



# **Title I Schoolwide Diagnostic**

**Barbour County Intermediate School**

**Barbour County Board of Education**

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## **Introduction**

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

## **Component 1: Comprehensive Needs Assessment**

### **How was the comprehensive needs assessment conducted?**

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

### **What were the results of the comprehensive needs assessment?**

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

### **What conclusions were drawn from the results?**

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

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

BCIS math scores declined in third, fourth, and sixth grades. Therefore, math will be a focus for BCIS. BCIS reading scores declined in third, fourth, and fifth grades. Therefore, reading will be a focus. EL ACCESS scores decreased. We will continue to increase 2%. AMSTI and ARI programs are state initiatives that we will continue implementing. Stakeholder perception results revealed several strengths and weaknesses.

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

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

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

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

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

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

## Component 2: Schoolwide Reform Strategies

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

**Goal 1:**

All students at BCIS will become proficient readers.

**Measurable Objective 1:**

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

**Strategy1:**

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

Research Cited: ARI

Activity - Teach Reading Comprehension Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use before, during, and after strategies such as question-answering techniques, graphic and semantic organizers, and self-questioning strategies. Small group cooperative learning activities in every reading classroom will focus on reading comprehension strategies daily.	Academic Support Program	08/19/2013	05/23/2014	\$0 - No Funding Required	Principal, Reading Coach, Teachers

**Strategy2:**

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

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

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

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Activity - Assessment Varieties	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed, monitored, and evaluated using STAR reading and Accelerated Reader.	Academic Support Program	08/19/2013	05/23/2014	\$2425 - Title I Part A	Principal, Teachers, Media Specialist,

### Strategy3:

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

Research Cited: ELA Course of Study

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

### Goal 2:

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

### Measurable Objective 1:

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

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## Strategy1:

Longitudinal Data - Use ARMT+ data from 2012-2013 to identify math standards. During grade level meetings, teachers, and leadership team will identify the weakest and heaviest weighted standards. Improving the weakest standard and the standard that is the most weighted will be the focus with related strategies to be used.

Research Cited: STAR math, Investigations, AMSTI

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

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

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

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

## Strategy2:

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

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All math teachers will use open-ended and gridded response type questions in weekly assessments. Other assessments used weekly will be STAR math and Stride Academy. Projects will be done once per grading period.	Academic Support Program	08/19/2013	05/23/2014	\$486 - Title I Part A	Principal and Teachers

### Goal 3:

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

### Measurable Objective 1:

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

### Strategy1:

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

Research Cited: WIDA Consortium

Activity - Implementation of SDAIE/SIOP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly, teachers will implement the strategies of SDAIE/SIOP that focus on improving writing skills concentrating in the areas of reading and social studies.	Academic Support Program	08/19/2013	05/23/2014	\$0 - No Funding Required	Administrator and Teachers

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

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

### Goal 1:

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

### Measurable Objective 1:

demonstrate a proficiency in exhibiting knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society by 05/23/2014 as measured by classroom observations and EDUCATEAlabama reports.

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### Strategy1:

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

Research Cited: Alabama Plan 2020

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

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

### Goal 2:

All students at BCIS will become proficient readers.

### Measurable Objective 1:

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

### Strategy1:

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

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## Strategy2:

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

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**Measurable Objective 1:**

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**Strategy2:**

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

### Goal 1:

All students at BCIS will become proficient readers.

### Measurable Objective 1:

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

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

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

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

Activity - Assessment Varieties	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed, monitored, and evaluated using STAR reading and Accelerated Reader.	Academic Support Program	08/19/2013	05/23/2014	\$2425 - Title I Part A	Principal, Teachers, Media Specialist,

### Goal 2:

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

### Measurable Objective 1:

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

### Strategy1:

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

Research Cited: AMSTI, Investigations, STAR math

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

### Strategy2:

Longitudinal Data - Use ARMT+ data from 2012-2013 to identify math standards. During grade level meetings, teachers, and leadership team will identify the weakest and heaviest weighted standards. Improving the weakest standard and the standard that is the most weighted will be the focus with related strategies to be used.

