

Assurances

The Instructional Leadership Team members that must 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.

Upon submission of the Continuous Improvement Plan, the LEA assures that the plan has been properly reviewed and approved by the local Board of Education. Documentation will be maintained on site.

Ⓟ Indicates LEA Principal Approval based on Assurances listed above.

Part I NEEDS ASSESSMENT- SUMMARY OF DATA

Provide a brief description of the planning process, including how teachers will be involved in decisions regarding the use of state academic assessments, and other data sources in order to provide information on and to improve the achievement of individual students and the overall instructional program and how parents were involved with faculty and staff in developing, and implementing the CIP (Title I, Section 1116(b)(A)(viii):

In May, 2011, the Continuous Improvement Plan team reviewed the 2010-11 Continuous Improvement Plan to assess the degree to which implemented strategies have been met. This information was shared with staff, teachers, and parents. The staff, teachers, and parents provided input on the following: which components have been successfully mastered which were not included in this year's plan. In August, 2011, the CIP team and school staff, along with our parent representative convened to disaggregate standardized assessment data, Pride Survey data, School Incident Report Data, PEPE data, and other local data. The Continuous Improvement Plan team reconvened to disaggregate data including, subgroups. Input was derived from all stakeholders. The CIP team met the second week in August, 2011, to suggest strategies, professional development, and budget requirements for the CIP plan. When the draft was completed, teachers, staff and parents reviewed the plan and had the opportunity to suggest modifications, if needed.

Instructional Leadership Team Names and Positions

- **The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.**
- **Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members)**

Abby Hamilton- Principal
 Darlene Robertson- Curriculum Coach
 Tina Covington- Parent/Community Stakeholder
 Gail Richerson- Media Specialist
 Debbie Rigby- Paraprofessional
 William Brookhart-Special Education Teacher
 Vickie Liles-School Counselor
 Danielle Watson-4th grade teacher
 Anthony Roley-6th grade teacher
 Lynn Quinley-Parent/Community Stakeholder
 Anne Davis-5th grade teacher
 Kathy Dobbins-Parent/Community Stakeholder
 DaWanda Mims- Parent

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

I have reviewed the [Annual Accountability Results Report](#)

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).

Our staff worked collaboratively to analyze SAT/ARMT and other benchmark assessments such as Compass Learning to determine student needs. Grade level data meetings were the platform. Various other data sources were analyzed. Our strengths and weaknesses were identified and research based strategies were used to enhance student performance.

Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified academic needs.

Our recruitment and interview process enables BMIS to select highly qualified teachers and staff who are efficient and plan needed activities using state standards to meet all student needs.

Number and percentage of teachers Non-HQT:

0 - All teachers are HQ

Number and percentage of Classes Taught by Non-HQT:

0 - All classes are taught

Alabama High School Graduation Exam (AHSGE):

Strengths:

The White sub group of students' proficiency rate is 91.66%. This is a slight improvement over last year. The Reduced Lunch sub group showed improvement (8 points) over last year. Special Education showed improvement (3 points) from last year. The Poverty group also showed an improvement of 3 points.

Weaknesses:

All students performed below the 92% proficiency rate. Decline was noted in the Black sub group (10.05), Female sub group (2) and in the Free Lunch (5) sub group.

Alabama Reading and Mathematics Test (ARMT):

Strengths:

Reading Strengths:

4th Grade:

Increased by 9.8% from 2009-10 to 2010-11

- Use strategies to comprehend literary/recreational materials

5th Grade:

Increased by 7.5% from 2009-10 to 2010-11

- Comprehend functional ad textual/informational materials

6th Grade:

Increased by 9.2% from 2009-10 to 2010-11

- Text elements in textual/informational/functional materials

ARMT Math Strengths:

4th Grade:

Increased by 1.2% from 2009-10 to 2010-11

- Add and subtract 4-digit numbers with & without regrouping

5th Grade:
 Increased by 11.7% from 2009-10 to 2010-11
 -Identify regular polygons and congruent polygons
 6th Grade:
 Increased by 23% from 2009-10 to 2010-11
 -Convert units of length, weight, or capacity

Weaknesses:

Reading Weaknesses:
 4th Grade:
 Decreased by -8.6% from 2009-10 to 2010-11
 -Comprehend functional and textual/informational materials
 Math Weaknesses:
 4th Grade:
 Decreased by -12.3% from 2009-10 to 2010-11
 -Categorical and numerical data using tables and graphs

Alabama Science Assessment:

Strengths:

Alabama Science Assessment: Grade 5 Strengths:
 86% of fifth graders scored in Levels 3 and 4. Fifth graders increased by 16% on comparing distances from the sun to planets in our solar system.

