



ACIP

Barbour County High 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 High School (BCHS), "Home of the Jaguars," is located at 165 South Midway Street in Clayton, AL. BCBS serves a student population of 321 from eleven towns and communities within the district attendance zone. Our students come from all areas of Barbour County except for the Eufaula City School District.

BCBS was reconfigured into a grade seven through twelve school in 2015-16. As such, the school personnel now consists of the following: a principal, an assistant principal, a guidance counselor, a library media specialist, a secretary, three special education teachers, 20 secondary teachers across content areas, two aides, two custodians, and three Child Nutrition Program workers. Students identified for speech or gifted programs receive services from one part-time gifted teacher and one part-time speech therapist.

In July 2016, the Bureau of Labor Statistics listed the unemployment rate for Barbour County as 9.9%. The largest employers in the county are Keystone Foods, Ventress Correctional Facility, and Easterling Correctional Facility. According to Alabama Demographics by Cubit, the largest Barbour County racial/ethnic groups are Black (46.2%) followed by White (46.1%) and Hispanic (4.7%). In 2014, the median household income of Barbour County residents was \$35,634. However, 26.7% of Barbour County residents live in poverty. The number of people under eighteen years of age living in poverty is 41.2%. The median age for Barbour County residents is 38.3 years old. The school's population is 84% Black/African-American, 12% Hispanic and 4% White. One hundred percent of students in the school district receive breakfast and lunch at no cost to them.

BCBS provides many programs and services that support student learning and community needs. The Gear Up Program is designed to increase the number of low income students who are prepared to enter and succeed in post-secondary education. The Talent Search program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and to complete their post-secondary education. Jobs for American Graduates (JAGS) is crafted to prepare students for entrance into the workforce after graduation. Renaissance Learning is designed to evaluate and enhance reading and math skills. Student of the Month is used to showcase and encourage success. The BCBS Parent Center, located in the library media center, is available to fulfill the needs of the learning community. Resource teacher and speech pathology specialist services are provided for eligible students. OdysseyWare courses are available to deliver comprehensive Core, Elective and CTE K-12 curriculum and educational tools. ACCESS Virtual Learning offers courses developed to create equity through additional educational offerings for all Alabama public high school students.

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

School's Purpose

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

The Mission Statement of Barbour County High School

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

The Vision Statement of Barbour County High School

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

The Motto of Barbour County High School

"High Expectations, No Excuses"

The Belief Statements of Barbour County High School (as communicated in Parent-School Compact)

We believe our school should provide high-quality curriculum and instruction in a supportive and effective learning environment.

We believe that a positive, collaborative relationship as well as shared responsibility between the school, students, parents and community is essential to the success of our students and our school.

Barbour County School District Vision

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

Barbour County School District Mission

To develop the potential of all students by enabling them to become productive members of society by providing quality, student-centered instruction delivered by dedicated, qualified staff in safe, inclusive learning environments that reflect various educational experiences, use available resources and involve parents and community stakeholders. BCHS provides scientifically based curriculum to all students as well as a safe and encouraging environment. BCHS encourage parents/families and community members to be active participants in the education process.

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Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable achievements for past three years:

The school has parent and family engagement nights each month to provide parents and community members an opportunity to gain insight about school programs, ways to be engaged in school improvement, and opportunities to express their concerns and desires for a better school.

BCHS has implemented one to one technology initiative in seventh and eighth grades, and will add ninth and tenth grades this year. The math and science departments participate in both Alabama Math Science and Technology Initiative as well as Science in Motion.

Areas of improvement for past three years:

The school was in school improvement for three years. The school will have to continue to address the need to decrease the teacher turnover rate, which has been consistently high in the past three years. The teacher turnover rate from the 2016-2017 school year to the 2017-2018 school year is 21% which shows 4% improvement over 2015-2016 to 2016-2017 turnover rate of 25%. Our goal is still to recruit and retain effective, highly qualified teachers. A new teacher mentoring program is being implemented for all teachers who have less than three years of service in the system. In student support, BCCHS's Gear Up Program is continuing to monitor progress and provide support to the students in the cohort. Teachers will continue to improve instruction through the implementation of strategic teaching, and the use of technology.

The next three years:

We want to see continued improvement and growth in the following areas: Reading, Math, Student and Teacher attendance, and teachers' quality. By continuing to improve and grow in the aforementioned areas we can better prepare our students for college and the workforce. We want to see an increase in our ACT scores, increase the number of students ready to enter college, increase the number of students ready to enter the workforce, and increase in students on track for College-and-Career-Readiness. We are adding one to one initiative to ninth and tenth grade.

Additional Information

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

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

ACCESS courses are available to all students who are interested in taking advanced courses and/or other courses not offered at the school. BCHS participates in the Alabama Math Science Technology Initiative and Auburn University Science in Motion. BCHS participates in GEAR UP Alabama. Barbour County School District is partnering with Wallace College to offer Dual Enrollment to BCHS students. We are involved with the GEAR-UP Program, which mentors and monitors students in the 7th grade and follows them until graduation.

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.

As soon as possible, the school leadership team begins meeting to disaggregate standardized assessment data. Input is sought to determine which strategies were helpful and need to remain in the plan, which strategies were ineffective and need to be removed, and which elements still require monitoring and should be included. The school leadership team asks for input from faculty, staff, and parents. The school leadership team meets to discuss suggestions for professional development, strategies for improvement, and budget requirements for the ACIP. The faculty and staff review the draft and provide feedback on modifications. The ACIP is submitted for board approval in early fall. The stakeholders are chosen according to their level of involvement in the school and their interest in the success of the students. The parents are chosen from a list of parents who are actively involved in the school (open house, PTO, extracurricular activities etc.). The principal essentially chooses the staff participants based on their positions in their departments and their levels of expertise. His selection includes a member from each department. The roles are explained in the meeting. Meetings are held after school when necessary to accommodate stakeholders.

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

Parents/families, students, and community members' roles are to give input, develop a better understanding of ACIP and communicate information to other parents and community members. Faculty and staff's role, as a collaborative effort, is to collect and analyze data, to develop measurable goals, strategies and action steps, to re-evaluate the ACIP, to make amendments and updates as needed, and to communicate plan to all other stakeholders. The principal's role is instructional leader.

The ACIP Team members are as follows:

Undrea Johnson--Principal

Shameka Baker - Assistant Principal

Buffae Howard--Counselor

Lakia Brown - Library Media Specialist

Jessie Pelina--English

Monquinta Harris--Science

Tony Oglecark - Science

Mary Burks--Special Education Services

Teresa Evjen--History

Lora Lightner--English

Jack Wingard--Mathematics

Aaliyah Moses--Student

Cynthia Moses--Parent

Barbara Shipman --Community Member

ACIP

Barbour County High School

Dr. Matthew Alexander--Superintendent of Schools

Stacey Turvin--Director of Instruction and Federal Programs

Michelle Andrews--Chief Financial Officer

Susan Brown--EL Coordinator/Accountability

Clarence Magee--Technology Coordinator

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

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

- 1) Principal's Office--hard copy
- 2) Library--hard copy
- 3) Parent Center--virtual copy with instructions for accessing the documents
- 4) School website and district website--virtual copy with instructions for accessing the documents

Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Barbour County Student Assessment Document 2017-2018 narrative is attached.	Assessment Doc 2017-2018

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 STAR Reading and Math, ACT Aspire and ACT Plus Writing showed no performance that was above the expected levels of performance. Even so, when looking at the results of the ACT Aspire from 2016 to 2017, the school did show some improvement in many areas. For 10th grade ACT Aspire English, 26% of students are at Readiness Level which was an increase of 17% from the 2016 test results. The 10th grade ACT Aspire Reading scores increased from 1% in 2016 to 3% in 2017. The 7th grade ACT Aspire Reading test results stayed constant at 12% from 2016 to 2017. The ACT Aspire Science results for 7th grade, 10% of students are at Readiness Level which was a 7% increase compared to 2016 results. The ACT Aspire Science results for 10th grade increased from 1% to 3% from 2016 to 2017. In writing, 10th grade increased from 2% to 9%. For ACT Plus Writing, the percentage of students meeting STEM benchmark remained the same at 8% in comparison to 2015-2016 results.

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

Analyzing the results from the 2016 and 2017 ACT ASPIRE assessments, the 10th grade score results showed an increase on the English, Reading, Science, and Writing portions of the exams. English scores showed an increase of 15% in students scoring at readiness level. For 10th grade, reading increased by 7%, science by 1% and writing by 7%. Of the 47 seniors tested on the WorkKeys 2017 winter administration, 47% received bronze certificates, and 19% received silver certificates.

Which area(s) indicate the overall highest performance?

The overall highest performance for ACT ASPIRE was 10th grade English. The results showed 26% of students at Readiness Level which was an increase of 17% from the 2016 test results.

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

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

Between which subgroups is the achievement gap closing?

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

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

All data was used in the above findings.

Areas in Need of Improvement

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

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

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

On the STAR Reading assessment for fall 2017, there were 0% of students in grade nine reading At/Above benchmark.

Data for Aspire Reading for grade eight showed 14% of students are at Readiness Level which was a decrease of 7% compared to 2016 results. For Aspire Math, data showed that 0% of students in grade seven were at Readiness Level which was a 5% decrease compared to 2016 results. For grade ten, 0% of students are at Readiness Level which was a 2% decrease compared to 2016 results.

Data for ACT Plus Writing Spring 2016-2017 administration showed none of the fifty-three juniors tested met three or more benchmarks. The percentage of students meeting STEM benchmark remained the same at 8% in comparison to 2015-2016 results. In English, 4% of the students met college readiness benchmarks, and in reading, 6% of the students met college readiness benchmarks. The average composite score was 13.9 in comparison to the state average of 18.4. There was a decrease in the score by .4 points in comparison to the 2015-2016 result. For English, the composite score was 11.1 in comparison to the state average of 17.9. We saw a decrease of 1.8 points. For Reading, the composite score was 14.4 in comparison to the state average of 18.8. We saw a decrease of 4.4 points from the previous year's report. For Science, the composite score was 14.9 in comparison to the state average of 18.4. We saw a decrease of 3.5 points from the previous year's report. For Mathematics, the composite score was 14.3 in comparison to the state average of 17.9. We saw a decrease of 3.6 points from the previous year's report.

For WorkKeys 2017 administration, of the 47 seniors tested, 34% received no certificate.

Which area(s) indicate the overall lowest performance?

On STAR Reading Fall assessment for 9th grade, 0% of the students are reading At/Above benchmark. On the ACT Aspire Math assessment for 10th grade, 0% of students are at Readiness Level which was a 2% decrease compared to 2016 results.

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

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

Between which subgroups is the achievement gap becoming greater?

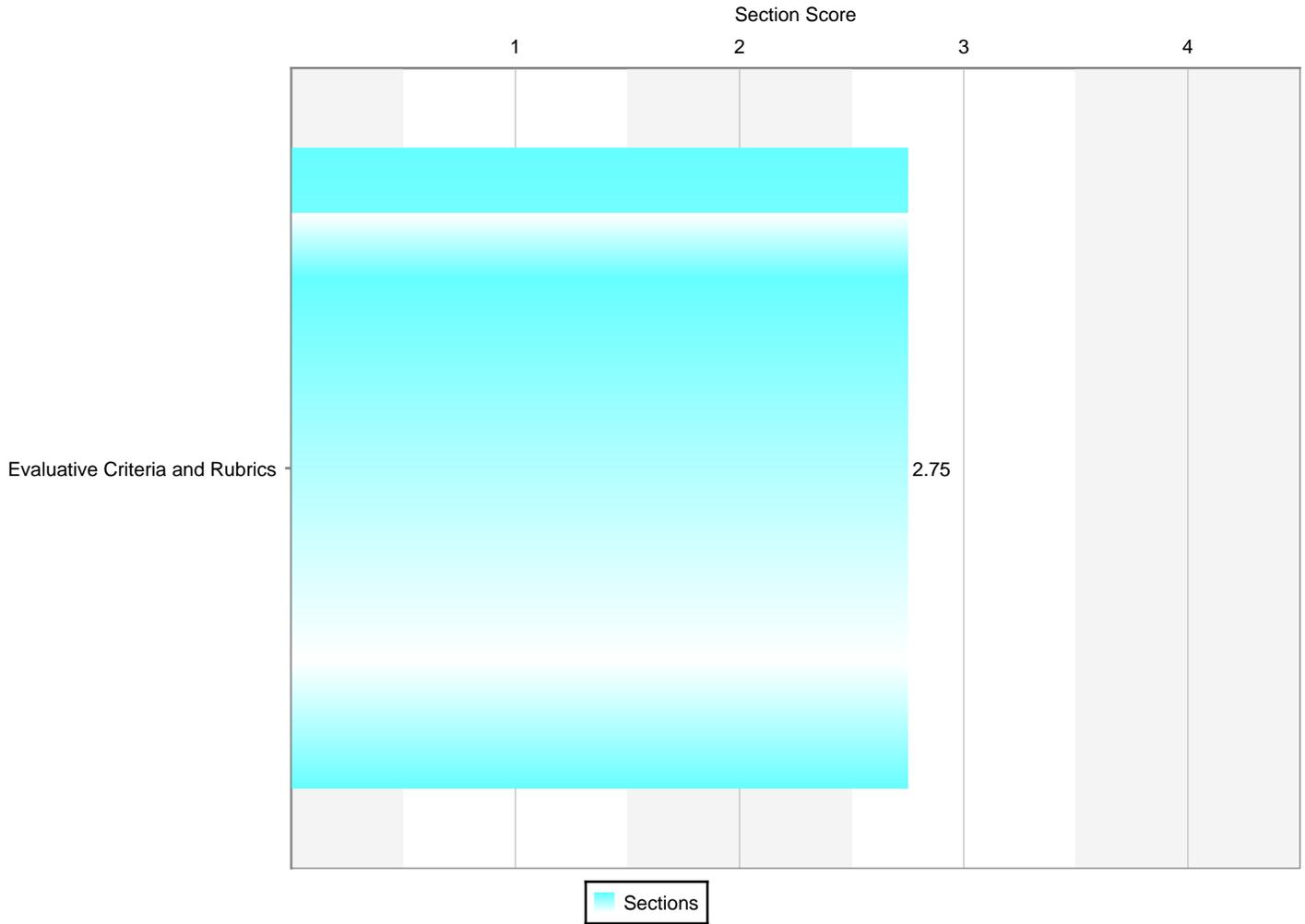
Subgroups are minute and insignificant when considering the population of the school.

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

All data was used in the above findings.

Report Summary

Scores By Section



2017-2018 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, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	ACIP Team Signature sheet has been uploaded.	signature page

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Barbour County School Board Policy Manual for this area has been uploaded below. The Barbour County School System does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Director of Exceptional Students Services Ms. Tara Johnson Barbour County Schools P. O. Box 429 Clayton, Alabama 36016 (334) 775 - 3453 Ext 1011	equality

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	We do not have anyone at the school level. When a situation arises, the school will follow the procedures as explained in the board policy manual. If it cannot be handled at the school level, then, it is taken to the district level and handled by Dr. Matthew Alexander, Superintendent. His mailing address is: Dr. Matthew Alexander Superintendent of Schools P.O. Box 429 Clayton, Alabama 36016 (334) 775-3533 Ext 1003	Superintendent's letter

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Barbour County High School

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	Refer to Strategies to Improve Parental Involvement Plan. The principal's signature is included in the ACIP Team Signature document and can be found under Assurances Question 1.	

