



## **ACIP**

# Barbour County Intermediate School

## Barbour County Board of Education

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# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information .....	7

## **Improvement Plan Stakeholder Involvement**

Introduction.....	9
Improvement Planning Process.....	10

## **Stakeholder Feedback Diagnostic**

Introduction.....	13
Stakeholder Feedback Data.....	14
Evaluative Criteria and Rubrics.....	15
Areas of Notable Achievement.....	16
Areas in Need of Improvement.....	17
Report Summary.....	18

## **Student Performance Diagnostic**

Introduction ..... 20

Student Performance Data ..... 21

Evaluative Criteria and Rubrics ..... 22

Areas of Notable Achievement ..... 23

Areas in Need of Improvement ..... 24

Report Summary ..... 26

**ACIP Assurances**

Introduction ..... 28

ACIP Assurances ..... 29

**2014-2015 Plan for ACIP**

Overview ..... 32

Goals Summary ..... 33

    Goal 1: All students at BCIS will become proficient readers ..... 34

    Goal 2: All EL students at Barbour County Intermediate School will become proficient in the English language ..... 36

    Goal 3: All students at Barbour County Intermediate School will become proficient in mathematics. .... 37

    Goal 4: School culture to improve to student achievement ..... 38

    Goal 5: All students at BCIS will transition smoothly from grade level to grade level and smoothly transition to BCJH. 38

Activity Summary by Funding Source ..... 40

**Strategies to Increase Parental Involvement**

Introduction ..... 43

Strategies to Increase Parental Involvement ..... 44

## **Title I Schoolwide Diagnostic**

Introduction.....	50
Component 1: Comprehensive Needs Assessment .....	51
Component 2: Schoolwide Reform Strategies .....	53
Component 3: Instruction by Highly Qualified Staff.....	83
Component 4: Strategies to Attract Highly Qualified Teachers .....	84
Component 5: High Quality and Ongoing Professional Development .....	86
Component 6: Transition Strategies.....	87
Component 7: Teacher Participation in Making Assessment Decisions .....	88
Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards.....	89
Component 9: Coordination and Integration of Federal, State and Local Programs and Resources.....	91
Component 10: Evaluation.....	92

## **Coordination of Resources-Comprehensive Budget**

Introduction.....	94
I. State Foundation Funds: FTEs Earned.....	95
I. State Foundation Funds: Units Placed.....	96
I. State Foundation Funds:Total Salaries.....	97
II. Federal Funds.....	99
III. Local Funds (if applicable).....	102

# Executive Summary

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## 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.

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## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Barbour County Intermediate School serves a student population of 243 students, which is comprised of African American, Hispanic, Caucasian and other nationalities. The student population within the grade level of 3rd to 6th comes from a vast area within Barbour County. Barbour County is 68% rural area. All students from grade 3rd to 6th within eleven communities and towns in Barbour County feed into Barbour County Intermediate School.

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

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

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

## School's Purpose

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

### BARBOUR COUNTY INTERMEDIATE SCHOOL MISSION STATEMENT

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

### BARBOUR COUNTY INTERMEDIATE SCHOOL VISION STATEMENT

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

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

## Notable Achievements and Areas of Improvement

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

### Notable Achievements

BCIS was selected to receive the Reading is Fundamental grant. Third grade students were tested and the lexiles were determined. The students were allowed to select informational and STEAM related books based upon their independent reading level. As mentioned earlier, the Barbour County School District reconfigured and relocated each of the four schools in order for better utilization of personnel, resources, and collaboration among schools.

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

### Areas of Improvement

BCIS has a goal of increasing stakeholder capacity and ownership. BCIS has a designated area of the school that is devoted to our parents that is full of resources. The Parent Center has up to date technology and parents are encouraged to utilize the computers for printing, word processing, and internet access. Parental involvement has increased with more events added to the calendar such as Fall Festival, Field Day, Dining with Dads, Munching with Moms, and Grandparent's Luncheon. We will continue to add activities, events, workshops, etc.. to increase the parental involvement support. At the beginning of the 2014-2015 school year, the Parent Teacher Organization (P.T.O.) was reorganized. Membership has increased monthly and parent turnout has been record setting for BCIS.

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

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## **Additional Information**

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

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

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

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

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# Improvement Plan Stakeholder Involvement

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## **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.

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## Improvement Planning Process

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

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

The stakeholders are parents, faculty members, community leaders, and special population leaders. Members were selected by the principal to ensure a vested interest from all stakeholders.

When English Language Learner students/parents are involved, an interpreter is available if needed, and written forms may be translated into the needed native language. An important component of the planning process is identifying the needs of a diverse student body and making reasonable accommodations in order to serve the needs of homeless students, minority students, economically disadvantaged, special needs students, neglected, and delinquent students to meet state proficient and advanced levels of student academic achievement on state content standards.

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

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

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

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

Copies of the CIP will be located in the Federal Programs Coordinator's office, Principal's office, and parenting center. The plan will also be posted on the Barbour County Intermediate School website. The plan will be discussed with parents during certain parent meetings. Parents and other stakeholders are represented on the academic, professional development, and budget committees. Monthly meetings/reviews are held to discuss and review the CIP. If a parent disagrees with any aspect or component of the Barbour County Intermediate School Parent [Involvement Policy/Plan or the LEA Consolidated Application for NCLB funds, that parent can express their concerns to the school or contact](#) SY 2014-2015

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

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# Stakeholder Feedback Diagnostic

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## Introduction

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

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## Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Parent surveys were administered in the spring of 2014. The results are in the comment section in Title I Schoolwide Diagnostic #6 Strategies to Increase Parental Involvement Response #3.	Stakeholder Feedback

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## 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

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## Areas of Notable Achievement

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

Staff perceptions indicated a 4.56 on Our school has a continuous improvement process based on data, goals, actions, and measures for growth. Third, Fourth, and Fifth grade students perceptions indicated a 2.97 on In my school my teachers want me to do my best work. Sixth grade students perceptions indicated a 4.2 on My school motivates me to learn new things. Parent perceptions indicated a 4.25 on My child knows the expectations for learning in all classes and on Our school ensures that instructional time is protected and interruptions are minimized.

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

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

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

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

## Areas in Need of Improvement

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

Staff surveys indicated a 3.56 on Our school provides opportunities for students to participate in activities that interest them. Third, Fourth, and Fifth grade student surveys indicated a 2.23 on In my school students treat adults with respect. Sixth grade student surveys indicated a 2.74 on In my school, students treat adults with respect. Parent surveys indicated a 3.77 on Our school ensures the effective use of financial resources.

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

Staff have requested more training on RTI and more training on the utilization of the technology. We strive for our goals to be known and how stakeholders can be involved. Both student surveys revealed that students in our schools do not respect adults or other students' belongings.

