a whole.	Behavioral Support Program, Professional Learning, Academic Support Program	08/08/2016	05/25/2017	\$2500	Title I Part A	All BCIS Faculty and Staff
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Strategy 2:

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

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

Research Cited: ELA Course of Study

Activity - Explicit, systematic reading instruction	Activity Type	Begin Date	End Date	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	08/08/2016	05/25/2017	\$0	No Funding Required	Principal, Reading Specialist, Teachers

Strategy 3:

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

Category:

Research Cited: ARI

Activity - Teach Reading Comprehension Strategies	Activity Type	Begin Date	End Date	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	08/08/2016	05/25/2017	\$0	No Funding Required	Principal, Reading Specialist, Teachers, and Kim Wiggins ARI/ALSDE Region 9 Instructional Coach

Activity - Reading specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Reading specialist will work with students to improve oral reading fluency. She will use comprehension strategies to ensure students are deeply engaged as they reflect on and learn what to read. She will re-mediate groups of students who are low performing. Her schedule will reflect a high percentage of her time and focus on third grade.	Professional Learning, Tutoring, Academic Support Program	08/08/2016	05/25/2017	\$0	No Funding Required	Stewart, James
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Strategy 4:

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

- Phonics and syllabication
- Spelling
- Fluency
- Word analysis and vocabulary development
- Comprehension
- Writing
- Grammar, usage, mechanics
- Test-Taking Strategies

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

Research Cited: Scholastic READ 180

Activity - Read 180	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Language Learners, students with disabilities, and below level students. This is to include embedded professional development.	Academic Support Program	08/08/2016	05/25/2017	\$26136	Title I Part A, Title II Part A	Selena Wood, Sharon Fenn, Katie Griffin, Kelvin James, and Corinne Campbell

Strategy 5:

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

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

Research Cited: Accelerated Reader

Activity - Library Media	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The media specialist will order books from various vendors and catalog books into Concourse. Students will be allowed to check out the books and to take tests on the books checked out.	Academic Support Program	08/08/2016	05/25/2017	\$308	State Funds	All teachers, principal, and media specialist
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Activity - MyOn	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MyOn is pilot project for Alabama. It provides thousands of digital books in the hands of students using the Lexile Framework to monitor student activity and reading growth.	Academic Support Program	10/03/2016	02/28/2017	\$0	No Funding Required	James, Key,

Strategy 6:

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

Phonics and syllabication

Spelling

Fluency

Word analysis and vocabulary development

Comprehension

Writing

Grammar, usage, mechanics

Test-Taking Strategies

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

Research Cited: Scholastic System 44

Activity - System 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Learners, students with disabilities, and below level students. This is also to include embedded professional development.	Academic Support Program	08/08/2016	05/25/2017	\$19193	Title I Part A, Title II Part A	Thornton, Peacock, Philen, James, Corinne Campbell

Goal 3: BCIS will Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students

Measurable Objective 1:

demonstrate a proficiency in exhibiting knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society by 05/25/2017 as measured by classroom observations and EDUCATEAlabama reports.

Strategy 1:

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

Category: Develop/Implement Pre-K Career Readiness Plan

Research Cited: Alabama Plan 2020

Activity - SmartBoard Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCIS new faculty members will be provided ongoing training to enhance the use of SmartBoards. This will increase the utilization of technology within the classroom.	Professional Learning	08/08/2016	05/25/2017	\$0	No Funding Required	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	Resource Assigned	Source Of Funding	Staff Responsible
BCIS new faculty members will be provided with ongoing training utilizing the document cameras.. This will increase the use of technology in the classroom.	Professional Learning	08/08/2016	05/25/2017	\$0	No Funding Required	Technology Coordinator, Director of Instructional Services and Federal Programs, Outside Consultants, School Administrators, Teachers
Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Professional development for all educators to increase technology integration and innovated initiative programs.	Behavioral Support Program, Professional Learning, Academic Support Program	08/08/2016	05/25/2017	\$0	No Funding Required	BCIS Faculty and Staff
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Activity - Technology enhancement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Maintain the equipment and to replace existing equipment.	Behavioral Support Program, Academic Support Program	08/08/2016	05/25/2017	\$2457	State Funds	All teachers

Goal 4: 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 05/25/2017 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.

Category: Other - Technology infrastructure

Research Cited: Alabama Plan 2020

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	08/08/2016	05/25/2017	\$9574	Title I Part A	Technology Coordinator, Superintendent, District Staff, School Administrators, Teachers

Goal 5: All EL students at Barbour County Intermediate School will become proficient in the English language

Measurable Objective 1:

A 2% increase of English Learners students will demonstrate a proficiency in English and in Writing by 05/25/2017 as measured by 2016 ACCESS for ELs results.

Strategy 1:

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

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: WIDA Consortium

Activity - Professional Development Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on the SDAIE/SIOP models to enhance EL student's instruction. One teacher will attend the training and then do turn around training for the staff.	Professional Learning	08/08/2016	05/25/2017	\$600	State Funds	EL Coordinator, School Administrator, Teachers
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	08/08/2016	05/25/2017	\$0	No Funding Required	Administrator and Teachers

Goal 6: All students at Barbour County Intermediate School will become proficient in mathematics.

Measurable Objective 1:

20% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency level increase in the scoring areas of close and in need of support in Mathematics by 05/25/2017 as measured by the math ASPIRE assessment scores.

Strategy 1:

Longitudinal Data - Use ACT Aspire data from 2015-2016 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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Category: Develop/Implement Professional Learning and Support

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 numbers and operations in Base 10. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125	Title I Part A	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 numbers and operations fractions. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125	Title I Part A	Principal, Teachers
Activity - Targeted Standards Grade 5	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus instruction on numbers and operation fractions. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125	Title I Part A	Principal, Teachers
Activity - Targeted Standards Grade 6	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus instruction on geometry. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125	Title I Part A	Principal and teachers
Activity - Depth of Knowledge Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There is the need to increase the level or rigor in our classrooms for all students. The standards alone will not bring rigor to our classrooms. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand.	Professional Learning, Academic Support Program	08/08/2016	05/25/2017	\$0	No Funding Required	All teachers, Principal
Activity - Professional Development Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development for all educators to improve the school culture, student behavior, student citizenship, and student character.	Behavioral Support Program, Professional Learning, Academic Support Program	08/08/2016	05/25/2017	\$2500	Title I Part A	All BCIS Faculty and Staff

Strategy 2:

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

Category: Other - Assessment

Research Cited: AMSTI, Investigations, STAR math, ACT Aspire Periodicals

Activity - Assessment Variety	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will use open-ended type questions in weekly assessments. Other assessments used will be STAR math (monthly) and Stride Academy (daily). ACT Aspire Periodicals will be used quarterly. Projects will be done once per grading period.	Academic Support Program	08/08/2016	05/25/2017	\$688	Title I Part A	Principal and Teachers
Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will focus on targeted students to enrich, reinforce, and remediate according to student's individual math skills.	Academic Support Program	08/08/2016	05/25/2017	\$0	No Funding Required	All staff

Goal 7: Enhance BCIS 's culture in order to improve student achievement

Measurable Objective 1:

collaborate to build a positive school climate by 05/25/2017 as measured by student attendance, teacher attendance, and discipline..

Strategy 1:

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

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

Research Cited: Parent/Student Handbook, BCSD personnel handbook

Activity - Honor's Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Honor's Day at the end of the year for attendance. Teachers will fellowship once a month. Teacher attendance rewards will be given.	Behavioral Support Program	08/08/2016	05/25/2017	\$0	No Funding Required	Principal, Teachers.
Activity - Monthly Activity Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly activity days that includes strategies of building fellowship among student body	Behavioral Support Program	08/08/2016	05/25/2017	\$0	No Funding Required	All staff

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Activity - Award Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be recognized with awards in the following areas: academic, attendance, and citizenship.	Behavioral Support Program, Academic Support Program	08/08/2016	05/25/2017	\$0	No Funding Required	All staff
Activity - Professional Development Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development for all educators to enhance the teaching and learning in the classroom and the school as a whole.	Behavioral Support Program, Professional Learning, Academic Support Program	08/08/2016	05/25/2017	\$3426	State Funds, Title I Part A	All BCIS Faculty and Staff
Activity - Parent & Family Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents & family engagement monthly meetings will be provided with information and hands on activities on how to better assist their children at home.	Parent Involvement	08/08/2016	05/25/2017	\$3080	Title I Part A	All staff and principal

Goal 8: All students at BCIS will transition smoothly from grade level to grade level and smoothly transition to BCHS

Measurable Objective 1:

collaborate to ensure smooth transitions by 08/05/2016 as measured by Open House attendance .

Strategy 1:

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

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

Category: Other - Transition between schools

Research Cited: Guidelines for Counselors

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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	05/22/2017	05/25/2017	\$0	No Funding Required	Principal, Teachers, Counselor

Activity - Open House	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Open House was held the first full week of school for students and parents.	Other	08/01/2016	08/05/2016	\$0	No Funding Required	Principal, School Staff and Faculty

Goal 9: To decrease student truancy percentages.**Measurable Objective 1:**

collaborate to decrease student truancy rate by 15% from a baseline of 355 incidents reported by 05/25/2017 as measured by truancy data reflected in attendance reports..

Strategy 1:

Truancy Collaboration and Monitoring - District Attendance Officer will meet with the school principal on a monthly basis to discuss truancy issues and to look at patterns of absenteeism among students. These collaboration meetings will be based on daily, weekly, and monthly reporting of student attendance reports, with the results of having a team effort in solving some of the truancy within the school.

Category:

Research Cited: INOW/ Chalkable Attendance Reports

Activity - Attendance Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCIS will be recognized for reaching 95% or higher in student attendance at the monthly Board meetings.	Community Engagement	08/08/2016	05/25/2017	\$0	No Funding Required	District attendance officer and school principal

Activity - Weekly Reward	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given a weekly reward for perfect attendance for the week. Rewards will be given out on Monday for the previous week's attendance.	Behavioral Support Program, Academic Support Program	08/08/2016	05/25/2017	\$0	No Funding Required	Hays, Stewart, James

Activity - BCIS Internet Cafe	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have perfect attendance for the previous month will be allowed to access the BCIS Internet Café during lunch for a week's reservation.	Behavioral Support Program, Academic Support Program	08/08/2016	05/25/2017	\$0	No Funding Required	Hays, James, Stewart

Goal 10: All students at BCIS will become engaged learners through high quality aligned college and career ready standards for instruction in the library media program

Measurable Objective 1:

demonstrate a behavior that ensures that the Library Media Center (LMC) will provide flexible, real, and virtual access to a wide range of informational resources both within the LMC and outside the school facility by 05/25/2017 as measured by Concourse reports, AVL reports, and Library Media Specialist's schedule.

Strategy 1:

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

Category: Develop/Implement College and Career Ready Standards

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

Activity - BCIS Media Center Website Links	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various digital website links are accessible on the school media website page	Other - BCIS Website	08/08/2016	05/25/2017	\$0	No Funding Required	Library Media Specialist

Measurable Objective 2:

collaborate to ensure participation in curriculum based and collaborative learning opportunities with teachers and students in order to improve instruction and student learning by 05/25/2017 as measured by library schedule and collaborative lesson plans.