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 (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	Attached	compact

2017-2018 BCCHS Goals & Plans

Overview

Plan Name

2017-2018 BCHS Goals & Plans

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: 2 Strategies: 2 Activities: 9	Academic	\$36779
2	Prepare and support teachers and leaders to graduate College- and Career-Ready Students	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$2500
3	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$9574
4	Improve student proficiency in reading	Objectives: 1 Strategies: 5 Activities: 9	Academic	\$2945
5	EL Students will become proficient in the English language	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$600
6	Improve school culture and climate in order to improve student achievement	Objectives: 1 Strategies: 6 Activities: 10	Organizational	\$27915
7	Transition students	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
8	All students at BCHS will obtain 95% or higher in student attendance.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
9	All students at BCHS will be engaged in high quality aligned college and career ready standards for instruction in the library media program	Objectives: 2 Strategies: 3 Activities: 4	Organizational	\$650
10	Increase student proficiency in mathematics	Objectives: 2 Strategies: 2 Activities: 16	Academic	\$700

Goal 1: Engage and Empower the Learner Through Technology

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in the use of digital tools both individually and collaboratively, and in and out of the classroom to gather, organize, evaluate, and share/present information in Mathematics by 05/25/2018 as measured by classroom observations of student participation and indicated in lesson plans..

Strategy 1:

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

Research cited: Alabama Technology Course of Study

Category: Develop/Implement Professional Learning and Support

Research Cited: Research cited: Alabama Technology Course of Study

Activity - Interactive Technology Tool Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use digital tools to do research, complete projects and demonstrate proficiency in skills presented during instruction for students in grades seven through twelve. Barbour County High School will use this activity to support the needs of our students, especially those of high poverty, to afford them the equitable opportunity to interact with technology and prepare for careers and college.	Technology	08/08/2017	05/25/2018	\$0	No Funding Required	Classroom teachers and principals

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be professional development for all educators in order to enhance teaching and learning in the classrooms as well as school wide.	Behavioral Support Program, Academic Support Program, Professional Learning	08/08/2017	05/25/2018	\$0	No Funding Required	Teachers and administrators

Activity - Online Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Progress to students taking online formative and standardized assessments: STAR Reading, STAR Math, Performance Series Scantron Assessment, ACT Plus Writing, and WorkKeys. Teachers will receive training as needed.	Academic Support Program, Technology	08/08/2017	05/25/2018	\$2265	Title I Part A	All core teachers, media specialist, and school administrators
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Activity - Maintain and replace equipment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Maintain current technology equipment and replace equipment as needed.	Technology	08/08/2017	05/25/2018	\$4514	State Funds	principal

Activity - Technology Interaction through 1:1 Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in ninth and tenth grades are projected to have Chromebooks for daily use this year. The seventh and eighth grades currently are already implementing 1:1. This implementation will enable students to have access to and interact with the technology to prepare them for real-world application as well as enhance their academic experience.	Technology	08/08/2017	05/25/2018	\$22500	Title I Part A	Administrators and teachers

Activity - Support of Technology Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To support educational software, maintenance, and replacement of computers used by the students. Provide any other needed support for all instructional technology in place. Purchase as needed other technological devices.	Technology	08/08/2017	05/25/2018	\$7500	Title I Part A	Asministrator, faculty and staff, technology coordinator

Measurable Objective 2:

100% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency by participating in at least one online learning experience prior to graduation in Career & Technical by 05/25/2018 as measured by school records and implementation of the Course of Study reflected in lesson plans..

Strategy 1:

Career Tech Online Learning Experience - The Barbour County School District will implement an online learning experience for 9 - 12 grade students through the required Career Preparedness Course. All 9th grade students and any 10 - 12 grade transfer students will be required to take the Career Preparedness Course. The Career Preparedness course will be taught in the computer lab. The course will be monitored through lesson plans and grades.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Course of Study for Career Preparedness

Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Demonstrate appropriate digital citizenship through safe, ethical, and legal use of technology systems and digital content. a. Explain consequences of illegal and unethical use of technology systems and digital content. Examples: cyber bullying, plagiarism b. Interpret copyright laws and policies with regard to ownership and use of digital content. c. Explain the implications of creating and maintaining a positive digital footprint. d. Critique Internet and digital information for validity, reliability, accuracy, bias, and current relevance. e. Cite sources of digital content using a style manual. Examples: Modern Language Association (MLA) American Psychological Association (APA) Teachers will receive training as needed.	Career Preparation/Orientation	08/08/2017	05/25/2018	\$0	No Funding Required	Business Education Teacher
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Activity - Technology Troubleshooting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Diagnose problems with hardware, software, and advanced network systems. Examples: printer, projector, power supply, task manager, network connectivity. Teachers will receive training as needed.	Career Preparation/Orientation	08/08/2017	05/25/2018	\$0	No Funding Required	Business Education Teacher

Activity - Collaborative Learning Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize an online learning-management system to engage in collaborative learning projects, discussions, and assessments beyond the traditional classroom that are goal-oriented, focused, project-based, and inquiry-oriented. Teachers will receive training as needed. Examples: Moodle, Edmodo, Blackboard, Canvas	Career Preparation/Orientation	08/08/2017	05/25/2018	\$0	No Funding Required	Business Education Teacher

Goal 2: Prepare and support teachers and leaders to graduate College- and Career-Ready Students

Measurable Objective 1:

demonstrate a proficiency 100% teachers and leaders will exhibit knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society by 05/25/2018 as measured by classroom observations and EDUCATEAlabama reports.

Strategy 1:

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

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Alabama Plan 2020

Activity - Document Camera Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers at BCHS will be provided with training on the use of Document Cameras as needed in order to increase technology integration in the classroom.	Professional Learning	08/08/2017	05/25/2018	\$0	No Funding Required	Technology coordinator, director of instructional services and federal programs, outside consultants, school administrators and teachers
Activity - SmartBoard Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS will provide training on the use of SmartBoards for instructional personnel as needed in order to increase technology integration in the classroom.	Professional Learning	08/08/2017	05/25/2018	\$0	No Funding Required	Technology coordinator and teachers
Activity - OdysseyWare Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A select group of teachers, counselors and school administrators of BCHS will be trained and/or refreshed on the use of OdysseyWare Instructional Software to assist high poverty and high need at-risk students currently in grades 10-12.	Professional Learning	08/08/2017	05/25/2018	\$0	No Funding Required	Technology coordinator, school administrators and teachers
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development for all educators in order to enhance the teaching and learning in the classroom as well as school wide.	Behavioral Support Program, Academic Support Program, Professional Learning	08/08/2017	05/25/2018	\$2500	Title I Part A	Teachers and administrators

Goal 3: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it

Measurable Objective 1:

collaborate to ensure BCHS has external internet connections to its internet service provider that enables easy student and teacher access to online resources and tools, such as digital content, video streaming, digital textbooks, and online assessments by 05/25/2018 as measured by survey results: teachers, students, administrators, and parents.

Strategy 1:

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

Category: Develop/Implement Learning Supports

Research Cited: Alabama Plan 2020

Activity - INOW Parent Portal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the INOW Home Portal link on the Barbour County High School website, parents can access grades, lesson plans, attendance, assignments and upcoming events. The school will continue to utilize School Cast for communication with parents. The school has provided and will continue to provide training opportunities for parents.	Parent Involvement	08/08/2017	05/25/2018	\$9574	Title I Part A	Technology coordinator, superintendent, district staff, school administrators, teachers

Goal 4: Improve student proficiency in reading**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency in STAR in Reading by 05/25/2018 as measured by STAR Reading data. 7th Grade will increase from a baseline of 20% At/Above Benchmark, 8th Grade 12% At/Above, 9th Grade 0% At/Above Benchmark, 10th Grade 6% At/Above Benchmark, 11th Grade 14% At/Above Benchmark, and 12th Grade 4% At/Above Benchmark.

Strategy 1:

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

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

Research Cited: ARI

Activity - TWIRL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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1. Students will discuss answers in groups or with a partner. 2. Students will write responses to informational and literary text. 3. Students will use higher order thinking and problem solving. 4. Students will read and answer questions. 5. Students will listen to responses of other students. Teachers not familiar with TWIRL will receive training.	Academic Support Program	08/08/2017	05/25/2018	\$0	No Funding Required	Administrators and teachers
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Strategy 2:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACT ASPIRE, ACT Plus Writing, Work Keys, Accelerated Reader, STAR Reading, ACCESS, AAA, as well as classroom tests.

Activity - Library visitation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will visit the library twice each month to check out challenging materials and complete both Accelerated Reader practice quizzes and vocabulary quizzes on the books they have read. Teachers will use the same software to monitor student progress and proficiency levels. Students will write a one page summary of their book. Students should include, but not be limited to, unfolding of plot and character development.	Academic Support Program	08/08/2017	05/25/2018	\$2945	Title I Part A	Administrators, teachers and media specialist

Activity - Depths of Knowledge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There is a need to increase the level of rigor for all students in our classrooms. The Common Core State Standards are not enough to increase rigor to the needed level. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand. Therefore, teachers will receive training in the use of Depths of Knowledge.	Behavioral Support Program, Academic Support Program, Professional Learning	08/08/2017	05/25/2018	\$0	No Funding Required	Teachers and administrators

Strategy 3:

Kaplan - Tenth grade teachers will incorporate 30 minutes of intervention using Kaplan Foundations, Kaplan Advantage, Kaplan ACT-Prep and other resources at least 3 days a week.

Teachers will receive training as needed.

Category: Develop/Implement Learning Supports

Research Cited: Kaplan K-12 Learning Services

Activity - Kaplan Foundations English Language Arts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During 30 minute intervention period, teachers will primarily use Kaplan Foundations to review and practice the core skills and concepts necessary for successful academic performance in English Language Arts. Teachers will receive training as needed.	Academic Support Program	08/08/2017	05/25/2018	\$0	No Funding Required	Classroom teachers, GEAR UP Team

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Activity - Kaplan ACT & SAT Prep English Language Arts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Kaplan Foundations: ACT & SAT Prep English Language Arts during 30 minute intervention time. This is a diagnostic test program designed to provide high-quality, rigorous skill remediation, development, and instruction, as well as strategies and practice that will help students perform better on standardized tests, including the SAT, ACT, ad PSAT. GEAR UP Team members will collect work samples to indicate lessons are being completed. Teachers will receive training as needed.	Academic Support Program	08/08/2017	05/25/2018	\$0	No Funding Required	Classroom teachers, GEAR UP Team
Activity - Kaplan Keys Advantage English Language Arts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Kaplan Keys Advantage English Language Arts during 30 minute intervention. This program will help students build the skills and critical-thinking approaches they need in order to master key standards and show their expertise in rigorous assessment formats, lessons introducing the skills, provide ongoing practice, and expand learning through deep extension activities and self-reflection opportunities to help students meet demanding learning expectations. Teachers will receive training as needed.	Academic Support Program	08/08/2017	05/25/2018	\$0	No Funding Required	Classroom teachers

Strategy 4:

Before, During, and After Strategies - Teachers will use all parts of Before, During, and After Reading Strategies in their instruction. Teachers will receive training as needed.

Category: Develop/Implement Learning Supports

Research Cited: ARI Strategies

Activity - Before During After	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading involves connecting new text to that which is already understood (prior knowledge). BDA strategies are used to get students to activate existing knowledge, thereby creating a mental framework to which new text, terms, ideas, etc. can be attached. This mental framework is begun before reading even begins, strengthened as students interact with the text during the reading, and reflected upon after reading as students incorporate what they have just read into their core knowledge. Key processes used throughout BDAs are writing, conversation and reading. Teachers will receive training as needed.	Academic Support Program	08/08/2017	05/25/2018	\$0	No Funding Required	Classroom teachers

Strategy 5:

Departmental Meetings - Teachers will participate in departmental meetings during planning periods as well as before and after school.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: sign in sheets, lesson plans

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Activity - Vertical alignment and pacing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in departmental meetings twice each month in which they will discuss current and year end objectives, as well as methods of teaching and grading, in order to insure consistency for students and staff. Teachers will receive training as needed.	Academic Support Program	08/08/2017	05/25/2018	\$0	No Funding Required	Classroom teachers
Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop and review RtI strategies in order to provide high quality, standards-based instruction and intervention strategies that are matched to individual student academic, social-emotional, and/or behavioral needs. This multi-tiered system combines core instruction, assessment, and intervention within a classroom/school in order to increase student achievement and/or reduce behavior problems. Teachers will receive training as needed.	Behavioral Support Program, Academic Support Program	08/08/2017	05/25/2018	\$0	No Funding Required	classroom teachers, administrators, counselor

Goal 5: EL Students will become proficient in the English language**Measurable Objective 1:**

A 2% increase of English Learners students will demonstrate a proficiency in ACCESS for ELLs 2.0 in English Language Arts by 05/25/2018 as measured by ACCESS for ELLs .

Strategy 1:

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

Category: Develop/Implement Learning Supports

Research Cited: WIDA Consortium

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on the implementation of SDAIE/SIOP models and strategies. These strategies will help improve instruction for EL students.	Professional Learning	08/08/2017	05/25/2018	\$0	No Funding Required	EL Coordinator, school administrators, teachers
Activity - Implementation of SDAIE/SIOP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Arts teachers will implement at least one writing activity each week utilizing SDAIE/SIOP strategies for EL students. Teachers will receive training as needed.	Academic Support Program	08/08/2017	05/25/2018	\$600	State Funds	School administrators and teachers

Goal 6: Improve school culture and climate in order to improve student achievement

Measurable Objective 1:

collaborate to build a positive school climate by a 10% reduction in the truancy rate from a baseline of 3443 by 05/25/2018 as measured by INow Chalkable attendance reports.

Strategy 1:

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

Category: Develop/Implement Student and School Culture Program

Research Cited: Alabama Truancy Laws

Activity - Provide incentives for students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ask local businesses in the community to donate gift certificates and sponsor prizes. The school will develop a Positive Behavior System that will reward students each month as well as each nine weeks for perfect attendance and positive behavior. The guidance counselor and graduation coach will maintain records and the students will be awarded accordingly. Students will be rewarded through honors day, perfect attendance certificates, bulletin board highlighting perfect attendance each nine weeks, district/school student of the month, students name will appear in newspaper and school website.	Behavioral Support Program	08/08/2017	05/25/2018	\$0	No Funding Required	Administrators and teachers

Strategy 2:

Decrease Referrals - Target Behavior

ACTION STEP:

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

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

Parent conferences

Referral to counselor

Behavior Plan

Positive Behavior System

Category: Develop/Implement Student and School Culture Program

Research Cited: referral forms, parent contact logs

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Activity - Improve Parent/Family Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase the number of parents and family members actively involved in school activities and their student's education by doing the following: teachers making three parental contacts per week, parent/community newsletter placed at churches throughout the county highlighting school news and events in which parents can participate. Make parents aware of volunteer opportunities through the school web-site and other media outlets. All of the above will be monitored by the school principal.	Behavioral Support Program	08/08/2017	05/25/2018	\$0	No Funding Required	administrators and teachers
Activity - Target Behavior	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will keep a teacher/parent communication log that will reflect at least 3 actual contacts with parents or guardians via phone call, email conversation, or documented face to face conversations. If those things do not give great results, there will then be parent conferences, referrals to the counselor, a behavior plan created, and a positive behavior system in place.	Behavioral Support Program	08/08/2017	05/25/2018	\$0	No Funding Required	Teachers, Counselor, Administration
Activity - Implement Behavior/Academic Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified teacher will facilitate student learning using Odysseyware and other behavior intervention resources.	Behavioral Support Program	08/08/2017	05/25/2018	\$0	No Funding Required	Behavior/Academic Coach
Activity - School Resource Officer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will employ a school resource officer to provide a safe educational environment. The SRO serves the entire system; however, he is housed at the high school and answers calls for assistance at the other schools in the district.	Behavioral Support Program	08/08/2017	05/25/2018	\$15354	Other	Superintendent and school principals

Strategy 3:

Reduce Teacher absences - Motivation

ACTION STEP:

Administration will recognize the faculty members who have perfect attendance each month.

Administration will evaluate attendance for each faculty member.