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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 renaming improper fractions as mixed numbers and mixed numbers as improper fractions, multiplying and dividing whole numbers, and representing categorical and numerical data using tables and graphs.	Academic Support Program	08/23/2013	05/23/2014	\$0 - No Funding Required	Principal, Teachers

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

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

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

**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:**

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

# Title I Schoolwide Diagnostic

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## Strategy1:

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

Research Cited: ARI

Activity - Teach Reading Comprehension Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use before, during, and after strategies such as question-answering techniques, graphic and semantic organizers, and self-questioning strategies. Small group cooperative learning activities in every reading classroom will focus on reading comprehension strategies daily.	Academic Support Program	08/19/2013	05/23/2014	\$0 - No Funding Required	Principal, Reading Coach, Teachers

## Strategy2:

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

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

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

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

Activity - Assessment Varieties	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed, monitored, and evaluated using STAR reading and Accelerated Reader.	Academic Support Program	08/19/2013	05/23/2014	\$2425 - Title I Part A	Principal, Teachers, Media Specialist,

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

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

### Strategy3:

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

Research Cited: ELA Course of Study

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

### Goal 2:

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

### Measurable Objective 1:

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

### Strategy1:

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

Research Cited: WIDA Consortium

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

Activity - Implementation of SDAIE/SIOP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly, teachers will implement the strategies of SDAIE/SIOP that focus on improving writing skills concentrating in the areas of reading and social studies.	Academic Support Program	08/19/2013	05/23/2014	\$0 - No Funding Required	Administrator and Teachers

### Goal 3:

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

## Measurable Objective 1:

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

## Strategy1:

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

Research Cited: AMSTI, Investigations, STAR math

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

## Strategy2:

Longitudinal Data - Use ARMT+ data from 2012-2013 to identify math standards. During grade level meetings, teachers, and leadership team will identify the weakest and heaviest weighted standards. Improving the weakest standard and the standard that is the most weighted will be the focus with related strategies to be used.

Research Cited: STAR math, Investigations, AMSTI

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

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

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

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



**Component 3: Instruction by Highly Qualified Staff**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes	BCIS has one paraprofessional and she meets the highly qualified status as set forth by NCLB.	

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

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

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

## **Component 4: Strategies to Attract Highly Qualified Teachers**

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

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

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

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

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

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

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

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

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

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

A new teacher orientation seminar is held annually before the opening of school to familiarize them with system-wide procedures and policies. Professional development opportunities will be available to strengthen content skills, classroom management, and effective strategies utilized in the classroom.

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

Barbour County Intermediate School does not have a high turnover rate. BCIS follows established recruitment procedures of the Barbour

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

## Component 5: High Quality and Ongoing Professional Development

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

**Goal 1:**

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

**Measurable Objective 1:**

demonstrate a proficiency in exhibiting knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society by 05/23/2014 as measured by classroom observations and EDUCATEAlabama reports.

**Strategy1:**

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

Research Cited: Alabama Plan 2020

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

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

**Goal 2:**

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

**Measurable Objective 1:**

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

**Strategy1:**

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

Research Cited: WIDA Consortium

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

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

**Goal 1:**

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

**Measurable Objective 1:**

demonstrate a proficiency in exhibiting knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society by 05/23/2014 as measured by classroom observations and EDUCATEAlabama reports.

**Strategy1:**

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

Research Cited: Alabama Plan 2020

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

**Goal 2:**

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

**Measurable Objective 1:**

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

**Strategy1:**

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

Research Cited: WIDA Consortium

Activity - Implementation of SDAIE/SIOP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly, teachers will implement the strategies of SDAIE/SIOP that focus on improving writing skills concentrating in the areas of reading and social studies.	Academic Support Program	08/19/2013	05/23/2014	\$0 - No Funding Required	Administrator and Teachers

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

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

**Goal 1:**

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

**Measurable Objective 1:**

demonstrate a proficiency in exhibiting knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society by 05/23/2014 as measured by classroom observations and EDUCATEAlabama reports.

**Strategy1:**

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

Research Cited: Alabama Plan 2020

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

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

**Goal 2:**

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

**Measurable Objective 1:**

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

**Strategy1:**

BCIS to BCJHS - Grade orientation will be held for all students at Open House. This helps by allowing the parents and students meet the upcoming years' teachers. Student supplies are sent to local stores to enable the students to purchase supplies that are needed to help them with assignments.

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

Research Cited: Guidelines for Counselors

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

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

**Describe how this professional development is “sustained and ongoing.”**

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



## **Component 6: Strategies to Increase Parental Involvement**

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

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

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

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

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

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

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

Barbour County Intermediate School

#### Parent Survey

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

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

1. Do you feel welcome in your child's school?	52	Yes	1	No
2. Does your school encourage you to be involved in your child's education?	52	Yes	1	No
3. Do you know your school's academic goals and how you can be involved?	36	Yes	17	No

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

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

2 Title I Program Planning/Evaluation    0 CIP Committee

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

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

2 Explanation AYP, School Improvement    14 Parent-teacher Conferences

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

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

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

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

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

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

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

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

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

11. Does the Title I School-Parent Compact help to remind you about things you  
can do to help your child do better in school?    38 Yes    12 No