Weaknesses:

ASA Weakness:
 14% of fifth graders scored in Levels 1 and 2. Fifth graders decreased by 7% on identifying common parts of plant and animal cells, including the nucleus, cytoplasm, and cell membrane.

Stanford 10:

Strengths:

SAT Mathematics Strengths:
 5th Grade:
 Increased by 18.0% from 2009-10 to 2010-11
 -Mathematical Procedures
 6th Grade:
 Increased by 23.0% from 2009-10 to 2010-11
 -Mathematical Procedures

Weaknesses:

SAT Mathematics Weaknesses:
 4th Grade:
 Decreased by -4.0% from 2009-10 to 2010-11
 -Total Mathematics and Mathematical Problem Solving

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

N/A

Weaknesses:

N/A

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

Alabama Direct Assessment of Writing (ADAW):

Strengths:

N/A

Weaknesses:

N/A

ACCESS for English Language Learners (ELLs):

Strengths:

All three students tested scored in levels 3 and 4.

Weaknesses:

N/A

EducateAL or other Professional Evaluation Profile Information:

Strengths:

Self Assessment is a viable tool for teachers to drive instruction and sharpen the focus on the area of desired competency.

Weaknesses:

Time management, difficult to access, unable to access in mini-videos

Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)

Strengths:

AAA Strengths
Grade 4:
All three students tested in Reading scored Level 3 and two of the three students scored Level 3 in Math.
Grade 5:
All three students tested in Reading and Math scored Level 3.
Grade 6:

One of the three students tested in Math scored Level 4 and the other two scored Level 3.

Weaknesses:

AAA Weakness:

Grade 4:

One of the three students tested scored Level 2 in Math.

Grade 6:

All three students tested scored Level 2 in Math

Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments, other Rtl data):

Strengths:

On Compass Learning Reading from Fall testing to Winter Testing:

4th grade had an overall gain of 11%.

5th grade had an overall gain of 17%.

6th grade had an overall gain of 17%.

On Compass Learning Math from the Fall testing to the Winter Testing:

4th grade had an overall gain of 29%.

5th grade had an overall gain of 40 %

6th grade had an overall gain of 29%.

Weaknesses:

On Compass Reading:

Two individual classes lost 2% from the Fall testing to the Winter testing.

Career and Technical Education Program Data Reports:

Strengths:

N/A

Weaknesses:

N/A

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance).

Strengths:

5th grade had only 44 ODR's for the 2010-2011 school year.

Weaknesses:

6th grade had 68 ODR's for the 2010-2011 school year.

School Demographic Information related to drop-out information and graduation rate data.

Strengths:

N/A

Weaknesses:

N/A

School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.

Strengths:

Faculty remains stable with only two new teachers for the 2011-2012 school year.

Weaknesses:

Classroom size decreased, but the number of target students that teachers must serve in small group instruction remains large.

School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable).

Strengths:

School attendance was 94% during the 2010-2011 school year. Principal put in place a new consequence for students with excessive absences, late check-ins or early check-outs.

Weaknesses:

Student attendance slightly decreased due to a few specific students' attendance issues during 2010-2011. Excessive early check-outs and excessive late check-ins continue to be a problem during 2010-2011.

School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.

Strengths:

School website provides schedules, important dates, upcoming events, student and teacher recognition, and direct teacher contact. Student advisory committee shared ideas that could be implemented.

Weaknesses:

Not all of our parents/students have a computer at home. Some parents requested more homework to be given while others were having difficulty finding enough time to help with homework.

School Perception Information related to student PRIDE data.

Strengths:

90.4% of students feel that their teacher encourages them to achieve more than they ever thought they could.