Conference with faculty member after second consecutive absence

Conference with faculty member after 4th total absence

Category: Develop/Implement Student and School Culture Program

Research Cited: Faculty sign in sheets

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Activity - Improve teacher attendance rate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Improve teacher motivation by providing duty free lunch, gift cards, comp. days, principal selecting school wide teacher of the month, recognizing of teachers birthdays, and celebrating teacher appreciation week.	Behavioral Support Program	08/08/2017	05/25/2018	\$0	No Funding Required	Administrators and teachers

Strategy 4:

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

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: Best Practices

Activity - Mentoring Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers are paired with veteran teachers to assist in helping with setting up classrooms, preparing lesson plans, classroom management issues, and utilizing I-NOW Chalkable for grade book, attendance, and lesson plans. This program will be available for novice teachers as they transition from novice to experienced teachers. Classroom observations will be available as needed where the mentor can observe the mentored and where the mentored can observe the mentor.	Professional Learning	08/08/2017	05/25/2018	\$5000	Title II Part A, State Funds	Administrators and teachers

Strategy 5:

Teacher-Student Mentoring - Each student will be matched with a teacher for encouragement and support in the areas of academics, attendance and behavior.

Category: Develop/Implement Student and School Culture Program

Research Cited: Association for Supervision and Curriculum Development (ASCD) Educational Leadership

Activity - Mentor meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every student will be assigned a teacher mentor. Teachers will meet with students during intervention time once each month starting in October to set, discuss and/or review the students' academic, attendance and behavior goals. Teachers will lend support with issues that students have with any of these goal areas.	Behavioral Support Program	10/01/2017	05/25/2018	\$0	No Funding Required	Administrators and teachers

Strategy 6:

School climate - Professional development for all educators to enhance the teaching and learning in the classroom and the school as a whole.

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

Research Cited: Parent Student Handbook and the BCSD Personnel Handbook

Activity - Professional Development Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Professional development for all educators in order to enhance the teaching and learning in the classroom and the school as a whole.	Behavioral Support Program, Academic Support Program, Professional Learning	08/08/2017	05/25/2018	\$3455	State Funds, Title I Part A	All BCHS facility and staff
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Activity - Parent and 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	08/08/2017	05/25/2018	\$4106	Title I Part A	Principal

Goal 7: Transition students**Measurable Objective 1:**

collaborate to ensure a smooth transition from Barbour County Intermediate School to Barbour County High School and from Barbour County High School to College or career by 05/25/2018 as measured by orientation sign in sheet and graduation rate.

Strategy 1:

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

Category: Implement Guidance and Counseling Plan

Research Cited: Best practices

Activity - Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Orientation will be held May 2016, to allow students an opportunity to view the campus and meet their teachers.	Academic Support Program	08/08/2017	05/25/2018	\$0	No Funding Required	Administrators and teachers

Activity - Open House	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
•Open House will be held August 2017, where parents will be encouraged to visit with their child's teachers.	Career Preparation/Orientation	08/03/2017	08/03/2017	\$0	No Funding Required	Teachers and administrators

Activity - College Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
College fair for seniors will be held in the fall of 2017. Career/Jr. College Fair will be held in the spring 2018 for 7-12 grade students.	Career Preparation/Orientation	10/01/2017	05/25/2018	\$0	No Funding Required	Teachers and administrators

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboration with the workforce permits juniors and seniors to become aware of school-to-work opportunities using such things as field trips, talent fairs, job shadowing and visits by the armed forces personnel. Activities for students in the upcoming year include: Regional Career Fair, Guest Speakers, educational field trips and college visitation, College/Career Day on campus, and ongoing recruitment from the Armed Forces.	Career Preparation/Orientation	08/08/2017	05/25/2018	\$0	No Funding Required	Teachers, administrators, and community

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

Measurable Objective 1:

collaborate to increase student attendance by 05/25/2018 as measured by the level of 95% or higher as reflected in attendance reports.

Strategy 1:

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

Category: Develop/Implement Student and School Culture Program

Research Cited: INOW/Chalkable Attendance Reports.

Activity - Schoolwide Attendance Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCHS will be recognized for reaching 95% or higher in attendance at the monthly Board Meetings.	Community Engagement	08/08/2017	05/25/2018	\$0	No Funding Required	District Attendance officer and BCHS Principal

Activity - Monthly Attendance Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Barbour County High School students with perfect attendance will attend a monthly PBS (Positive Behavior Support) extravaganza.	Behavioral Support Program	09/01/2017	05/25/2018	\$0	No Funding Required	BCHS Administrators

Activity - Weekly Attendance Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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BCHS teachers will recognize students with perfect attendance in their classroom each week.	Behavioral Support Program	08/08/2017	05/25/2018	\$0	No Funding Required	BCHS classroom teachers
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Goal 9: All students at BCHS will be engaged in high quality aligned college and career ready standards for instruction in the library media program

Measurable Objective 1:

demonstrate a behavior that ensures that the LMC will provide flexible, real, and virtual access to a wide range of informational resources both within the LMC and outside the school facility by 05/25/2018 as measured by ConCourse reports, AVL reports, and LMS schedule..

Strategy 1:

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

Category: Develop/Implement College and Career Ready Standards

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

Activity - BCHS Library Media Center Web Site Links	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Various digital website links are accessible on the school media center website page	Other - School Website	08/08/2017	05/25/2018	\$0	No Funding Required	Librarian

Strategy 2:

Increase library resources - Add up to date resources various sections of the Library Media Center as needs arise.

Category: Develop/Implement Learning Supports

Research Cited: Course of study

Activity - Increase resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Add Library Media Center resources	Academic Support Program	08/08/2017	05/25/2018	\$650	State Funds	Library Media Specialist

Measurable Objective 2:

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

Strategy 1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: College and Career Ready Standards

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with teachers to provide additional resources for enhanced learning opportunities.	Academic Support Program	08/08/2017	05/25/2018	\$0	No Funding Required	Content area teachers and LMS

Activity - Library Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LMS utilizes fixed and flexible scheduling to accommodate patron needs	Other - Flexible scheduling	08/19/2017	05/25/2018	\$0	No Funding Required	Library Media Specialist

Goal 10: Increase student proficiency in mathematics**Measurable Objective 1:**

A 5% increase of Seventh, Eighth and Tenth grade students will demonstrate a proficiency in math in Mathematics by 05/25/2018 as measured by test results from STAR Math with a baseline score of 19% Ready for Barbour County High School .

Strategy 1:

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

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

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

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are engaged in cooperative learning. Students are provided with many practice opportunities or extensions of previously taught skills. (Examples include but shall not be limited to Bell Ringers and 5-minute checks) Instructional strategies are adjusted to respond to various learning needs and styles of students. Teachers not familiar with differentiated Instruction will receive training.	Academic Support Program	08/08/2017	05/25/2018	\$0	No Funding Required	Math teachers and administrators

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Activity - TWIRL Strategy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will lead the students in correct usage of all parts of TWIRL. Teachers not familiar with TWIRL will receive training.	Academic Support Program	08/08/2017	05/25/2018	\$0	No Funding Required	Administrators and teachers
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 for all students in our classrooms. Common Core State Standards alone are not enough to reach this level of rigor. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand.	Behavioral Support Program, Academic Support Program, Professional Learning	08/08/2017	05/01/2018	\$0	No Funding Required	Teacher and administration
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be professional development for all educators in order to enhance the teaching and learning in the classroom as well as school wide	Behavioral Support Program, Academic Support Program, Professional Learning	08/08/2017	05/25/2018	\$700	Title I Part A	Teachers and administrators
Activity - Kaplan Foundations Mathematics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Kaplan Foundations Mathematics during 30 minute intervention time. This program reviews and provides practice on core skills and concepts necessary for successful academic performance. It provides remediation, review, and support of important foundation skills. It provides practice at three different grade levels that can be used to differentiate instruction, as well as provide test-like practice. GEAR UP team members will collect work samples as indication lessons are being completed.	Academic Support Program	08/08/2017	05/25/2018	\$0	No Funding Required	Classroom teachers, GEAR UP team
Activity - Kaplan Keys Advantage Mathematics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Kaplan Keys Advantage Mathematics during 30 minute intervention time. This program will help students build the skills and critical-thinking approaches they need to acquire key standards and show their expertise in rigorous assessment formats. Rich lessons introduce the skills, provide ongoing practice, and expand learning through deep extension activities and self-reflection opportunities to help students meet demanding learning expectations. GEAR UP team members will collect work samples as indication lessons are being completed.	Academic Support Program	08/01/2017	05/01/2018	\$0	No Funding Required	Classroom teachers, GEAR UP team

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Activity - Kaplan Foundations: ACT and SAT Prep Mathematics and Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Kaplan Foundations: ACT and SAT Prep Mathematics and Science during 30 minute intervention time. This is a test-agnostic program designed to provide high-quality, rigorous skill remediation, development, and instruction, as well as strategies and practice that will help students perform better on standardized tests, including the SAT, ACT and PSAT. GEAR UP team members will collect work samples as indication lessons are being completed.	Academic Support Program	08/08/2017	05/01/2018	\$0	No Funding Required	Classroom teachers, GEAR UP team
Activity - Frayer Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be divided into groups consisting of three(3) students. Students are given a three (3) step problem. Each student will complete one(1) step while rewriting the previous steps. This continues until all steps are complete.	Academic Support Program	08/08/2017	05/01/2018	\$0	No Funding Required	Classroom teachers
Activity - Manipulatives/AMSTI Kits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will demonstrate solutions problems using manipulatives/AMSTI Math Kits and students will be allowed to use manipulatives/AMSTI Math Kits to solve problems.	Academic Support Program	08/08/2017	05/25/2018	\$0	No Funding Required	Classroom teachers

Measurable Objective 2:

A 5% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in Algebra1 and higher in Mathematics by 05/25/2017 as measured by ACT ASPIRE baseline 2% Ready in Math, ACT baseline score 2% Ready for College Ready-Level Course work in Mathematics.

Strategy 1:

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

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

Research Cited: Scientific Research-based Strategies, ARI

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Students will engage in cooperative learning. 2. Students will be provided with many practice opportunities or extensions of previously taught skills. 3. Instructional strategies will be adjusted to respond to various learning needs and styles of students.	Academic Support Program	08/08/2017	05/01/2018	\$0	No Funding Required	Administration and teachers
Activity - TWIRL Strategy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will lead students in correct usage of all parts of TWIRL.	Academic Support Program	08/08/2017	05/25/2018	\$0	No Funding Required	Administrators and teachers

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Activity - Kaplan Foundations: ACT & SAT Prep Mathematics and Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Kaplan Foundations: ACT & SAT Mathematics and Science during 30 minute intervention time. This is a test-agnostic program designed to provide high-quality, rigorous skill remediation, development, and instruction, as well as strategies and practice that will help students perform better on standardized tests, including the SAT, ACT and PSAT. Members of the GEAR UP team will collect work samples in order to show lessons are being completed.	Academic Support Program	08/08/2017	05/25/2018	\$0	No Funding Required	Classroom teachers, GEAR UP team
Activity - Kaplan Keys Advantage Mathematics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Kaplan Keys Advantage Mathematics during 30 minute intervention time. This program will help students build the skills and critical-thinking approaches they need to acquire key standards and show their expertise in rigorous assessment formats. Rich lessons introduce the skills, provide ongoing practice, and expand learning through deep extension activities and self-reflection opportunities to help students meet demanding learning expectations. GEAR UP team will collect work samples as indication lessons are being completed.	Academic Support Program	08/08/2017	05/25/2018	\$0	No Funding Required	Classroom teachers, GEAR UP team
Activity - Kaplan Foundations Mathematics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Kaplan Foundations Mathematics during 30 minute intervention time. This program reviews and provides practice on core skills and concepts necessary for successful academic performance. It provides remediation, review, and support of important foundation skills. It provides practice at three different grade levels that can be used to differentiate instruction, as well as provide test-like practice. GEAR UP team members will collect work samples as indication lessons are being done.	Academic Support Program	08/08/2017	05/15/2018	\$0	No Funding Required	Classroom teachers, GEAR UP team
Activity - Frayer Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be divided into groups consisting of three(3) students. Students are given a three (3) step problem. Each student will complete one(1) step while rewriting the previous steps. This continues until all steps are complete.	Academic Support Program	08/08/2017	05/25/2018	\$0	No Funding Required	Classroom teachers
Activity - Manipulatives/graphing Calculators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use manipulatives and graphing calculators while presenting instruction. Students will then be allowed to use manipulatives and graphing calculators to complete assignments.	Academic Support Program	08/08/2017	05/25/2018	\$0	No Funding Required	Classroom teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mentoring Activities	New teachers are paired with veteran teachers to assist in helping with setting up classrooms, preparing lesson plans, classroom management issues, and utilizing I-NOW Chalkable for grade book, attendance, and lesson plans. This program will be available for novice teachers as they transition from novice to experienced teachers. Classroom observations will be available as needed where the mentor can observe the mentored and where the mentored can observe the mentor.	Professional Learning	08/08/2017	05/25/2018	\$4000	Administrators and teachers
Total					\$4000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Resource Officer	The school will employ a school resource officer to provide a safe educational environment. The SRO serves the entire system; however, he is housed at the high school and answers calls for assistance at the other schools in the district.	Behavioral Support Program	08/08/2017	05/25/2018	\$15354	Superintendent and school principals
Total					\$15354	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Library visitation	Students will visit the library twice each month to check out challenging materials and complete both Accelerated Reader practice quizzes and vocabulary quizzes on the books they have read. Teachers will use the same software to monitor student progress and proficiency levels. Students will write a one page summary of their book. Students should include, but not be limited to, unfolding of plot and character development.	Academic Support Program	08/08/2017	05/25/2018	\$2945	Administrators, teachers and media specialist

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Technology Interaction through 1:1 Initiative	Students in ninth and tenth grades are projected to have Chromebooks for daily use this year. The seventh and eighth grades currently are already implementing 1:1. This implementation will enable students to have access to and interact with the technology to prepare them for real-world application as well as enhance their academic experience.	Technology	08/08/2017	05/25/2018	\$22500	Administrators and teachers
Support of Technology Initiative	To support educational software, maintenance, and replacement of computers used by the students. Provide any other needed support for all instructional technology in place. Purchase as needed other technological devices.	Technology	08/08/2017	05/25/2018	\$7500	Asministrator, faculty and staff, technology coordinator
Professional Development	There will be professional development for all educators in order to enhance the teaching and learning in the classroom as well as school wide	Behavioral Support Program, Academic Support Program, Professional Learning	08/08/2017	05/25/2018	\$700	Teachers and administrators
Parent and 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	08/08/2017	05/25/2018	\$4106	Principal
INOW Parent Portal	Through the INOW Home Portal link on the Barbour County High School website, parents can access grades, lesson plans, attendance, assignments and upcoming events. The school will continue to utilize School Cast for communication with parents. The school has provided and will continue to provide training opportunities for parents.	Parent Involvement	08/08/2017	05/25/2018	\$9574	Technology coordinator, superintendent, district staff, school administrators, teachers
Professional Development Training	Professional development for all educators in order to enhance the teaching and learning in the classroom and the school as a whole.	Behavioral Support Program, Academic Support Program, Professional Learning	08/08/2017	05/25/2018	\$1800	All BCHS facility and staff
Professional Development	Professional development for all educators in order to enhance the teaching and learning in the classroom as well as school wide.	Behavioral Support Program, Academic Support Program, Professional Learning	08/08/2017	05/25/2018	\$2500	Teachers and administrators