Strategy 1:

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

Category:

Research Cited: College and Career Ready Standards

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Collaborate with teachers to provide additional resources for enhanced learning opportunities	Academic Support Program	08/08/2016	05/25/2017	\$0	No Funding Required	Content Teachers, LMS
Activity - Library Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LMS utilizes flexible and fixed schedule to accommodate patrons' needs.	Other - Flexible Scheduling	08/08/2016	05/25/2017	\$0	No Funding Required	Principal, LMS

Goal 11: To improve reading outcomes by increasing Tier II instruction within the StoryTown curriculum

Measurable Objective 1:

A 10% increase of Third grade students will demonstrate student proficiency (pass rate) from the baseline data of 42% in Reading by 02/28/2017 as measured by ACT ASPIRE Periodicals.

Strategy 1:

Tier II Instruction - Adjust master schedule to incorporate reading intervention and utilize the reading specialist to provide instructional support 80% of the day.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Reading Initiative

Activity - Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be administered the ACT ASPIRE Periodicals and DIBELS NEXT three times during the school year. STAR Reading will be administered monthly.	Academic Support Program	08/15/2016	05/05/2017	\$687	Title I Part A	Principal, Classroom teachers,
Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and the Reading Specialist will utilize 55 minutes of intervention time to provide Tier II and Tier III instruction.	Academic Support Program	08/15/2016	05/25/2017	\$0	No Funding Required	Classroom teachers, Reading Specialist

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessments	Students will be administered the ACT ASPIRE Periodicals and DIBELS NEXT three times during the school year. STAR Reading will be administered monthly.	Academic Support Program	08/15/2016	05/05/2017	\$687	Principal, Classroom teachers,
Targeted Standards Grade 5	Teachers will focus instruction on numbers and operation fractions. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125	Principal, Teachers
Technology Interaction thru 1:1 Initiative	Students in third and fourth currently have chrome books for daily and are currently implementing the 1:1. Fifth and sixth grades students are projected to have chrome books by January 2017. This will enable them to have access and interact with the technology to prepare them for real-world application.	Technology	08/08/2016	05/25/2017	\$36000	Classroom teachers and principal
Professional Development Training	Professional development for all educators to enhance the teaching and learning in the classroom and the school as a whole.	Behavioral Support Program, Professional Learning, Academic Support Program	08/08/2016	05/25/2017	\$2500	All BCIS Faculty and Staff
System 44	Teacher will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Learners, students with disabilities, and below level students. This is also to include embedded professional development.	Academic Support Program	08/08/2016	05/25/2017	\$6943	Thornton, Peacock, Philen, James, Corinne Campbell
Targeted Standards Grade 4	Teachers will focus instruction on numbers and operations fractions. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125	Principal, Teachers
Assessment Varieties	Students will be assessed, monitored, and evaluated using STAR reading and Accelerated Reader. Students will be assessed, monitored, and evaluated using ACT Aspire Periodicals	Academic Support Program	08/08/2016	05/25/2017	\$1883	Principal, Teachers, Media Specialist,

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Professional Development Training	Professional Development for all educators to improve the school culture, student behavior, student citizenship, and student character.	Behavioral Support Program, Professional Learning, Academic Support Program	08/08/2016	05/25/2017	\$2500	All BCIS Faculty and Staff
Target weakest standards Grade 4	Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125	Principal, Reading Specialist, Teachers
Target weakest standards Grade 5	Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125	Principal, Reading Specialist, Teachers
Target weakest standards Grade 6	Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125	Principal, Reading Specialist, Teachers
Professional Development	Professional development for all educators to enhance the teaching and learning in the classrooms and the school as a whole.	Behavioral Support Program, Professional Learning, Academic Support Program	08/08/2016	05/25/2017	\$2500	All BCIS Faculty and Staff
Targeted Standards Grade 3	Teachers will focus instruction on numbers and operations in Base 10. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125	Principal, Teachers
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	08/08/2016	05/25/2017	\$9574	Technology Coordinator, Superintendent, District Staff, School Administrators, Teachers
Read 180	Teacher will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Language Learners, students with disabilities, and below level students. This is to include embedded professional development.	Academic Support Program	08/08/2016	05/25/2017	\$13886	Selena Wood, Sharon Fenn, Katie Griffin, Kelvin James, and Corinne Campbell

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Assessment Variety	All math teachers will use open-ended type questions in weekly assessments. Other assessments used will be STAR math (monthly) and Stride Academy (daily). ACT Aspire Periodicals will be used quarterly. Projects will be done once per grading period.	Academic Support Program	08/08/2016	05/25/2017	\$688	Principal and Teachers
Assessment Varieties	Students will be assessed, monitored, and evaluated using STAR reading and Accelerated Reader. Students will be assessed, monitored, and evaluated using ACT Aspire Periodicals	Academic Support Program	08/08/2016	05/25/2017	\$2149	Principal, Teachers, Media Specialist,
Parent & Family Engagement	Parents & family engagement monthly meetings will be provided with information and hands on activities on how to better assist their children at home.	Parent Involvement	08/08/2016	05/25/2017	\$3080	All staff and principal
Targeted Standards Grade 6	Teachers will focus instruction on geometry. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125	Principal and teachers
Target weakest standards Grade 3	Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125	Principals, Reading Specialist, Teachers
Total					\$83390	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Library Scheduling	LMS utilizes flexible and fixed schedule to accommodate patrons' needs.	Other - Flexible Scheduling	08/08/2016	05/25/2017	\$0	Principal, LMS
Depth of Knowledge Implementation	There is a need to increase the level of rigor in our classrooms for all students. The standards alone will not bring rigor to our classrooms. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand.	Academic Support Program	08/08/2016	05/25/2017	\$0	All teachers
BCIS Internet Cafe	Students who have perfect attendance for the previous month will be allowed to access the BCIS Internet Caf� during lunch for a week's reservation.	Behavioral Support Program, Academic Support Program	08/08/2016	05/25/2017	\$0	Hays, James, Stewart
MyOn	MyOn is pilot project for Alabama. It provides thousands of digital books in the hands of students using the Lexile Framework to monitor student activity and reading growth.	Academic Support Program	10/03/2016	02/28/2017	\$0	James, Key,

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Reading specialist	Reading specialist will work with students to improve oral reading fluency. She will use comprehension strategies to ensure students are deeply engaged as they reflect on and learn what to read. She will re-mediate groups of students who are low performing. Her schedule will reflect a high percentage of her time and focus on third grade.	Professional Learning, Tutoring, Academic Support Program	08/08/2016	05/25/2017	\$0	Stewart, James
Math Intervention	All teachers will focus on targeted students to enrich, reinforce, and remediate according to student's individual math skills.	Academic Support Program	08/08/2016	05/25/2017	\$0	All staff
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	08/08/2016	05/25/2017	\$0	Principal, Reading Specialist, Teachers
Honor's Day	Honor's Day at the end of the year for attendance. Teachers will fellowship once a month. Teacher attendance rewards will be given.	Behavioral Support Program	08/08/2016	05/25/2017	\$0	Principal, Teachers.
Award Day	Students will be recognized with awards in the following areas: academic, attendance, and citizenship.	Behavioral Support Program, Academic Support Program	08/08/2016	05/25/2017	\$0	All staff
School Visit	Second grade students will visit the BCIS campus.	Other	05/22/2017	05/25/2017	\$0	Principal, Teachers, Counselor
SmartBoard Training	BCIS new faculty members will be provided ongoing training to enhance the use of SmartBoards. This will increase the utilization of technology within the classroom.	Professional Learning	08/08/2016	05/25/2017	\$0	Technology Coordinator, Director of Instructional Services and Federal Programs, Outside consultants, School Administrators, Teachers
Weekly Reward	Students will be given a weekly reward for perfect attendance for the week. Rewards will be given out on Monday for the previous week's attendance.	Behavioral Support Program, Academic Support Program	08/08/2016	05/25/2017	\$0	Hays, Stewart, James
BCIS Media Center Website Links	Various digital website links are accessible on the school media website page	Other - BCIS Website	08/08/2016	05/25/2017	\$0	Library Media Specialist

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Depth of Knowledge Implementation	There is the need to increase the level or rigor in our classrooms for all students. The standards alone will not bring rigor to our classrooms. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand.	Professional Learning, Academic Support Program	08/08/2016	05/25/2017	\$0	All teachers, Principal
Attendance Recognition	BCIS will be recognized for reaching 95% or higher in student attendance at the monthly Board meetings.	Community Engagement	08/08/2016	05/25/2017	\$0	District attendance officer and school principal
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	08/08/2016	05/25/2017	\$0	Administrator and Teachers
Collaborative Planning	Collaborate with teachers to provide additional resources for enhanced learning opportunities	Academic Support Program	08/08/2016	05/25/2017	\$0	Content Teachers, LMS
Professional Learning	Professional development for all educators to increase technology integration and innovated initiative programs.	Behavioral Support Program, Professional Learning, Academic Support Program	08/08/2016	05/25/2017	\$0	BCIS Faculty and Staff
Small Group Instruction	Teachers and the Reading Specialist will utilize 55 minutes of intervention time to provide Tier II and Tier III instruction.	Academic Support Program	08/15/2016	05/25/2017	\$0	Classroom teachers, Reading Specialist
Monthly Activity Day	Monthly activity days that includes strategies of building fellowship among student body	Behavioral Support Program	08/08/2016	05/25/2017	\$0	All staff
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	08/08/2016	05/25/2017	\$0	Principal, Reading Specialist, Teachers, and Kim Wiggins ARI/ALSDE Region 9 Instructional Coach
Open House	Open House was held the first full week of school for students and parents.	Other	08/01/2016	08/05/2016	\$0	Principal, School Staff and Faculty

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Document Camera Professional Development	BCIS new faculty members will be provided with ongoing training utilizing the document cameras.. This will increase the use of technology in the classroom.	Professional Learning	08/08/2016	05/25/2017	\$0	Technology Coordinator, Director of Instructional Services and Federal Programs, Outside Consultants, School Administrators, Teachers
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology enhancement	Maintain the equipment and to replace existing equipment.	Behavioral Support Program, Academic Support Program	08/08/2016	05/25/2017	\$2457	All teachers
Professional Development Training	Teachers will receive training on the SDAIE/SIOP models to enhance EL student's instruction. One teacher will attend the training and then do turn around training for the staff.	Professional Learning	08/08/2016	05/25/2017	\$600	EL Coordinator, School Administrator, Teachers
Library Media	The media specialist will order books from various vendors and catalog books into Concourse. Students will be allowed to check out the books and to take tests on the books checked out.	Academic Support Program	08/08/2016	05/25/2017	\$308	All teachers, principal, and media specialist
Professional Development Training	Professional development for all educators to enhance the teaching and learning in the classroom and the school as a whole.	Behavioral Support Program, Professional Learning, Academic Support Program	08/08/2016	05/25/2017	\$926	All BCIS Faculty and Staff
Total					\$4291	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Barbour County Intermediate School

Read 180	Teacher will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Language Learners, students with disabilities, and below level students. This is to include embedded professional development.	Academic Support Program	08/08/2016	05/25/2017	\$12250	Selena Wood, Sharon Fenn, Katie Griffin, Kelvin James, and Corinne Campbell
System 44	Teacher will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Learners, students with disabilities, and below level students. This is also to include embedded professional development.	Academic Support Program	08/08/2016	05/25/2017	\$12250	Thornton, Peacock, Philen, James, Corinne Campbell
Total					\$24500	

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Parent surveys were administered in the fall of 2015. All students participated in the surveys. Parent surveys were open for several weeks. Parents who came on campus were asked to complete the surveys. Also each teacher asked five students to take home a paper survey and the ones returned were mailed. All staff members participated. We were emailed the link and required to respond via email once it was completed. Parents The results are in the comment section in Title I Schoolwide Diagnostic #6 Strategies to Increase Parental Involvement Response #3.	Stakeholders surveys

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

Staff perceptions indicated a 4.44. BCIS has a continuous improvement process based on data, goals, actions, and measures for growth. Third, Fourth, and Fifth grade students' perceptions indicated a 2.97 in the area of "In my school my teachers want me to do my best work". Sixth grade students' perceptions indicated a 4.65 in the area of "In my school rules are equally applied to all students". Parent perceptions indicated a 4.27 in the area of "All of my child's teachers report on my child's progress in easy to understand language".

