

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 July the Continuous Improvement Plan (CIP) Committee assembled to disaggregate standardized assessment data, Pride survey data, perception data, attendance data, suspension data, course rigor data, Career and Technical Education improvement plan and other local data. Additionally, the CIP committee met to review and suggest strategies, professional development and budget requirements for the CIP. The CIP committee met with parents to explain the purpose of CIP and to gather input from parents on the needs of the focus of B.C. Rain for the upcoming school year. At the completion of the draft, the CIP was emailed to the entire faculty and staff for reviewed and the opportunity was given for input and modifications at that time. The CIP was also reviewed and discussed in departmental meetings as well as in instructional meetings and once again the opportunity was given for input and modifications. The CIP for the 2011-2012 school year will be published and shared at the annual parenting meeting. Requested modifications will be examined and decisions made by the CIP committee, faculty, staff, and parents. The finalized CIP will be sent to the district school board for approval and signatures and then posted on the school web site.

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)**

Marlon Firle, Principal; Melanie Lewis, Assistant Principal; Johnnie Williams, Instructional Specialist; Erica Edwards, Title I Facilitator; Mega Foy, English Department Chair; Nicholas Martin, Social Studies Department Chair; Michelle Keenlyne, Science Department Chair; Lynn Moss, Special Ed Department Chair; Catherine Mahoney, Mathematics Department Chair; Tanzenika Nelson, Spanish Teacher; Nicholas Frey, Art Teacher; Brown-Robinson, Latasha, Career Technical Education; Rodney Cromer, JROTC Instructor; Sally O'Gwynn, Media Specialist; Lakasha Robinson, Counselor; Natalie Moye, Behavioral Specialist; Timothy Conoway, Behavioral Specialist; Deidra Randolph, parent; Toshierea Edney, parent; Cassandra Daffin, School Improvement Specialist.

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).

The faculty convened during faculty meetings and department meetings to review the CIP and the following data in the development of the 2011-2012 CIP: AHSGE, Rigor, Attendance, Suspension, ELL and other local data reports to determine the area of focus for the 2011-2012 school year. Parents reviewed the CIP and data. Parental suggestions were reviewed and considered in formulating the 2011-2012 CIP.

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.

Teachers are recruited and hired based on appropriate SDE certification and highly qualified status. Highly qualified teachers are equitably assigned based on their certification, highly qualified status and school academic needs. Staffing practices are a collaborative effort between the MCPSS central office and school staff. New teachers are supported by a mentor teacher and participation in on-going professional learning to ensure that all students receive quality instruction.

Number and percentage of teachers Non-HQT:

2 teachers which is 6.9%

Number and percentage of Classes Taught by Non-HQT:

8 classes taught by NON-

Alabama High School Graduation Exam (AHSGE):**Strengths:**

After the spring 2011 administration of the AHSGE, 96.22% of the 11th graders were proficient in reading which exceeded the AHSGE reading goal by 4.22%. In addition, 97.06% of 11th graders met proficiency in math on the Alabama High School Graduation Examination which exceeded the AHSGE math goal by 9.06%. There was an overall increase in every subgroup compared to previous years.

Weaknesses:

60.93% of the Juniors are proficient in Reading as measured by the AHSGE based on their sophomore scores from the Spring 2011 administration of the AHSGE. This is 34.07% below the 2012 AMO of 95%. 69.54% of the Juniors are proficient in math as measured by the AHSGE based on their sophomore scores from the Spring 2011 administration of the AHSGE. This is 21.46% below the 2012 AMO of 91%. Although there were less than 10 students last year, the Special Education subgroup seems to remain a weakness when referencing reading and math levels. In the 2009-2010 school year 32.88% were still below proficient in reading and 14.5% were below proficient in math. These were improvements from the 2008-2009 school year, but our goal is to improve every year.

Alabama Reading and Mathematics Test (ARMT):**Strengths:**

N/A

Weaknesses:

Ninety-two (92) eighth graders from Pillians, B.C. Rain's incoming freshman, partially met the ARMT math standards (level 2) on the Spring 2011 administration of the ARMT. Eighty-six (86) eighth graders from Pillians, B.C. Rain's incoming freshman, partially met the ARMT Reading standards (level 2) on the Spring 2011 administration of the ARMT. Three (3) Pillians eight grades, B.C. Rain's incoming freshman, did not meet the ARMT reading standards on the Spring 2011 administration of the ARMT.