90.5% of students take pride in their academic accomplishments.

Weaknesses:

Only 48.5% of students feel that students treat teachers with respect.

Only 64.2% of students feel that students in the school care about learning.

School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining

proficiency in annual measurable academic objectives (AMAOs).**Strengths:**

All three ELL students tested scored in Levels 3 or 4 in Reading and Math.

Weaknesses:

N/A

School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).**Strengths:**

Classroom teachers are meeting the needs of our ELL students without requiring assistance from a resource teacher.

Weaknesses:

N/A

School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.**Strengths:**

- Emphasis was placed on common assessments and appropriate pacing guides during reading/math data meetings.
- Common Assessments are implemented, and data meetings are convened to analyze results and plan instruction based upon noted strengths and weaknesses.
- Bay Minette Intermediate School is an Alabama Reading Initiative School, actively implementing researched based instructional methods, incorporating walk-throughs, and teacher coaching.
- Bay Minette Intermediate School participates in the AMSTI methods of instruction.
- All classrooms are technology enhanced with Smart Boards and a classroom set is available in the technology lab.
- Active faculty collaboration to meet the needs of all learners.
 - *The faculty has been Ruby Payne trained to allow for teachers to have a better understanding of poverty and how it affects students and the learning process.
 - *After School Tutoring provided by the school.
 - *BMIS received the 21st Century grant to enhance student technology.
 - *Weekly grade level meetings are held to discuss math and reading progress.
 - *My Sidewalks and V-Math implementation, are reading and math curriculums that address the needs of students that are performing below grade level.
 - *Ongoing professional developments sessions that are subject based according to the needs of the school.
 - *Implementation of Response to Intervention, a 3-tier intervention model that provides additional support for students that are performing below grade level expectations.
 - *Problem Solving Teams meet monthly to discuss students that are struggling academically and creates interventions to increase student success.
 - *A Special Education Team analyzes data specifically for students with disabilities.
 - *Bay Minette Intermediate School has a very active, supportive and involved PTO.
 - *A school-wide Anti-Bullying Campaign that records and addresses any bullying issues reported by the staff or students.
 - *Students activity groups include a band, choir, a running club and a weekly Tiger Day Enrichment which provides remediation, art, music, etc.
 - *A sponsored Student Government Association, with officers from grades 5-6.
 - *Implementation of various assessment and reinforcement tools, such as IXL (math enrichment technology program), Turbo Math, Compass Learning, V-Math, My Sidewalks, and STAR reading and math.
 - *Three technology eMints classrooms were made possible by a technology grant.
 - *Library instruction includes virtual research skills with use of additional computers within the library.
 - *BMIS Parent Newsletter that keeps parents informed and updated with school news and activities.
 - *The Student Advisory Committee meets each quarter to discuss students' school experience.
 - *Ipad's have been provided for each teacher and administrator to bring them into 21st century learning.

Weaknesses:

One weakness is keeping data current and analyzed for weekly reading and math data meetings.

BMIS administrators and classroom teachers will keep a closer look at the progress of students in the following subgroups: special education students and black male students.

Part II - GOAL TO ADDRESS ACADEMIC NEEDS

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE CONSIDERATIONS, should be related to the weaknesses identified in the data summary. Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOALS (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):

G1. Increase Reading Scores

Description:

By the end of the 2011-2012 School year we will increase the number of special education students in all grade levels meeting proficiency in ARMT+ Reading by a 9% average increase in the Spring 2012 test.

Data Results on which goal is based:

ARMT+ results

Target Grade Level(s): Grades 4-6

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

Attendance

Target Student Subgroup(s):

Special Education black males

Courses of Study:

Apply strategies to comprehend textual/informational, functional material.

Strategies:

S1.1 Reading Program

Description:

Implement the Scott Foresman Reading Program and accompanying intervention components with fidelity.

Action Steps:

AS1.1.1 Core Reading

Description:

All teachers will implement the core reading program for a total of 90 minutes. Sixty minutes will consist of whole group instruction and 30 minutes will consist of small group instruction

Benchmarks:

100% of teachers will implement core instruction as documented by classroom observations and walkthroughs.