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

Staff perceptions indicated a 4.44 on "Our school has a continuous improvement process based on data, goals, actions, and measures for growth". This indicator continues to be the staff's highest percentage for the past two years. Third, Fourth, and Fifth grade students' perceptions indicated a 2.97 on "In my school my teachers want me to do my best work". These results are identical to last fall's surveys. Parents are satisfied with the school's ability to Use Results for Continuous Improvement.

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. There has been a schoolwide concentrated effort to increase student field trips. The students will be visiting McWane Center, Shakespeare Festival, Old Alabama Town, Wehle Center and Kolomoki Mounds depending on their grade level.

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

Barbour County School District distributes professional 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 3.75 on "In our school a formal process is in place to support new staff members in their professional practice". Third, Fourth, and Fifth grade student surveys indicated a 2.47 on "In my school students treat adults with respect". Sixth grade surveys indicated a 3.13 on "In my school, students treat adult with respect". Parent surveys indicated a 3.7 on "Our school ensures the effective use of financial resources".

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

Third, Fourth, and Fifth grade student surveys indicated a 2.47 on In my school students treat adults with respect. Last year results, indicated a 2.23 on this same standard. Sixth grade surveys indicated a 3.13 on In my school, students treat adult with respect. Last year results indicated a 2.74 on the same standard. Parent surveys indicated a 3.7 on Our school ensures the effective use of financial resources. This was also the lowest standard for the parents last year as well with a score of 3.77. These standards have improved the stakeholders dissatisfaction.

Staff have requested more training on RTI and more training on the utilization of the technology. Student surveys revealed that students in our schools do not respect adults' or other students' belongings.

What are the implications for these stakeholder perceptions?

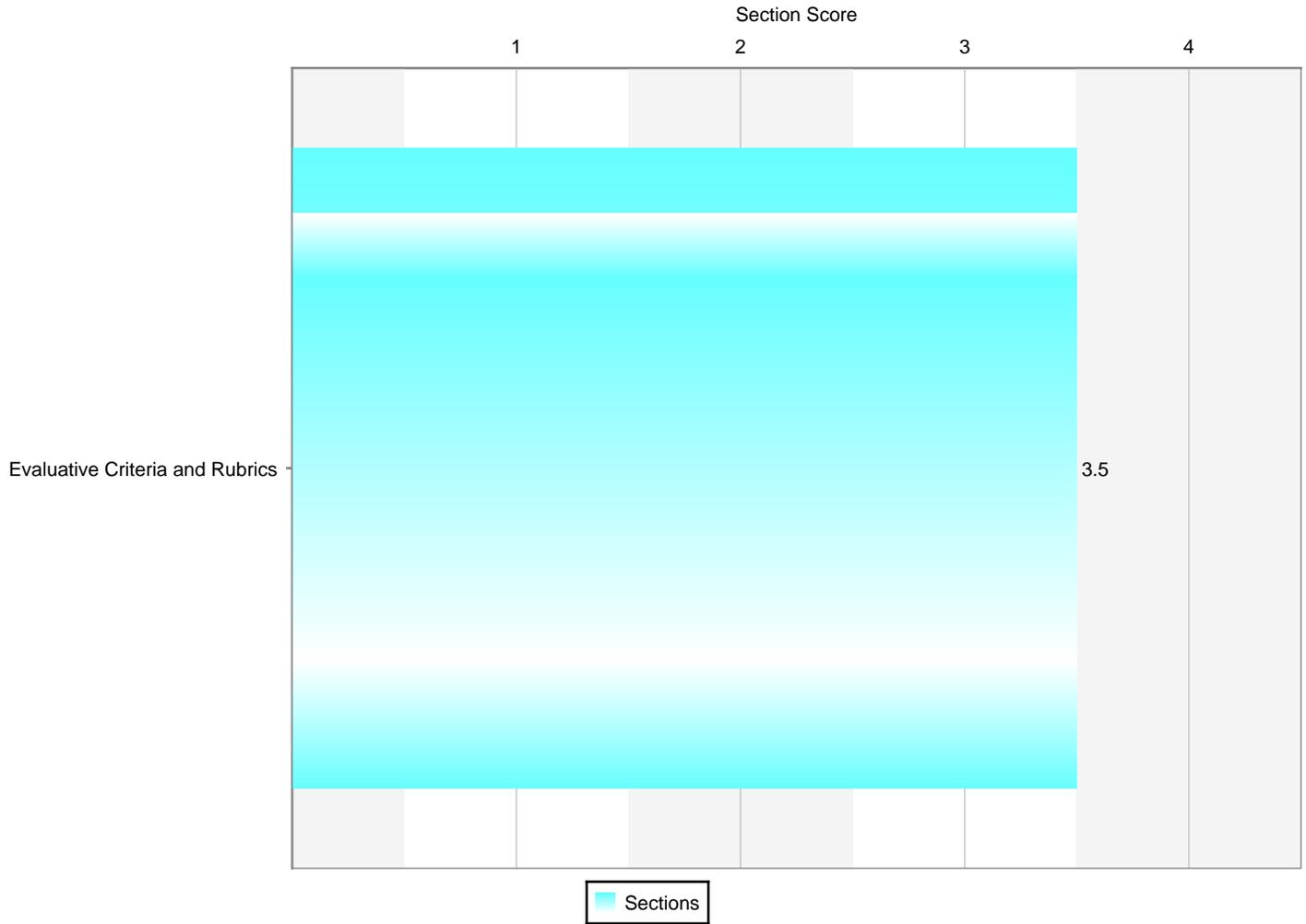
Teachers remain concerned about the support of staff and peer coaching among faculty members. Students are concerned that the school does not ask them what they think about their school. Parents are still concerned about Governance and Leadership.

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

The only other feedback source is 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



Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

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

2. 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 conducted

3. What conclusions were drawn from the results?

ASPIRE results were not as high as expected. There is a vast need for improvement in reading and math. Attendance for the students remained consistent. BCIS's EL students' scores declined. Spring 2016 the new online ACCESS 2.0 test was administered to EL students. Scores were low across the state. These results will be used as a baseline . All teachers are highly qualified. Attendance is consistent for teachers.

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

BCIS ASPIRE math scores were 17% Ready, only 1% increase from last year. . Therefore, math will be a focus for BCIS. BCIS ASPIRE reading scores were 12% Ready, a decrease of 1% from last year. Therefore reading will be a focus. EL ACCESS scores were steady. 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.

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

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

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

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

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

We are a Title 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

1. 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:

10% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency level increase in the scoring area of close in Reading by 05/25/2017 as measured by the reading ASPIRE assessment scores.

Strategy1:

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

Phonics and syllabication

Spelling

Fluency

Word analysis and vocabulary development

Comprehension

Writing

Grammar, usage, mechanics

Test-Taking Strategies

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

Research Cited: Scholastic System 44

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Learners, students with disabilities, and below level students. This is also to include embedded professional development.	Academic Support Program	08/08/2016	05/25/2017	\$6943 - Title I Part A \$12250 - Title II Part A	Thornton, Peacock, Philen, James, Corinne Campbell

Strategy2:

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

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

Research Cited: Accelerated Reader

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Barbour County Intermediate School

Activity - MyOn	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MyOn is pilot project for Alabama. It provides thousands of digital books in the hands of students using the Lexile Framework to monitor student activity and reading growth.	Academic Support Program	10/03/2016	02/28/2017	\$0 - No Funding Required	James, Key,

Activity - Library Media	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The media specialist will order books from various vendors and catalog books into Concourse. Students will be allowed to check out the books and to take tests on the books checked out.	Academic Support Program	08/08/2016	05/25/2017	\$308 - State Funds	All teachers, principal, and media specialist

Strategy3:

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

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

Research Cited: ELA Course of Study

Activity - Explicit, systematic reading instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of core teachers will provide scaffold instruction and teach explicit, systematic comprehension strategies in small groups daily.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Principal, Reading Specialist, Teachers

Strategy4:

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

- Phonics and syllabication
- Spelling
- Fluency
- Word analysis and vocabulary development
- Comprehension
- Writing
- Grammar, usage, mechanics
- Test-Taking Strategies

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

Research Cited: Scholastic READ 180

Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Language Learners, students with disabilities, and below level students. This is to include embedded professional development.	Academic Support Program	08/08/2016	05/25/2017	\$13886 - Title I Part A \$12250 - Title II Part A	Selena Wood, Sharon Fenn, Katie Griffin, Kelvin James, and Corinne Campbell

Strategy5:

Longitudinal data - Use ACT Aspire data from 2015-2016 to identify reading standards. During grade level meetings, teachers, and leadership team will identify the weakest standards by October 7, 2016. Improving the weakest standards will be the focus with related strategies to be used.

Category: Other - Analyze the Data

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

Activity - Assessment Varieties	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed, monitored, and evaluated using STAR reading and Accelerated Reader. Students will be assessed, monitored, and evaluated using ACT Aspire Periodicals	Academic Support Program	08/08/2016	05/25/2017	\$2149 - Title I Part A \$1883 - Title I Part A	Principal, Teachers, Media Specialist,

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for all educators to enhance the teaching and learning in the classrooms and the school as a whole.	Behavioral Support Program Academic Support Program Professional Learning	08/08/2016	05/25/2017	\$2500 - Title I Part A	All BCIS Faculty and Staff

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 focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Reading Specialist, Teachers

Activity - Depth of Knowledge Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is a need to increase the level of rigor in our classrooms for all students. The standards alone will not bring rigor to our classrooms. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	All teachers

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Barbour County Intermediate School

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 focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principals, Reading Specialist, Teachers

Activity - Target weakest standards Grade 6	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Reading Specialist, Teachers

Activity - Target weakest standards Grade 5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Reading Specialist, Teachers

Strategy6:

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

Category:

Research Cited: ARI

Activity - Reading specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialist will work with students to improve oral reading fluency. She will use comprehension strategies to ensure students are deeply engaged as they reflect on and learn what to read. She will re-mediate groups of students who are low performing. Her schedule will reflect a high percentage of her time and focus on third grade.	Professional Learning Tutoring Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Stewart, James

Activity - Teach Reading Comprehension Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use before, during, and after strategies such as question-answering techniques, graphic and semantic organizers, and self-questioning strategies. Small group cooperative learning activities in every reading classroom will focus on reading comprehension strategies daily.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Principal, Reading Specialist, Teachers, and Kim Wiggins ARI/ALSDE Region 9 Instructional Coach

Goal 2:

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

Measurable Objective 1:

A 2% increase of English Learners students will demonstrate a proficiency in English and in Writing by 05/25/2017 as measured by 2016 ACCESS for ELs results.