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

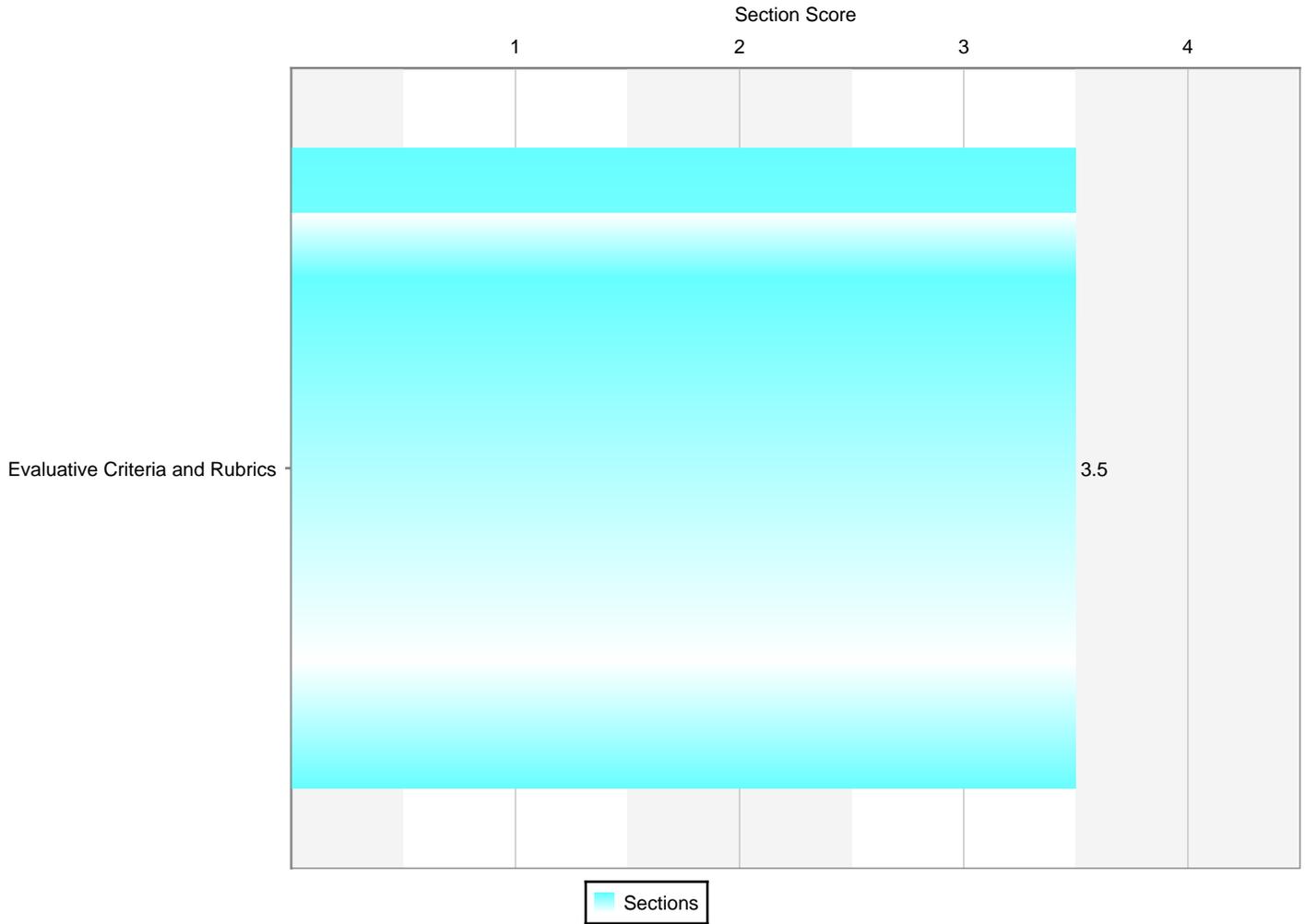
Parents are satisfied with the school's ability to Use Results for Continuous Improvement. Teachers are still concerned about supporting the staff and peer coaching among faculty members. Students are concerned that the school does not ask me what I think about my school.

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

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

## Report Summary

### Scores By Section



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# Student Performance Diagnostic

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## 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.

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### Student Performance Data

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

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## Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

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

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

## Areas of Notable Achievement

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

The results from the ASPIRE indicated BCIS's strengths were in English. Results from the 2013-2014 school year are as follows: 41% Ready, 43% scored Close, 15% of the student body are In Need Of Support in English. Sixth grade students scored 46% Ready in English.

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

Students' circulation in the library has increased. During the 2013-2014 school year, the students passed the 10,000 point mark on Accelerated Reader points. This goal was reached a month earlier in the school year with 50 fewer students. The students have accomplished this for the past two years.

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

2013-2014 ACT Aspire results indicated that all grade levels scored the highest in English.

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

This is the baseline year for the ACT Aspire. BCIS subgroups are minute and insignificant when considering the demographics of the school are very similar.

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

The 2013-2014 was the first time ACT Aspire was administered. These scores are considered the baseline for assessment purposes.

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

AAA supports the special education students are performing consistently better.

## Areas in Need of Improvement

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

2013-2014 ACT Aspire data results show the following results:

65% of 3rd grade students scored In Need of Support in reading.

52% of 4th grade students scored In Need of Support in reading.

70% of 5th grade students scored In Need of Support in reading.

39% of 6th grade students scored In Need of Support in reading.

20% of 3rd grade students scored In Need of Support in math.

17% of 4th grade students scored In Need of Support in math.

18% of 5th grade students scored In Need of Support in math.

24% of 6th grade students scored In Need of Support in math.

65% of 3rd grade students scored In Need of Support in writing.

41% of 4th grade students scored In Need of Support in writing.

52% of 5th grade students scored In Need of Support in writing.

39% of 6th grade students scored In Need of Support in writing.

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

Based on the 2013-2014 ACT Aspire data writing had the overall lowest performance.

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

Fourth, fifth, and sixth grade math had the overall lowest performance.

Fifth grade reading was the lowest scoring with only 3% ready.

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

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

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

The ASPIRE test was given for the first time in 2013-2014. There is not a significant number in each subgroups.

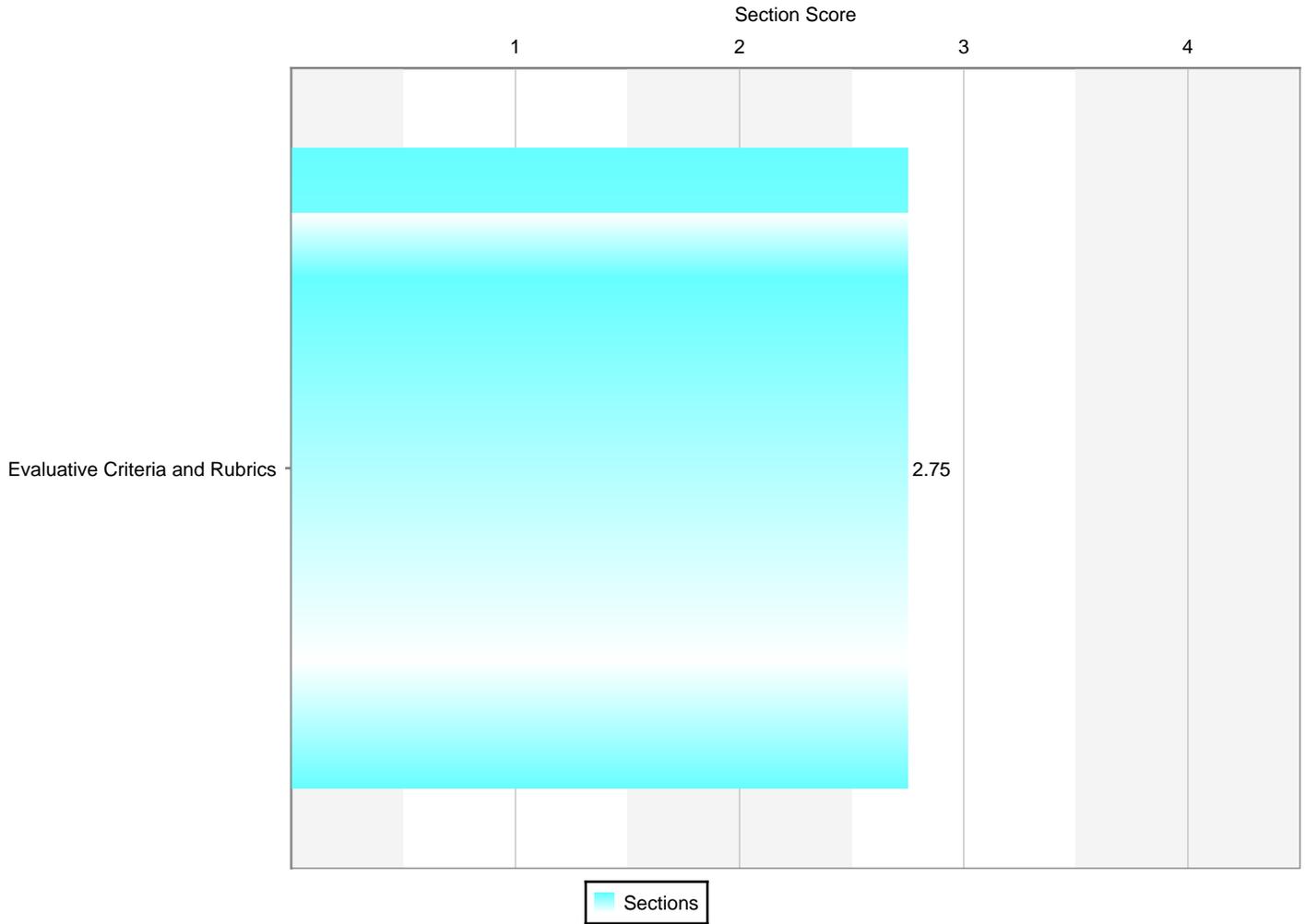
**Which of the above reported findings are consistent with findings from other data sources?**

ARMT+ science fifth grade scores declined. It dropped from 54% in 2011-2012 to 39% in 2012-2013 to 23% in 2013-2014 a decrease of 16% more for a total of 31% in three years.