AS1.1.2 Tiger Day

Description:

Provide small group direct instruction to targeted students.

Benchmarks:

100% of targeted students will receive an additional hour of intervention in a small group with direct instruction.

Interventions:

My Sidewalks, small group intervention and additional computer lab time will be used to provide additional instruction on non-mastered skills.

Resources:

Scott Foresman Core Reading Program, My Sidewalks, Compass Learning Benchmark Tests, Rtl materials, (STAR Reading)

Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH PROFICIENCY NEEDS

Part III - 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.

ENGLISH LANGUAGE PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):

G1. N/A

Description:

N/A

Data Results on which goal is based:

N/A

Target Grade Level(s): N/A

Target ELP Language Domain(s): Reading

WIDA Standards: N/A

Strategies:

S1.1 N/A

Description:

N/A

Action Steps:

AS1.1.1 N/A

Description:

N/A

Benchmarks:

N/A

Interventions:

N/A

Resources:

N/A

Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, RtI FRAMEWORK AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS

Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS Strategies developed to address improving school safety, classroom management /discipline, and building supportive learning environments should be related to the weaknesses or program gaps identified in the data summary (e.g., parental/community involvement, teacher collaboration, student/teacher motivation). The LEA and school must develop a timeline for multiple reviews of continuous improvement efforts.

G1. Decrease discipline referrals

Description:

Schoolwide training and implementation of PBS through use of tiger paws, rewards and ongoing monitoring of student behavior

Strategies:

S1.1.1 PBS- Positive Behavior Supports

Description:

Use of PBS monthly reports to target students who have trouble dealing with their emotions; use RtI Problem Solving Teams to monitor student progress.

Action Steps:

AS1.1.1 Address behavior

Description:

Post expectations; share monthly data with stakeholders; provide incentives for behavior; collaborate with school social worker and Baldwin County Mental Health; Progress monitor behavior; conference with students; hold quarterly parent and student advisory meetings; collaborate with PTO; use of Peer Helpers to encourage positive behavior in at-risk students; Use of School Cast to keep parents informed of expectations

Benchmarks:

PBS monthly reports; Monitoring of data in PST meetings.

Interventions:

Progress monitoring; ongoing PST meetings, collaboration

Resources:

Tiger Paws, incentive funds, PST chairs/teams, teachers

Part V - Additional Components To Be Addressed to Satisfy Federal Requirements

Teacher Mentoring:

Describe teacher mentoring activities. For example, are new or inexperienced teachers given support from an assigned master teacher and what does that support look like? (Section 1116)

AT BMIS, teachers work together to enhance teaching practices. All teachers at BMIS meet regularly to provide on-going support for each other through grade level and vertical group meetings. Bay Minette Intermediate School is a Profession Learning Community.

Budget:

Describe the coordination of all federal, state, and local programs, including career and technical education. (Note: NCLB Section 1116 requires that each year Title I schools identified for improvement must reserve the equivalent of 10% of the school-level allocation made available to the school under Section 1113 specifically for professional development opportunities for teachers. Budgets should reflect this set-aside.) See the sample budget on a later page.

There are several monetary sources that are integrated and coordinated into the financial management and instructional planning of BMIS. The following is a comprehensive list of funds sources, with a brief explanation of their uses.

- The state of Alabama School Foundation Program. The state of Alabama funds the BASIC programming in terms of teacher units based on student enrollment. A budget is enclosed in this plan.
- Title I (Federal): This money is used to supplement regular funded programming. For the 2011-12 school year, Title 1 monies are used to fund 2 paraprofessionals and to purchase various materials/instructional supplies for students and parents. It is also used for professional development, summer camp and after school tutoring. This total budget is in the plan.
- Title II (Federal): This money will be used for professional development activities which are a part of our continuous improvement plan.

Transition:

Describe strategies to assist students in transitioning from previous school to the current school and/or from the current school to the next school, including, for example, how preschool children might be prepared for entry into kindergarten or how eighth grade students are prepared for high school.