Strategy1:

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

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: WIDA Consortium

Activity - Implementation of SDAIE/SIOP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly, teachers will implement the strategies of SDAIE/SIOP that focus on improving writing skills concentrating in the areas of reading and social studies.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Administrator and Teachers

Activity - Professional Development Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the SDAIE/SIOP models to enhance EL student's instruction. One teacher will attend the training and then do turn around training for the staff.	Professional Learning	08/08/2016	05/25/2017	\$600 - State Funds	EL Coordinator, School Administrator, Teachers

Goal 3:

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

Measurable Objective 1:

20% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency level increase in the scoring areas of close and in need of support in Mathematics by 05/25/2017 as measured by the math ASPIRE assessment scores.

Strategy1:

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

Category: Other - Assessment

Research Cited: AMSTI, Investigations, STAR math, ACT Aspire Periodicals

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Barbour County Intermediate School

Activity - Assessment Variety	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will use open-ended type questions in weekly assessments. Other assessments used will be STAR math (monthly) and Stride Academy (daily). ACT Aspire Periodicals will be used quarterly. Projects will be done once per grading period.	Academic Support Program	08/08/2016	05/25/2017	\$688 - Title I Part A	Principal and Teachers

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will focus on targeted students to enrich, reinforce, and remediate according to student's individual math skills.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	All staff

Strategy2:

Longitudinal Data - Use ACT Aspire data from 2015-2016 to identify math standards. During grade level meetings, teachers, and leadership team will identify the weakest and heaviest weighted standards. Improving the weakest standard and the standard that is the most weighted will be the focus with related strategies to be used.

Category: Develop/Implement Professional Learning and Support

Research Cited: STAR math, Investigations, AMSTI

Activity - Professional Development Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for all educators to improve the school culture, student behavior, student citizenship, and student character.	Professional Learning Academic Support Program Behavioral Support Program	08/08/2016	05/25/2017	\$2500 - Title I Part A	All BCIS Faculty and Staff

Activity - Targeted Standards Grade 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on numbers and operations in Base 10. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Teachers

Activity - Targeted Standards Grade 6	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on geometry. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal and teachers

Activity - Targeted Standards Grade 4	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on numbers and operations fractions. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Teachers

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Barbour County Intermediate School

Activity - Depth of Knowledge Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is the need to increase the level or rigor in our classrooms for all students. The standards alone will not bring rigor to our classrooms. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand.	Academic Support Program Professional Learning	08/08/2016	05/25/2017	\$0 - No Funding Required	All teachers, Principal

Activity - Targeted Standards Grade 5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on numbers and operation fractions. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Teachers

Goal 4:

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

Measurable Objective 1:

collaborate to ensure participation in curriculum based and collaborative learning opportunities with teachers and students in order to improve instruction and student learning by 05/25/2017 as measured by library schedule and collaborative lesson plans.

Strategy1:

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

Category:

Research Cited: College and Career Ready Standards

Activity - Library Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LMS utilizes flexible and fixed schedule to accommodate patrons' needs.	Other - Flexible Scheduling	08/08/2016	05/25/2017	\$0 - No Funding Required	Principal, LMS

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with teachers to provide additional resources for enhanced learning opportunities	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Content Teachers, LMS

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

Goal 1:

All students at BCIS will become proficient readers.

Measurable Objective 1:

10% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency level increase in the scoring area of close in Reading by 05/25/2017 as measured by the reading ASPIRE assessment scores.

Strategy1:

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

- Phonics and syllabication
- Spelling
- Fluency
- Word analysis and vocabulary development
- Comprehension
- Writing
- Grammar, usage, mechanics
- Test-Taking Strategies

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

Research Cited: Scholastic READ 180

Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Language Learners, students with disabilities, and below level students. This is to include embedded professional development.	Academic Support Program	08/08/2016	05/25/2017	\$13886 - Title I Part A \$12250 - Title II Part A	Selena Wood, Sharon Fenn, Katie Griffin, Kelvin James, and Corinne Campbell

Strategy2:

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

Category:

Research Cited: ARI

ACIP

Barbour County Intermediate School

Activity - Teach Reading Comprehension Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use before, during, and after strategies such as question-answering techniques, graphic and semantic organizers, and self-questioning strategies. Small group cooperative learning activities in every reading classroom will focus on reading comprehension strategies daily.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Principal, Reading Specialist, Teachers, and Kim Wiggins ARI/ALSDE Region 9 Instructional Coach

Activity - Reading specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialist will work with students to improve oral reading fluency. She will use comprehension strategies to ensure students are deeply engaged as they reflect on and learn what to read. She will re-mediate groups of students who are low performing. Her schedule will reflect a high percentage of her time and focus on third grade.	Academic Support Program Professional Learning Tutoring	08/08/2016	05/25/2017	\$0 - No Funding Required	Stewart, James

Strategy3:

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

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

Research Cited: Accelerated Reader

Activity - MyOn	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MyOn is pilot project for Alabama. It provides thousands of digital books in the hands of students using the Lexile Framework to monitor student activity and reading growth.	Academic Support Program	10/03/2016	02/28/2017	\$0 - No Funding Required	James, Key,

Activity - Library Media	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The media specialist will order books from various vendors and catalog books into Concourse. Students will be allowed to check out the books and to take tests on the books checked out.	Academic Support Program	08/08/2016	05/25/2017	\$308 - State Funds	All teachers, principal, and media specialist

Strategy4:

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

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

Research Cited: ELA Course of Study

ACIP

Barbour County Intermediate School

Activity - Explicit, systematic reading instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of core teachers will provide scaffold instruction and teach explicit, systematic comprehension strategies in small groups daily.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Principal, Reading Specialist, Teachers

Strategy5:

Longitudinal data - Use ACT Aspire data from 2015-2016 to identify reading standards. During grade level meetings, teachers, and leadership team will identify the weakest standards by October 7, 2016. Improving the weakest standards will be the focus with related strategies to be used.

Category: Other - Analyze the Data

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

Activity - Depth of Knowledge Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is a need to increase the level of rigor in our classrooms for all students. The standards alone will not bring rigor to our classrooms. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	All 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 focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principals, Reading Specialist, Teachers

Activity - Target weakest standards Grade 6	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Reading Specialist, Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for all educators to enhance the teaching and learning in the classrooms and the school as a whole.	Academic Support Program Behavioral Support Program Professional Learning	08/08/2016	05/25/2017	\$2500 - Title I Part A	All BCIS Faculty and Staff

Activity - Target weakest standards Grade 5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Reading Specialist, 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. Students will be assessed, monitored, and evaluated using ACT Aspire Periodicals	Academic Support Program	08/08/2016	05/25/2017	\$2149 - Title I Part A \$1883 - Title I Part A	Principal, Teachers, Media Specialist,

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 focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Reading Specialist, Teachers

Strategy6:

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

Phonics and syllabication

Spelling

Fluency

Word analysis and vocabulary development

Comprehension

Writing

Grammar, usage, mechanics

Test-Taking Strategies

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

Research Cited: Scholastic System 44

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Learners, students with disabilities, and below level students. This is also to include embedded professional development.	Academic Support Program	08/08/2016	05/25/2017	\$6943 - Title I Part A \$12250 - Title II Part A	Thornton, Peacock, Philen, James, Corinne Campbell

Goal 2:

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

Measurable Objective 1:

A 2% increase of English Learners students will demonstrate a proficiency in English and in Writing by 05/25/2017 as measured by 2016 ACCESS for ELs results.

Strategy1:

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

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: WIDA Consortium

Activity - Implementation of SDAIE/SIOP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly, teachers will implement the strategies of SDAIE/SIOP that focus on improving writing skills concentrating in the areas of reading and social studies.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Administrator and Teachers

Activity - Professional Development Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the SDAIE/SIOP models to enhance EL student's instruction. One teacher will attend the training and then do turn around training for the staff.	Professional Learning	08/08/2016	05/25/2017	\$600 - State Funds	EL Coordinator, School Administrator, Teachers

Goal 3:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

90% of Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency to use digital tools individually or collaboratively, in and out of the classroom to gather organize, evaluate, and share and present information in Mathematics by 05/25/2017 as measured by classroom observations of student participation and indicated in lesson plans.

Strategy1:

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

ACIP

Barbour County Intermediate School

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Technology Course of Study

Activity - Technology Interaction thru 1:1 Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in third and fourth currently have chrome books for daily and are currently implementing the 1:1. Fifth and sixth grades students are projected to have chrome books by January 2017. This will enable them to have access and interact with the technology to prepare them for real-world application.	Technology	08/08/2016	05/25/2017	\$36000 - Title I Part A	Classroom teachers and principal

Goal 4:

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

Measurable Objective 1:

demonstrate a proficiency in exhibiting knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society by 05/25/2017 as measured by classroom observations and EDUCATEAlabama reports.

Strategy1:

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

Category: Develop/Implement Pre-K Career Readiness Plan

Research Cited: Alabama Plan 2020

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for all educators to increase technology integration and innovated initiative programs.	Professional Learning Behavioral Support Program Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	BCIS Faculty and Staff

Activity - Technology enhancement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maintain the equipment and to replace existing equipment.	Behavioral Support Program Academic Support Program	08/08/2016	05/25/2017	\$2457 - State Funds	All teachers

ACIP

Barbour County Intermediate School

Activity - Document Camera Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCIS new faculty members will be provided with ongoing training utilizing the document cameras.. This will increase the use of technology in the classroom.	Professional Learning	08/08/2016	05/25/2017	\$0 - No Funding Required	Technology Coordinator, Director of Instructional Services and Federal Programs, Outside Consultants, School Administrators, Teachers

Activity - SmartBoard Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCIS new faculty members will be provided ongoing training to enhance the use of SmartBoards. This will increase the utilization of technology within the classroom.	Professional Learning	08/08/2016	05/25/2017	\$0 - No Funding Required	Technology Coordinator, Director of Instructional Services and Federal Programs, Outside consultants, School Administrators, Teachers

Goal 5:

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

Measurable Objective 1:

20% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency level increase in the scoring areas of close and in need of support in Mathematics by 05/25/2017 as measured by the math ASPIRE assessment scores.

Strategy1:

Longitudinal Data - Use ACT Aspire data from 2015-2016 to identify math standards. During grade level meetings, teachers, and leadership team will identify the weakest and heaviest weighted standards. Improving the weakest standard and the standard that is the most weighted will be the focus with related strategies to be used.