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## Report Summary

### Scores By Section



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## ACIP Assurances

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## **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.

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## ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Signatures of the CIP Team	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	Nondiscriminatory Policy The Barbour County School System does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquires regarding the nondiscrimination policies: Director of Exceptional Student Services-Ms. Tara Johnson P.O. Box 429 Clayton, AL 36016 Telephone: (334)775-3453 ext:1011	Board Policy

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

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	Refer to the Strategies to Increase Parental Involvement section, which is BCIS's Parent Involvement Plan. Principal's signature can be found under the Assurances Question 1	

**ACIP**

Barbour County Intermediate School

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

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## 2014-2015 Plan for ACIP

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## Overview

### Plan Name

2014-2015 Plan for ACIP

### Plan Description

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## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at BCIS will become proficient readers.	Objectives: 1 Strategies: 5 Activities: 9	Academic	\$28925
2	All EL students at Barbour County Intermediate School will become proficient in the English language	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
3	All students at Barbour County Intermediate School will become proficient in mathematics.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$486
4	School culture to improve to student achievement	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	All students at BCIS will transition smoothly from grade level to grade level and smoothly transition to BCJH	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

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

### Measurable Objective 1:

20% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency level increase in the scoring areas of close and in need of support in Reading by 05/22/2015 as measured by the reading ASPIRE assessment scores.

### Strategy 1:

Longitudinal data - Use ACT Aspire data from 2013-2014 to identify reading standards. During grade level meetings, teachers, and leadership team will identify the weakest standards by October 31, 2014. Improving the weakest standards will be the focus with related strategies to be used.

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

Activity - Target weakest standards Grade 3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program	08/07/2014	05/22/2015	\$500	Title I Part A	Principals, Reading Coach, Teachers
Activity - Target weakest standards Grade 4	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program	08/07/2014	05/22/2015	\$500	Title I Part A	Principal, Reading Coach, Teachers
Activity - Target weakest standards Grade 5	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program	08/07/2014	05/22/2015	\$500	Title I Part A	Principal, Reading Coach, Teachers
Activity - Target weakest standards Grade 6	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program	08/07/2014	05/22/2015	\$500	Title I Part A	Principal, Reading Coach, Teachers
Activity - Assessment Varieties	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**ACIP**

Barbour County Intermediate School

Students will be assessed, monitored, and evaluated using STAR reading and Accelerated Reader.	Academic Support Program	08/07/2014	05/22/2015	\$2425	Title I Part A	Principal, Teachers, Media Specialist,
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**Strategy 2:**

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

Research Cited: ELA Course of Study

Activity - Explicit, systematic reading instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
100% of core teachers will provide scaffold instruction and teach explicit, systematic comprehension strategies in small groups daily.	Academic Support Program	08/07/2014	05/22/2015	\$0	No Funding Required	Principal, Reading Coach, Teachers

**Strategy 3:**

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

Research Cited: ARI

Activity - Teach Reading Comprehension Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use before, during, and after strategies such as question-answering techniques, graphic and semantic organizers, and self-questioning strategies. Small group cooperative learning activities in every reading classroom will focus on reading comprehension strategies daily.	Academic Support Program	08/07/2014	05/22/2015	\$0	No Funding Required	Principal, Reading Coach, Teachers

**Strategy 4:**

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

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

Research Cited: Scholastic READ 180

Activity - Read 180	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Language Learners, students with disabilities, and below level students.	Academic Support Program	08/07/2014	05/22/2015	\$22000	Title I Part A	Selena Wood, Joy Hatcher, Kelvin James

**Strategy 5:**

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

Research Cited: Accelerated Reader

Activity - Library Media	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The media specialist will order books from various vendors and catalog books into Concourse. Students will be allowed to check out the books and to take tests on the books checked out.	Academic Support Program	10/21/2014	05/22/2015	\$2500	Title I Part A	All teachers, principal, and media specialist

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

**Measurable Objective 1:**

A 5% increase of English Learners students will demonstrate a proficiency in English and in Writing by 05/22/2015 as measured by 2015 ACCESS for ELLs results.

**Strategy 1:**

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

Research Cited: WIDA Consortium

Activity - Professional Development Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on the SDAIE/SIOP models to enhance EL student's instruction.	Professional Learning	08/07/2014	05/22/2015	\$0	No Funding Required	EL Coordinator, School Administrator, Teachers

Activity - Implementation of SDAIE/SIOP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Weekly, teachers will implement the strategies of SDAIE/SIOP that focus on improving writing skills concentrating in the areas of reading and social studies.	Academic Support Program	08/07/2014	05/22/2015	\$0	No Funding Required	Administrator and Teachers
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### Goal 3: All students at Barbour County Intermediate School will become proficient in mathematics.

#### Measurable Objective 1:

20% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency level increase in the scoring areas of close and in need of support in Mathematics by 05/22/2015 as measured by the math ASPIRE assessment scores.

#### Strategy 1:

Longitudinal Data - Use ACT Aspire data from 2013-2014 to identify math standards. During grade level meetings, teachers, and leadership team will identify the weakest and heaviest weighted standards. Improving the weakest standard and the standard that is the most weighted will be the focus with related strategies to be used.

Research Cited: STAR math, Investigations, AMSTI

Activity - Targeted Standards Grade 3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus instruction on operations and algebraic thinking.	Academic Support Program	08/07/2014	05/22/2015	\$0	No Funding Required	Principal, Teachers

Activity - Targeted Standards Grade 4	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus instruction on operations and algebraic thinking.	Academic Support Program	08/07/2014	05/22/2015	\$0	No Funding Required	Principal, Teachers

Activity - Targeted Standards Grade 5	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus instruction on operations and algebraic thinking.	Academic Support Program	08/07/2014	05/22/2015	\$0	No Funding Required	Principal, Teachers

Activity - Targeted Standards Grade 6	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus instruction on operations and algebraic thinking.	Academic Support Program	08/07/2014	05/22/2015	\$0	No Funding Required	Principal and teachers

**Strategy 2:**

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

Research Cited: AMSTI, Investigations, STAR math

Activity - Assessment Variety	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will use open-ended type questions in weekly assessments. Other assessments used weekly will be STAR math and Stride Academy. Projects will be done once per grading period.	Academic Support Program	08/07/2014	05/22/2015	\$486	Title I Part A	Principal and Teachers

**Goal 4: School culture to improve to student achievement****Measurable Objective 1:**

collaborate to build a positive school climate by 05/22/2015 as measured by student attendance, teacher attendance, and discipline..

**Strategy 1:**

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

Research Cited: Parent/Student Handbook, BCSD personnel handbook

Activity - Honor's Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Honor's Day at the end of the year for attendance. Teachers will fellowship once a month. Teacher attendance rewards will be given.	Behavioral Support Program	08/07/2014	05/22/2015	\$0	No Funding Required	Principal, Teachers.

**Goal 5: All students at BCIS will transition smoothly from grade level to grade level and smoothly transition to BCJH****Measurable Objective 1:**

collaborate to ensure smooth transitions by 05/22/2015 as measured by Open House attendance .

**Strategy 1:**

BCIS to BCJHS - Grade orientation will be held for all students at Open House. This helps by allowing the parents and students meet the upcoming years' teachers.