BMIS recognizes that students need on-going support during periods of transition from early childhood grades through intermediate grades to middle grades. The following are transition activities offered:

- A welcome letter is sent home in the Spring to 3rd grade parents who have students upcoming into 4th grade. A supply list for each grade level is also provided in the office and on the school's website.
 - In early October a Open House is held to provide an opportunity for parents to view samples of their child's work and to learn more about the year's upcoming activities. Teachers also answer questions about the class in general and provide a schedule for individual conferences.
 - A "Meet the Teacher" is held prior to the beginning of the new school year at which time parents and students may meet teachers and visit classrooms.
 - Third grade students visit and tour Bay Minette Intermediate School during the Spring. Sixth grade students visit and tour BMMS during the Spring.
 - Tiger Camp is available to Bay Minette Intermediate School students.
 - Registration Packets are given to new Bay Minette Intermediate School students. The packet consist of an Agriculture Survey, Home Language Survey, Parents Right to Know, School Compact, School Handbook, County Handbook, Textbook Form, GIS Form, and Demographic Sheet for the student.
- *A pre-registration was held to update demographics, order yearbooks, purchase spirit shirts and pick up reading lists.

Highly Qualified Teachers:

Describe the qualifications of teachers in the school with regard to their being highly qualified and what strategies the school, with the support of the LEA, uses to attract and retain highly qualified teachers.

All teachers at Bay Minette Intermediate School are highly qualified. The principal advertises positions and conducts in-depth interviews to determine candidate qualifications and often does this in consultation with teachers. Baldwin County Public Schools seek to hire only highly qualified instructors. Recruitment and employment procedures are designed to identify applicants that meet the requirements of No Child Left Behind (NCLB), Advance Ed Standards, and the Alabama State Department of Education. Plans and procedures will ensure that all teachers hired will meet certification requirements of the State Department of Education, and by the 2005-2006 academic year meet the requirements of NCLB regarding certification and teaching assignment. Bay Minette Intermediate School is fortunate that 20 of our 27 professional staff members have a master's degree or higher. All teachers are required to participate in professional development activities organized by the administration of the local

school encouraged to seek additional professional development activities.

Assessments and Teacher Involvement:

Describe how teachers in the school meet to collaborate regarding the use of academic assessments to provide information on and improve the achievement of individual students and the overall instructional program.

The teachers of BMIS are actively involved in the decisions regarding the use of state and local academics assessments. Teachers administer assessments to determine if students have mastered taught objectives. The assessments are used to determine if further instruction should continue or if remedial activities need to be implemented. Teacher input is encouraged and considered at different levels of the assessment results. The following are various ways that teachers make decisions that guide instruction:

- The faculty collaboratively studies the disaggregated data and results of the state assessments.
- The Problem Solving Team members evaluate data collected on targeted students to determine if there are any indicators that would warrant more in-depth testing or referral for special testing.
- Grade level and subject area data meetings are held weekly to adjust instructional procedures and strategies based on the data.
- Grade level and subject area data meetings are held weekly to adjust instructional gaps or overlaps that may occur in grades 4-6.
- Informal grade level and subject area meetings are held to discuss progress of students and steps to be taken to help students who demonstrate weaknesses in identified academic subjects.
- Teacher representation and teacher input is included on school budget committees, policy committees and textbook selection committees. This allows teachers to be involved in all areas of overall instruction and testing.

Special Populations:

Describe procedures used for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students.

Limited-English students are identified upon enrollment through use of the Home Language Survey. Eligible students are tested with the WIDA Access Placement Test (W-APT) to determine eligibility for ELL services. With parental agreement, the English Language Learner (ELL) committee convenes to determine appropriate services and placement for each individual student.

The ELL committee consists of the ELL teacher, parents or guardians of the student, the student's teacher, the school counselor, an interpreter if needed, and/or school administrator. A variety of services is provided to all ELL students, including tutoring, pull-out for individual support, and content-based ELL.

The ELL teacher also serves as an interpreter to communicate with the parents of ELL students as needed. The ELL committee reviews each student's progress annually. If the student scores proficient on the WIDA Access test and is performing on grade level the student becomes eligible to exit the ELL program and will be monitored for two years to ensure success.