Category: Develop/Implement Professional Learning and Support

Research Cited: STAR math, Investigations, AMSTI

Activity - Depth of Knowledge Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is the need to increase the level or rigor in our classrooms for all students. The standards alone will not bring rigor to our classrooms. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand.	Academic Support Program Professional Learning	08/08/2016	05/25/2017	\$0 - No Funding Required	All teachers, Principal

ACIP

Barbour County Intermediate School

Activity - Professional Development Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for all educators to improve the school culture, student behavior, student citizenship, and student character.	Behavioral Support Program Academic Support Program Professional Learning	08/08/2016	05/25/2017	\$2500 - Title I Part A	All BCIS Faculty and Staff

Activity - Targeted Standards Grade 5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on numbers and operation fractions. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Teachers

Activity - Targeted Standards Grade 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on numbers and operations in Base 10. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Teachers

Activity - Targeted Standards Grade 6	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on geometry. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal and teachers

Activity - Targeted Standards Grade 4	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on numbers and operations fractions. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Teachers

Strategy2:

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

Category: Other - Assessment

Research Cited: AMSTI, Investigations, STAR math, ACT Aspire Periodicals

Activity - Assessment Variety	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will use open-ended type questions in weekly assessments. Other assessments used will be STAR math (monthly) and Stride Academy (daily). ACT Aspire Periodicals will be used quarterly. Projects will be done once per grading period.	Academic Support Program	08/08/2016	05/25/2017	\$688 - Title I Part A	Principal and Teachers

ACIP

Barbour County Intermediate School

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will focus on targeted students to enrich, reinforce, and remediate according to student's individual math skills.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	All staff

Goal 6:

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

Measurable Objective 1:

demonstrate a behavior that ensures that the Library Media Center (LMC) will provide flexible, real, and virtual access to a wide range of informational resources both within the LMC and outside the school facility by 05/25/2017 as measured by Concourse reports, AVL reports, and Library Media Specialist's schedule.

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

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

Activity - BCIS Media Center Website Links	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various digital website links are accessible on the school media website page	Other - BCIS Website	08/08/2016	05/25/2017	\$0 - No Funding Required	Library Media Specialist

Measurable Objective 2:

collaborate to ensure participation in curriculum based and collaborative learning opportunities with teachers and students in order to improve instruction and student learning by 05/25/2017 as measured by library schedule and collaborative lesson plans.

Strategy1:

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

Category:

Research Cited: College and Career Ready Standards

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with teachers to provide additional resources for enhanced learning opportunities	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Content Teachers, LMS

ACIP

Barbour County Intermediate School

Activity - Library Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LMS utilizes flexible and fixed schedule to accommodate patrons' needs.	Other - Flexible Scheduling	08/08/2016	05/25/2017	\$0 - No Funding Required	Principal, LMS

3. 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:

10% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency level increase in the scoring area of close in Reading by 05/25/2017 as measured by the reading ASPIRE assessment scores.

Strategy1:

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

Category:

Research Cited: ARI

Activity - Teach Reading Comprehension Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use before, during, and after strategies such as question-answering techniques, graphic and semantic organizers, and self-questioning strategies. Small group cooperative learning activities in every reading classroom will focus on reading comprehension strategies daily.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Principal, Reading Specialist, Teachers, and Kim Wiggins ARI/ALSDE Region 9 Instructional Coach

Activity - Reading specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialist will work with students to improve oral reading fluency. She will use comprehension strategies to ensure students are deeply engaged as they reflect on and learn what to read. She will re-mediate groups of students who are low performing. Her schedule will reflect a high percentage of her time and focus on third grade.	Tutoring Academic Support Program Professional Learning	08/08/2016	05/25/2017	\$0 - No Funding Required	Stewart, James

Strategy2:

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

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

Research Cited: ELA Course of Study

ACIP

Barbour County Intermediate School

Activity - Explicit, systematic reading instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of core teachers will provide scaffold instruction and teach explicit, systematic comprehension strategies in small groups daily.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Principal, Reading Specialist, Teachers

Strategy3:

Longitudinal data - Use ACT Aspire data from 2015-2016 to identify reading standards. During grade level meetings, teachers, and leadership team will identify the weakest standards by October 7, 2016. Improving the weakest standards will be the focus with related strategies to be used.

Category: Other - Analyze the Data

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

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 focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principals, Reading Specialist, 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. Students will be assessed, monitored, and evaluated using ACT Aspire Periodicals	Academic Support Program	08/08/2016	05/25/2017	\$2149 - Title I Part A \$1883 - Title I Part A	Principal, Teachers, Media Specialist,

Activity - Depth of Knowledge Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is a need to increase the level of rigor in our classrooms for all students. The standards alone will not bring rigor to our classrooms. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	All teachers

Activity - Target weakest standards Grade 5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Reading Specialist, Teachers

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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 focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Reading Specialist, Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for all educators to enhance the teaching and learning in the classrooms and the school as a whole.	Behavioral Support Program Academic Support Program Professional Learning	08/08/2016	05/25/2017	\$2500 - Title I Part A	All BCIS Faculty and Staff

Activity - Target weakest standards Grade 6	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Reading Specialist, Teachers

Strategy4:

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

- Phonics and syllabication
- Spelling
- Fluency
- Word analysis and vocabulary development
- Comprehension
- Writing
- Grammar, usage, mechanics
- Test-Taking Strategies

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

Research Cited: Scholastic READ 180

Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Language Learners, students with disabilities, and below level students. This is to include embedded professional development.	Academic Support Program	08/08/2016	05/25/2017	\$12250 - Title II Part A \$13886 - Title I Part A	Selena Wood, Sharon Fenn, Katie Griffin, Kelvin James, and Corinne Campbell

ACIP

Barbour County Intermediate School

Strategy5:

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

Phonics and syllabication

Spelling

Fluency

Word analysis and vocabulary development

Comprehension

Writing

Grammar, usage, mechanics

Test-Taking Strategies

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

Research Cited: Scholastic System 44

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Learners, students with disabilities, and below level students. This is also to include embedded professional development.	Academic Support Program	08/08/2016	05/25/2017	\$12250 - Title II Part A \$6943 - Title I Part A	Thornton, Peacock, Philen, James, Corinne Campbell

Strategy6:

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

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

Research Cited: Accelerated Reader

Activity - MyOn	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MyOn is pilot project for Alabama. It provides thousands of digital books in the hands of students using the Lexile Framework to monitor student activity and reading growth.	Academic Support Program	10/03/2016	02/28/2017	\$0 - No Funding Required	James, Key,

Activity - Library Media	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The media specialist will order books from various vendors and catalog books into Concourse. Students will be allowed to check out the books and to take tests on the books checked out.	Academic Support Program	08/08/2016	05/25/2017	\$308 - State Funds	All teachers, principal, and media specialist

Goal 2:

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

Measurable Objective 1:

A 2% increase of English Learners students will demonstrate a proficiency in English and in Writing by 05/25/2017 as measured by 2016 ACCESS for ELs results.

Strategy1:

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

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: WIDA Consortium

Activity - Implementation of SDAIE/SIOP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly, teachers will implement the strategies of SDAIE/SIOP that focus on improving writing skills concentrating in the areas of reading and social studies.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Administrator and Teachers

Activity - Professional Development Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the SDAIE/SIOP models to enhance EL student's instruction. One teacher will attend the training and then do turn around training for the staff.	Professional Learning	08/08/2016	05/25/2017	\$600 - State Funds	EL Coordinator, School Administrator, Teachers

Goal 3:

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

Measurable Objective 1:

20% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency level increase in the scoring areas of close and in need of support in Mathematics by 05/25/2017 as measured by the math ASPIRE assessment scores.

Strategy1:

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

Category: Other - Assessment

Research Cited: AMSTI, Investigations, STAR math, ACT Aspire Periodicals

ACIP

Barbour County Intermediate School

Activity - Assessment Variety	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will use open-ended type questions in weekly assessments. Other assessments used will be STAR math (monthly) and Stride Academy (daily). ACT Aspire Periodicals will be used quarterly. Projects will be done once per grading period.	Academic Support Program	08/08/2016	05/25/2017	\$688 - Title I Part A	Principal and Teachers

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will focus on targeted students to enrich, reinforce, and remediate according to student's individual math skills.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	All staff

Strategy2:

Longitudinal Data - Use ACT Aspire data from 2015-2016 to identify math standards. During grade level meetings, teachers, and leadership team will identify the weakest and heaviest weighted standards. Improving the weakest standard and the standard that is the most weighted will be the focus with related strategies to be used.

Category: Develop/Implement Professional Learning and Support

Research Cited: STAR math, Investigations, AMSTI

Activity - Targeted Standards Grade 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on numbers and operations in Base 10. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Teachers

Activity - Depth of Knowledge Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is the need to increase the level or rigor in our classrooms for all students. The standards alone will not bring rigor to our classrooms. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand.	Academic Support Program Professional Learning	08/08/2016	05/25/2017	\$0 - No Funding Required	All teachers, Principal

Activity - Professional Development Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for all educators to improve the school culture, student behavior, student citizenship, and student character.	Professional Learning Behavioral Support Program Academic Support Program	08/08/2016	05/25/2017	\$2500 - Title I Part A	All BCIS Faculty and Staff

ACIP

Barbour County Intermediate School

Activity - Targeted Standards Grade 6	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on geometry. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal and teachers

Activity - Targeted Standards Grade 4	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on numbers and operations fractions. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Teachers

Activity - Targeted Standards Grade 5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on numbers and operation fractions. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Teachers

Goal 4:

Enhance BCIS 's culture in order to improve student achievement

Measurable Objective 1:

collaborate to build a positive school climate by 05/25/2017 as measured by student attendance, teacher attendance, and discipline..

Strategy1:

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

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

Research Cited: Parent/Student Handbook, BCSD personnel handbook

Activity - Parent & Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents & family engagement monthly meetings will be provided with information and hands on activities on how to better assist their children at home.	Parent Involvement	08/08/2016	05/25/2017	\$3080 - Title I Part A	All staff and principal

Activity - Professional Development Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for all educators to enhance the teaching and learning in the classroom and the school as a whole.	Professional Learning Behavioral Support Program Academic Support Program	08/08/2016	05/25/2017	\$2500 - Title I Part A \$926 - State Funds	All BCIS Faculty and Staff

ACIP

Barbour County Intermediate School

Activity - Monthly Activity Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monthly activity days that includes strategies of building fellowship among student body	Behavioral Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	All staff

Activity - Award Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be recognized with awards in the following areas: academic, attendance, and citizenship.	Behavioral Support Program Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	All staff

Activity - Honor's Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Honor's Day at the end of the year for attendance. Teachers will fellowship once a month. Teacher attendance rewards will be given.	Behavioral Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Principal, Teachers.

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.**Goal 1:**

All students at BCIS will become proficient readers.

Measurable Objective 1:

10% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency level increase in the scoring area of close in Reading by 05/25/2017 as measured by the reading ASPIRE assessment scores.