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

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

Research Cited: Guidelines for Counselors

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Activity - School Visit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Second grade students will visit the BCIS campus.	Other	05/18/2015	05/22/2015	\$0	No Funding Required	Principal, Teachers, Counselor

Activity - Open House	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Open House was held before school starts for students and parents.	Other	08/04/2014	08/18/2014	\$0	No Funding Required	Principal. School Staff and Faculty

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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Target weakest standards Grade 4	Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program	08/07/2014	05/22/2015	\$500	Principal, Reading Coach, Teachers
Read 180	Teacher will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Language Learners, students with disabilities, and below level students.	Academic Support Program	08/07/2014	05/22/2015	\$22000	Selena Wood, Joy Hatcher, Kelvin James
Target weakest standards Grade 5	Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program	08/07/2014	05/22/2015	\$500	Principal, Reading Coach, Teachers
Target weakest standards Grade 6	Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program	08/07/2014	05/22/2015	\$500	Principal, Reading Coach, Teachers
Target weakest standards Grade 3	Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program	08/07/2014	05/22/2015	\$500	Principals, Reading Coach, Teachers
Library Media	The media specialist will order books from various vendors and catalog books into Concourse. Students will be allowed to check out the books and to take tests on the books checked out.	Academic Support Program	10/21/2014	05/22/2015	\$2500	All teachers, principal, and media specialist
Assessment Varieties	Students will be assessed, monitored, and evaluated using STAR reading and Accelerated Reader.	Academic Support Program	08/07/2014	05/22/2015	\$2425	Principal, Teachers, Media Specialist,
Assessment Variety	All math teachers will use open-ended type questions in weekly assessments. Other assessments used weekly will be STAR math and Stride Academy. Projects will be done once per grading period.	Academic Support Program	08/07/2014	05/22/2015	\$486	Principal and Teachers

Total

\$29411

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of SDAIE/SIOP	Weekly, teachers will implement the strategies of SDAIE/SIOP that focus on improving writing skills concentrating in the areas of reading and social studies.	Academic Support Program	08/07/2014	05/22/2015	\$0	Administrator and Teachers
Explicit, systematic reading instruction	100% of core teachers will provide scaffold instruction and teach explicit, systematic comprehension strategies in small groups daily.	Academic Support Program	08/07/2014	05/22/2015	\$0	Principal, Reading Coach, Teachers
Targeted Standards Grade 6	Teachers will focus instruction on operations and algebraic thinking.	Academic Support Program	08/07/2014	05/22/2015	\$0	Principal and teachers
School Visit	Second grade students will visit the BCIS campus.	Other	05/18/2015	05/22/2015	\$0	Principal, Teachers, Counselor
Honor's Day	Honor's Day at the end of the year for attendance. Teachers will fellowship once a month. Teacher attendance rewards will be given.	Behavioral Support Program	08/07/2014	05/22/2015	\$0	Principal, Teachers.
Targeted Standards Grade 4	Teachers will focus instruction on operations and algebraic thinking.	Academic Support Program	08/07/2014	05/22/2015	\$0	Principal, Teachers
Targeted Standards Grade 5	Teachers will focus instruction on operations and algebraic thinking.	Academic Support Program	08/07/2014	05/22/2015	\$0	Principal, Teachers
Teach Reading Comprehension Strategies	Teachers will use before, during, and after strategies such as question-answering techniques, graphic and semantic organizers, and self-questioning strategies. Small group cooperative learning activities in every reading classroom will focus on reading comprehension strategies daily.	Academic Support Program	08/07/2014	05/22/2015	\$0	Principal, Reading Coach, Teachers
Professional Development Training	Teachers will receive training on the SDAIE/SIOP models to enhance EL student's instruction.	Professional Learning	08/07/2014	05/22/2015	\$0	EL Coordinator, School Administrator, Teachers
Targeted Standards Grade 3	Teachers will focus instruction on operations and algebraic thinking.	Academic Support Program	08/07/2014	05/22/2015	\$0	Principal, Teachers
Open House	Open House was held before school starts for students and parents.	Other	08/04/2014	08/18/2014	\$0	Principal, School Staff and Faculty
<b>Total</b>					\$0	

# **Strategies to Increase Parental Involvement**

## **Introduction**

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

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## Strategies to Increase Parental Involvement

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

Annually, the school convenes a parent meeting that encourages parent attendance, for the purpose of informing parents about the school wide school program and Title I requirements and offerings. This Title I meeting was held on August 14, 2014. At this meeting, a discussion was held about the school wide Title I plan, the school's curriculum, student assessments, and student expectations for success. Parents are encouraged to support their children and to be involved in school activities. Copies of the parent involvement policy and plan are made available to all parents. Parents have the right to know about the professional qualifications of their child's teacher as defined by the SDE and may request this information. In addition, parents have the right to know if a teacher who is not highly qualified has taught their child for four or more weeks. In such an instance, parents are notified by letter. When applicable, letters will be sent to every parent concerning Supplemental Educational Services (SES).

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

BCIS will hold flexible meeting times to accommodate parent schedules. Meetings for parents shall be offered as early as 7:00 a.m. and as late as 6:00 p.m. to afford parents the opportunity to attend, to accommodate their home and work schedules. These meetings will be promoted through personal letters, telephone calls, news media, newsletter, website, etc. Efforts shall be made to inform all parents of participating children. Non-English speaking parents will be provided translation services. When feasible, written notification will be made in the family's native language. Parents serve and participate in the development, and planning of the Continuous Improvement Plan. The Title I Advisory Committee meets annually to decide how to spend the parent portion of the Title I Budget. Generally, this money is spent for parenting workshops, parenting newsletters, and events and activities to support parenting. For the 2014-2015 school year, the monies will be spent to purchase materials and supplies that will improve parental awareness/involvement and to build parental capacity.

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

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

Follow-up individual conferences with parents are held with subject matter and homeroom teachers. During Parent Visitation Days, the counselor and reading coaches have scheduled times to meet with parents to discuss their child's test results.

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

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

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

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

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

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

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

BCIS has various books and pamphlets related to improving their child's achievement available in the Parent Center. The school counselor is available to meet with parents to discuss specific issues related to children. During Parent Visitation Days, the school counselor and reading coaches are available to discuss student test results and ways the parent can help their child achieve. "AEA Cares" provides training to selected parents by offering strategies and resources to enhance parental involvement and maximize student achievement.

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

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

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

During Parent Visitation Days, the guidance counselor and reading coaches are available to discuss student test results and ways parents can help improve their child's achievement. Parent conferences are scheduled at progress report and report card time to discuss the student's academic progress. Specific tips/techniques are given to parents in order for them to help at home on current classroom objectives. Pamphlets, videos, books, and other materials are available for the parents use in the school's Parent Center. "AEA Cares" provides training to selected parents by offering strategies and resources to enhance parental involvement and maximize student achievement.

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

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

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

A parent involvement committee has been formulated at BCIS to promote parent involvement. Teachers are required to make at least 3 parental contacts per week and documentation of these contacts are maintained and a copy is given to the principal. The EL Coordinator insures that EL parents are invited to participate in all activities and that important information is communicated in the home language. Weekly folders are sent home weekly with information to parents regarding students grades as well as school activities. A school calendar is sent monthly to parents to inform them of all school activities scheduled.

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

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

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

Parents are committee members for Continuous Improvement Plan and various other committees. PTO is a school decision making and advocacy group. Parents are surveyed each year to determine stakeholder priorities and concerns. Copies of all plans are available for

parents to view in the Parent Center.

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

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

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

BCIS communicates to parents via:

BCIS Parent Calendar

Parent Center

Scheduled Title I Meetings

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

Weekly phone contacts

Emergency phone service

EL parent liaison

BCIS Newsletter

Website

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

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

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

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

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

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

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

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# Title I Schoolwide Diagnostic

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## Introduction

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

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## Component 1: Comprehensive Needs Assessment

### 1. How was the comprehensive needs assessment conducted?

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

### 2. What were the results of the comprehensive needs assessment?

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

### 3. What conclusions were drawn from the results?

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

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

BCIS math scores were 14% Ready. Therefore, math will be a focus for BCIS. BCIS reading scores were 12% Ready. Therefore, reading will be a focus. EL ACCESS scores decreased. We will continue to increase 2%. AMSTI and ARI programs are state initiatives that we will continue implementing. Stakeholder perception results revealed several strengths and weaknesses.

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

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

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

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

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

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

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## Component 2: Schoolwide Reform Strategies

Goal to address annual Measurable Achievement Objectives (AMAOs) and English Language Proficiency Needs – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

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

#### Goal 1:

All students at BCIS will become proficient readers.

#### Measurable Objective 1:

20% of All Students will demonstrate a proficiency level increase in the scoring areas of close and in need of support in Reading by 05/22/2015 as measured by the reading ASPIRE assessment scores.

#### Strategy1:

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

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

Research Cited: Scholastic READ 180

Activity - Read 180	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Language Learners, students with disabilities, and below level students.	Academic Support Program			08/07/2014	05/22/2015	\$22000 - Title I Part A	Selena Wood, Joy Hatcher, Kelvin James

#### Strategy2:

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

Research Cited: ELA Course of Study

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Activity - Explicit, systematic reading instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of core teachers will provide scaffold instruction and teach explicit, systematic comprehension strategies in small groups daily.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal, Reading Coach, Teachers

**Strategy3:**

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

Research Cited: ARI

Activity - Teach Reading Comprehension Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use before, during, and after strategies such as question-answering techniques, graphic and semantic organizers, and self-questioning strategies. Small group cooperative learning activities in every reading classroom will focus on reading comprehension strategies daily.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal, Reading Coach, Teachers

**Strategy4:**

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

Research Cited: Accelerated Reader

Activity - Library Media	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The media specialist will order books from various vendors and catalog books into Concourse. Students will be allowed to check out the books and to take tests on the books checked out.	Academic Support Program			10/21/2014	05/22/2015	\$2500 - Title I Part A	All teachers, principal, and media specialist

**Strategy5:**

Longitudinal data - Use ACT Aspire data from 2013-2014 to identify reading standards. During grade level meetings, teachers, and leadership team will identify the weakest standards by October 31, 2014. Improving the weakest standards will be the focus with related strategies to be used.