The counselor and the registrar identify migrant students upon enrollment through Migrant Education Survey. These students automatically qualify for free breakfast and lunch. Bay Minette Intermediate School provides special education services and uses appropriate procedures in accordance with federal and Alabama State laws and regulations. The Referral Coordinator tracks referrals and notices to parents concerning eligibility meetings. The evaluation is conducted to determine eligibility for special education services. The Eligibility team convenes to determine such eligibility. The (IEP) team develops the IEP based on the results of the evaluations, the concerns of the parents, and the academic, development, and functional needs of the child. To the maximum extent appropriate, special education students are educated with children who are not disabled. Resource special education classes will occur only when the nature of severity of the disability is such that education in the general education classroom, including these of supplementary aids and services, cannot be successfully achieved. Students with disabilities have access to all activities available to their non-disabled peers. Homeless students are identified upon enrollment and are referred to the district office for funding or other needs. Neglected/delinquent students are identified through contact from social services, LEA officers, parents, or through observation. The school works with outside resources, including social services and the courts to provide necessary monitoring and support for these students. Homeless, Neglected and Delinquent students have summer school fees waived and basic supplies and hygiene products provided. Economically disadvantaged students are identified through free and reduced lunch applications. These students receive free meals. All special populations have access to all programs available to all other students.

Special Populations (as listed in the Carl D. Perkins Career and Technical Education Act 2006, Section 3):

Describe procedures used 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.

Applies Only to Secondary Schools

Not Applicable

Extended Learning Opportunities:

Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day.

Students who experience difficulties mastering the proficient or advanced achievement standards will be provided timely, effective and additional instructional assistance. This will be

accomplished by:

- Teachers reviewing of student permanent records, previous test results and any other pertinent information which would help the teacher determine student strengths and weaknesses
- Implementing of Alabama Reading Initiative strategies by providing intervention with targeted students
- Utilizing our school curriculum coach
- Conducting monthly data meetings to discuss strategies that would encourage student success
- Encouraging parental involvement in student education through school conferences, emails and phone calls
- Participating in extended academic programs
- Compilation of class profiles by teachers and utilization of test reports to determine individual and class strengths and weaknesses, and to address these results during instruction This includes individually and collaboratively developed intervention plans from teachers in consultation with the curriculum coach, special education, and the administration.
- Communication with previous teachers and parents who have insight about the students' learning style.
- Classroom teachers use of Scott-Foresman's Reading Street Program materials for core reading instruction. Intervention teachers use My Sidewalks which has intervention strategies embedded in the curriculum which are aligned with the Alabama reading Initiative intervention guidelines.
- Providing daily small group instruction and intervention by the classroom teacher for children experiencing difficulty. This includes a dedicated Reading Intervention Block schedule within the school day.
- Progress monitoring students in a timely manner using benchmark assessments
- Conducting monthly data meetings to discuss strategies and procedures that would encourage student success and to review student progress and make changes in instruction as needed
- Encouraging parental involvement in student education through school conferences, telephone conversations, and notes
- Providing extended summer learning opportunities such as Tiger Camp
- Establish alternative learning programs for ELL students
- Homework assistance provided during on-campus after school child care by highly qualified teachers
- *Providing Saturday School from January through April to provide additional tutoring on standards for students at-risk of not meeting the standards.

Part VI – School Parental Involvement Plan as required by Section 1118 of NCLB

Parental Involvement:

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 to be involved.

During the beginning months of school, Bay Minette Intermediate School holds its required annual meeting of Title I parents. Parents are notified of the meeting through (1) a notice sent home by students, (2) STI Notify Me email messages, (3) School Cast rapid notification system), (4) school monthly newsletter, (5) school website, and (6) public posting in English and Spanish as needed.

Topics to be discussed at this year's meeting are:

- *What It Means to be a Title I School
- *The 1% Set-Aside
- *The LEA Title I Plan
- *The LEA Parental Involvement Plan
- *The Campus Improvement Plan (CIP)
- *The School Parental Involvement Plan
- *School-Parent Compacts
- *Requesting qualifications of your child's teacher
- *Notification of teachers who are not Highly Qualified
- *The Annual Evaluation of the Parental Involvement Plan
- *The process for how all Title I parents may have involvement in the 1% Set-Aside, the LEA Title I Plan, the CIP, the revisions of the compacts, the LEA and School Parental Involvement Plans, and the Annual Evaluation of the LEA Parental Involvement Plan
- *Introduction of Parent Leaders/Contacts

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.