Alabama Science Assessment:**Strengths:**

N/A

Weaknesses:

N/A

Stanford 10:

Strengths:

N/A

Weaknesses:

N/A

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:

66% of EL's exceeded the SDE AMAO target of 44%. EL population exceeded the AMAOB by 9%

Weaknesses:

0% of the 11th and 12th grade EL's exited the program

EducateAL or other Professional Evaluation Profile Information:

Strengths:

N/A- B.C. Rain was re-staffed for the 2011-2012 school year.

Weaknesses:

N/A

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

AAA: N/A
 Technology: Six rolling labs are available for student classroom use.
 Because B.C. Rain was restaffed, the technology strengths of the staff have not been assessed.

Weaknesses:

AAA: N/A
 Technology: There is only one stationary computer lab. Only seven rooms have mounted smart boards.
 Technology weaknesses of the staff- N/A

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

The overall course failure rate decreased by 3.1% from the 2010 school year (53.27%) to the 2011 school year (50.17%). This course failure rate represents the percentage of students who have failed one or more courses.

Weaknesses:

Even though the course failure rate decreased, it still exceeds the district target of 10% by 40.17%
 During the fourth quarter, 12.8% of the student suspensions at B.C. Rain High School were long term.

Career and Technical Education Program Data Reports:**Strengths:**

100% of Career and Technical Education Staff are certified. Students have an opportunity to enroll in the Bryant Career Technical Center with more hands on course work and training. In addition, B. C. Rain is utilizing Career Cruising which is an industry-leading online career guidance and planning system. Students can use the Career Cruising tools to find the right career, explore education and training options, and build their own portfolio. Career Cruising's functionality, makes it easier for schools to manage their course selection process, workforce development needs, and prepare students for the SAT/ACT. This year we plan to expand our usage of Career Cruising.

Weaknesses:

Over the past ten years Mobile County Public Schools, like much of the state has reduced the Career and Technical offerings at our Middle and High Schools. This has been to a large extent due to the thought that college ready and career ready must be two separate pathways. As class units have been cut costly technical programs were the first to go. Conversely as schools grew technical program were the last to expand. It is our goal to increase the offering of CTE in our schools and move toward the Federally funded level of 8.43 Units. B.C. Rain lost a career tech unit. Also there is a lack of technology resources in the classroom such as mounted smart board, document cameras, and updated printers.

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:**

The number of in school suspension has decreased from 34.17% in 2010 to 0.345% in 2011. The percentage of special education students suspended in 2011 was 7.56% which is 2.42% less than the district target of 10%.

Weaknesses:

The student suspension rate has increased over the last three years from 15.22% in 2009 to 30.1% in 2011. The average number of days suspended in 2011 was 8.62 days which was an

increase of 0.96 days from 2010. The 8.62 days also exceeded the district target of 6 days by 2.62 days.

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

Strengths:

Graduation rate is 90.91% which exceed the AYP goal of 90%.

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:

N/A B.C. Rain was re-staffed for the 2011-2012 school year.

Weaknesses:

N/A B.C. Rain was re-staffed for the 2011-2012 school year.

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:

None

Weaknesses:

Student attendance rate was 87.74% for the 2010-2011 school year which is 7.26% below the state benchmark of 95% and a decrease of 2.82% from the 2009-2010 school year. 4012 students were tardy to school in the 2010-2011 school year.

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

Strengths:

Parents have expressed that they believe teachers are doing a great job teaching literacy skills with the materials that are available.

Weaknesses:

B.C. Rain does not offer a rigorous curriculum.

School Perception Information related to student PRIDE data.

Strengths:

Students feel that the faculty and staff of B.C. Rain are caring and nurturing.

Weaknesses:

The external stakeholders of B.C. Rain do not care about the students.

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:**

9th grade – 4/5 students scored above 4.0 in writing and listening;
 11th grade – all students scored above 4.0 in listening and speaking

Weaknesses:

9th grade – 3/5 students scored below a 4.0 in reading; 10th grade – 1/1 scored below a 4.0 in reading; 11th grade – 1/1 scored below a 4.0 in reading and writing; 12th grade – ½ scored below a 2.0 in reading; 67% of EL's made APLA; 22% of EL's exited the ESL Program.