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

**ACIP**

Barbour County Intermediate School

Activity - Target weakest standards Grade 4	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program			08/07/2014	05/22/2015	\$500 - Title I Part A	Principal, Reading Coach, Teachers

Activity - Target weakest standards Grade 3	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program			08/07/2014	05/22/2015	\$500 - Title I Part A	Principals, Reading Coach, Teachers

Activity - Assessment Varieties	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed, monitored, and evaluated using STAR reading and Accelerated Reader.	Academic Support Program			08/07/2014	05/22/2015	\$2425 - Title I Part A	Principal, Teachers, Media Specialist,

Activity - Target weakest standards Grade 5	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program			08/07/2014	05/22/2015	\$500 - Title I Part A	Principal, Reading Coach, Teachers

Activity - Target weakest standards Grade 6	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program			08/07/2014	05/22/2015	\$500 - Title I Part A	Principal, Reading Coach, Teachers

**Goal 2:**

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

**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a proficiency in English and in Writing by 05/22/2015 as measured by 2015 ACCESS for ELLs results.

**Strategy1:**

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

Research Cited: WIDA Consortium

Activity - Professional Development Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the SDAIE/SIOP models to enhance EL student's instruction.	Professional Learning			08/07/2014	05/22/2015	\$0 - No Funding Required	EL Coordinator, School Administrator, Teachers

Activity - Implementation of SDAIE/SIOP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly, teachers will implement the strategies of SDAIE/SIOP that focus on improving writing skills concentrating in the areas of reading and social studies.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Administrator and Teachers

**Goal 3:**

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

**Measurable Objective 1:**

20% of All Students will demonstrate a proficiency level increase in the scoring areas of close and in need of support in Mathematics by 05/22/2015 as measured by the math ASPIRE assessment scores.

**Strategy1:**

Longitudinal Data - Use ACT Aspire data from 2013-2014 to identify math standards. During grade level meetings, teachers, and leadership team will identify the weakest and heaviest weighted standards. Improving the weakest standard and the standard that is the most weighted will be the focus with related strategies to be used.

Research Cited: STAR math, Investigations, AMSTI

Activity - Targeted Standards Grade 6	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on operations and algebraic thinking.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal and teachers

**ACIP**

Barbour County Intermediate School

Activity - Targeted Standards Grade 5	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on operations and algebraic thinking.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal, Teachers

Activity - Targeted Standards Grade 3	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on operations and algebraic thinking.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal, Teachers

Activity - Targeted Standards Grade 4	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on operations and algebraic thinking.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal, Teachers

**Strategy2:**

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

Research Cited: AMSTI, Investigations, STAR math

Activity - Assessment Variety	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will use open-ended type questions in weekly assessments. Other assessments used weekly will be STAR math and Stride Academy. Projects will be done once per grading period.	Academic Support Program			08/07/2014	05/22/2015	\$486 - Title I Part A	Principal and Teachers

**2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.****Goal 1:**

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

**Measurable Objective 1:**

demonstrate a proficiency in exhibiting knowledge, skills, and work processes that are representative of an innovative professional in a global and digital society by 05/22/2015 as measured by classroom observations and EDUCATEAlabama reports.

**Strategy1:**

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

**ACIP**

Barbour County Intermediate School

training will enrich skills, enhance student learning, and require students to actively participate with technology. In order for our students to have the necessary foundation, this continuous training is crucial to our teachers and beneficial to our students. We want to ensure that the students are prepared for college and/or workforce.

Research Cited: Alabama Plan 2020

Activity - SmartBoard Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCIS faculty will be provided ongoing training to enhance the use of SmartBoards. This will increase the utilization of technology within the classroom.	Professional Learning			08/07/2014	05/22/2015	\$2000 - Title I Part A	Technology Coordinator, Director of Instructional Services and Federal Programs, Outside consultants, School Administrators, Teachers

Activity - Document Camera Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
BCIS faculty will be provided with ongoing training utilizing the document cameras. This will increase the use of technology in the classroom.	Professional Learning			08/07/2014	05/22/2015	\$1000 - Title I Part A	Technology Coordinator, Director of Instructional Services and Federal Programs, Outside Consultants, School Administrators, Teachers

**Goal 2:**

All students at BCIS will become proficient readers.

**Measurable Objective 1:**

20% of All Students will demonstrate a proficiency level increase in the scoring areas of close and in need of support in Reading by 05/22/2015 as measured by the reading ASPIRE assessment scores.

**Strategy1:**

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

Research Cited: ARI

**ACIP**

Barbour County Intermediate School

Activity - Teach Reading Comprehension Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use before, during, and after strategies such as question-answering techniques, graphic and semantic organizers, and self-questioning strategies. Small group cooperative learning activities in every reading classroom will focus on reading comprehension strategies daily.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal, Reading Coach, Teachers

**Strategy2:**

Longitudinal data - Use ACT Aspire data from 2013-2014 to identify reading standards. During grade level meetings, teachers, and leadership team will identify the weakest standards by October 31, 2014. Improving the weakest standards will be the focus with related strategies to be used.

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

Activity - Target weakest standards Grade 4	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program			08/07/2014	05/22/2015	\$500 - Title I Part A	Principal, Reading Coach, Teachers

Activity - Target weakest standards Grade 6	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program			08/07/2014	05/22/2015	\$500 - Title I Part A	Principal, Reading Coach, Teachers

Activity - Target weakest standards Grade 3	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program			08/07/2014	05/22/2015	\$500 - Title I Part A	Principals, Reading Coach, Teachers

**ACIP**

Barbour County Intermediate School

Activity - Assessment Varieties	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed, monitored, and evaluated using STAR reading and Accelerated Reader.	Academic Support Program			08/07/2014	05/22/2015	\$2425 - Title I Part A	Principal, Teachers, Media Specialist,

Activity - Target weakest standards Grade 5	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program			08/07/2014	05/22/2015	\$500 - Title I Part A	Principal, Reading Coach, Teachers

**Strategy3:**

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

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

Research Cited: Scholastic READ 180

Activity - Read 180	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Language Learners, students with disabilities, and below level students.	Academic Support Program			08/07/2014	05/22/2015	\$22000 - Title I Part A	Selena Wood, Joy Hatcher, Kelvin James

**Strategy4:**

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

Research Cited: ELA Course of Study

**ACIP**

Barbour County Intermediate School

Activity - Explicit, systematic reading instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of core teachers will provide scaffold instruction and teach explicit, systematic comprehension strategies in small groups daily.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal, Reading Coach, Teachers

**Strategy5:**

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

Research Cited: Accelerated Reader

Activity - Library Media	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The media specialist will order books from various vendors and catalog books into Concourse. Students will be allowed to check out the books and to take tests on the books checked out.	Academic Support Program			10/21/2014	05/22/2015	\$2500 - Title I Part A	All teachers, principal, and media specialist

**Goal 3:**

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

**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a proficiency in English and in Writing by 05/22/2015 as measured by 2015 ACCESS for ELLs results.

**Strategy1:**

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

Research Cited: WIDA Consortium

Activity - Professional Development Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the SDAIE/SIOP models to enhance EL student's instruction.	Professional Learning			08/07/2014	05/22/2015	\$0 - No Funding Required	EL Coordinator, School Administrator, Teachers

Activity - Implementation of SDAIE/SIOP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly, teachers will implement the strategies of SDAIE/SIOP that focus on improving writing skills concentrating in the areas of reading and social studies.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Administrator and Teachers

**Goal 4:**

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

**Measurable Objective 1:**

20% of All Students will demonstrate a proficiency level increase in the scoring areas of close and in need of support in Mathematics by 05/22/2015 as measured by the math ASPIRE assessment scores.