The leadership and staff of BMIS have a strong belief in the importance of parent involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Our annual meeting for parents will occur in the fall, Title I school meeting, and two parent conference one in the fall and one in the spring. Parents are informed of upcoming events by monthly the BMIS Parent Newsletter and our Bay Minette Intermediate School website. School-Parent Compacts are sent home at the beginning of the year explaining how the parents, the entire

school staff and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. At the fall parent meeting, Bay Minette Intermediate School presents information about Title I programs, the curriculum, and forms of academic assessments used. Parents learn about priority goals in reading and math. They also learn about how to schedule parent-teacher conferences and are reminded about how they can participate in decisions related to the education of their child. Assessment scores are sent home in August and at the end of the midterm and the end of the quarter. Test scores are presented and reviewed at the Title I meeting at the beginning of the year.

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.

At parent meetings throughout the fall, Bay Minette Intermediate School presents information about Title I programs, the curriculum and forms of academic assessment used. Parents learn about priority goals in reading and math. They also learn about how to schedule parent-teacher conferences and are reminded about how they can participate in decisions related to the education of their child. Assessment scores are sent home in August and at the end of the midterm and the quarter. Test scores are presented and reviewed at the Title I meeting at the beginning of the year.

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 compact will be explained to the parents at the School-Parent Title I meeting to clarify any questions they may have about working in partnership with the school in ensuring that their child is successful in school. The compact will be discussed with teachers at faculty meetings. Each teacher will be given the responsibility to explain the compact to the students and obtain the students' signatures. The teachers will sign the compact and house them in their classrooms for use during parent-teacher and/or student conferences. The compact will be printed in the Student Handbook. The School-Parent Compact will be evaluated and revised annually.

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

Parents will be notified in the Parent Newsletter and the school website that the plan is available for review and that parents have the right to give input regarding the revision of the plan. The plan will also be available online and hard copy will be available in the school office for parent review. Parents may express any concerns they may have with the plan with school administrators.

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:

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

Bay Minette Intermediate School will accomplish this through its required annual Title I parent meeting held at the beginning of the school year, as well as with additional Title I parent meetings held throughout the year. Parents will receive an overview of the state academic content standards, academic achievement standards, and assessments. An explanation at the Title I parent meeting will be given regarding Title I, what services will be offered, and how parents have the right to be involved in their children's education. Parents will learn their role in helping their child to be successful and the best ways to work in partnership with their child's teacher. Finally, the school website is linked to the Course of Study standards, achievement standards, and assessment data.

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

Bay Minette Intermediate School will work diligently to ensure that all parent materials and training are closely aligned with our school's identified goals. Parents can access the teachers' websites for additional instructional strategies, tools and resources in various academic areas.

(3) Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in

how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

Bay Minette Intermediate School will continue to work with its teachers through in service and faculty meetings to understand the importance of parental involvement and that parents are our partners. Teacher strive to contact parents by phone during the first few weeks of school to express the teacher's excitement about working with their child and encourage the parent to contact them if they ever have any questions or concerns. Bay Minette Intermediate School staff has attended the Ruby Payne's workshop on educating children from poverty.

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

Parent involvement program for all Title I parents; Annual Literacy Night; PTO meetings; Parent Advisory meetings; Physical Fitness Night; AMSTI Night; and parent conference days.

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

Bay Minette Intermediate School coordinates its parent involvement program for all parents. Bay Minette Intermediate School has an ELL teacher available to assisting parents of ELL students with communication from or to the school administrators.

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

Bay Minette Intermediate School makes every effort to work with parents in meeting their requests as related to their involvement in their children's education. A parent survey revealed that parents wanted more homework for their children but struggle with assisting their children with homework and a lack of time to complete homework at certain times of the year such as baseball season.

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.

At this time, Bay Minette Intermediate school has no migrant students. Our school made every effort to accommodate parents with disabilities. Bay Minette Intermediate School is a handicapped-accessible building. For parents who are home bound, special accommodations will continue to be made to communicate with them by phone and through home visits when needed.