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Online Assessments	Progress to students taking online formative and standardized assessments: STAR Reading, STAR Math, Performance Series Scantron Assessment, ACT Plus Writing, and WorkKeys. Teachers will receive training as needed.	Academic Support Program, Technology	08/08/2017	05/25/2018	\$2265	All core teachers, media specialist, and school administrators
Total					\$53890	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development Training	Professional development for all educators in order to enhance the teaching and learning in the classroom and the school as a whole.	Behavioral Support Program, Academic Support Program, Professional Learning	08/08/2017	05/25/2018	\$1655	All BCHS faculty and staff
Mentoring Activities	New teachers are paired with veteran teachers to assist in helping with setting up classrooms, preparing lesson plans, classroom management issues, and utilizing I-NOW Chalkable for grade book, attendance, and lesson plans. This program will be available for novice teachers as they transition from novice to experienced teachers. Classroom observations will be available as needed where the mentor can observe the mentored and where the mentored can observe the mentor.	Professional Learning	08/08/2017	05/25/2018	\$1000	Administrators and teachers
Implementation of SDAIE/SIOP	English Language Arts teachers will implement at least one writing activity each week utilizing SDAIE/SIOP strategies for EL students. Teachers will receive training as needed.	Academic Support Program	08/08/2017	05/25/2018	\$600	School administrators and teachers
Maintain and replace equipment	Maintain current technology equipment and replace equipment as needed.	Technology	08/08/2017	05/25/2018	\$4514	principal
Increase resources	Add Library Media Center resources	Academic Support Program	08/08/2017	05/25/2018	\$650	Library Media Specialist
Total					\$8419	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Interactive Technology Tool Engagement	Use digital tools to do research, complete projects and demonstrate proficiency in skills presented during instruction for students in grades seven through twelve. Barbour County High School will use this activity to support the needs of our students, especially those of high poverty, to afford them the equitable opportunity to interact with technology and prepare for careers and college.	Technology	08/08/2017	05/25/2018	\$0	Classroom teachers and principals
Before During After	Reading involves connecting new text to that which is already understood (prior knowledge). BDA strategies are used to get students to activate existing knowledge, thereby creating a mental framework to which new text, terms, ideas, etc. can be attached. This mental framework is begun before reading even begins, strengthened as students interact with the text during the reading, and reflected upon after reading as students incorporate what they have just read into their core knowledge. Key processes used throughout BDAs are writing, conversation and reading. Teachers will receive training as needed.	Academic Support Program	08/08/2017	05/25/2018	\$0	Classroom teachers
Vertical alignment and pacing	Teachers will participate in departmental meetings twice each month in which they will discuss current and year end objectives, as well as methods of teaching and grading, in order to insure consistency for students and staff. Teachers will receive training as needed.	Academic Support Program	08/08/2017	05/25/2018	\$0	Classroom teachers
TWIRL Strategy	Teachers will lead the students in correct usage of all parts of TWIRL. Teachers not familiar with TWIRL will receive training.	Academic Support Program	08/08/2017	05/25/2018	\$0	Administrators and teachers
Kaplan Foundations: ACT & SAT Prep Mathematics and Science	Teachers will use Kaplan Foundations: ACT & SAT Mathematics and Science during 30 minute intervention time. This is a test-agnostic program designed to provide high-quality, rigorous skill remediation, development, and instruction, as well as strategies and practice that will help students perform better on standardized tests, including the SAT, ACT and PSAT. Members of the GEAR UP team will collect work samples in order to show lessons are being completed.	Academic Support Program	08/08/2017	05/25/2018	\$0	Classroom teachers, GEAR UP team
Provide incentives for students	Ask local businesses in the community to donate gift certificates and sponsor prizes. The school will develop a Positive Behavior System that will reward students each month as well as each nine weeks for perfect attendance and positive behavior. The guidance counselor and graduation coach will maintain records and the students will be awarded accordingly. Students will be rewarded through honors day, perfect attendance certificates, bulletin board highlighting perfect attendance each nine weeks, district/school student of the month, students name will appear in newspaper and school website.	Behavioral Support Program	08/08/2017	05/25/2018	\$0	Administrators and teachers
Implement Behavior/Academic Coach	Certified teacher will facilitate student learning using Odysseyware and other behavior intervention resources.	Behavioral Support Program	08/08/2017	05/25/2018	\$0	Behavior/Academic Coach

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Kaplan Foundations English Language Arts	During 30 minute intervention period, teachers will primarily use Kaplan Foundations to review and practice the core skills and concepts necessary for successful academic performance in English Language Arts. Teachers will receive training as needed.	Academic Support Program	08/08/2017	05/25/2018	\$0	Classroom teachers, GEAR UP Team
Kaplan Keys Advantage Mathematics	Teachers will use Kaplan Keys Advantage Mathematics during 30 minute intervention time. This program will help students build the skills and critical-thinking approaches they need to acquire key standards and show their expertise in rigorous assessment formats. Rich lessons introduce the skills, provide ongoing practice, and expand learning through deep extension activities and self-reflection opportunities to help students meet demanding learning expectations. GEAR UP team members will collect work samples as indication lessons are being completed.	Academic Support Program	08/01/2017	05/01/2018	\$0	Classroom teachers, GEAR UP team
Frayer Model	Students will be divided into groups consisting of three(3) students. Students are given a three (3) step problem. Each student will complete one(1) step while rewriting the previous steps. This continues until all steps are complete.	Academic Support Program	08/08/2017	05/01/2018	\$0	Classroom teachers
Schoolwide Attendance Recognition	BCHS will be recognized for reaching 95% or higher in attendance at the monthly Board Meetings.	Community Engagement	08/08/2017	05/25/2018	\$0	District Attendance officer and BCHS Principal
Collaborative Learning Projects	Utilize an online learning-management system to engage in collaborative learning projects, discussions, and assessments beyond the traditional classroom that are goal-oriented, focused, project-based, and inquiry-oriented. Teachers will receive training as needed. Examples: Moodle, Edmodo, Blackboard, Canvas	Career Preparation/Orientation	08/08/2017	05/25/2018	\$0	Business Education Teacher
Kaplan ACT & SAT Prep English Language Arts	Teachers will use Kaplan Foundations: ACT & SAT Prep English Language Arts during 30 minute intervention time. This is a diagnostic test program designed to provide high-quality, rigorous skill remediation, development, and instruction, as well as strategies and practice that will help students perform better on standardized tests, including the SAT, ACT, and PSAT. GEAR UP Team members will collect work samples to indicate lessons are being completed. Teachers will receive training as needed.	Academic Support Program	08/08/2017	05/25/2018	\$0	Classroom teachers, GEAR UP Team
OdysseyWare Training	A select group of teachers, counselors and school administrators of BCHS will be trained and/or refreshed on the use of OdysseyWare Instructional Software to assist high poverty and high need at-risk students currently in grades 10-12.	Professional Learning	08/08/2017	05/25/2018	\$0	Technology coordinator, school administrators and teachers

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Kaplan Foundations Mathematics	Teachers will use Kaplan Foundations Mathematics during 30 minute intervention time. This program reviews and provides practice on core skills and concepts necessary for successful academic performance. It provides remediation, review, and support of important foundation skills. It provides practice at three different grade levels that can be used to differentiate instruction, as well as provide test-like practice. GEAR UP team members will collect work samples as indication lessons are being completed.	Academic Support Program	08/08/2017	05/25/2018	\$0	Classroom teachers, GEAR UP team
Collaboration	Collaboration with the workforce permits juniors and seniors to become aware of school-to-work opportunities using such things as field trips, talent fairs, job shadowing and visits by the armed forces personnel. Activities for students in the upcoming year include: Regional Career Fair, Guest Speakers, educational field trips and college visitation, College/Career Day on campus, and ongoing recruitment from the Armed Forces.	Career Preparation/Orientation	08/08/2017	05/25/2018	\$0	Teachers, administrators, and community
Depths of Knowledge	There is a need to increase the level of rigor for all students in our classrooms. The Common Core State Standards are not enough to increase rigor to the needed level. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand. Therefore, teachers will receive training in the use of Depths of Knowledge.	Behavioral Support Program, Academic Support Program, Professional Learning	08/08/2017	05/25/2018	\$0	Teachers and administrators
SmartBoard Training	BCHS will provide training on the use of SmartBoards for instructional personnel as needed in order to increase technology integration in the classroom.	Professional Learning	08/08/2017	05/25/2018	\$0	Technology coordinator and teachers
Digital Citizenship	Demonstrate appropriate digital citizenship through safe, ethical, and legal use of technology systems and digital content. a. Explain consequences of illegal and unethical use of technology systems and digital content. Examples: cyber bullying, plagiarism b. Interpret copyright laws and policies with regard to ownership and use of digital content. c. Explain the implications of creating and maintaining a positive digital footprint. d. Critique Internet and digital information for validity, reliability, accuracy, bias, and current relevance. e. Cite sources of digital content using a style manual. Examples: Modern Language Association (MLA) American Psychological Association (APA) Teachers will receive training as needed.	Career Preparation/Orientation	08/08/2017	05/25/2018	\$0	Business Education Teacher
Orientation	Orientation will be held May 2016, to allow students an opportunity to view the campus and meet their teachers.	Academic Support Program	08/08/2017	05/25/2018	\$0	Administrators and teachers

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Manipulatives/graphing Calculators	Teachers will use manipulatives and graphing calculators while presenting instruction. Students will then be allowed to use manipulatives and graphing calculators to complete assignments.	Academic Support Program	08/08/2017	05/25/2018	\$0	Classroom teachers
Kaplan Foundations: ACT and SAT Prep Mathematics and Science	Teachers will use Kaplan Foundations: ACT and SAT Prep Mathematics and Science during 30 minute intervention time. This is a test-agnostic program designed to provide high-quality, rigorous skill remediation, development, and instruction, as well as strategies and practice that will help students perform better on standardized tests, including the SAT, ACT and PSAT. GEAR UP team members will collect work samples as indication lessons are being completed.	Academic Support Program	08/08/2017	05/01/2018	\$0	Classroom teachers, GEAR UP team
Collaborative Planning	Collaborate with teachers to provide additional resources for enhanced learning opportunities.	Academic Support Program	08/08/2017	05/25/2018	\$0	Content area teachers and LMS
Improve Parent/Family Involvement	Increase the number of parents and family members actively involved in school activities and their student's education by doing the following: teachers making three parental contacts per week, parent/community newsletter placed at churches throughout the county highlighting school news and events in which parents can participate. Make parents aware of volunteer opportunities through the school web-site and other media outlets. All of the above will be monitored by the school principal.	Behavioral Support Program	08/08/2017	05/25/2018	\$0	administrators and teachers
Differentiated Instruction	1. Students will engage in cooperative learning. 2. Students will be provided with many practice opportunities or extensions of previously taught skills. 3. Instructional strategies will be adjusted to respond to various learning needs and styles of students.	Academic Support Program	08/08/2017	05/01/2018	\$0	Administration and teachers
TWIRL Strategy	Teachers will lead students in correct usage of all parts of TWIRL.	Academic Support Program	08/08/2017	05/25/2018	\$0	Administrators and teachers
Kaplan Keys Advantage English Language Arts	Teachers will use Kaplan Keys Advantage English Language Arts during 30 minute intervention. This program will help students build the skills and critical-thinking approaches they need in order to master key standards and show their expertise in rigorous assessment formats, lessons introducing the skills, provide ongoing practice, and expand learning through deep extension activities and self-reflection opportunities to help students meet demanding learning expectations. Teachers will receive training as needed.	Academic Support Program	08/08/2017	05/25/2018	\$0	Classroom teachers
College Fair	College fair for seniors will be held in the fall of 2017. Career/Jr. College Fair will be held in the spring 2018 for 7-12 grade students.	Career Preparation/Orientation	10/01/2017	05/25/2018	\$0	Teachers and administrators
Technology Troubleshooting	Diagnose problems with hardware, software, and advanced network systems. Examples: printer, projector, power supply, task manager, network connectivity. Teachers will receive training as needed.	Career Preparation/Orientation	08/08/2017	05/25/2018	\$0	Business Education Teacher

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Target Behavior	Teachers will keep a teacher/parent communication log that will reflect at least 3 actual contacts with parents or guardians via phone call, email conversation , or documented face to face conversations. If those things do not give great results, there will then be parent conferences, referrals to the counselor, a behavior plan created, and a positive behavior system in place.	Behavioral Support Program	08/08/2017	05/25/2018	\$0	Teachers, Counselor, Administration
Document Camera Training	Teachers at BCHS will be provided with training on the use of Document Cameras as needed in order to increase technology integration in the classroom.	Professional Learning	08/08/2017	05/25/2018	\$0	Technology coordinator, director of instructional services and federal programs, outside consultants, school administrators and teachers
Professional Development	There will be professional development for all educators in order to enhance teaching and learning in the classrooms as well as school wide.	Behavioral Support Program, Academic Support Program, Professional Learning	08/08/2017	05/25/2018	\$0	Teachers and administrators
BCHS Library Media Center Web Site Links	Various digital website links are accessible on the school media center website page	Other - School Website	08/08/2017	05/25/2018	\$0	Librarian
TWIRL	1. Students will discuss answers in groups or with a partner. 2. Students will write responses to informational and literary text. 3. Students will use higher order thinking and problem solving. 4. Students will read and answer questions. 5. Students will listen to responses of other students. Teachers not familiar with TWIRL will receive training.	Academic Support Program	08/08/2017	05/25/2018	\$0	Administrators and teachers
Mentor meetings	Every student will be assigned a teacher mentor. Teachers will meet with students during intervention time once each month starting in October to set, discuss and/or review the students' academic, attendance and behavior goals. Teachers will lend support with issues that students have with any of these goal areas.	Behavioral Support Program	10/01/2017	05/25/2018	\$0	Administrators and teachers
Open House	•Open House will be held August 2017, where parents will be encouraged to visit with their child's teachers.	Career Preparation/Orientation	08/03/2017	08/03/2017	\$0	Teachers and administrators

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Professional Development	Teachers will receive training on the implementation of SDAIE/SIOP models and strategies. These strategies will help improve instruction for EL students.	Professional Learning	08/08/2017	05/25/2018	\$0	EL Coordinator, school administrators, teachers
Frayner Model	Students will be divided into groups consisting of three(3) students. Students are given a three (3) step problem. Each student will complete one(1) step while rewriting the previous steps. This continues until all steps are complete.	Academic Support Program	08/08/2017	05/25/2018	\$0	Classroom teachers
Kaplan Foundations Mathematics	Teachers will use Kaplan Foundations Mathematics during 30 minute intervention time. This program reviews and provides practice on core skills and concepts necessary for successful academic performance. It provides remediation, review, and support of important foundation skills. It provides practice at three different grade levels that can be used to differentiate instruction, as well as provide test-like practice. GEAR UP team members will collect work samples as indication lessons are being done.	Academic Support Program	08/08/2017	05/15/2018	\$0	Classroom teachers, GEAR UP team
Improve teacher attendance rate	Improve teacher motivation by providing duty free lunch, gift cards, comp. days, principal selecting school wide teacher of the month, recognizing of teachers birthdays, and celebrating teacher appreciation week.	Behavioral Support Program	08/08/2017	05/25/2018	\$0	Administrators and teachers
Monthly Attendance Recognition	Barbour County High School students with perfect attendance will attend a monthly PBS (Positive Behavior Support) extravaganza.	Behavioral Support Program	09/01/2017	05/25/2018	\$0	BCHS Administrators
Library Scheduling	LMS utilizes fixed and flexible scheduling to accommodate patron needs	Other - Flexible scheduling	08/19/2017	05/25/2018	\$0	Library Media Specialist
Depth of Knowledge Implementation	There is a need to increase the level of rigor for all students in our classrooms. Common Core State Standards alone are not enough to reach this level of rigor. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand.	Behavioral Support Program, Academic Support Program, Professional Learning	08/08/2017	05/01/2018	\$0	Teacher and administration
Manipulatives/AMSTI Kits	Teachers will demonstrate solutions problems using manipulatives/AMSTI Math Kits and students will be allowed to use manipulatives/AMSTI Math Kits to solve problems.	Academic Support Program	08/08/2017	05/25/2018	\$0	Classroom teachers
Weekly Attendance Recognition	BCHS teachers will recognize students with perfect attendance in their classroom each week.	Behavioral Support Program	08/08/2017	05/25/2018	\$0	BCHS classroom teachers

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Kaplan Keys Advantage Mathematics	Teachers will use Kaplan Keys Advantage Mathematics during 30 minute intervention time. This program will help students build the skills and critical-thinking approaches they need to acquire key standards and show their expertise in rigorous assessment formats. Rich lessons introduce the skills, provide ongoing practice, and expand learning through deep extension activities and self-reflection opportunities to help students meet demanding learning expectations. GEAR UP team will collect work samples as indication lessons are being completed.	Academic Support Program	08/08/2017	05/25/2018	\$0	Classroom teachers, GEAR UP team
RTI	Teachers will develop and review Rtl strategies in order to provide high quality, standards-based instruction and intervention strategies that are matched to individual student academic, social-emotional, and/or behavioral needs. This multi-tiered system combines core instruction, assessment, and intervention within a classroom/school in order to increase student achievement and/or reduce behavior problems. Teachers will receive training as needed.	Behavioral Support Program, Academic Support Program	08/08/2017	05/25/2018	\$0	classroom teachers, administrators , counselor
Differentiated Instruction	Students are engaged in cooperative learning. Students are provided with many practice opportunities or extensions of previously taught skills. (Examples include but shall not be limited to Bell Ringers and 5-minute checks) Instructional strategies are adjusted to respond to various learning needs and styles of students. Teachers not familiar with differentiated Instruction will receive training.	Academic Support Program	08/08/2017	05/25/2018	\$0	Math teachers and administrators
Total					\$0	

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	For fall of 2017 administration of parent, staff and student surveys, the links to the surveys was posted on the school website for all to participate. The staff was also emailed a link to the survey. Parents used the link or completed a paper version which was later entered online. Students took the surveys using the link on the website during the school day. The parent results are in the comment section in Title I Schoolwide Diagnostic #6 Strategies to Increase Parental Involvement Response #3.	Survey results

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 the overall highest level of satisfaction or approval was question #1. Our school's purpose statement is clearly focused on student success with a score of 4.28.