Strategy1:

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

Category:

Research Cited: ARI

Activity - Teach Reading Comprehension Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use before, during, and after strategies such as question-answering techniques, graphic and semantic organizers, and self-questioning strategies. Small group cooperative learning activities in every reading classroom will focus on reading comprehension strategies daily.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Principal, Reading Specialist, Teachers, and Kim Wiggins ARI/ALSDE Region 9 Instructional Coach

Activity - Reading specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialist will work with students to improve oral reading fluency. She will use comprehension strategies to ensure students are deeply engaged as they reflect on and learn what to read. She will re-mediate groups of students who are low performing. Her schedule will reflect a high percentage of her time and focus on third grade.	Tutoring Academic Support Program Professional Learning	08/08/2016	05/25/2017	\$0 - No Funding Required	Stewart, James

Strategy2:

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

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

Research Cited: Accelerated Reader

Activity - MyOn	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MyOn is pilot project for Alabama. It provides thousands of digital books in the hands of students using the Lexile Framework to monitor student activity and reading growth.	Academic Support Program	10/03/2016	02/28/2017	\$0 - No Funding Required	James, Key,

Activity - Library Media	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The media specialist will order books from various vendors and catalog books into Concourse. Students will be allowed to check out the books and to take tests on the books checked out.	Academic Support Program	08/08/2016	05/25/2017	\$308 - State Funds	All teachers, principal, and media specialist

Strategy3:

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

Phonics and syllabication

Spelling

Fluency

Word analysis and vocabulary development

Comprehension

Writing

Grammar, usage, mechanics

Test-Taking Strategies

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

Research Cited: Scholastic System 44

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Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Learners, students with disabilities, and below level students. This is also to include embedded professional development.	Academic Support Program	08/08/2016	05/25/2017	\$12250 - Title II Part A \$6943 - Title I Part A	Thornton, Peacock, Philen, James, Corinne Campbell

Strategy4:

Longitudinal data - Use ACT Aspire data from 2015-2016 to identify reading standards. During grade level meetings, teachers, and leadership team will identify the weakest standards by October 7, 2016. Improving the weakest standards will be the focus with related strategies to be used.

Category: Other - Analyze the Data

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

Activity - Target weakest standards Grade 5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Reading Specialist, 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 focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Reading Specialist, 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 focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principals, Reading Specialist, 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. Students will be assessed, monitored, and evaluated using ACT Aspire Periodicals	Academic Support Program	08/08/2016	05/25/2017	\$2149 - Title I Part A \$1883 - Title I Part A	Principal, Teachers, Media Specialist,

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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 using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Reading Specialist, Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for all educators to enhance the teaching and learning in the classrooms and the school as a whole.	Academic Support Program Behavioral Support Program Professional Learning	08/08/2016	05/25/2017	\$2500 - Title I Part A	All BCIS Faculty and Staff

Activity - Depth of Knowledge Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is a need to increase the level of rigor in our classrooms for all students. The standards alone will not bring rigor to our classrooms. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	All teachers

Strategy5:

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

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

Research Cited: ELA Course of Study

Activity - Explicit, systematic reading instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of core teachers will provide scaffold instruction and teach explicit, systematic comprehension strategies in small groups daily.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Principal, Reading Specialist, Teachers

Strategy6:

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

- Phonics and syllabication
- Spelling
- Fluency
- Word analysis and vocabulary development
- Comprehension
- Writing
- Grammar, usage, mechanics

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•Test-Taking Strategies

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

Research Cited: Scholastic READ 180

Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Language Learners, students with disabilities, and below level students. This is to include embedded professional development.	Academic Support Program	08/08/2016	05/25/2017	\$12250 - Title II Part A \$13886 - Title I Part A	Selena Wood, Sharon Fenn, Katie Griffin, Kelvin James, and Corinne Campbell

Goal 2:

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

Measurable Objective 1:

A 2% increase of English Learners students will demonstrate a proficiency in English and in Writing by 05/25/2017 as measured by 2016 ACCESS for ELs results.

Strategy1:

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

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: WIDA Consortium

Activity - Implementation of SDAIE/SIOP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly, teachers will implement the strategies of SDAIE/SIOP that focus on improving writing skills concentrating in the areas of reading and social studies.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Administrator and Teachers

Activity - Professional Development Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the SDAIE/SIOP models to enhance EL student's instruction. One teacher will attend the training and then do turn around training for the staff.	Professional Learning	08/08/2016	05/25/2017	\$600 - State Funds	EL Coordinator, School Administrator, Teachers

Goal 3:

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

Measurable Objective 1:

20% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency level increase in the scoring areas of close and in need

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of support in Mathematics by 05/25/2017 as measured by the math ASPIRE assessment scores.

Strategy1:

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

Category: Other - Assessment

Research Cited: AMSTI, Investigations, STAR math, ACT Aspire Periodicals

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will focus on targeted students to enrich, reinforce, and remediate according to student's individual math skills.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	All staff

Activity - Assessment Variety	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will use open-ended type questions in weekly assessments. Other assessments used will be STAR math (monthly) and Stride Academy (daily). ACT Aspire Periodicals will be used quarterly. Projects will be done once per grading period.	Academic Support Program	08/08/2016	05/25/2017	\$688 - Title I Part A	Principal and Teachers

Strategy2:

Longitudinal Data - Use ACT Aspire data from 2015-2016 to identify math standards. During grade level meetings, teachers, and leadership team will identify the weakest and heaviest weighted standards. Improving the weakest standard and the standard that is the most weighted will be the focus with related strategies to be used.

Category: Develop/Implement Professional Learning and Support

Research Cited: STAR math, Investigations, AMSTI

Activity - Professional Development Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for all educators to improve the school culture, student behavior, student citizenship, and student character.	Behavioral Support Program Professional Learning Academic Support Program	08/08/2016	05/25/2017	\$2500 - Title I Part A	All BCIS Faculty and Staff

Activity - Targeted Standards Grade 5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on numbers and operation fractions. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Teachers

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Activity - Targeted Standards Grade 4	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on numbers and operations fractions. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Teachers

Activity - Targeted Standards Grade 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on numbers and operations in Base 10. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Teachers

Activity - Depth of Knowledge Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is the need to increase the level or rigor in our classrooms for all students. The standards alone will not bring rigor to our classrooms. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand.	Academic Support Program Professional Learning	08/08/2016	05/25/2017	\$0 - No Funding Required	All teachers, Principal

Activity - Targeted Standards Grade 6	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on geometry. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal and teachers

Goal 4:

To improve reading outcomes by increasing Tier II instruction within the StoryTown curriculum

Measurable Objective 1:

A 10% increase of Third grade students will demonstrate student proficiency (pass rate) from the baseline data of 42% in Reading by 02/28/2017 as measured by ACT ASPIRE Periodicals.

Strategy1:

Tier II Instruction - Adjust master schedule to incorporate reading intervention and utilize the reading specialist to provide instructional support 80% of the day.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Reading Initiative

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and the Reading Specialist will utilize 55 minutes of intervention time to provide Tier II and Tier III instruction.	Academic Support Program	08/15/2016	05/25/2017	\$0 - No Funding Required	Classroom teachers, Reading Specialist

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

Goal 1:

All students at BCIS will become proficient readers.

Measurable Objective 1:

10% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency level increase in the scoring area of close in Reading by 05/25/2017 as measured by the reading ASPIRE assessment scores.

Strategy1:

Longitudinal data - Use ACT Aspire data from 2015-2016 to identify reading standards. During grade level meetings, teachers, and leadership team will identify the weakest standards by October 7, 2016. Improving the weakest standards will be the focus with related strategies to be used.

Category: Other - Analyze the Data

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

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 focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principals, Reading Specialist, Teachers

Activity - Target weakest standards Grade 5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Reading Specialist, Teachers

Activity - Target weakest standards Grade 6	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Reading Specialist, Teachers

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for all educators to enhance the teaching and learning in the classrooms and the school as a whole.	Professional Learning Behavioral Support Program Academic Support Program	08/08/2016	05/25/2017	\$2500 - Title I Part A	All BCIS Faculty and Staff

Activity - Assessment Varieties	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed, monitored, and evaluated using STAR reading and Accelerated Reader. Students will be assessed, monitored, and evaluated using ACT Aspire Periodicals	Academic Support Program	08/08/2016	05/25/2017	\$1883 - Title I Part A \$2149 - Title I Part A	Principal, Teachers, Media Specialist,

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 focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Reading Specialist, Teachers

Activity - Depth of Knowledge Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is a need to increase the level of rigor in our classrooms for all students. The standards alone will not bring rigor to our classrooms. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	All teachers

Strategy2:

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

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

Research Cited: ELA Course of Study

Activity - Explicit, systematic reading instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of core teachers will provide scaffold instruction and teach explicit, systematic comprehension strategies in small groups daily.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Principal, Reading Specialist, Teachers

Strategy3:

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

SY 2016-2017

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Phonics and syllabication

Spelling

Fluency

Word analysis and vocabulary development

Comprehension

Writing

Grammar, usage, mechanics

Test-Taking Strategies

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

Research Cited: Scholastic System 44

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Learners, students with disabilities, and below level students. This is also to include embedded professional development.	Academic Support Program	08/08/2016	05/25/2017	\$12250 - Title II Part A \$6943 - Title I Part A	Thornton, Peacock, Philen, James, Corinne Campbell

Strategy4:

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

Category:

Research Cited: ARI

Activity - Teach Reading Comprehension Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use before, during, and after strategies such as question-answering techniques, graphic and semantic organizers, and self-questioning strategies. Small group cooperative learning activities in every reading classroom will focus on reading comprehension strategies daily.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Principal, Reading Specialist, Teachers, and Kim Wiggins ARI/ALSDE Region 9 Instructional Coach

Activity - Reading specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialist will work with students to improve oral reading fluency. She will use comprehension strategies to ensure students are deeply engaged as they reflect on and learn what to read. She will re-mediate groups of students who are low performing. Her schedule will reflect a high percentage of her time and focus on third grade.	Professional Learning Academic Support Program Tutoring	08/08/2016	05/25/2017	\$0 - No Funding Required	Stewart, James

Strategy5:

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

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

Research Cited: Accelerated Reader

Activity - MyOn	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MyOn is pilot project for Alabama. It provides thousands of digital books in the hands of students using the Lexile Framework to monitor student activity and reading growth.	Academic Support Program	10/03/2016	02/28/2017	\$0 - No Funding Required	James, Key,

Activity - Library Media	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The media specialist will order books from various vendors and catalog books into Concourse. Students will be allowed to check out the books and to take tests on the books checked out.	Academic Support Program	08/08/2016	05/25/2017	\$308 - State Funds	All teachers, principal, and media specialist

Strategy6:

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

- Phonics and syllabication
- Spelling
- Fluency
- Word analysis and vocabulary development
- Comprehension
- Writing
- Grammar, usage, mechanics
- Test-Taking Strategies

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

Research Cited: Scholastic READ 180

Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Language Learners, students with disabilities, and below level students. This is to include embedded professional development.	Academic Support Program	08/08/2016	05/25/2017	\$12250 - Title II Part A \$13886 - Title I Part A	Selena Wood, Sharon Fenn, Katie Griffin, Kelvin James, and Corinne Campbell

Goal 2:

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

Measurable Objective 1:

A 2% increase of English Learners students will demonstrate a proficiency in English and in Writing by 05/25/2017 as measured by 2016

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ACCESS for ELs results.