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:**

A bilingual paraprofessional works with students and families. Faculty members have attended ESL workshops.

Weaknesses:

In the 2010-2011 school year, there was no consistent ESL presence. More professional development working with EL's is needed.

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

Pacing guides aligned with the Alabama Course of Study (COS) are created by the district (MCPSS) and utilized in all core areas of Mathematics, Language Arts, Science, and Social Studies. Quarterly assessments for all core areas are aligned with the Alabama COS and created by the district (MCPSS). Extended learning opportunities are provided through Credit Recovery, Twilight School, monitoring, and individual teachers.

Weaknesses:

The lack of alignment between the Alabama curriculum with both the SpringBoard and Ford PAS curriculum.

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 Mathematics Achievement****Description:**

Increase the percent of 11th graders scoring proficient (Level III and IV) in Math on the AHSGE from 97 % to 98% during the 2011-2012 school year.

Data Results on which goal is based:

AHSGE

Target Grade Level(s): 9, 10, 11

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

Graduation Rate

Target Student Subgroup(s):

Special Education Students

Courses of Study:

I.3 Multiply Polynomials VII.1 Apply properties and relations between angles VII.2 Apply Pythagorean Theorem VII.4 Apply properties of geometric figures

Strategies:

S1.1 Differentiated Instruction

Description:

All math teachers, regular and inclusion, will use differentiated instruction to improve mastery of mathematical concepts.

Action Steps:

AS1.1.1 Use of a Variety of Instructional Strategies

Description:

All math teachers, regular and inclusion, will use the appropriate research based SpringBoard strategies and Diploma Plus strategies (for targeted students) in daily and weekly instruction when appropriate, based on course of study objectives.

Benchmarks:

100% of math teachers will use a variety of instructional strategies daily and/or weekly in their lessons when appropriate, based on the course of study objectives, as evidenced by observation checklists, lesson plans, and/or walk throughs. 77% of students will demonstrate mastery on teacher made and quarterly tests.

AS1.1.2 Incorporate Technology

Description:

All math teachers, regular and inclusion, will implement smart board/ smart notebook instructional strategies in daily lessons.

Benchmarks:

100% of teachers will incorporate smart board instructional strategies biweekly, as evidenced by observation checklists, lesson plans, and/or walk throughs. 77% of students will demonstrate increased student engagement as indicated by mastery on teacher made and quarterly tests.

Interventions:

Teachers who are not implementing a variety of instructional strategies including technology strategies, will receive additional training and coaching from the instructional specialist, department chairperson, Spring Board consultant, and the B.C. Rain district certified trainer. Teachers will reteach and retest objectives not mastered. During instruction, teachers will facilitate students, peer, and small group tutoring for non-proficient students. In addition, extended day learning opportunities will be provided. Special education teachers, with the collaboration of the core teacher will remediate and assist the student with learning concepts introduced in the general education class. The general education teacher will provide students the opportunity to leave the general education class and report to the inclusion teacher or case manager for second delivery.

Resources:

SpringBoard resources, pacing guides, COS objectives, Gizmos, Diploma Plus, Title I Funding: Classroom Supplies, \$25,573.66; Copier Service, \$15,000; Extended Day Stipends, \$8,000.

1.2 Strategic Teaching Components**Description:**

Plan and implement strategic teaching components in all math classes.

Action Steps:**AS1.2.1 Create and utilize bell ringers.****Description:**

Teachers will create and utilize daily bell ringers to review non-mastered standards as identified in state, system and teacher made assessments.

Benchmarks:

Benchmarks 100% of math teachers and special education teachers will revisit non-mastered standards through daily bell ringers, as evidenced by, observation checklists, lesson plans, and/or walk throughs. 77% of students will demonstrate improved proficiency on non-mastered standards as indicated by retesting.

AS1.2.2 Chunking Information**Description:**

Teachers will break information into manageable units to assist learners having difficulty acquiring new material. Teachers will ensure that instruction is broken into a few, comprehensible parts that are understood and learned before adding more information.