**Strategy1:**

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

Research Cited: AMSTI, Investigations, STAR math

Activity - Assessment Variety	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will use open-ended type questions in weekly assessments. Other assessments used weekly will be STAR math and Stride Academy. Projects will be done once per grading period.	Academic Support Program			08/07/2014	05/22/2015	\$486 - Title I Part A	Principal and Teachers

**Strategy2:**

Longitudinal Data - Use ACT Aspire data from 2013-2014 to identify math standards. During grade level meetings, teachers, and leadership team will identify the weakest and heaviest weighted standards. Improving the weakest standard and the standard that is the most weighted will be the focus with related strategies to be used.

Research Cited: STAR math, Investigations, AMSTI

Activity - Targeted Standards Grade 3	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on operations and algebraic thinking.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal, Teachers

Activity - Targeted Standards Grade 4	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on operations and algebraic thinking.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal, Teachers

Activity - Targeted Standards Grade 6	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on operations and algebraic thinking.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal and teachers

Activity - Targeted Standards Grade 5	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on operations and algebraic thinking.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal, Teachers

### 3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

#### Goal 1:

All students at BCIS will become proficient readers.

#### Measurable Objective 1:

20% of All Students will demonstrate a proficiency level increase in the scoring areas of close and in need of support in Reading by 05/22/2015 as measured by the reading ASPIRE assessment scores.

#### Strategy1:

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

Research Cited: ELA Course of Study

Activity - Explicit, systematic reading instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of core teachers will provide scaffold instruction and teach explicit, systematic comprehension strategies in small groups daily.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal, Reading Coach, Teachers

#### Strategy2:

Longitudinal data - Use ACT Aspire data from 2013-2014 to identify reading standards. During grade level meetings, teachers, and leadership team will identify the weakest standards by October 31, 2014. Improving the weakest standards will be the focus with related strategies to be used.

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

Activity - Target weakest standards Grade 6	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program			08/07/2014	05/22/2015	\$500 - Title I Part A	Principal, Reading Coach, Teachers

Activity - Target weakest standards Grade 3	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program			08/07/2014	05/22/2015	\$500 - Title I Part A	Principals, Reading Coach, Teachers

Activity - Target weakest standards Grade 4	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program			08/07/2014	05/22/2015	\$500 - Title I Part A	Principal, Reading Coach, Teachers

Activity - Assessment Varieties	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed, monitored, and evaluated using STAR reading and Accelerated Reader.	Academic Support Program			08/07/2014	05/22/2015	\$2425 - Title I Part A	Principal, Teachers, Media Specialist,

Activity - Target weakest standards Grade 5	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program			08/07/2014	05/22/2015	\$500 - Title I Part A	Principal, Reading Coach, Teachers

**Strategy3:**

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

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

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Barbour County Intermediate School

## •Test-Taking Strategies

Research Cited: Scholastic READ 180

Activity - Read 180	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Language Learners, students with disabilities, and below level students.	Academic Support Program			08/07/2014	05/22/2015	\$22000 - Title I Part A	Selena Wood, Joy Hatcher, Kelvin James

**Strategy4:**

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

Research Cited: ARI

Activity - Teach Reading Comprehension Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use before, during, and after strategies such as question-answering techniques, graphic and semantic organizers, and self-questioning strategies. Small group cooperative learning activities in every reading classroom will focus on reading comprehension strategies daily.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal, Reading Coach, Teachers

**Strategy5:**

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

Research Cited: Accelerated Reader

Activity - Library Media	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The media specialist will order books from various vendors and catalog books into Concourse. Students will be allowed to check out the books and to take tests on the books checked out.	Academic Support Program			10/21/2014	05/22/2015	\$2500 - Title I Part A	All teachers, principal, and media specialist

**Goal 2:**

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

**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a proficiency in English and in Writing by 05/22/2015 as measured by 2015 ACCESS for

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Barbour County Intermediate School

ELLs results.

**Strategy1:**

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

Research Cited: WIDA Consortium

Activity - Professional Development Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the SDAIE/SIOP models to enhance EL student's instruction.	Professional Learning			08/07/2014	05/22/2015	\$0 - No Funding Required	EL Coordinator, School Administrator, Teachers

Activity - Implementation of SDAIE/SIOP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly, teachers will implement the strategies of SDAIE/SIOP that focus on improving writing skills concentrating in the areas of reading and social studies.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Administrator and Teachers

**Goal 3:**

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

**Measurable Objective 1:**

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**Strategy1:**

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

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**Strategy2:**

Longitudinal Data - Use ACT Aspire data from 2013-2014 to identify math standards. During grade level meetings, teachers, and leadership

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

Research Cited: STAR math, Investigations, AMSTI

Activity - Targeted Standards Grade 4	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on operations and algebraic thinking.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal, Teachers

Activity - Targeted Standards Grade 5	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on operations and algebraic thinking.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal, Teachers

Activity - Targeted Standards Grade 6	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on operations and algebraic thinking.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal and teachers

Activity - Targeted Standards Grade 3	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on operations and algebraic thinking.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal, Teachers

#### 4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

##### Goal 1:

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Research Cited: ARI

Activity - Teach Reading Comprehension Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use before, during, and after strategies such as question-answering techniques, graphic and semantic organizers, and self-questioning strategies. Small group cooperative learning activities in every reading classroom will focus on reading comprehension strategies daily.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal, Reading Coach, Teachers

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

**ACIP**

Barbour County Intermediate School

Activity - Target weakest standards Grade 3	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Target weakest standards Grade 6	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program			08/07/2014	05/22/2015	\$500 - Title I Part A	Principal, Reading Coach, Teachers

Activity - Target weakest standards Grade 4	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program			08/07/2014	05/22/2015	\$500 - Title I Part A	Principal, Reading Coach, Teachers

**Strategy5:**

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

**ACIP**

Barbour County Intermediate School

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

Research Cited: Scholastic READ 180

Activity - Read 180	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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**Goal 2:**

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

**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a proficiency in English and in Writing by 05/22/2015 as measured by 2015 ACCESS for ELLs results.

**Strategy1:**

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

Research Cited: WIDA Consortium

Activity - Professional Development Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the SDAIE/SIOP models to enhance EL student's instruction.	Professional Learning			08/07/2014	05/22/2015	\$0 - No Funding Required	EL Coordinator, School Administrator, Teachers

Activity - Implementation of SDAIE/SIOP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly, teachers will implement the strategies of SDAIE/SIOP that focus on improving writing skills concentrating in the areas of reading and social studies.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Administrator and Teachers

**Goal 3:**

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

**Measurable Objective 1:**

20% of All Students will demonstrate a proficiency level increase in the scoring areas of close and in need of support in Mathematics by 05/22/2015 as measured by the math ASPIRE assessment scores.

**Strategy1:**

Longitudinal Data - Use ACT Aspire data from 2013-2014 to identify math standards. During grade level meetings, teachers, and leadership team will identify the weakest and heaviest weighted standards. Improving the weakest standard and the standard that is the most weighted will be the focus with related strategies to be used.

Research Cited: STAR math, Investigations, AMSTI

Activity - Targeted Standards Grade 6	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on operations and algebraic thinking.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal and teachers

Activity - Targeted Standards Grade 5	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on operations and algebraic thinking.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal, Teachers

Activity - Targeted Standards Grade 3	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on operations and algebraic thinking.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal, Teachers

Activity - Targeted Standards Grade 4	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on operations and algebraic thinking.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal, Teachers

**Strategy2:**

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

Research Cited: AMSTI, Investigations, STAR math

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Barbour County Intermediate School

Activity - Assessment Variety	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will use open-ended type questions in weekly assessments. Other assessments used weekly will be STAR math and Stride Academy. Projects will be done once per grading period.	Academic Support Program			08/07/2014	05/22/2015	\$486 - Title I Part A	Principal and Teachers

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

**Goal 1:**

All students at BCIS will become proficient readers.

**Measurable Objective 1:**

20% of All Students will demonstrate a proficiency level increase in the scoring areas of close and in need of support in Reading by 05/22/2015 as measured by the reading ASPIRE assessment scores.

**Strategy1:**

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

Research Cited: Accelerated Reader

Activity - Library Media	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The media specialist will order books from various vendors and catalog books into Concourse. Students will be allowed to check out the books and to take tests on the books checked out.	Academic Support Program			10/21/2014	05/22/2015	\$2500 - Title I Part A	All teachers, principal, and media specialist

**Strategy2:**

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

Research Cited: ELA Course of Study

Activity - Explicit, systematic reading instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of core teachers will provide scaffold instruction and teach explicit, systematic comprehension strategies in small groups daily.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal, Reading Coach, Teachers

**Strategy3:**

Longitudinal data - Use ACT Aspire data from 2013-2014 to identify reading standards. During grade level meetings, teachers, and leadership team will identify the weakest standards by October 31, 2014. Improving the weakest standards will be the focus with related strategies to be used.