Student perceptions indicated question #8. In my school, the principal and teachers have high expectations of me" with a score of 3.87.

Parent perceptions indicated questions #19. My child knows the expectations for learning in all classes with a score 4.09.

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

For the past two years, the students have responded that the highest level of satisfaction is question #8. In my school, the principal and teachers have high expectations of me.

For the past two years, the parents have responded that the highest level of satisfaction is question #19. My child knows the expectations for learning in all classes.

For past two years, the staff have responded that the highest level of satisfaction is question #1. Our school's purpose statement is clearly focused on student success.

Across the board, parents, students and staff have been consistently pleased with the up-to-date technology and computers that are provided to enhance learning outcomes.

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

Information obtained through formal and informal discussion with students, parents and community members are consistent with the above information.

Areas in Need of Improvement

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

The overall lowest level of satisfaction or approval according to staff responses was question #50. Our school ensures all staff members are trained in the evaluation, interpretation, and use of data with a score of 3.52 of 5.0 points.

The overall lowest level of satisfaction or approval according to parent responses was question #5. Our school's governing body does not interfere with the operation or leadership of our school with a score of 3.61 of 5.0 points followed by #16. All of my child's teachers keep me informed regularly of how my child is being graded and #13. All of my child's teachers meet his/her learning needs by individualizing instruction which both scored 3.66 of 5.0 points.

The overall lowest level of satisfaction or approval according to student responses was question #24. In my school, students respect the property of others with 2.4 of 5.0.

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

For the students, a trend toward decreasing stakeholder satisfaction or approval showed in the areas of respect. Last year, the lowest satisfaction response under Governance and Leadership was "In my school, students treat adults with respect." This year's results still show that as one of the areas with least satisfaction along with the number one area of least satisfaction: In my school, students respect the property of others.

According to the results of the parent survey, a trend toward decreasing stakeholder satisfaction or approval showed in the response to the question "Our school's governing body does not interfere with the operation or leadership of our school" for the second year in a row with a score below 4.0 of 5.0.

For the staff, a trend toward decreasing stakeholder satisfaction or approval showed in the response to the question "Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership" remains one of the lowest scores on the survey for the second year in a row.

What are the implications for these stakeholder perceptions?

As noted on previous surveys, teachers and administration need to continue to implement strategies to increase student respect in regards to personal interaction as well as respect for the property of others in order to increase student perceptions these areas: "students respecting each other and personal property" and "students treating adults with respect." Survey results also indicate a need to involve more students in planning ways to improve our school.

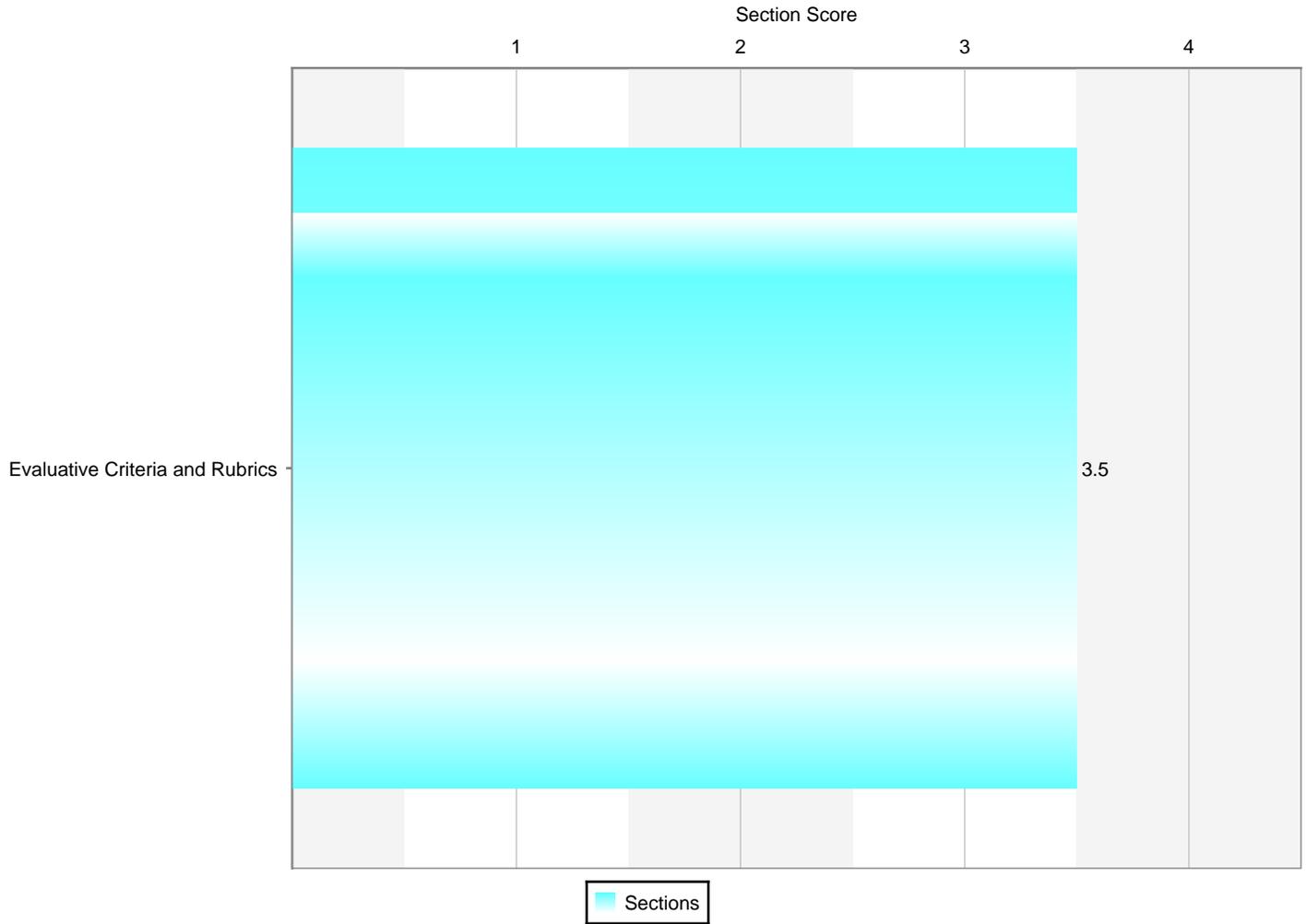
Staff surveys indicate a need for more peer coaching, more material resources as well as more high quality student support services. It also indicated a need to use more data to monitor student readiness and success at the next level. This year's surveys pinpoint a need for all staff to receive more training in the evaluation, interpretation, and use of data. Parents are concerned with the school hiring qualified teachers to increase student success and providing adequate materials and resources that are up-to-date and in good condition for student use.

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

Information gained during conferences as well as formal and informal interviews was also used to determine areas in which stakeholders felt needed improving.

Report Summary

Scores By Section



2017-2018 Title I Schoolwide Diagnostic

Introduction

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

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

How was the comprehensive needs assessment conducted?

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

What were the results of the comprehensive needs assessment?

Strengths and weaknesses were identified according to student assessment data (to include EL assessment). The committee identified teachers' strengths and weaknesses with the Educate Alabama evaluation system. The committee also identified strengths and weaknesses in reference to student discipline, student attendance, teacher attendance and teacher turnover. In analyzing data, the committee checked for strengths and weaknesses in the area of student dropout and graduation rate. Furthermore, BCHS analyzed career and technical program data and analyzed parent perceptions of the school as well as parent needs. An analysis of curriculum alignment, instructional materials, instructional strategies, and/or extended learning opportunities was also done.

What conclusions were drawn from the results?

According to the assessments administered and the data gathered, Barbour County High School (BCHS) needs to make great improvements in all subject areas. ACT ASPIRE indicated our students showed lowest levels achievement in Math and Science while ACT Plus Writing indicated the lowest levels of achievement in English.

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

Barbour County High School needs to improve proficiency in the areas of reading, mathematics, and science.

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

The goals at Barbour County High School are connected to the priority needs and the needs assessments because our needs were identified and are being addressed based on all the data that was reviewed from the school year 2016-17, as well as fall of 2017 data. We use our assessment data to set goals that we will utilize to improve in the current academic year. We also looked at and considered changes in state standards and curriculum.

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

The goals are chosen from areas that we feel will most impact our weak areas throughout the school. We looked at surveys, STAR Reading, STAR Math, ACT Plus Writing, ACCESS for ELs, ACT ASPIRE, and Work Keys to help write clear goals that we expect all stakeholders to implement.

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

We are a Title One (1) school with 100% of our students receiving breakfast and lunch at no cost to them. We strive to deliver instruction in various modes in order to reach all students. The different means of delivering instruction include, but are not limited to, strategic teaching, differentiated instruction, and the use of technology. Students who receive special services have IEPs and EL students have I-ELPs that reflect accommodations which to help ensure their successes. The reading and math goals address all BCHS students in grades 7-12. The English Proficiency goals for EL students address the needs of the EL students in grades 7-12. The goals and strategies set for school safety, student attendance, decreasing referrals and increasing teacher attendance all address the needs of the entire school. When these things are improved upon, we believe the school environment will be more conducive to learning and everything will flow smoothly in a positive direction.

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

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

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency by participating in at least one online learning experience prior to graduation in Career & Technical by 05/25/2018 as measured by school records and implementation of the Course of Study reflected in lesson plans..

Strategy1:

Career Tech Online Learning Experience - The Barbour County School District will implement an online learning experience for 9 - 12 grade students through the required Career Preparedness Course. All 9th grade students and any 10 - 12 grade transfer students will be required to take the Career Preparedness Course. The Career Preparedness course will be taught in the computer lab. The course will be monitored through lesson plans and grades.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Course of Study for Career Preparedness

Activity - Technology Troubleshooting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Diagnose problems with hardware, software, and advanced network systems. Examples: printer, projector, power supply, task manager, network connectivity. Teachers will receive training as needed.	Career Preparation/ Orientation	08/08/2017	05/25/2018	\$0 - No Funding Required	Business Education Teacher

Activity - Collaborative Learning Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize an online learning-management system to engage in collaborative learning projects, discussions, and assessments beyond the traditional classroom that are goal-oriented, focused, project-based, and inquiry-oriented. Teachers will receive training as needed. Examples: Moodle, Edmodo, Blackboard, Canvas	Career Preparation/ Orientation	08/08/2017	05/25/2018	\$0 - No Funding Required	Business Educaiton Teacher

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Barbour County High School

Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Demonstrate appropriate digital citizenship through safe, ethical, and legal use of technology systems and digital content. a. Explain consequences of illegal and unethical use of technology systems and digital content. Examples: cyber bullying, plagiarism b. Interpret copyright laws and policies with regard to ownership and use of digital content. c. Explain the implications of creating and maintaining a positive digital footprint. d. Critique Internet and digital information for validity, reliability, accuracy, bias, and current relevance. e. Cite sources of digital content using a style manual. Examples: Modern Language Association (MLA) American Psychological Association (APA) Teachers will receive training as needed.	Career Preparation/Orientation	08/08/2017	05/25/2018	\$0 - No Funding Required	Business Education Teacher

Goal 2:

Improve student proficiency in reading

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in STAR in Reading by 05/25/2018 as measured by STAR Reading data. 7th Grade will increase from a baseline of 20% At/Above Benchmark, 8th Grade 12% At/Above, 9th Grade 0% At/Above Benchmark, 10th Grade 6% At/Above Benchmark, 11th Grade 14% At/Above Benchmark, and 12th Grade 4% At/Above Benchmark.

Strategy1:

Before, During, and After Strategies - Teachers will use all parts of Before, During, and After Reading Strategies in their instruction. Teachers will receive training as needed.

Category: Develop/Implement Learning Supports

Research Cited: ARI Strategies

Activity - Before During After	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading involves connecting new text to that which is already understood (prior knowledge). BDA strategies are used to get students to activate existing knowledge, thereby creating a mental framework to which new text, terms, ideas, etc. can be attached. This mental framework is begun before reading even begins, strengthened as students interact with the text during the reading, and reflected upon after reading as students incorporate what they have just read into their core knowledge. Key processes used throughout BDAs are writing, conversation and reading. Teachers will receive training as needed.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Classroom teachers

Strategy2:

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

ACIP

Barbour County High School

Category: Develop/Implement College and Career Ready Standards

Research Cited: ACT ASPIRE, ACT Plus Writing, Work Keys, Accelerated Reader, STAR Reading, ACCESS, AAA, as well as classroom tests.

Activity - Depths of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is a need to increase the level of rigor for all students in our classrooms. The Common Core State Standards are not enough to increase rigor to the needed level. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand. Therefore, teachers will receive training in the use of Depths of Knowledge.	Behavioral Support Program Professional Learning Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Teachers and administrators

Activity - Library visitation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will visit the library twice each month to check out challenging materials and complete both Accelerated Reader practice quizzes and vocabulary quizzes on the books they have read. Teachers will use the same software to monitor student progress and proficiency levels. Students will write a one page summary of their book. Students should include, but not be limited to, unfolding of plot and character development.	Academic Support Program	08/08/2017	05/25/2018	\$2945 - Title I Part A	Administrators, teachers and media specialist

Strategy3:

Kaplan - Tenth grade teachers will incorporate 30 minutes of intervention using Kaplan Foundations, Kaplan Advantage, Kaplan ACT-Prep and other resources at least 3 days a week.

Teachers will receive training as needed.

Category: Develop/Implement Learning Supports

Research Cited: Kaplan K-12 Learning Services

Activity - Kaplan ACT & SAT Prep English Language Arts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Kaplan Foundations: ACT & SAT Prep English Language Arts during 30 minute intervention time. This is a diagnostic test program designed to provide high-quality, rigorous skill remediation, development, and instruction, as well as strategies and practice that will help students perform better on standardized tests, including the SAT, ACT, and PSAT. GEAR UP Team members will collect work samples to indicate lessons are being completed. Teachers will receive training as needed.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Classroom teachers, GEAR UP Team

ACIP

Barbour County High School

Activity - Kaplan Foundations English Language Arts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During 30 minute intervention period, teachers will primarily use Kaplan Foundations to review and practice the core skills and concepts necessary for successful academic performance in English Language Arts. Teachers will receive training as needed.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Classroom teachers, GEAR UP Team

Activity - Kaplan Keys Advantage English Language Arts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Kaplan Keys Advantage English Language Arts during 30 minute intervention. This program will help students build the skills and critical-thinking approaches they need in order to master key standards and show their expertise in rigorous assessment formats, lessons introducing the skills, provide ongoing practice, and expand learning through deep extension activities and self-reflection opportunities to help students meet demanding learning expectations. Teachers will receive training as needed.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Classroom teachers

Strategy4:

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

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

Research Cited: ARI

Activity - TWIRL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Students will discuss answers in groups or with a partner. 2. Students will write responses to informational and literary text. 3. Students will use higher order thinking and problem solving. 4. Students will read and answer questions. 5. Students will listen to responses of other students. Teachers not familiar with TWIRL will receive training.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

Goal 3:

EL Students will become proficient in the English language

Measurable Objective 1:

A 2% increase of English Learners students will demonstrate a proficiency in ACCESS for ELLs 2.0 in English Language Arts by 05/25/2018 as measured by ACCESS for ELLs .