Benchmarks:

100% of teachers will utilize chunking when introducing new concepts, as evidenced by observation checklists, lesson plans, and/or walk throughs. 77% of students will demonstrate improved proficiency on standards as indicated by testing.

AS1.2.3 Cumulative Tests**Description:**

Teachers will create and administer cumulative teacher made tests.

Benchmarks:

100% of teachers will administer cumulative tests, as evidenced by observation checklists, lesson plans, and/or walk throughs. 77% of students will demonstrate improved proficiency on non-mastered standards as indicated by cumulative testing.

AS1.2.4 Standards Based Instruction**Description:**

The inclusion teacher, in collaboration with the core teacher, will align the AOD course of study with the general education course of study to fulfill the requirements of the students exit options.

Benchmarks:

100% of the AOD students will meet the requirements of their exit options.

Interventions:

Teachers not implementing strategic teaching components will receive additional training and coaching from the instructional specialist and department chairperson as well as work with a peer teacher for peer coaching. Teachers will reteach through bell ringers, peer tutoring and extended day learning opportunities and retest students to assess improved proficiency. Teacher will facilitate student peer or small group tutoring for non-proficient students. Special Education teachers, with the collaboration of the core teacher, will remediate and assist the student with learning concepts introduced in the general education class. The general education teacher will provide the opportunity to leave the general education class and report to the inclusion teacher or case manager for second delivery.

Resources:

COS and pacing guides, VMath, Gizmos, SpringBoard Website, Title I Funding: Classroom Supplies, \$25,573.66; Copier Service, \$15,000; Extended Day Stipends, \$8,000.

G2. Increase Reading Proficiency**Description:**

Increase the percent of 11th graders scoring proficient (Level III and IV) in Reading on the AHSGE from 96% to 97% during the 2011-2012 school year.

Data Results on which goal is based:

AHSGE

Target Grade Level(s): 9, 10, 11

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

Graduation Rate

Target Student Subgroup(s):

Special Education Students

Courses of Study:

Grades 9 -11: Apply strategies to comprehend textual/informational and functional materials.

Strategies:**S2.1 Textual/informational & functional Literacy****Description:**

All reading/language arts, social studies, SPED, and Diploma Plus students will focus on textual/informational and functional reading materials to improve literacy skills and reading comprehension.

Action Steps:**AS2.1.1 Utilizing the Cycle of Instruction****Description:**

Using the cycle of instruction, all reading/language, social studies, SPED, and Diploma Plus teachers will collaborate by practicing consistency within the classroom revolving around reading skills.

Benchmarks:

100% of reading/language arts, social studies, SPED, and Diploma Plus teachers will collaborate to develop lessons and activities monthly with a focus on textual/informational and functional reading materials by using the cycle of instruction, as evidenced by observation checklists, lesson plans, and/or walk throughs. Results on the assessment should show an increase of students mastering textual/informational and functional reading materials.

AS2.1.2 Technology**Description:**

Implement smart board instructional strategies in daily lessons for language arts, social studies, SPED, and Diploma Plus.

Benchmarks:

100% of reading/language arts, social studies, SPED, and Diploma Plus teachers will use a variety of instructional strategies daily and /or weekly in their lessons, as evidenced by observation checklists, lesson plans, and/or walk throughs. 77% of students will demonstrate mastery on teacher made and quarterly tests.

AS2.1.3 Various Instructional Strategies**Description:**

Language arts, social studies, SPED, and Diploma Plus teachers will implement various instructional strategies in the classroom that will focus on reading skills that will push students to think critically and analytically such as SOAPStone, SMELL, VENN Diagrams, Project Based Learning Activities, etc.

Benchmarks:

100% of Language arts, social studies, SPED, and Diploma Plus teachers will use a variety of instructional strategies daily and /or weekly in their lessons, as evidenced by observation checklists, lesson plans, and/or walk throughs. 77% of students will demonstrate mastery on teacher made and quarterly tests.