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

Activity - Target weakest standards Grade 5	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program			08/07/2014	05/22/2015	\$500 - Title I Part A	Principal, Reading Coach, Teachers

Activity - Assessment Varieties	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed, monitored, and evaluated using STAR reading and Accelerated Reader.	Academic Support Program			08/07/2014	05/22/2015	\$2425 - Title I Part A	Principal, Teachers, Media Specialist,

Activity - Target weakest standards Grade 6	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program			08/07/2014	05/22/2015	\$500 - Title I Part A	Principal, Reading Coach, Teachers

Activity - Target weakest standards Grade 3	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program			08/07/2014	05/22/2015	\$500 - Title I Part A	Principals, Reading Coach, Teachers

**ACIP**

Barbour County Intermediate School

Activity - Target weakest standards Grade 4	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program			08/07/2014	05/22/2015	\$500 - Title I Part A	Principal, Reading Coach, Teachers

**Strategy4:**

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

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

Research Cited: Scholastic READ 180

Activity - Read 180	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Language Learners, students with disabilities, and below level students.	Academic Support Program			08/07/2014	05/22/2015	\$22000 - Title I Part A	Selena Wood, Joy Hatcher, Kelvin James

**Strategy5:**

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

Research Cited: ARI

Activity - Teach Reading Comprehension Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use before, during, and after strategies such as question-answering techniques, graphic and semantic organizers, and self-questioning strategies. Small group cooperative learning activities in every reading classroom will focus on reading comprehension strategies daily.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal, Reading Coach, Teachers

**Goal 2:**

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

SY 2014-2015

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**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a proficiency in English and in Writing by 05/22/2015 as measured by 2015 ACCESS for ELLs results.

**Strategy1:**

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

Research Cited: WIDA Consortium

Activity - Implementation of SDAIE/SIOP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly, teachers will implement the strategies of SDAIE/SIOP that focus on improving writing skills concentrating in the areas of reading and social studies.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Administrator and Teachers

Activity - Professional Development Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the SDAIE/SIOP models to enhance EL student's instruction.	Professional Learning			08/07/2014	05/22/2015	\$0 - No Funding Required	EL Coordinator, School Administrator, Teachers

**Goal 3:**

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

**Measurable Objective 1:**

20% of All Students will demonstrate a proficiency level increase in the scoring areas of close and in need of support in Mathematics by 05/22/2015 as measured by the math ASPIRE assessment scores.

**Strategy1:**

Longitudinal Data - Use ACT Aspire data from 2013-2014 to identify math standards. During grade level meetings, teachers, and leadership team will identify the weakest and heaviest weighted standards. Improving the weakest standard and the standard that is the most weighted will be the focus with related strategies to be used.

Research Cited: STAR math, Investigations, AMSTI

Activity - Targeted Standards Grade 3	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on operations and algebraic thinking.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal, Teachers

**ACIP**

Barbour County Intermediate School

Activity - Targeted Standards Grade 4	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on operations and algebraic thinking.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal, Teachers

Activity - Targeted Standards Grade 5	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on operations and algebraic thinking.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal, Teachers

Activity - Targeted Standards Grade 6	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on operations and algebraic thinking.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal and teachers

**Strategy2:**

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

Research Cited: AMSTI, Investigations, STAR math

Activity - Assessment Variety	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will use open-ended type questions in weekly assessments. Other assessments used weekly will be STAR math and Stride Academy. Projects will be done once per grading period.	Academic Support Program			08/07/2014	05/22/2015	\$486 - Title I Part A	Principal and Teachers

**Goal 4:**

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

**Measurable Objective 1:**

collaborate to ensure smooth transitions by 05/22/2015 as measured by Open House attendance .

**Strategy1:**

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

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

**ACIP**

Barbour County Intermediate School

orientation.

Research Cited: Guidelines for Counselors

Activity - School Visit	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Second grade students will visit the BCIS campus.	Other			05/18/2015	05/22/2015	\$0 - No Funding Required	Principal, Teachers, Counselor

Activity - Open House	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Open House was held before school starts for students and parents.	Other			08/04/2014	08/18/2014	\$0 - No Funding Required	Principal. School Staff and Faculty

**Goal 5:**

School culture to improve to student achievement

**Measurable Objective 1:**

collaborate to build a positive school climate by 05/22/2015 as measured by student attendance, teacher attendance, and discipline..

**Strategy1:**

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

Research Cited: Parent/Student Handbook, BCSD personnel handbook

Activity - Honor's Day	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Honor's Day at the end of the year for attendance. Teachers will fellowship once a month. Teacher attendance rewards will be given.	Behavioral Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal, Teachers.

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

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

**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a proficiency in English and in Writing by 05/22/2015 as measured by 2015 ACCESS for ELLs results.

**Strategy1:**

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

Research Cited: WIDA Consortium

Activity - Professional Development Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the SDAIE/SIOP models to enhance EL student's instruction.	Professional Learning			08/07/2014	05/22/2015	\$0 - No Funding Required	EL Coordinator, School Administrator, Teachers

Activity - Implementation of SDAIE/SIOP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly, teachers will implement the strategies of SDAIE/SIOP that focus on improving writing skills concentrating in the areas of reading and social studies.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Administrator and Teachers

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

**Goal 1:**

All students at BCIS will become proficient readers.

**Measurable Objective 1:**

20% of All Students will demonstrate a proficiency level increase in the scoring areas of close and in need of support in Reading by 05/22/2015 as measured by the reading ASPIRE assessment scores.

**Strategy1:**

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

Research Cited: ELA Course of Study

Activity - Explicit, systematic reading instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% of core teachers will provide scaffold instruction and teach explicit, systematic comprehension strategies in small groups daily.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal, Reading Coach, Teachers

**Strategy2:**

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

Research Cited: Accelerated Reader

Activity - Library Media	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The media specialist will order books from various vendors and catalog books into Concourse. Students will be allowed to check out the books and to take tests on the books checked out.	Academic Support Program			10/21/2014	05/22/2015	\$2500 - Title I Part A	All teachers, principal, and media specialist

### Strategy3:

Longitudinal data - Use ACT Aspire data from 2013-2014 to identify reading standards. During grade level meetings, teachers, and leadership team will identify the weakest standards by October 31, 2014. Improving the weakest standards will be the focus with related strategies to be used.

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

Activity - Target weakest standards Grade 4	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program			08/07/2014	05/22/2015	\$500 - Title I Part A	Principal, Reading Coach, Teachers

Activity - Assessment Varieties	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed, monitored, and evaluated using STAR reading and Accelerated Reader.	Academic Support Program			08/07/2014	05/22/2015	\$2425 - Title I Part A	Principal, Teachers, Media Specialist,

Activity - Target weakest standards Grade 5	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program			08/07/2014	05/22/2015	\$500 - Title I Part A	Principal, Reading Coach, Teachers

**ACIP**

Barbour County Intermediate School

Activity - Target weakest standards Grade 6	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program			08/07/2014	05/22/2015	\$500 - Title I Part A	Principal, Reading Coach, Teachers

Activity - Target weakest standards Grade 3	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on using strategies to focus on the integration of knowledge and ideas. Teachers will un-wrap the standards to identify the weakest individual comprehension strategies. Incorporate un-wrapping standards professional development.	Academic Support Program			08/07/2014	05/22/2015	\$500 - Title I Part A	Principals, Reading Coach, Teachers

**Strategy4:**

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

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

Research Cited: Scholastic READ 180

Activity - Read 180	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use computer adaptive instructional software, leveled literature, and direct instruction to meet individual learning needs of English Language Learners, students with disabilities, and below level students.	Academic Support Program			08/07/2014	05/22/2015	\$22000 - Title I Part A	Selena Wood, Joy Hatcher, Kelvin James

**Strategy5:**

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

Research Cited: ARI

**ACIP**

Barbour County Intermediate School

Activity - Teach Reading Comprehension Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use before, during, and after strategies such as question-answering techniques, graphic and semantic organizers, and self-questioning strategies. Small group cooperative learning activities in every reading classroom will focus on reading comprehension strategies daily.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal, Reading Coach, Teachers

**Goal 2:**

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

**Measurable Objective 1:**

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**Strategy1:**

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

Research Cited: WIDA Consortium

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Teachers will receive training on the SDAIE/SIOP models to enhance EL student's instruction.	Professional Learning			08/07/2014	05/22/2015	\$0 - No Funding Required	EL Coordinator, School Administrator, Teachers

Activity - Implementation of SDAIE/SIOP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly, teachers will implement the strategies of SDAIE/SIOP that focus on improving writing skills concentrating in the areas of reading and social studies.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Administrator and Teachers

**Goal 3:**

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

**Measurable Objective 1:**

20% of All Students will demonstrate a proficiency level increase in the scoring areas of close and in need of support in Mathematics by 05/22/2015 as measured by the math ASPIRE assessment scores.