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: WIDA Consortium

ACIP

Barbour County High School

Activity - Implementation of SDAIE/SIOP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Language Arts teachers will implement at least one writing activity each week utilizing SDAIE/SIOP strategies for EL students. Teachers will receive training as needed.	Academic Support Program	08/08/2017	05/25/2018	\$600 - State Funds	School administrators and teachers

Goal 4:

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

Measurable Objective 1:

demonstrate a behavior that ensures that the LMC will provide flexible, real, and virtual access to a wide range of informational resources both within the LMC and outside the school facility by 05/25/2018 as measured by ConCourse reports, AVL reports, and LMS schedule..

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

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

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

Strategy2:

Increase library resources - Add up to date resources various sections of the Library Media Center as needs arise.

Category: Develop/Implement Learning Supports

Research Cited: Course of study

Activity - Increase resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Add Library Media Center resources	Academic Support Program	08/08/2017	05/25/2018	\$650 - State Funds	Library Media Specialist

Goal 5:

Increase student proficiency in mathematics

Measurable Objective 1:

A 5% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in Algebra1 and higher in Mathematics by 05/25/2017 as measured by ACT ASPIRE baseline 2% Ready in Math, ACT baseline score 2% Ready for College Ready-Level Course work in Mathematics.

Strategy1:

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

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

Research Cited: Scientific Research-based Strategies, ARI

Activity - Kaplan Keys Advantage Mathematics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Kaplan Keys Advantage Mathematics during 30 minute intervention time. This program will help students build the skills and critical-thinking approaches they need to acquire key standards and show their expertise in rigorous assessment formats. Rich lessons introduce the skills, provide ongoing practice, and expand learning through deep extension activities and self-reflection opportunities to help students meet demanding learning expectations. GEAR UP team will collect work samples as indication lessons are being completed.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Classroom teachers, GEAR UP team

Activity - Kaplan Foundations Mathematics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Kaplan Foundations Mathematics during 30 minute intervention time. This program reviews and provides practice on core skills and concepts necessary for successful academic performance. It provides remediation, review, and support of important foundation skills. It provides practice at three different grade levels that can be used to differentiate instruction, as well as provide test-like practice. GEAR UP team members will collect work samples as indication lessons are being done.	Academic Support Program	08/08/2017	05/15/2018	\$0 - No Funding Required	Classroom teachers, GEAR UP team

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Students will engage in cooperative learning. 2. Students will be provided with many practice opportunities or extensions of previously taught skills. 3. Instructional strategies will be adjusted to respond to various learning needs and styles of students.	Academic Support Program	08/08/2017	05/01/2018	\$0 - No Funding Required	Administration and teachers

Activity - TWIRL Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will lead students in correct usage of all parts of TWIRL.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

ACIP

Barbour County High School

Activity - Manipulatives/graphing Calculators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use manipulatives and graphing calculators while presenting instruction. Students will then be allowed to use manipulatives and graphing calculators to complete assignments.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Classroom teachers

Activity - Kaplan Foundations: ACT & SAT Prep Mathematics and Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Kaplan Foundations: ACT & SAT Mathematics and Science during 30 minute intervention time. This is a test-agnostic program designed to provide high-quality, rigorous skill remediation, development, and instruction, as well as strategies and practice that will help students perform better on standardized tests, including the SAT, ACT and PSAT. Members of the GEAR UP team will collect work samples in order to show lessons are being completed.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Classroom teachers, GEAR UP team

Measurable Objective 2:

A 5% increase of Seventh, Eighth and Tenth grade students will demonstrate a proficiency in math in Mathematics by 05/25/2018 as measured by test results from STAR Math with a baseline score of 19% Ready for Barbour County High School .

Strategy1:

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

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

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

Activity - Kaplan Keys Advantage Mathematics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Kaplan Keys Advantage Mathematics during 30 minute intervention time. This program will help students build the skills and critical-thinking approaches they need to acquire key standards and show their expertise in rigorous assessment formats. Rich lessons introduce the skills, provide ongoing practice, and expand learning through deep extension activities and self-reflection opportunities to help students meet demanding learning expectations. GEAR UP team members will collect work samples as indication lessons are being completed.	Academic Support Program	08/01/2017	05/01/2018	\$0 - No Funding Required	Classroom teachers, GEAR UP team

ACIP

Barbour County High School

Activity - Manipulatives/AMSTI Kits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will demonstrate solutions problems using manipulatives/AMSTI Math Kits and students will be allowed to use manipulatives/AMSTI Math Kits to solve problems.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Classroom 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 for all students in our classrooms. Common Core State Standards alone are not enough to reach this level of rigor. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand.	Academic Support Program Behavioral Support Program Professional Learning	08/08/2017	05/01/2018	\$0 - No Funding Required	Teacher and administration

Activity - TWIRL Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will lead the students in correct usage of all parts of TWIRL. Teachers not familiar with TWIRL will receive training.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

Activity - Kaplan Foundations Mathematics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Kaplan Foundations Mathematics during 30 minute intervention time. This program reviews and provides practice on core skills and concepts necessary for successful academic performance. It provides remediation, review, and support of important foundation skills. It provides practice at three different grade levels that can be used to differentiate instruction, as well as provide test-like practice. GEAR UP team members will collect work samples as indication lessons are being completed.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Classroom teachers, GEAR UP team

Activity - Kaplan Foundations: ACT and SAT Prep Mathematics and Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Kaplan Foundations: ACT and SAT Prep Mathematics and Science during 30 minute intervention time. This is a test-agnostic program designed to provide high-quality, rigorous skill remediation, development, and instruction, as well as strategies and practice that will help students perform better on standardized tests, including the SAT, ACT and PSAT. GEAR UP team members will collect work samples as indication lessons are being completed.	Academic Support Program	08/08/2017	05/01/2018	\$0 - No Funding Required	Classroom teachers, GEAR UP team

ACIP

Barbour County High School

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are engaged in cooperative learning. Students are provided with many practice opportunities or extensions of previously taught skills. (Examples include but shall not be limited to Bell Ringers and 5-minute checks) Instructional strategies are adjusted to respond to various learning needs and styles of students. Teachers not familiar with differentiated Instruction will receive training.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Math teachers and administrators

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

Goal 1:

Engage and Empower the Learner Through Technology

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency by participating in at least one online learning experience prior to graduation in Career & Technical by 05/25/2018 as measured by school records and implementation of the Course of Study reflected in lesson plans..

Strategy1:

Career Tech Online Learning Experience - The Barbour County School District will implement an online learning experience for 9 - 12 grade students through the required Career Preparedness Course. All 9th grade students and any 10 - 12 grade transfer students will be required to take the Career Preparedness Course. The Career Preparedness course will be taught in the computer lab. The course will be monitored through lesson plans and grades.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Alabama Course of Study for Career Preparedness

ACIP

Barbour County High School

Activity - Digital Citizenship	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Demonstrate appropriate digital citizenship through safe, ethical, and legal use of technology systems and digital content. a. Explain consequences of illegal and unethical use of technology systems and digital content. Examples: cyber bullying, plagiarism b. Interpret copyright laws and policies with regard to ownership and use of digital content. c. Explain the implications of creating and maintaining a positive digital footprint. d. Critique Internet and digital information for validity, reliability, accuracy, bias, and current relevance. e. Cite sources of digital content using a style manual. Examples: Modern Language Association (MLA) American Psychological Association (APA) Teachers will receive training as needed.	Career Preparation/ Orientation	08/08/2017	05/25/2018	\$0 - No Funding Required	Business Education Teacher

Activity - Technology Troubleshooting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Diagnose problems with hardware, software, and advanced network systems. Examples: printer, projector, power supply, task manager, network connectivity. Teachers will receive training as needed.	Career Preparation/ Orientation	08/08/2017	05/25/2018	\$0 - No Funding Required	Business Education Teacher

Activity - Collaborative Learning Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize an online learning-management system to engage in collaborative learning projects, discussions, and assessments beyond the traditional classroom that are goal-oriented, focused, project-based, and inquiry-oriented. Teachers will receive training as needed. Examples: Moodle, Edmodo, Blackboard, Canvas	Career Preparation/ Orientation	08/08/2017	05/25/2018	\$0 - No Funding Required	Business Educaiton Teacher

Measurable Objective 2:

90% of All Students will demonstrate a proficiency in the use of digital tools both individually and collaboratively, and in and out of the classroom to gather, organize, evaluate, and share/present information in Mathematics by 05/25/2018 as measured by classroom observations of student participation and indicated in lesson plans..

Strategy1:

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

Research cited: Alabama Technology Course of Study

Category: Develop/Implement Professional Learning and Support

Research Cited: Research cited: Alabama Technology Course of Study

ACIP

Barbour County High School

Activity - Interactive Technology Tool Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use digital tools to do research, complete projects and demonstrate proficiency in skills presented during instruction for students in grades seven through twelve. Barbour County High School will use this activity to support the needs of our students, especially those of high poverty, to afford them the equitable opportunity to interact with technology and prepare for careers and college.	Technology	08/08/2017	05/25/2018	\$0 - No Funding Required	Classroom teachers and principals

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be professional development for all educators in order to enhance teaching and learning in the classrooms as well as school wide.	Professional Learning Academic Support Program Behavioral Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Teachers and administrators

Activity - Online Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress to students taking online formative and standardized assessments: STAR Reading, STAR Math, Performance Series Scantron Assessment, ACT Plus Writing, and WorkKeys. Teachers will receive training as needed.	Academic Support Program Technology	08/08/2017	05/25/2018	\$2265 - Title I Part A	All core teachers, media specialist, and school administrators.

Activity - Maintain and replace equipment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maintain current technology equipment and replace equipment as needed.	Technology	08/08/2017	05/25/2018	\$4514 - State Funds	principal

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

ACIP

Barbour County High School

Activity - Technology Interaction through 1:1 Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in ninth and tenth grades are projected to have Chromebooks for daily use this year. The seventh and eighth grades currently are already implementing 1:1. This implementation will enable students to have access to and interact with the technology to prepare them for real-world application as well as enhance their academic experience.	Technology	08/08/2017	05/25/2018	\$22500 - Title I Part A	Administrators and teachers

Goal 2:

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

Measurable Objective 1:

demonstrate a proficiency 100% teachers and leaders will exhibit knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society by 05/25/2018 as measured by classroom observations and EDUCATEAlabama reports.

Strategy1:

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

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Alabama Plan 2020

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for all educators in order to enhance the teaching and learning in the classroom as well as school wide.	Academic Support Program Behavioral Support Program Professional Learning	08/08/2017	05/25/2018	\$2500 - Title I Part A	Teachers and administrators

Activity - SmartBoard Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will provide training on the use of SmartBoards for instructional personnel as needed in order to increase technology integration in the classroom.	Professional Learning	08/08/2017	05/25/2018	\$0 - No Funding Required	Technology coordinator and teachers

ACIP

Barbour County High School

Activity - Document Camera Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at BCBS will be provided with training on the use of Document Cameras as needed in order to increase technology integration in the classroom.	Professional Learning	08/08/2017	05/25/2018	\$0 - No Funding Required	Technology coordinator, director of instructional services and federal programs, outside consultants, school administrators and teachers

Activity - OdysseyWare Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A select group of teachers, counselors and school administrators of BCBS will be trained and/or refreshed on the use of OdysseyWare Instructional Software to assist high poverty and high need at-risk students currently in grades 10-12.	Professional Learning	08/08/2017	05/25/2018	\$0 - No Funding Required	Technology coordinator, school administrators and teachers

Goal 3:

Improve student proficiency in reading

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in STAR in Reading by 05/25/2018 as measured by STAR Reading data. 7th Grade will increase from a baseline of 20% At/Above Benchmark, 8th Grade 12% At/Above, 9th Grade 0% At/Above Benchmark, 10th Grade 6% At/Above Benchmark, 11th Grade 14% At/Above Benchmark, and 12th Grade 4% At/Above Benchmark.

Strategy1:

Before, During, and After Strategies - Teachers will use all parts of Before, During, and After Reading Strategies in their instruction. Teachers will receive training as needed.

Category: Develop/Implement Learning Supports

Research Cited: ARI Strategies

Activity - Before During After	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading involves connecting new text to that which is already understood (prior knowledge). BDA strategies are used to get students to activate existing knowledge, thereby creating a mental framework to which new text, terms, ideas, etc. can be attached. This mental framework is begun before reading even begins, strengthened as students interact with the text during the reading, and reflected upon after reading as students incorporate what they have just read into their core knowledge. Key processes used throughout BDAs are writing, conversation and reading. Teachers will receive training as needed.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Classroom teachers

Strategy2:

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

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Category: Develop/Implement College and Career Ready Standards

Research Cited: ACT ASPIRE, ACT Plus Writing, Work Keys, Accelerated Reader, STAR Reading, ACCESS, AAA, as well as classroom tests.

Activity - Library visitation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will visit the library twice each month to check out challenging materials and complete both Accelerated Reader practice quizzes and vocabulary quizzes on the books they have read. Teachers will use the same software to monitor student progress and proficiency levels. Students will write a one page summary of their book. Students should include, but not be limited to, unfolding of plot and character development.	Academic Support Program	08/08/2017	05/25/2018	\$2945 - Title I Part A	Administrators, teachers and media specialist

Activity - Depths of Knowledge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There is a need to increase the level of rigor for all students in our classrooms. The Common Core State Standards are not enough to increase rigor to the needed level. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand. Therefore, teachers will receive training in the use of Depths of Knowledge.	Professional Learning Academic Support Program Behavioral Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Teachers and administrators

Strategy3:

Departmental Meetings - Teachers will participate in departmental meetings during planning periods as well as before and after school.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: sign in sheets, lesson plans

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and review Rtl strategies in order to provide high quality, standards-based instruction and intervention strategies that are matched to individual student academic, social-emotional, and/or behavioral needs. This multi-tiered system combines core instruction, assessment, and intervention within a classroom/school in order to increase student achievement and/or reduce behavior problems. Teachers will receive training as needed.	Academic Support Program Behavioral Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	classroom teachers, administrators, counselor

Activity - Vertical alignment and pacing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in departmental meetings twice each month in which they will discuss current and year end objectives, as well as methods of teaching and grading, in order to insure consistency for students and staff. Teachers will receive training as needed.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Classroom teachers

Strategy4:

Kaplan - Tenth grade teachers will incorporate 30 minutes of intervention using Kaplan Foundations, Kaplan Advantage, Kaplan ACT-Prep and other resources at least 3 days a week.

Teachers will receive training as needed.

Category: Develop/Implement Learning Supports

Research Cited: Kaplan K-12 Learning Services

Activity - Kaplan Foundations English Language Arts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During 30 minute intervention period, teachers will primarily use Kaplan Foundations to review and practice the core skills and concepts necessary for successful academic performance in English Language Arts. Teachers will receive training as needed.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Classroom teachers, GEAR UP Team

Activity - Kaplan Keys Advantage English Language Arts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Kaplan Keys Advantage English Language Arts during 30 minute intervention. This program will help students build the skills and critical-thinking approaches they need in order to master key standards and show their expertise in rigorous assessment formats, lessons introducing the skills, provide ongoing practice, and expand learning through deep extension activities and self-reflection opportunities to help students meet demanding learning expectations. Teachers will receive training as needed.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Classroom teachers

Activity - Kaplan ACT & SAT Prep English Language Arts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Kaplan Foundations: ACT & SAT Prep English Language Arts during 30 minute intervention time. This is a diagnostic test program designed to provide high-quality, rigorous skill remediation, development, and instruction, as well as strategies and practice that will help students perform better on standardized tests, including the SAT, ACT, and PSAT. GEAR UP Team members will collect work samples to indicate lessons are being completed. Teachers will receive training as needed.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Classroom teachers, GEAR UP Team

Strategy5:

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

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

Research Cited: ARI

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Activity - TWIRL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Students will discuss answers in groups or with a partner. 2. Students will write responses to informational and literary text. 3. Students will use higher order thinking and problem solving. 4. Students will read and answer questions. 5. Students will listen to responses of other students. Teachers not familiar with TWIRL will receive training.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

Goal 4:

EL Students will become proficient in the English language

Measurable Objective 1:

A 2% increase of English Learners students will demonstrate a proficiency in ACCESS for ELLs 2.0 in English Language Arts by 05/25/2018 as measured by ACCESS for ELLs .