Interventions:

Teachers who are not implementing a variety of instructional strategies will receive additional training and assistance from the instructional specialist or Springboard consultant. The special education teacher with the collaboration of the core teacher will remediate and assist the student with learning concepts introduced in the general education class. The general education teacher will provide the student the opportunity to leave the general education curriculum. This includes, but not limited to, assessment taking, completing of assignments, projects, and strengthening of teaching. The case manager will receive weekly reports on academic and or behavior issues. The inclusion teacher with the collaboration of the core teacher will be given benchmarks/goals that are needed to fulfill the requirements of the students' exit option. The case manager will help the core teacher and inclusion teacher with the implementation of the required material.

Resources:

COS objectives; Springboard resources; pacing guides; AOD Course of Study; Lang!, Title I Funding: Classroom Supplies, \$25,573.66; Copier Service, \$15,000; Instructional Aide, \$28,406.70

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. Adequate Progress on Language Acquisition (APLA)**

Description:

B.C. Rain High School will continue to meet or exceed state AMAO-A of 46%.

Data Results on which goal is based:

Disaggregated Grade 9 (100% meets or exceeds SDE goal of 46%); Grade 10 (100% meets or exceeds SDE goal of 46%); Grade 12 (0% meets or exceeds SDE goal of 46%)

Target Grade Level(s): 9, 10, 11, 12

Target ELP Language Domain(s): Reading, Writing, Listening, Speaking

WIDA Standards: Language of Social and Instructional Language and Language of Language Arts

Strategies:**S1.1.1 Scaffolding Techniques**

Description:

Classroom teachers will use Sheltered Instruction Observation Protocol (SIOP) scaffolding techniques to support EL student understanding of content. (SIOP Feature 14).

Action Steps:**AS1.1.1 EL Profile and EL Guide and Accommodations**

Description:

ESL teacher will provide classroom teachers of ELs with an EL Profile and EL Guide and Accommodations for MCPSS Classroom Teachers for each EL within 10 days of proficiency testing.

Benchmarks:

100% of Classroom Teachers with ELs will sign upon receipt of Profile and Accommodations documents.

AS1.1.2 Training for Teachers of EL Students

Description:

Description Classroom teachers of ELs will participate in MCPSS professional development opportunities to increase awareness of appropriate strategies for ELs in their classes including, but not limited to: District-wide trainings; SIOP Book study and WIDA/TRIP trainings by ESL teacher; and on-line professional development through PD-360.

Benchmarks:

Identified teachers of ELs will participate in at least one EL professional development opportunity within the first semester (by December 20, 2011).

AS1.1.3 Appropriate EL Assessments

Description:

Classroom teachers will use appropriate assessment strategies for ELs on regular classroom assignments and tests.

Benchmarks:

ESL Teacher will monitor quarterly Grade Reports to ensure that they reflect EL accommodations.

Interventions:

EL's experiencing difficulty as determined by Grade Reports and EL Committee will have the opportunity to participate in Extended-Day Tutoring to work on identified areas of weakness.

Resources:

www.wida.us PowerPoint slides; WIDA English Language Proficiency Standards and Resource Guide; Teachers Resources for Instructional Planning (TRIP) website: www.tripforteachers.org; www.pd360.com videos and activities; Making Content Comprehensible for English Learners: the SIOP Model

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. Increase student attendance from 87% to 90%

Description:

Attendance rate for students has decreased from 90.5% in 2009-2010 to 87.7% during 2010-2011.

Strategies:

S1.1 Identify students who are absent

Description:

Identify students who are not attending school and implement strategies to increase their attendance.

Action Steps:

AS1.1.1 Notify parents of identified absent students.

Description:

The behavioral specialist and parent organizer will analyze attendance data and generate a list of students with 4 or more tardies and/or 3 or more unexcused absences to school. Parents of students with 4 or more tardies and/or 3 or more absences to school will be called by the behavioral specialists and parent organizer.

Benchmarks:

The average daily attendance (ADA) for B.C. Rain will be 90%.

AS1.1.2 Attendance Plan of Action

Description:

PST will develop an Attendance Plan of Action to be implemented daily by all faculty and staff as follows: • Teachers will keep a Parent Contact Log to

highlight names of identified students • All teachers will contact parents and document on Parent Contact Log (All course teachers) • Parent meetings will also be held the fifth (5th) and tenth (10th) weeks of a semester. These meetings will consist of teacher conferences that will be held in the library. Substitutes will be available to allow teachers to leave their classrooms to meet with parents. These meetings will coincide with progress reports and end of semester report card distribution. Appointments will be made to easily facilitate the conferences. Letters notifying parents of the meetings will be sent by the counselors. The parent organizer and campus leadership team will organize and facilitate the parent-teacher conferences

Benchmarks:

The average daily attendance (ADA) for B.C. Rain will be 90%.