Strategy1:

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

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: WIDA Consortium

Activity - Implementation of SDAIE/SIOP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly, teachers will implement the strategies of SDAIE/SIOP that focus on improving writing skills concentrating in the areas of reading and social studies.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Administrator and Teachers

Activity - Professional Development Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the SDAIE/SIOP models to enhance EL student's instruction. One teacher will attend the training and then do turn around training for the staff.	Professional Learning	08/08/2016	05/25/2017	\$600 - State Funds	EL Coordinator, School Administrator, Teachers

Goal 3:

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

Measurable Objective 1:

20% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency level increase in the scoring areas of close and in need of support in Mathematics by 05/25/2017 as measured by the math ASPIRE assessment scores.

Strategy1:

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

Category: Other - Assessment

Research Cited: AMSTI, Investigations, STAR math, ACT Aspire Periodicals

Activity - Assessment Variety	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will use open-ended type questions in weekly assessments. Other assessments used will be STAR math (monthly) and Stride Academy (daily). ACT Aspire Periodicals will be used quarterly. Projects will be done once per grading period.	Academic Support Program	08/08/2016	05/25/2017	\$688 - Title I Part A	Principal and Teachers

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Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will focus on targeted students to enrich, reinforce, and remediate according to student's individual math skills.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	All staff

Strategy2:

Longitudinal Data - Use ACT Aspire data from 2015-2016 to identify math standards. During grade level meetings, teachers, and leadership team will identify the weakest and heaviest weighted standards. Improving the weakest standard and the standard that is the most weighted will be the focus with related strategies to be used.

Category: Develop/Implement Professional Learning and Support

Research Cited: STAR math, Investigations, AMSTI

Activity - Targeted Standards Grade 5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on numbers and operation fractions. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Teachers

Activity - Professional Development Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for all educators to improve the school culture, student behavior, student citizenship, and student character.	Behavioral Support Program Professional Learning Academic Support Program	08/08/2016	05/25/2017	\$2500 - Title I Part A	All BCIS Faculty and Staff

Activity - Depth of Knowledge Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is the need to increase the level or rigor in our classrooms for all students. The standards alone will not bring rigor to our classrooms. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand.	Professional Learning Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	All teachers, Principal

Activity - Targeted Standards Grade 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on numbers and operations in Base 10. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Teachers

Activity - Targeted Standards Grade 4	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on numbers and operations fractions. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	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 geometry. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal and teachers

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

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

Measurable Objective 1:

A 2% increase of English Learners students will demonstrate a proficiency in English and in Writing by 05/25/2017 as measured by 2016 ACCESS for ELs results.

Strategy1:

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

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: WIDA Consortium

Activity - Professional Development Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the SDAIE/SIOP models to enhance EL student's instruction. One teacher will attend the training and then do turn around training for the staff.	Professional Learning	08/08/2016	05/25/2017	\$600 - State Funds	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	08/08/2016	05/25/2017	\$0 - No Funding Required	Administrator and Teachers

7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.**Goal 1:**

All students at BCIS will become proficient readers.

Measurable Objective 1:

10% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency level increase in the scoring area of close in Reading by 05/25/2017 as measured by the reading ASPIRE assessment scores.

Strategy1:

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

- Phonics and syllabication
- Spelling
- Fluency
- Word analysis and vocabulary development
- Comprehension
- Writing
- Grammar, usage, mechanics
- Test-Taking Strategies

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

Research Cited: Scholastic READ 180

Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Language Learners, students with disabilities, and below level students. This is to include embedded professional development.	Academic Support Program	08/08/2016	05/25/2017	\$12250 - Title II Part A \$13886 - Title I Part A	Selena Wood, Sharon Fenn, Katie Griffin, Kelvin James, and Corinne Campbell

Strategy2:

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

Category:

Research Cited: ARI

Activity - Reading specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading specialist will work with students to improve oral reading fluency. She will use comprehension strategies to ensure students are deeply engaged as they reflect on and learn what to read. She will re-mediate groups of students who are low performing. Her schedule will reflect a high percentage of her time and focus on third grade.	Academic Support Program Professional Learning Tutoring	08/08/2016	05/25/2017	\$0 - No Funding Required	Stewart, James

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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	08/08/2016	05/25/2017	\$0 - No Funding Required	Principal, Reading Specialist, Teachers, and Kim Wiggins ARI/ALSDE Region 9 Instructional Coach

Strategy3:

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

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

Research Cited: Accelerated Reader

Activity - MyOn	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MyOn is pilot project for Alabama. It provides thousands of digital books in the hands of students using the Lexile Framework to monitor student activity and reading growth.	Academic Support Program	10/03/2016	02/28/2017	\$0 - No Funding Required	James, Key,

Activity - Library Media	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The media specialist will order books from various vendors and catalog books into Concourse. Students will be allowed to check out the books and to take tests on the books checked out.	Academic Support Program	08/08/2016	05/25/2017	\$308 - State Funds	All teachers, principal, and media specialist

Strategy4:

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

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

Research Cited: ELA Course of Study

Activity - Explicit, systematic reading instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of core teachers will provide scaffold instruction and teach explicit, systematic comprehension strategies in small groups daily.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Principal, Reading Specialist, Teachers

Strategy5:

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

Phonics and syllabication

Spelling

Fluency

Word analysis and vocabulary development

Comprehension

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Writing

Grammar, usage, mechanics

Test-Taking Strategies

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

Research Cited: Scholastic System 44

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Learners, students with disabilities, and below level students. This is also to include embedded professional development.	Academic Support Program	08/08/2016	05/25/2017	\$12250 - Title II Part A \$6943 - Title I Part A	Thornton, Peacock, Philen, James, Corinne Campbell

Strategy6:

Longitudinal data - Use ACT Aspire data from 2015-2016 to identify reading standards. During grade level meetings, teachers, and leadership team will identify the weakest standards by October 7, 2016. Improving the weakest standards will be the focus with related strategies to be used.

Category: Other - Analyze the Data

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

Activity - Assessment Varieties	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed, monitored, and evaluated using STAR reading and Accelerated Reader. Students will be assessed, monitored, and evaluated using ACT Aspire Periodicals	Academic Support Program	08/08/2016	05/25/2017	\$2149 - Title I Part A \$1883 - Title I Part A	Principal, Teachers, Media Specialist,

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for all educators to enhance the teaching and learning in the classrooms and the school as a whole.	Academic Support Program Professional Learning Behavioral Support Program	08/08/2016	05/25/2017	\$2500 - Title I Part A	All BCIS Faculty and Staff

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 focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Reading Specialist, Teachers

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Activity - Target weakest standards Grade 5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Reading Specialist, Teachers

Activity - Depth of Knowledge Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is a need to increase the level of rigor in our classrooms for all students. The standards alone will not bring rigor to our classrooms. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	All teachers

Activity - Target weakest standards Grade 6	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Reading Specialist, 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 focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principals, Reading Specialist, Teachers

Goal 2:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

90% of Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency to use digital tools individually or collaboratively, in and out of the classroom to gather organize, evaluate, and share and present information in Mathematics by 05/25/2017 as measured by classroom observations of student participation and indicated in lesson plans.

Strategy1:

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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.

Category: Develop/Implement Professional Learning and Support

Research Cited: Alabama Technology Course of Study

Activity - Technology Interaction thru 1:1 Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in third and fourth currently have chrome books for daily and are currently implementing the 1:1. Fifth and sixth grades students are projected to have chrome books by January 2017. This will enable them to have access and interact with the technology to prepare them for real-world application.	Technology	08/08/2016	05/25/2017	\$36000 - Title I Part A	Classroom teachers and principal

Goal 3:

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

Measurable Objective 1:

A 2% increase of English Learners students will demonstrate a proficiency in English and in Writing by 05/25/2017 as measured by 2016 ACCESS for ELs results.

Strategy1:

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

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: WIDA Consortium

Activity - Implementation of SDAIE/SIOP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly, teachers will implement the strategies of SDAIE/SIOP that focus on improving writing skills concentrating in the areas of reading and social studies.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	Administrator and Teachers

Activity - Professional Development Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the SDAIE/SIOP models to enhance EL student's instruction. One teacher will attend the training and then do turn around training for the staff.	Professional Learning	08/08/2016	05/25/2017	\$600 - State Funds	EL Coordinator, School Administrator, Teachers

Goal 4:

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

Measurable Objective 1:

20% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency level increase in the scoring areas of close and in need of support in Mathematics by 05/25/2017 as measured by the math ASPIRE assessment scores.

Strategy1:

Longitudinal Data - Use ACT Aspire data from 2015-2016 to identify math standards. During grade level meetings, teachers, and leadership team will identify the weakest and heaviest weighted standards. Improving the weakest standard and the standard that is the most weighted will be the focus with related strategies to be used.

Category: Develop/Implement Professional Learning and Support

Research Cited: STAR math, Investigations, AMSTI

Activity - Targeted Standards Grade 4	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on numbers and operations fractions. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Teachers

Activity - Targeted Standards Grade 5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on numbers and operation fractions. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Teachers

Activity - Depth of Knowledge Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is the need to increase the level or rigor in our classrooms for all students. The standards alone will not bring rigor to our classrooms. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand.	Academic Support Program Professional Learning	08/08/2016	05/25/2017	\$0 - No Funding Required	All teachers, Principal

Activity - Professional Development Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development for all educators to improve the school culture, student behavior, student citizenship, and student character.	Academic Support Program Behavioral Support Program Professional Learning	08/08/2016	05/25/2017	\$2500 - Title I Part A	All BCIS Faculty and Staff

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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 geometry. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal and teachers

Activity - Targeted Standards Grade 3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on numbers and operations in Base 10. IXL website will be used to target skills.	Academic Support Program	08/08/2016	05/25/2017	\$125 - Title I Part A	Principal, Teachers

Strategy2:

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

Category: Other - Assessment

Research Cited: AMSTI, Investigations, STAR math, ACT Aspire Periodicals

Activity - Assessment Variety	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will use open-ended type questions in weekly assessments. Other assessments used will be STAR math (monthly) and Stride Academy (daily). ACT Aspire Periodicals will be used quarterly. Projects will be done once per grading period.	Academic Support Program	08/08/2016	05/25/2017	\$688 - Title I Part A	Principal and Teachers

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will focus on targeted students to enrich, reinforce, and remediate according to student's individual math skills.	Academic Support Program	08/08/2016	05/25/2017	\$0 - No Funding Required	All staff

Component 3: Instruction by Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	No	The special education position has not been filled. Currently, the students are being served by a retired certified teacher. Plans are to have the position filled in January 2017.	

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

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

Component 4: Strategies to Attract Qualified Teachers

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

All personnel returned to school for the 2016-2017 school year. One teacher unit was earned for the sixth grade. One of the fifth grade teachers moved into that position. The special education teacher then moved into the vacant fifth grade position. Thus, leaving a special education position that has not been filled yet.