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: WIDA Consortium

Activity - Implementation of SDAIE/SIOP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Language Arts teachers will implement at least one writing activity each week utilizing SDAIE/SIOP strategies for EL students. Teachers will receive training as needed.	Academic Support Program	08/08/2017	05/25/2018	\$600 - State Funds	School administrators and teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the implementation of SDAIE/SIOP models and strategies. These strategies will help improve instruction for EL students.	Professional Learning	08/08/2017	05/25/2018	\$0 - No Funding Required	EL Coordinator, school administrators, teachers

Goal 5:

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

Measurable Objective 1:

demonstrate a behavior that ensures that the LMC will provide flexible, real, and virtual access to a wide range of informational resources both within the LMC and outside the school facility by 05/25/2018 as measured by ConCourse reports, AVL reports, and LMS schedule..

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

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

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

Strategy2:

Increase library resources - Add up to date resources various sections of the Library Media Center as needs arise.

Category: Develop/Implement Learning Supports

Research Cited: Course of study

Activity - Increase resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Add Library Media Center resources	Academic Support Program	08/08/2017	05/25/2018	\$650 - State Funds	Library Media Specialist

Measurable Objective 2:

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

Strategy1:

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

Category: Develop/Implement College and Career Ready Standards

Research Cited: College and Career Ready Standards

Activity - Library Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LMS utilizes fixed and flexible scheduling to accommodate patron needs	Other - Flexible scheduling	08/19/2017	05/25/2018	\$0 - No Funding Required	Library Media Specialist

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

Goal 6:

SY 2017-2018

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Increase student proficiency in mathematics

Measurable Objective 1:

A 5% increase of Seventh, Eighth and Tenth grade students will demonstrate a proficiency in math in Mathematics by 05/25/2018 as measured by test results from STAR Math with a baseline score of 19% Ready for Barbour County High School .

Strategy1:

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

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

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

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be professional development for all educators in order to enhance the teaching and learning in the classroom as well as school wide	Academic Support Program Behavioral Support Program Professional Learning	08/08/2017	05/25/2018	\$700 - Title I Part A	Teachers and administrators

Activity - Kaplan Keys Advantage Mathematics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Kaplan Keys Advantage Mathematics during 30 minute intervention time. This program will help students build the skills and critical-thinking approaches they need to acquire key standards and show their expertise in rigorous assessment formats. Rich lessons introduce the skills, provide ongoing practice, and expand learning through deep extension activities and self-reflection opportunities to help students meet demanding learning expectations. GEAR UP team members will collect work samples as indication lessons are being completed.	Academic Support Program	08/01/2017	05/01/2018	\$0 - No Funding Required	Classroom teachers, GEAR UP team

Activity - Kaplan Foundations: ACT and SAT Prep Mathematics and Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Kaplan Foundations: ACT and SAT Prep Mathematics and Science during 30 minute intervention time. This is a test-agnostic program designed to provide high-quality, rigorous skill remediation, development, and instruction, as well as strategies and practice that will help students perform better on standardized tests, including the SAT, ACT and PSAT. GEAR UP team members will collect work samples as indication lessons are being completed.	Academic Support Program	08/08/2017	05/01/2018	\$0 - No Funding Required	Classroom teachers, GEAR UP team

Activity - Manipulatives/AMSTI Kits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will demonstrate solutions problems using manipulatives/AMSTI Math Kits and students will be allowed to use manipulatives/AMSTI Math Kits to solve problems.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Classroom teachers

Activity - TWIRL Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will lead the students in correct usage of all parts of TWIRL. Teachers not familiar with TWIRL will receive training.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

Activity - Frayer Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be divided into groups consisting of three(3) students. Students are given a three (3) step problem. Each student will complete one(1) step while rewriting the previous steps. This continues until all steps are complete.	Academic Support Program	08/08/2017	05/01/2018	\$0 - No Funding Required	Classroom 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 for all students in our classrooms. Common Core State Standards alone are not enough to reach this level of rigor. The implementation of these standards requires practical tools to develop local curricula and assessments and to promote classroom discourse aligned to higher levels of cognitive demand.	Behavioral Support Program Professional Learning Academic Support Program	08/08/2017	05/01/2018	\$0 - No Funding Required	Teacher and administration

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are engaged in cooperative learning. Students are provided with many practice opportunities or extensions of previously taught skills. (Examples include but shall not be limited to Bell Ringers and 5-minute checks) Instructional strategies are adjusted to respond to various learning needs and styles of students. Teachers not familiar with differentiated Instruction will receive training.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Math teachers and administrators

Activity - Kaplan Foundations Mathematics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Kaplan Foundations Mathematics during 30 minute intervention time. This program reviews and provides practice on core skills and concepts necessary for successful academic performance. It provides remediation, review, and support of important foundation skills. It provides practice at three different grade levels that can be used to differentiate instruction, as well as provide test-like practice. GEAR UP team members will collect work samples as indication lessons are being completed.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Classroom teachers, GEAR UP team

Measurable Objective 2:

A 5% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in Algebra1 and higher in Mathematics by 05/25/2017 as measured by ACT ASPIRE baseline 2% Ready in Math, ACT baseline score 2% Ready for College Ready-Level Course work in Mathematics.

Strategy1:

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

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

Research Cited: Scientific Research-based Strategies, ARI

Activity - Frayer Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be divided into groups consisting of three(3) students. Students are given a three (3) step problem. Each student will complete one(1) step while rewriting the previous steps. This continues until all steps are complete.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Classroom teachers

Activity - Kaplan Foundations Mathematics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Kaplan Foundations Mathematics during 30 minute intervention time. This program reviews and provides practice on core skills and concepts necessary for successful academic performance. It provides remediation, review, and support of important foundation skills. It provides practice at three different grade levels that can be used to differentiate instruction, as well as provide test-like practice. GEAR UP team members will collect work samples as indication lessons are being done.	Academic Support Program	08/08/2017	05/15/2018	\$0 - No Funding Required	Classroom teachers, GEAR UP team

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Activity - Kaplan Foundations: ACT & SAT Prep Mathematics and Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Kaplan Foundations: ACT & SAT Mathematics and Science during 30 minute intervention time. This is a test-agnostic program designed to provide high-quality, rigorous skill remediation, development, and instruction, as well as strategies and practice that will help students perform better on standardized tests, including the SAT, ACT and PSAT. Members of the GEAR UP team will collect work samples in order to show lessons are being completed.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Classroom teachers, GEAR UP team

Activity - Kaplan Keys Advantage Mathematics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Kaplan Keys Advantage Mathematics during 30 minute intervention time. This program will help students build the skills and critical-thinking approaches they need to acquire key standards and show their expertise in rigorous assessment formats. Rich lessons introduce the skills, provide ongoing practice, and expand learning through deep extension activities and self-reflection opportunities to help students meet demanding learning expectations. GEAR UP team will collect work samples as indication lessons are being completed.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Classroom teachers, GEAR UP team

Activity - TWIRL Strategy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will lead students in correct usage of all parts of TWIRL.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

Activity - Manipulatives/graphing Calculators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use manipulatives and graphing calculators while presenting instruction. Students will then be allowed to use manipulatives and graphing calculators to complete assignments.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Classroom teachers

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1. Students will engage in cooperative learning. 2. Students will be provided with many practice opportunities or extensions of previously taught skills. 3. Instructional strategies will be adjusted to respond to various learning needs and styles of students.	Academic Support Program	08/08/2017	05/01/2018	\$0 - No Funding Required	Administration and teachers

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

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

Improve school culture and climate in order to improve student achievement

Measurable Objective 1:

collaborate to build a positive school climate by a 10% reduction in the truancy rate from a baseline of 3443 by 05/25/2018 as measured by INow Chalkable attendance reports.

Strategy1:

Teacher-Student Mentoring - Each student will be matched with a teacher for encouragement and support in the areas of academics, attendance and behavior.

Category: Develop/Implement Student and School Culture Program

Research Cited: Association for Supervision and Curriculum Development (ASCD) Educational Leadership

Activity - Mentor meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every student will be assigned a teacher mentor. Teachers will meet with students during intervention time once each month starting in October to set, discuss and/or review the students' academic, attendance and behavior goals. Teachers will lend support with issues that students have with any of these goal areas.	Behavioral Support Program	10/01/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

Strategy2:

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

Category: Develop/Implement Student and School Culture Program

Research Cited: Alabama Truancy Laws

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Activity - Provide incentives for students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ask local businesses in the community to donate gift certificates and sponsor prizes. The school will develop a Positive Behavior System that will reward students each month as well as each nine weeks for perfect attendance and positive behavior. The guidance counselor and graduation coach will maintain records and the students will be awarded accordingly. Students will be rewarded through honors day, perfect attendance certificates, bulletin board highlighting perfect attendance each nine weeks, district/school student of the month, students name will appear in newspaper and school website.	Behavioral Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

Strategy3:

Decrease Referrals - Target Behavior

ACTION STEP:

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

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

Parent conferences

Referral to counselor

Behavior Plan

Positive Behavior System

Category: Develop/Implement Student and School Culture Program

Research Cited: referral forms, parent contact logs

Activity - Implement Behavior/Academic Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified teacher will facilitate student learning using Odysseyware and other behavior intervention resources.	Behavioral Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Behavior/Academic Coach

Activity - Improve Parent/Family Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase the number of parents and family members actively involved in school activities and their student's education by doing the following: teachers making three parental contacts per week, parent/community newsletter placed at churches throughout the county highlighting school news and events in which parents can participate. Make parents aware of volunteer opportunities through the school web-site and other media outlets. All of the above will be monitored by the school principal.	Behavioral Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	administrators and teachers

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Activity - School Resource Officer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will employ a school resource officer to provide a safe educational environment. The SRO serves the entire system; however, he is housed at the high school and answers calls for assistance at the other schools in the district.	Behavioral Support Program	08/08/2017	05/25/2018	\$15354 - Other	Superintendent and school principals

Activity - Target Behavior	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will keep a teacher/parent communication log that will reflect at least 3 actual contacts with parents or guardians via phone call, email conversation , or documented face to face conversations. If those things do not give great results, there will then be parent conferences, referrals to the counselor, a behavior plan created, and a positive behavior system in place.	Behavioral Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Teachers, Counselor, Administration

Strategy4:

School climate - Professional development for all educators to enhance the teaching and learning in the classroom and the school as a whole.

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

Research Cited: Parent Student Handbook and the BCSD Personnel Handbook

Activity - Parent and Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents & family engagement monthly meetings will be provided with information and hands on activities on how to better assist their children at home.	Parent Involvement	08/08/2017	05/25/2018	\$4106 - Title I Part A	Principal

Goal 2:

Transition students

Measurable Objective 1:

collaborate to ensure a smooth transition from Barbour County Intermediate School to Barbour County High School and from Barbour County High School to College or career by 05/25/2018 as measured by orientation sign in sheet and graduation rate.

Strategy1:

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

Category: Implement Guidance and Counseling Plan

Research Cited: Best practices

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Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration with the workforce permits juniors and seniors to become aware of school-to-work opportunities using such things as field trips, talent fairs, job shadowing and visits by the armed forces personnel. Activities for students in the upcoming year include: Regional Career Fair, Guest Speakers, educational field trips and college visitation, College/Career Day on campus, and ongoing recruitment from the Armed Forces.	Career Preparation/ Orientation	08/08/2017	05/25/2018	\$0 - No Funding Required	Teachers, administrators, and community

Activity - Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Orientation will be held May 2016, to allow students an opportunity to view the campus and meet their teachers.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

Activity - Open House	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
•Open House will be held August 2017, where parents will be encouraged to visit with their child's teachers.	Career Preparation/ Orientation	08/03/2017	08/03/2017	\$0 - No Funding Required	Teachers and administrators

Activity - College Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
College fair for seniors will be held in the fall of 2017. Career/Jr. College Fair will be held in the spring 2018 for 7-12 grade students.	Career Preparation/ Orientation	10/01/2017	05/25/2018	\$0 - No Funding Required	Teachers and administrators

Goal 3:

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

Measurable Objective 1:

collaborate to increase student attendance by 05/25/2018 as measured by the level of 95% or higher as reflected in attendance reports.

Strategy1:

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

Category: Develop/Implement Student and School Culture Program

Research Cited: INOW/Chalkable Attendance Reports.

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Activity - Monthly Attendance Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Barbour County High School students with perfect attendance will attend a monthly PBS (Positive Behavior Support) extravaganza.	Behavioral Support Program	09/01/2017	05/25/2018	\$0 - No Funding Required	BCHS Administrators

Activity - Weekly Attendance Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS teachers will recognize students with perfect attendance in their classroom each week.	Behavioral Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	BCHS classroom teachers

Activity - Schoolwide Attendance Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCHS will be recognized for reaching 95% or higher in attendance at the monthly Board Meetings.	Community Engagement	08/08/2017	05/25/2018	\$0 - No Funding Required	District Attendance officer and BCBS Principal

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

EL Students will become proficient in the English language

Measurable Objective 1:

A 2% increase of English Learners students will demonstrate a proficiency in ACCESS for ELLs 2.0 in English Language Arts by 05/25/2018 as measured by ACCESS for ELLs .

Strategy1:

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

Category: Develop/Implement Learning Supports

Research Cited: WIDA Consortium

Activity - Implementation of SDAIE/SIOP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Language Arts teachers will implement at least one writing activity each week utilizing SDAIE/SIOP strategies for EL students. Teachers will receive training as needed.	Academic Support Program	08/08/2017	05/25/2018	\$600 - State Funds	School administrators and teachers

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the implementation of SDAIE/SIOP models and strategies. These strategies will help improve instruction for EL students.	Professional Learning	08/08/2017	05/25/2018	\$0 - No Funding Required	EL Coordinator, school administrators, teachers

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

The EL coordinator and EL parent liaison meet with parents at the beginning of the year to create I-ELP on the student. During this meeting, the ACCESS scores are explained to the parents in their native language. Results are also sent home in the native language if there is a written form of the language.

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

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

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	No	We have three teachers who are not certified at this time but are in the process of being certified. These teachers will have to complete the requirements for certification according to their individual situations.	

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 BCHS is well-qualified, trained, and assigned to implement learning strategies based upon their strengths and identified needs of students. Teachers are assigned to grade levels according to certificate, experience, and specialized training. Novice teachers and teachers with three years or less of teaching experience are assigned to a mentor teacher for the year. The mentors assist with Chalkable, lesson plans, and classroom management as well as other daily activities.

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

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

The turnover rate for 2016-2017 was 21%. Our goal is still to recruit and retain effective, highly qualified teachers. A new Teacher Mentoring Program is being implemented for all teachers who have less than three years of service in the system.

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

Nine personnel has five or less years of experience. Three personnel have five to nine years. Ten have ten to fourteen years. One has twenty years. Four have twenty or more years. One has a doctorate, one has an education specialist degree, eighteen have master's degree, and six have bachelors.

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

The rate for 2017-2018 was 31%. Our goal is still to recruit and retain effective, highly qualified teachers. A new teacher mentoring Program is being implemented for all teachers who have less than three years of service in the system. Mentors will assist them with day to day duties and activities. They also assist with INOW Chalkable, lesson plans, classroom management, use of technology, and other concerns that arise. The school principal will work with all novice and teachers new to BCHS in the following ways: one on one, in groups by grade level or subject area as needed. We also give on-site professional development for classroom management and better instruction on the use of Educate Alabama.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))**Describe how data is used from academic assessments to determine professional development.**

Academic assessments are analyzed annually by the ACIP team. Strengths and weaknesses are identified. These content areas are targeted as requests are made for professional development in these areas. Priority is given to those targeted areas.