AS1.1.3 Individual Intervention Plans

Description:

Each target student will work with the Behavior Intervention Specialist to develop a plan that is useful and achievable. The plan will contain pertinent goals regarding attendance. The plan will address the specific needs of each student, and will contain action steps to meet those identified goals.

Benchmarks:

Absences will be reduced by 5% each quarter after establishing a baseline first quarter for or each student with an individual intervention plan.

Interventions:

The behavioral specialists will also make home visits to students whose attendance has not improved. District attendance officer will visit homes of students whose attendance has not improved. Should Individual Intervention plans fail to reduce absences additional strategies will be implemented. The individual intervention plan will be reevaluated to ensure the goals are reachable. A team will be developed to discuss the student's needs. This team will consist of the teacher, behavior specialist, counselor, student, and family. This team will meet regularly to guarantee the action steps of the individual intervention plan are being met. Behavior Intervention Specialist will work closely with community agencies to ensure targeted students and families are aware of resources they may be eligible for. The Behavior Intervention Specialist will make home visits as needed, and address sociological needs.

Resources:

Title I Funding: Two (2) Behavioral Specialist, \$85,457.64; Parent Organizer, \$6,500; Parenting Supplies, \$3,429; Postage, \$1,500; Substitutes, \$7,5000

G2. Decrease student tardies to school by 10%

Description:

Student tardies to school in the 2010-2011 year were 4012 tardies.

Strategies:

S2.1 Decrease Student Tardies

Description:

Identify students who are tardy to school and implement strategies to decrease tardies.

Action Steps:

AS2.1.1 Identify students who are tardy.

Description:

The behavioral specialist and parent organizer will analyze tardy data and generate a list of students with 2 or more tardies to school. Parents of students with 2 or more tardies to school will be called by the behavioral specialists and parent organizers.

Benchmarks:

The number of tardies will decrease by 10%.

AS2.1.2 Individual Intervention Plans**Description:**

Each targeted student will work with the Behavior Intervention Specialist to develop a plan that is useful and achievable. The plan will contain pertinent goals regarding tardies. The plan will address the specific needs of each student, and will contain action steps to meet those identified goals.

Benchmarks:

Tardies will be reduced by 5% each quarter after establishing a baseline first quarter for each student with an individual intervention plan.

Interventions:

The behavioral specialists will also make home visits to students whose attendance has not improved. District attendance officer will be notified and visit homes of students whose tardies have not decreased. Should Individual Intervention plans fail to reduce tardies additional strategies will be implemented. The individual intervention plan will be reevaluated to ensure the goals are reachable. A team will be developed to discuss the student's needs. This team will consist of the teacher, behavior specialist, counselor, student, and family. This team will meet regularly to guarantee the action steps of the individual intervention plan are being met. Behavior Intervention Specialist will work closely with community agencies to ensure targeted students and families are aware of resources they may be eligible for. The Behavior Intervention Specialist will make home visits as needed, and address sociological needs.

Resources:

Title I Funding: Two (2) Behavioral Specialist, \$85,457.64; Parent Organizer, \$6,500; Parenting Supplies, \$3,429; Postage, \$1,500

G3. Decrease out of school suspensions by 5%.**Description:**

The 2010-2011 suspension rate was 30.1%.

Strategies:**S3.1 Implement Rtl****Description:**

The Problem Solving Team (PST) will identify and monitor student behavior during monthly meetings.

Action Steps:**AS3.1.1 Set goals and identify research-based programs.****Description:**

Implement Tier 1 Strategies to address inappropriate student behavior: •teachers will contact parents •teachers will implement individual classroom discipline plans •discipline referrals from the classroom

Benchmarks:

Classroom inappropriate behavior will be reduced by 10%.