**Strategy1:**

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Barbour County Intermediate School

Longitudinal Data - Use ACT Aspire data from 2013-2014 to identify math standards. During grade level meetings, teachers, and leadership team will identify the weakest and heaviest weighted standards. Improving the weakest standard and the standard that is the most weighted will be the focus with related strategies to be used.

Research Cited: STAR math, Investigations, AMSTI

Activity - Targeted Standards Grade 4	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on operations and algebraic thinking.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal, Teachers

Activity - Targeted Standards Grade 3	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on operations and algebraic thinking.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal, Teachers

Activity - Targeted Standards Grade 6	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on operations and algebraic thinking.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal and teachers

Activity - Targeted Standards Grade 5	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus instruction on operations and algebraic thinking.	Academic Support Program			08/07/2014	05/22/2015	\$0 - No Funding Required	Principal, Teachers

**Strategy2:**

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

Research Cited: AMSTI, Investigations, STAR math

Activity - Assessment Variety	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will use open-ended type questions in weekly assessments. Other assessments used weekly will be STAR math and Stride Academy. Projects will be done once per grading period.	Academic Support Program			08/07/2014	05/22/2015	\$486 - Title I Part A	Principal and Teachers

### Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	No	BCIS has 1.5 paraprofessionals but they are contracted through Kelly Services.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	Yes	The highly qualified status of the teachers at BCIS according to NCLB guidelines has been determined by the Alabama State Department of Education for the 2014-2015 school year. We presently have a total of 13 highly qualified staff members. All certified staff is highly qualified. Letters of attestation of highly qualified teachers are available for review and posted in the front office.	

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

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

## Component 4: Strategies to Attract Highly Qualified Teachers

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

During the 2013-2014 school year, BCIS had 19 faculty members. Due to student enrollment, BCIS lost a special education teacher unit. This teacher was transferred to Barbour County High School. Another teacher moved out of state and one teacher retired. These two positions were filled with new hires for the system. The remaining 15 teachers returned for the 2014-2015 school year.

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

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

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

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

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

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

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

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

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

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

Barbour County Intermediate School does not have a high turnover rate. BCIS follows established recruitment procedures of the Barbour County School System. The procedures are followed to ensure that experienced and qualified teachers in high-need subject areas are employed.

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## Component 5: High Quality and Ongoing Professional Development

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

Goal 1:

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

Goal 2:

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

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

GOAL1

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

GOAL 2

All EL students at BCIS will become proficient in the English language.

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

GOAL 1

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

GOAL 2

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

### 4. Describe how this professional development is "sustained and ongoing."

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

## Component 6: Transition Strategies

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

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

\*Third Grade

The second grade students being promoted to BCIS will visit the school with their teachers in May for an orientation.

\*Seventh Grade

The sixth grade students being promoted to BCJHS will visit the junior high school with their teachers in May for orientation.

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## Component 7: Teacher Participation in Making Assessment Decisions

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

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

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

-Home Language Survey (All new students)

-Residency Questionnaire (All students)

-Employment Survey (All new students)

-ACCESS Placement I (identified EL Students)

-DIBELS NEXT (3rd students)

-Benchmark Assessments, StoryTown( All students)

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

Teachers are involved in all areas of the decision making process. The principal has established a leadership team consisting of the principal, counselor, reading coach, and teachers from each grade level. Data assessment will be used to identify strengths and weaknesses that will guide instruction for classes and individual students during the school year 2014-2015. These test results will be interpreted and presented at the School's Open House meeting. Parents will also receive a copy of their child's test results. The Barbour County Intermediate Continuous Improvement Plan (CIP) is reviewed and monitored throughout the school year by the Continuous Improvement Team and at grade level meetings as stated in the aforementioned planning committee section. Barbour County Intermediate School administers the State of Alabama mandated tests annually. Utilization of results is found in the Comprehensive Needs Assessment.

## **Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

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

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

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

Each classroom during reading divides the class into three groups based upon assessment results. The struggling group is pulled at least twice daily. Each grade level has a thirty minute intervention period built into their schedule. The student intervention is based upon the state results for mathematics. Students are grouped according to their proficiency level. Instruction is based on student weaknesses and strengths for each skill.

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

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

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

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

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

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

consist of the classroom teacher, special education, principal, parent, and any other stakeholder involved as needed. The IEP team reviews data collected from standardized tests, work samples, grades, and identifies strengths and weaknesses and creates an IEP for the child. The IEP can be amended at any time and is rewritten annually.

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

N/A

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## **Component 9: Coordination and Integration of Federal, State and Local Programs and Resources**

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

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

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

State allocated teacher units for BCIS are 13147. In addition, there is a full time principal and media specialist that are state earned units. The counselor unit earned is .50. The state funded units are placed based on the earned units at BCIS. Title I funding is used to supplement salaries, material/supplies, and other areas identified.

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

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

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

## **Component 10: Evaluation**

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

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

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

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

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

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

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

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

# Coordination of Resources-Comprehensive Budget

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## **Introduction**

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

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## I. State Foundation Funds: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	13.14

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

Label	Question	Value
3.	Provide the number of Assistant Principal assigned units.	0.0

Label	Question	Value
4.	Provide the number of Counselor assigned units.	0.5

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

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

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

## I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	13.14

Label	Question	Value
2.	Provide the number of Administrators.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principals.	0.0

Label	Question	Value
4.	Provide the number of Counselors.	0.5

Label	Question	Value
5.	Provide the number of Librarians.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselors.	0.0

## I. State Foundation Funds: Total Salaries

Once all questions within Section I. State Foundation Funds: Total Salaries have been completed, a total for all salaries will appear in the PDF only.

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	643882.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	77520.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	0.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	28018.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	52699.0

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

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

Label	Question	Value
8.	Provide the total of all salaries for Technology.	0.0

Label	Question	Value
9.	Provide the total of all salaries for Professional Development.	0.0

Label	Question	Value
10.	Provide the total of all salaries for State ELL Funds.	994.0

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	4848.0

Label	Question	Value
12.	Provide the total of all salaries for Library Enhancement.	0.0

Total 807,961.00

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## II. Federal Funds

### Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

\*Staffing:

School Nurse .50 \$14,400

Teacher 1.54 \$97179.56

Administrative Supplement \$1196.40

Parent Involvement \$3216.37+ \$3.98.12 carryover

\*Other/Items

Communication \$1500

Professional Development \$7750 + \$3,750 carryover

Lease \$3000

Assessment \$2911

Tech Support \$2000 + 1,250 carryover

Material/Supplies \$6202

Textbooks \$10000 + 8,477.15 carryover

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

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	163230.27

### Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

na

Label	Question	Value
4.	Title I: ARRA Funds Provide the total.	0.0

### Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

N/A

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

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	0.0

**Title III: For English Language Learners**

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

n/a

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	0.0

**Title IV: For Safe and Frug-free Schools**

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

n/a

Label	Question	Value
10.	Title IV: For Safe and Frug-free Schools Provide the total.	0.0

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

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

Monies are utilized for a School Resource Officer. He services all schools in the district as needed.

Label	Question	Value
12.	Title VI: For Rural and Low-income Schools Provide the total	4604.0

**Career and Technical Education-Perkins IV: Basic Grant (Title I)**

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

na

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	0.0

**Career and Technical Education-Perkins IV: Tech Prep (Title II)**

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
16.	Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total.	0.0

**Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant**

Provide a brief explanation and a breakdown of expenses.

n/a

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

### III. Local Funds (if applicable)

**Local Funds**

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

The funds are spent in the following ways. There is \$500 for janitorial supplies. There is \$11000 that is used for maintenance supplies and repairs.

Label	Question	Value
2.	Local Funds Provide the total.	11500.0

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