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

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

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

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

0 Other (Specify):

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

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

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

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

12 Evening Meetings, Suggested Time:    4 Transportation Provided

3 Child Care Provided    27 Calendar of Events Sent Home Regularly

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

0 Other, Specify:    Suggested Location:

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

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

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

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

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

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

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

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

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

20 Most Definitely    26 Maybe    7 Not Really

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

\_\_\_\_\_

The following data requested is for statistical purposes only:

Grade(s) of children:

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

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

Race/Ethnicity (Select all applicable):

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

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

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

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

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

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

Barbour County Intermediate School has adopted the National Standards for Parent and Family Involvement Programs: regular communication between home and school; promoting and supporting parenting skills; student learning; volunteering; school decision making and advocacy; and collaborating with the community. These quality indicators are researched based and grounded in both sound philosophy and practical experience. Specific strategies include

(1) Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and

## Title I Schoolwide Diagnostic

Barbour County Intermediate School

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State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

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

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

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

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

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

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

achievement. Parent conferences are scheduled at progress report and report card time to discuss the student's academic progress. Specific tips/techniques are given to parents

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

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

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

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

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

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

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

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

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

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

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

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

BCIS communicates to parents via:

## **Title I Schoolwide Diagnostic**

Barbour County Intermediate School

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BCIS Parent Calendar

Parent Center

Scheduled PTO/Title I Meetings

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

Weekly phone contacts

Emergency phone service

EL parent liaison

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

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

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

programs are available if requested or needed.

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

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

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

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

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

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

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

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

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

Not applicable

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

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



## Component 7: Transition Strategies

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

**Goal 1:**

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

**Measurable Objective 1:**

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

**Strategy1:**

BCIS to BCJHS - Grade orientation will be held for all students at Open House. This helps by allowing the parents and students meet the upcoming years' teachers. Student supplies are sent to local stores to enable the students to purchase supplies that are needed to help them with assignments.

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

Research Cited: Guidelines for Counselors

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

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

**Narrative:**

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

- Third Grade

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

- Seventh Grade

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

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

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

### **How do teachers provide their input into the decisions regarding the use of school-based academic assessments?**

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

In addition, student progress is assessed through the following instruments:

- Instruments/Assessments SRB (Target Groups)
- Home Language Survey (All new students)
- Residency Questionnaire (All students)
- Employment Survey (All new students)
- ACCESS Placement I(identified EL Students)
- DIBELS (3rd, 4th, and 5th grade students)
- Benchmark Assessments, StoryTown( All students)
- Teacher Observation, Portfolios, Teacher-made tests (All students)

### **How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?**

Teachers are involved in all areas of the decision making process. The principal has established a leadership team consisting of the principal, counselor, reading coach, and teachers from each grade level. Data assessment will be used to identify strengths and weaknesses that will guide instruction for classes and individual students during the school year 2013-2014. These test results will be interpreted and presented at the School's Open House meeting. Parents will also receive a copy of their child's test results. The Barbour County Intermediate Continuous Improvement Plan (CIP) is reviewed and monitored throughout the school year by the Continuous Improvement Team and at grade level meetings as stated in the aforementioned planning committee section. Barbour County Intermediate School administers the State of Alabama mandated tests annually. Utilization of results is found in the Comprehensive Needs Assessment.

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

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

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

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

Each classroom during reading divides the class into three groups based upon assessment results. The struggling group is pulled at least twice daily. Each grade level has a thirty minute intervention period built into their schedule. The student intervention is based upon the state results for mathematics. Students are grouped according to their proficiency level. Instruction is based on student weaknesses and strengths for each skill. Another venture that is available is the 21st Century Community Learning Center. The 21st CCLC will provide tutoring and enrichment activities for BCIS students. The program meets after school and three weeks during the summer. All students are given the opportunity to participate until capacity is filled.

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

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

## **Component 10: Coordination and Integration of Federal, State and Local Programs and Resources**

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

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

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

State allocated teacher units for BCIS are 15.07. In addition, there is a full time principal and media specialist that are state earned units. The counselor unit earned is .50. The state funded units are placed based on the earned units at BCIS. Title I funding is used to supplement salaries, material/supplies \*(to include textbooks), and other areas identified.

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

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

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

## **Evaluation:**

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

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

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

In the past, the results from the ARMT+ have been one of the determining factors in making AYP. BCIS will always continue to view the importance of state assessments. The new ASPIRE test will be a portion of accountability in the Alabama Plan 2020. The goals that BCIS identifies each year are based upon the state assessments given that year.

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

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

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

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