AS3.1.2 Individual Intervention Plans

Description:

Each target student will work with the Behavior Intervention Specialist to develop a plan that is useful and achievable. The plan will contain pertinent goals regarding behavior, attendance, and grades. The plan will address the specific needs of each student, and will contain action steps to meet those identified goals.

Benchmarks:

Classroom inappropriate behavior will be reduced by 10%.

Interventions:

If classroom interventions fail then Tier 2 and Tier 3 strategies will be implemented: •Tier 2 strategies: Retract will be assigned to targeted students. The behavioral intervention specialist will make classroom visits and contact parents of targeted students. •Tier 3 strategies: The behavioral intervention specialist will pull targeted students for individual assistance and make home visits of targeted students. Should Individual Intervention plans fail to reduce suspensions, additional strategies will be implemented. The individual intervention plan will be reevaluated to ensure the goals are reachable. A team will be developed to discuss the student's needs. This team will consist of the teacher, behavior specialist, counselor, student, and family. This team will meet regularly to guarantee the action steps of the individual intervention plan are being met. Behavior Intervention Specialist will work closely with community agencies to ensure targeted students and families are aware of resources they may be eligible for. The Behavior Intervention Specialist will make home visits as needed, and address sociological needs.

Resources:

Title I Funding: Two (2) Behavioral Specialist, \$85,457.64

§3.2 Implementation of Behavior 'Review' 360.**Description:**

Behavior "Review"360 is designed to improve student' behavior, by providing a positive behavioral solutions for special education students, using research based strategies and interventions.

Action Steps:**AS3.2.1 Develop a student profile page.****Description:**

A student profile page will be developed in Behavior "Review360" for all students receiving special education services in order to track and monitor students' overall progress. Case Managers (Special Education Teachers) will communicate frequently with teachers, administrators and parents to foster consistency and collaboration. All teachers will receive a "Request For Behavioral Assistance From Problem Solving Team" form to be completed as needed and used as a tool to collect data. Case Mangers will analyze student data to identify evidence based strategies to achieve desired positive objectives for developing the student' Behavior Intervention Plan.

Benchmarks:

Classroom inappropriate behavior will be reduced by 10%.

Interventions:

Develop a Behavior Intervention Plan using Behavior "Review360"for students who have more than two office referrals and/ or suspension days and use research based interventions to provide a positive behavioral solution for students.

Resources:

None

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)

The Mobile County Public School System (MCPSS) endeavors to attract and retain the highest quality employees who are capable and motivated to educate students. District: Our school system recruits via college fairs and job fairs statewide. We also offer on-line application process in an effort to solicit teachers from areas that are not local.

The goal of schools is to reach and maintain the percentage of HQ faculty and staff at 100%. The following strategies have been established in order to attract and maintain a highly qualified staff:

1. Secure official annual HQ status from Human Resources for all teachers and paraprofessionals.
2. Ensure assignments are made based HQ status and certification.
3. Communicate district level initiatives for becoming HQ.
4. Secure brief updates each semester from HQ teachers and paraprofessionals summarizing progress toward HQ goals.
5. Educate Alabama orientation for professional staff members on full evaluation and administrator training and follow-up, as required by state.
6. Establish mentor teachers for teachers new to the school and/or new to the district. This is a requirement for School Improvement schools.
7. Establish procedures for interviewing, screening and recommending the most highly qualified applicants at the district and local level.
8. New, novice, and teachers new to the district participate in appropriate New Teacher Induction programs, New Teacher Orientation and other activities aimed at transitioning new teachers into the profession.

Mentor teachers will be assigned for teachers new to B.C. Rain High School and/or new to the district. New teachers will meet twice monthly with their mentors. These meetings will be documented on the Professional Learning Communities in Action (PLCIA) document. The focus of these meetings will be teaching and learning, classroom management, and assessment. In addition, problems and frustrations that the new teacher faces in the classroom will be discussed. No compensation is being provided.

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.

Funds are distributed based on the needs of the school with all funding sources being used to enhance instruction. Math and Reading skills are targeted with an emphasis on allocating funds for Reading because the B.C. Rain faculty has not been fully trained in Reading strategies.