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

Nine out of 16 certified personnel have a Masters' Degree. Five teachers have a Bachelor of Science degree. The principal and a third grade teacher have Education Specialist degrees. One teacher has a doctorate degree. And one teacher is National Certified Board. The staff is very experienced. Only one teacher has less than five years experience. One teacher has five to nine years experience. Four teachers have ten to fifteen years experience. Three teachers have 15-20 years. And six teachers have more than twenty years experience in education. The principal has twenty one years experience.

3. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower 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 described according to subject, grade, or proximity. Veteran teachers assist new hires by helping with setting up classrooms, preparing lesson plans, classroom management issues, and utilizing Information Now.

Component 5: High Quality and Ongoing Professional Development

1. 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

Goal 2:

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

2. 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

Goal 2:

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

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

GOAL 1

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

GOAL 2

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

BCIS has one teacher that has less than five years experience. She has been paired all three years with a veteran teacher of the same grade level.

4. 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: Transition Strategies

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

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.

*Seventh Grade The sixth grade students being promoted to BCHS will visit the high school with their teachers in May for orientation.

Component 7: Teacher Participation in Making Assessment Decisions

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

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

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

-Home Language Survey (All new students)

-Residency Questionnaire (All students)

-Employment Survey (All new students)

-ACCESS Placement I (identified EL Students)

-DIBELS NEXT (3rd students)

-Benchmark Assessments, StoryTown(All students)

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

Teachers are involved in all areas of the decision making process. The principal has established a leadership team consisting of the principal, counselor, reading coach, and teachers from each grade level. Data assessment will be used to identify strengths and weaknesses that will guide instruction for classes and individual students during the school year 2015-2016. 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 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

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

ACT ASPIRE is analyzed to identify students who are experiencing difficulty achieving advanced or proficient level. DIBELS NEXT results indicate students who are intensive and strategic. DIBELS NEXT retell and fluency results are indications of the students' achievement levels.

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

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

3. 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.

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

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

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

We provide 100% free and reduced lunches to all students. BCIS is a Title I school and all students are entitled to all services provided that they qualify for based on the requirements. ELL students have Individualized English Learner Plans that are followed by each classroom teacher. WIDA standards are taught within classes as well. Migrant students have access to the Parent Liaison to assist when needed. Students that have been qualified for services from Special Education are provided with an Individualized Education Plan. The IEP team consists of the classroom teacher, special education, principal, parent, and any other stakeholder involved as needed. The IEP team reviews

data collected from standardized tests, work samples, and identifies strengths and weaknesses and creates an IEP for the child. The IEP can be amended at any time and is rewritten annually.

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

n/a

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources**1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?**

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

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

State allocated teacher units for BCIS is 12.57. In addition, there is a full time principal. The counselor and media specialist are each 0.5 units. The state funded units are placed based on the earned units at BCIS. Title I funding is used to supplement salaries, material/supplies, and other areas identified.

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

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.

Component 10: Evaluation

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

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

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

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

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

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

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

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

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

Yes, all of our goals are from the previous year. Because our Goals are the major umbrella of school improvement, we will keep them almost every year. We may revise our objectives, strategies, or activities as we deem necessary according to our data results. Our progress in reading and mathematics are not where we desire them to be. Attendance is 93.68% and we only need 2% to be within the goal desired.

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

All of our goals were the same. We changed objectives, strategies, and activities.

Coordination of Resources - Comprehensive Budget

Introduction

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

I. State Foundation Funds:

	FTE's Earned	Units Placed	Total Salaries
FTE Teacher Units	12.51	12.51	606,209.00
Administrator Units	1.00	1	80,621.00
Assistant Principal	0.00	0	0.00
Counselor	0.50	.5	26,337.00
Librarian	0.50	.5	27,688.00
Career and Technical Education Administrator	0.00	0	0.00
Career and Technical Education Counselor	0.00	0	0.00
Technology	0.00	0	2,457.00
Professional Development	0.00	0	926.00
State ELL Funds	0.00	0	5,365.00
Instructional Supplies	0.00	0	5,883.00
Library Enhancement	0.00	0	309.00
Totals			755,795.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	221250.0

Provide a brief explanation and breakdown of expenses.

***Staffing

School Nurse .50 \$16549

Teacher 1.49 \$119671

Parental Involvement \$3080

***Other Items

Communication \$9574

Professional Development \$7500

Lease \$3500

Assessment \$5407

Tech Support/Repair \$7500

1:1 Computer initiative \$38891

Textbooks \$8200

Material/Supplies \$4458

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

Provide a brief explanation and a breakdown of expenses.

na

Title II

Label	Question	Value
1.	Professional Development Activities Provide the total.	140377.0

Provide a brief explanation and a breakdown of expenses.

To provide funds for teachers/school personnel to attend and or receive professional development by attending conferences, workshops, training, job embedded coaching, that are high quality and sustainable in the areas that have been identified by the system or schools to increase student achievement and the effectiveness of the educators. These activities may consist of, but not limited to, content knowledge, instructional practices, use of state content standards, data, and assessments.

Title III

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

Provide a brief explanation and a breakdown of expenses.

na

Title IV

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

Provide a brief explanation and a breakdown of expenses.

na

Title VI

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	18959.0

Provide a brief explanation and a breakdown of expenses.

Funds are supplemental to the use of local funds to provide a school resource officer (SRO) to serve system wide

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	30525.0

Provide a brief explanation and breakdown of expenses.

Systemwide monies are used for Computer hardware, professional development, material and supplies Main focus is for career technical classes at BCHS, however, monies can be used to promote career awareness at the lower grades.

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

Provide a brief explanation and breakdown of expenses.

na

Other

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

Provide a brief explanation and a breakdown of expenses.

na

Local Funds

Label	Question	Value
1.	Provide the total	

Provide a brief explanation and breakdown of expenses

Strategies to Increase Parental Involvement

Introduction

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

Strategies to Increase Parental Involvement

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

Annually, the school convenes a parent meeting that encourages parent attendance, for the purpose of informing parents about the school wide school program and Title I requirements and offerings. This Title I meeting was held on August 18, 2015. At this meeting, a discussion was held about the school wide Title I plan, the school's curriculum, student assessments, and student expectations for success. Parents are encouraged to support their children and to be involved in school activities. Copies of the parent involvement policy and plan are made available to all parents. Parents have the right to know about the professional qualifications of their child's teacher as defined by the SDE and may request this information. In addition, parents have the right to know if a teacher who is not highly qualified has taught their child for four or more weeks. In such an instance, parents are notified by letter. When applicable, letters will be sent to every parent concerning Supplemental Educational Services (SES).

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

BCIS will hold flexible meeting times to accommodate parent schedules. Meetings for parents shall be offered as early as 7:00 a.m. and as late as 6:00 p.m. to afford parents the opportunity to attend, to accommodate their home and work schedules. These meetings will be promoted through personal letters, telephone calls, news media, newsletter, website, etc. Efforts shall be made to inform all parents of participating children. Non-English speaking parents will be provided translation services. When feasible, written notification will be made in the family's native language. Parents serve and participate in the development, and planning of the Continuous Improvement Plan. The Title I Advisory Committee meets annually to decide how to spend the parent portion of the Title I Budget. Generally, this money is spent for parenting workshops, parenting newsletters, and events and activities to support parenting. For the 2016-2017 school year, the monies will be spent to purchase materials and supplies that will improve parental and family engagement awareness/involvement and to build parental capacity.

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

The faculty and staff at Barbour County Intermediate School seek to provide parents and other caregivers with a variety of opportunities for both participation and training in varied formats and at varied times. Teachers schedule conferences with parents before and after school, and during their planning periods. Translators will be provided for parents of EL at all meetings (if necessary) and receipt of any school correspondence as needed. Student assessment results of all student groups are made available to parents and the public disaggregated by race, gender, disability, EL, and socio-economic status. Teachers will explain individual student assessment results to parents during parent conferences. Parents will then be able to ask any questions about the tests they do not understand. The school principal and the counselor
SY 2016-2017

are also available to discuss the tests with parents. Each year group test results are discussed at the first Open House meeting of the year. Follow-up individual conferences with parents are held with subject matter and homeroom teachers. During Parent Visitation Days, the counselor and reading specialist have scheduled times to meet with parents to discuss their child's test results.

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

The School-Parent Compact was developed to build and foster the development of the school-parent partnership at BCIS to help all children achieve the state's high standards. The compact is reviewed annually by the CIP committee and revised as needed. It is the desire of our school that all of these individuals will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help all students achieve or exceed proficiency on the state's academic content standards. The compacts are signed by parents indicating their commitment to working in partnership with the school and their child. This partnership is essential to a child's success in school. Students and the principal also sign the compacts. The compacts are housed with each homeroom teacher. Parent contacts/conferences will be documented. Parents serve on all policy and plan development committees in the school. They are involved in the development of both policy and plans as well as being part of the approval process

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

Annually, parents are asked to review the plan and the compact and to recommend any changes they would like for consideration by the committee. The CIP is available to parents in a variety of ways. It is discussed at the first Open House meeting. It is available for review by parents at this meeting and also available in the office or the Parent Center on any workday. The principal is available, by appointment, to discuss any concerns the parent may have. If a parent disagrees with any aspect or component of the Barbour County Intermediate School Parent Involvement Policy/Plan, that parent can express their concerns to the school or contact the federal programs coordinator for the Barbour County School System at the Central Office. These written concerns will then be forwarded to the State Department of Education's Director of Federal Programs.

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

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

Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

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 specialists are available to discuss student test results and ways the parent can help their child achieve.

BCIS also will hire a Parent Involvement Liaison to act between the home and school to provide monthly training/workshops. This is to help

enable the parent to provide their child an opportunity to achieve high academic standards and become productive citizens in the community.

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

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

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

During Parent Visitation Days, the guidance counselor and reading coaches are available to discuss student test results and ways parents 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.

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

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

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

A parent involvement committee has been formulated at BCIS to promote parent involvement. Teachers are required to make at least 3 parental contacts per week and documentation of these contacts are maintained and a copy is given to the 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. Weekly folders are sent home weekly with information to parents regarding students' grades as well as school activities.

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

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

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

Parents are committee members for Continuous Improvement Plan and various other committees. Parents are surveyed each year to determine stakeholder priorities and concerns. Copies of all plans are available for BCIS families. This is to help enable the parent to provide their child an opportunity to achieve high academic standards and become productive citizens in the community.

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

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

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

BCIS communicates to parents via:

BCIS Parent Calendar

Parent Center

Scheduled Title I Meetings

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

Weekly phone contacts

Emergency phone service

EL parent liaison

BCIS Newsletter

Website

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

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

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

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

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

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

All parents are encouraged to be actively involved in their child's education and the school. The school system student handbook has been translated into Spanish and will be disseminated to all Spanish speaking parents. BCIS utilizes TRANSACT to translate many school related forms. Other important letters are translated by computer programs or from individuals. The EL Parent Liaison communicates all important information to parents. Translators are available for oral communications when needed. To accommodate parents with disabilities, all areas of the school are accessible. If needed, visits are done by the principal and/or superintendent.