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES

Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based?

- Yes
- No

Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents?

- Yes
- No

Does the plan include required district-wide training for English language acquisition? (If LEA receives Title III funds)

- Yes

- j No

(Note: Professional learning activities must be linked to Alabama’s Standards for Professional Development and Alabama’s Technology Professional Development Standards, www.alsde.edu, Sections, Technology Initiatives, Publications).

Learning Activities:
Literacy for All

What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?

Comprehension of functional/textual materials; attendance; discipline

What types of professional learning will be offered?

PBS; SREB-Literacy; ARI- Literacy for All; book study through PD 360; STAR

When will the session be delivered?

PBS- August and monthly meetings on campus SREB- June 2011; August 2011 with staff; ongoing ARI- August 2011; September 2011; ongoing PD360 with book study-September 2011 and monthly through 2012 STAR- August 2011 with staff; September 2011; ongoing

What are the expected outcomes of professional learning?

(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)

PBS- Decrease in ODR’s; increased self-esteem; increase in motivation of students SREB- Increased literacy; more empowered team; literacy team ARI- More rigorous instruction; increased student engagement PD360- enhanced knowledge and growth of faculty STAR- monitoring of students; progress monitoring; more successful students

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?

PBS will be implemented school-wide. ODR;s will be monitored closely. Tiger paws will be used and students may earn them for good behavior throughout the year. The PBS committee will meet monthly to amend as necessary. Monthly reports will be shared and discussed. SREB- Literacy team is in place. PD will be provided using the book study, "It's Being Done. Walkthroughs will be used to monitor intense instruction. There is a school-wide literacy plan in place. Progress monitoring will provide data for measuring growth of students receiving intervention. ARI- Literacy for all PD with team; data meetings; progress monitoring; walkthroughs; enhanced instructional strategies PD360- Book study "It's Being Done" using PD360 as a premise. This resource addresses strategies to assist with identified weaknesses of instruction, behavior and attendance. STAR- All students will be assessed using the STAR Reading and STAR math diagnostic tests. Students identified through these results will receive intense intervention. Teachers will be trained in how to use data from STAR tests and how to use the program for instructional planning. Students receiving intervention will be progress monitored every 2 weeks to determine growth.

What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00

PBS- County Representative, SDE Representative; Curriculum and Instruction, Title II SREB- County Coordinator, Title II, Dr. French, Curriculum and Instruction ARI- Julie Winfrey, Dr. French, and Dr. Merold PD360- Curriculum and instruction, Dr. Lee, Dr. French STAR- Curriculum and Instruction, Dr. French, Dr. Henson, Dr. Merold

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	19.54	19.39	1,364,209

Administrator Units	1	1	0
Assistant Principal	.5	.5	0
Counselor	1	1	0
Librarian	1	1.25	0
Career and Technical Education Administrator	NA	NA	0
Career and Technical Education Counselor	NA	NA	0
Technology			0
Professional Development			0
State ELL Funds			0
Instructional Supplies			9,845
Library Enhancement			0
Total of All Salaries:			\$1,374,054.0

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

Instructional aides, curriculum coach, remediation teacher, instructional supplies and equipment, professional development supplies, library books, parental involvement supplies and food.

Total : 126,672.33

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

Expended 2009-2010

Total :

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

Class Size Reduction-Teacher Salaries and Benefits (Mrs. M. Kittrell and Mrs. J. Thomaston)

Total : 114,001

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

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

Provide a brief explanation and a breakdown of expenses.

N/A

Total :

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

Provide a brief explanation and a breakdown of expenses.

After school/summer tutoring, homework and enrichment; field trips; after school staff; instructional/enrichment supplies and activities; professional development. 175,000 Bay Minette Elementary and Bay Minette Intermediate (Same Campus)

Total :

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Instructional supplies, office supplies, copier rental agreements, maintenance and janitorial supplies and custodial cell phone, use cost of 2 copiers per month, workbooks, various instructional supplies for teachers, such as EXPO markers, board cleaner, pens, printer cartridges, etc.

Total :