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

Professional development that is system-wide includes reading intervention, AMSTI, suicide prevention, dyslexia training, and Alabama Technology in Motion. Each school is allowed to add professional development activities as identified as an area of need by the ACIP team. Administrators and teachers may also attend state-wide conferences that target improving the instructional programs.

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

We have expanded our mentoring program to include all teachers with three years or less in teaching experience. The new teachers are paired with veteran teachers to assist in helping with setting up classrooms, preparing lesson plans, classroom management issues, and utilizing I-NOW Chalkable for grade book, attendance, and lesson plans. This program will be available for novice teachers as they transition from novice to experienced teachers. Classroom observations will be available as needed where the mentor can observe the mentored teacher and where the mentored teacher can observe the mentor.

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

The faculty and staff at BCHS has sustained and ongoing professional development in the areas that are listed in the ACIP by having numerous workshops and opportunities to work with each other to achieve a common goal. The common goal is to make sure BCHS faculty and staff work together to implement all goals in order to enhance the culture and climate of the school as well as all areas of learning and to insure that the teachers feel comfortable using the Viewsonic multimedia monitors, Chromebooks with Google classroom, document cameras, smart boards, and Kaplan intervention in their classrooms.

Turn-around training is required after professional development experiences. Teachers are asked to share information gathered from workshops and how BCHS can use that information to enhance culture, climate and/or curriculum. Professional development is also provided on-site at least monthly during faculty meetings.

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

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

Goal 1:

Transition students

Measurable Objective 1:

collaborate to ensure a smooth transition from Barbour County Intermediate School to Barbour County High School and from Barbour County High School to College or career by 05/25/2018 as measured by orientation sign in sheet and graduation rate.

Strategy1:

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

Category: Implement Guidance and Counseling Plan

Research Cited: Best practices

Activity - College Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
College fair for seniors will be held in the fall of 2017. Career/Jr. College Fair will be held in the spring 2018 for 7-12 grade students.	Career Preparation/ Orientation	10/01/2017	05/25/2018	\$0 - No Funding Required	Teachers and administrators

Activity - Open House	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
•Open House will be held August 2017, where parents will be encouraged to visit with their child's teachers.	Career Preparation/ Orientation	08/03/2017	08/03/2017	\$0 - No Funding Required	Teachers and administrators

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration with the workforce permits juniors and seniors to become aware of school-to-work opportunities using such things as field trips, talent fairs, job shadowing and visits by the armed forces personnel. Activities for students in the upcoming year include: Regional Career Fair, Guest Speakers, educational field trips and college visitation, College/Career Day on campus, and ongoing recruitment from the Armed Forces.	Career Preparation/ Orientation	08/08/2017	05/25/2018	\$0 - No Funding Required	Teachers, administrators, and community

ACIPBarbour County High School

Activity - Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Orientation will be held May 2016, to allow students an opportunity to view the campus and meet their teachers.	Academic Support Program	08/08/2017	05/25/2018	\$0 - No Funding Required	Administrators and teachers

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))**What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?**

Barbour County High School uses numerous assessments to monitor student achievement. The teachers receive academic profiles on every student that they teach. The teachers monitor academic progress by using STAR Assessments, state assessments, teacher created assessments, unit tests, progress monitoring in reading and math at the beginning of the school year, the middle of the school year, and at the end of the school year. Accelerated Reading Data, teacher observations, and projects are also utilized when making assessment decisions. Barbour County High School (BCHS) has a leadership team that meets to look at all the data from our assessments. They look at the strengths and weaknesses of the students. Then they look at what strategies can be utilized to help to improve on the weaknesses that have been determined. The leadership team usually consists of the school principal, counselor, instructional coach, teachers from all academic areas, and the media specialist. The findings are then used to create the ASSESS Continuous Improvement Plan (ACIP).

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

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

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

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

Students who are not achieving proficient or advanced achievement are given additional and effective instructional assistance. This is accomplished by the following methods:

- The teachers and the instructional coach use numerous SRA and ARI strategies that are geared toward the students weaknesses.
- Teachers use differentiated instruction in the classroom to help students who did not have strong test scores on ACT Plus Writing and end of the year assessments that relate to the teachers' content areas.
- Odyssey Ware is used for credit recovery which is available for free to students who had a 40-59 average.
- Parents/families are encouraged to participate in their student's educations through school conferences.
- Departmental meetings are conducted to discuss strategies and procedures that would encourage student success and to modify any instructional approaches.

There is an intervention class offered for reading.

- RTI is used to support students
- Teachers use Kaplan Foundations Language Arts and Math, Kaplan Foundations: ACT& SAT Prep, as well as Kaplan Key Advantages Language Arts as well as Mathematics and Science.

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.

Students' progress is bench marked and monitored so that teachers can use the data to plan instruction. Differentiated instruction and strategic teaching activities are used by the teachers to address the students' individual needs. Also, accommodations are made according to IEP's and I-ELP's. The differentiated instruction, a variety of instructional strategies, and technology are used to support learning. Teachers also use listening activities, and small group instruction. STAR Reading and STAR Math provide a list of skills individual students need to work on based on testing data.

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.

Barbour County has wide parent liaison available to assist as needed. There are system-wide plans that address barriers that provide students with what they need to attend school.

Migrant - surveys and plan

English Learners - home language survey, WIDA ACCESS, IELP

Economically Disadvantaged - meals at no cost to the student

Special Education - IEP and special services

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

Homeless students - surveys and plan

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

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

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

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

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

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

State allocated teacher units are 17.84. In addition, there is a full time principal, counselor, and media specialist. Title 1 funds used to supplement salaries and other areas identified. In addition, Title 1 funding is used for materials and supplies.

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

Component 10: Evaluation (Sec.1114(b)(3)):**How does the school evaluate the implementation of the schoolwide program?**

The school evaluates the implementation of the school wide program. Monthly, the ACIP team meets to review, monitor, and,when needed, amend the plan. Documentation is forwarded to our Federal Programs Coordinator. The Federal Program Coordinator issues a ACIP/Title I evaluation that we completed based upon assessment results, perceptions surveys from all stakeholders, promotion/retention lists, and other pertinent information. The end of year evaluations allow us to identify growth as well as deficits. These are the current evaluation methods the committee utilizes to help determine the results 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?

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

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

All of the assessments given are analyzed to identify the students who are struggling, as well as the skills on which they showed low performance. Formative and summative assessment results are used to determine if achievement is occurring, especially with struggling students. Those students are tracked and monitored for success using available state and local assessment results.

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

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

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

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

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	17.84

Provide the number of classroom teachers.

17.84

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	870408.0

Total

870,408.00

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.0

Provide the number of administrators.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	85800.0

Total

85,800.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.5

Provide the number of Assistant Principals.

.5

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	33518.0

Total

33,518.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.0

Provide the number of Counselors.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	69400.0

Total

69,400.00

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	53426.0

Total

53,426.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.25

Provide the number of Career and Technical Education Administrators.

.25

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	21224.0

Total

21,224.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total

0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	21.34

Not applicable, please place a value of 0 in the box.

21.34

Label	Question	Value
3.	Provide the total of all funding for Technology.	4514.0

Total

4,514.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	21.34

Not applicable, please place a value of 0 in the box.

21.34

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	1655.0

Total

1,655.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total

0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	21.34

Not applicable, please place a value of 0 in the box.

21.34

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	8995.0

Total

8,995.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	21.34

Not applicable, please place a value of 0 in the box.

21.34

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	650.0

Total

650.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	466015.0

Provide a brief explanation and breakdown of expenses.

FTE	Allocation
0.16	\$11,566.00 Science Teacher
1.00	\$64,112.00 English Teacher
1.00	\$70,354.00 Social Science Teacher
1.00	\$72,286.00 Math Teacher
1.00	\$71,170.00 Science Teacher
1.00	\$60,214.00 Social Science Teacher
0.50	\$45,027.00 Assistant Principal

TI: Parent Involvement \$4,106.00

Other Items:

Communications	\$9,574.00
Professional Development	\$5,000.00
Lease	\$4,000.00
Assessment	\$5,220.00
Textbooks	\$7,500.00
1 to 1 Initiative (grades 9-10)	\$22,500.00
Tech Support	\$7,500.00
Material / Supplies	\$5,886.00

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	115984.0

Provide a brief explanation and a breakdown of expenses.

This total is district-wide and provides funds for teachers/school personnel to attend and/or receive professional development by attending conferences, workshops, training, and 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. It provides high quality, evidence-based personalized professional development (PD). This PD is to promote high quality instruction in all disciplines of study, especially in science, technology, mathematics, and computer science. The PD is also to integrate rigorous academic content, Career and Technical Education and work-based learning. In addition, it provides mentoring for all teachers with less than three years of service in the school system for the purpose of retaining effective teachers. These activities may consist of, but are not limited to, content knowledge, instructional practices, use of state content standards, data, and assessments.

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	10570.0

Provide a brief explanation and a breakdown of expenses.

This amount is system-wide.

Purchased services EL Liaison	\$500
materials and supplies	\$1000
professional development/travel/stipend	\$8955
indirect cost	\$115

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

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

Provide a brief explanation and a breakdown of expenses.

Allocations have not been released.

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	36602.0

Provide a brief explanation and breakdown of expenses.

materials and supplies	\$10,000
professional development	\$6,202
computer hardware	\$20,000
indirect cost	\$400

System-wide monies are used for computer hardware, professional development and materials/supplies. Main focus is for career technical classes at Barbour County High School; however, monies can be used to promote career awareness at the lower grades.

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	36602.0

Provide a brief explanation and breakdown of expenses.

materials and supplies \$10,000
professional development \$6,202
computer hardware \$20,000
indirect cost \$400

System-wide monies are used for computer hardware, professional development and materials/supplies. Main focus is for career technical classes at Barbour County High School; 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.

N/A

Other

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

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	138022.0

Provide a brief explanation and breakdown of expenses.

Utilities and coaching supplements

2017-2018 Parent and Family Engagement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement 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.

Parent and Family Engagement

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. (Sec. 1116(c)(1))

Annually, the school convenes a parent and family meeting for the purpose of informing the family of all students and community members about the school-wide program and the Title I requirements and offerings. This meeting is usually held in August of each year. This year it was held on August 10, 2017. At this meeting, the School Wide Plan is distributed and a discussion is held about the School-wide plan, the school's curriculum, student assessments, and student expectations for success. Families are encouraged to support their students and to be involved in school activities. Copies of the parent/family involvement policy and plans are made available to all parents in the media center and copies are also available during open house. The ACIP and the parent/family involvement portion within the ACIP are also discussed.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 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. (Sec. 1116(c)(2)(3))

1). BCHS realizes that parent and family involvement is important and is striving to provide flexible times for meetings. The annual Parent/family meeting will be held during the evening. Meetings for parents and family members shall be offered as early as 7:30 a.m. and as late as 7:00 p.m. to afford parents the opportunity to attend, according to their home and work schedules. The parent center will be open during the day for parents to pick up materials and information as well as use the computers. School/Parent Compacts are discussed at PTO meetings and open house. 2). BCHS's School-wide planning committee is made up of representatives from all across the curriculum, students, parents, family members, support staff and community members. The selected members assist with making decision, (program or financial) regarding the ACIP and with distributing information to their constituency groups including faculty, staff, and parents/family. The parent/family and community representatives were chosen based on their active involvement in the PTO and community service to various organizations.

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. (Sec. 1116(c)(4)(A)(B)(C))

In August the BCHS held its annual meeting to discuss student assessment results. These are available to parents and family, as well as the public, and are disaggregated by race, gender, disability, EL and socio-economic status. Teachers will explain individual student assessment results to parents and family during parent and family conferences. Parents and family will then be able to ask questions about any component of the tests or results they do not understand. Teachers will be trained in test interpretation so they can answer any questions asked by parents/family. The school principal and the counselor are also available to discuss the tests with parents and family. When limited English proficient students/parents are involved, a parent liaison will be available. If needed and when possible, written forms will be

translated into the needed native language. An important component of the planning process is identifying the needs of a diverse student body and making reasonable accommodation in order to serve the needs of homeless, minority, economically disadvantaged, special needs, and delinquent students in order to meet state proficiency and obtain advanced levels of student academic achievement on state content standards.

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). (Sec.1116(d))

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

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

If parents/family disagree with any aspect or component of the School Parent/Family Involvement Plan/policy, the LEA Consolidated Application for No Child Left Behind (NCLB), as amended by the Every Student Succeeds Act (ESSA) funds, or Continuous Improvement Plan, they may schedule an appointment with the principal to discuss their concerns. If they still have concerns after meeting with the principal, they may submit their concerns in writing to the Federal Programs Coordinator of Barbour County. These concerns can be directed to the State Department of Education and State Department of Education Federal Programs Administrator. Notification will be placed in the student handbook, school newsletter, and school website that this plan will be available for review.

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 ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

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)

To ensure effective involvement of parents and family and to support a partnership among the school, parents, and the community to improve student academic achievement, our school: (a) shall provide training for parents and family of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. Barbour County High School will accomplish this through its first PTO meeting, which is held in August, and it will also be

discussed at other meetings throughout the year. At that time, parents and family will receive an overview of the state academic content standards, academic achievement standards, and assessments. At this meeting, Title I services that will be offered and parent and family's Right to Know will be discussed. Immediately following this meeting, Open House will be held to give parents the opportunity to meet their student's teachers and learn about individual class assignments and assessments. BCHS has a Parent Involvement Liaison who will act as a liaison between school and home to provide monthly training/workshops and the tools necessary for parents and families to work with their student, enabling the parent and family to provide their student with an opportunity to achieve high academic standards and become productive citizens in the community. Barbour County High School (BCHS) participates in the GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs). GEAR UP Alabama providing parents and families with resources that are needed in order to support their students' personally and academically. Parent and family meetings will be help in the evening once per quarter. This program offers parents and families links to websites which focused on financial literacy, healthy nutrition and meal planning as well as tips to help their students with homework and other beneficial parenting tools.

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 ESSA Sec. 1116, 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)

(b) Barbour County High School shall provide materials and training to help parents/families work with their students to improve their achievement, such as literacy training and using technology, as appropriate, to foster parental/family involvement. The parent center, located in the media center, has brochures and information available to parents/families on playing an active role in their student's educational process. During state testing, brochures that contain test taking tips are sent home for parents/families to review in order to ensure preparation for the upcoming assessment. The school's media center has a dedicated section for parent/family's use concerning ways of encouraging graduation. Current 9th grade parents/families are encouraged to be an active participant in GEAR UP.

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 ESSA Sec 1116, 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)

(c) Barbour County High School shall educate teachers, office personnel, and other school staff, with the assistance of parents and families, in the value and utility of contributions of parents and families, and in how to reach out to, communicate with, and work with parents and

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

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 ESSA Sec. 1116, 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)

(d) Barbour County High School shall strive, to the extent feasible and appropriate, to coordinate and integrate parent/family involvement programs and activities with other federal programs, and conduct other activities, such as parent/family resource centers, that encourage and support parents/families in more fully participating in the education of their student. Barbour County High School (BCHS) teachers will make weekly parent/family contact. Students are able to check out CDs to use at home to study for the graduation exam. Teachers use item specifications as reinforcement for graduation remediation in the classroom. A parent/family center is setup in the school's Library Media Center. BCHS will provide monthly training/workshops and the tools necessary for parents/families to work with their student, thereby enabling the parent/family to provide their student with an opportunity to achieve high academic standards and become productive citizens in the community.

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 ESSA Sec. 1116, 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)

(e) Barbour County High School shall ensure that information related to school and parent/family programs, meetings, and other activities, is sent to the parents/families of participating students in a format and, to the extent practicable, in a language the parents/families can understand. At the present time, BCHS has 16 EL students. Information on all school meetings, parent notices, student handbook, etc., when possible, will be sent to parents/families of our EL students in a language the parent/family can understand. In addition, the Barbour County School System has a part-time Parent Liaison who can assist in verbally communicating with these parents as needed.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

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