The school is aware of schoolwide authority for Title I schoolwide schools and ensure state and local funds and resources are used first to refute the assumption of supplanting. State funded allocations include one principal, \$91,431; one assistant principal, \$64,288; 1.5 guidance counselors, \$98,272; 1.5 media specialist, \$49,238; 34.54 teachers, \$1,569,897; and instructional supplies, \$7,619; for a total funded amount of \$1,880,727. Local funded allocations include four teachers, \$159,765; one assistant principal, \$64,288; substitutes, \$44,070; supplies, \$80,332; employee benefits, \$100,458 utilities, \$209,308; and instructional supplies, \$1,600, for a total funded amount of \$659,821. The principal plays an important role as an instructional leader and mentoring other administrators. The assistant principals provide instructional support and issues related to the functioning of the school. They provide and coordinate ongoing professional development from the district to ensure appropriate instructional methods are being presented and implemented. The guidance counselors play critical roles in working with target groups in meeting the needs of at-risk students. They serve as graduation liaison, AYP test coordinator and Freshman Academy mentors while providing support for career technical pathways and parent engagement. State Funded High Hopes, \$8551.98, provides resources to assist students who have not passed portions of the AHSGE while Title I allows for credit recovery, tutoring on non-mastered objectives and skills and reteaching and retesting. Title I provides funding for three professionals, \$81,879; 0.46 aide, \$5,711; substitutes for staff development, \$4,030; supplies and overtime, \$6,649; employee benefits, \$42,222; property services, \$15,000; communication, \$1,500; travel for staff development, \$18,500; other purchased services, \$7000; instructional supplies, \$27,376; non-capitalized equipment, \$8000; and dues/fees, \$3,500. Through careful planning, all services and programs are coordinated to offer efficient and productive use of funds. Title I provides set aside funds for parenting supplies of \$3,429. Instruction at B.C. Rain is supported by the Department of Education High School Graduation Initiative Grant which funds the following: salaries, \$456,654; travel, \$10,000; materials/supplies, \$20,000; professional development, \$250,000, and stipends, \$100,000 for a total of \$836,654.

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.

College and Career Preparation will be provided regarding financial aid, college application assistance, PSAT, ACT, and SAT preparation as well as college selection by the counselors. Counselors will coordinate information for school to school transfers and identify and serve students experiencing difficulty mastering standards. Transitional activities are provided for students moving from middle school to high school through the Bridges Program, which serves incoming freshmen, beginning of school orientation and in homerooms. The transition from high school to college will be expedited through college fairs and college tours which is funded by Title I for an amount of \$10,000. A ninth grade academy will be implemented to provide for an

effective transition to high school. Students will be supported and encouraged to complete the curriculum provided in the First Choice Plan. In the ninth grade academy, strategies will focus reading and math.

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.

29 teachers or 93.1% of the teachers at B.C. Rain are highly qualified. Two teachers or 6.9% of the teachers are not highly qualified. The dance teachers has a major in dance and has applied for an Alabama certificate. She is pending the results of the APTTP and has filed for EMG. Also one science teacher has passed the general science Praxis but has not taken the APTTP and has filed for EMG.

B.C. Rain will establish mentor teachers for teachers new to the school and/or new to the district. New, novice, and teachers new to district participate in appropriate New Teacher Induction programs (New Teacher Orientation, Alabama Teacher Mentor Program, and other new teacher induction activities). District level initiatives for becoming HQ : MCPSS Tuition Reimbursement (Teachers and Paraprofessionals); HOUSSSE; Praxis II; Workkeys will be communicated to any teacher who is not HQ. A signing bonus was established to recruit HQ teachers to B.C. Rain High School.

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.

Teachers will administer teacher made cumulative tests that are aligned with the state course of study. The assessment data will identify students not mastering objectives. Teachers will reteach and retest objectives not mastered. During Problem Solving Team (PST) monthly meetings with the instructional specialist, teachers will identify students who are still not mastering objectives and refer them for additional services as identified by the tiers of the pyramid of intervention.

In addition, department meetings are held twice monthly to discuss department data, identify students in need of assistance, and identify strategies to improve student achievement.

Teacher representation and input is included in the school through the School Leadership Team which allows teacher voices to be heard in all areas of instruction.

Special Populations:

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

- The Home Language Survey is included in the registration packet for new students and in every student's cumulative folder.
- Identify through the online school registration program and provide a count of the following migrant, Limited English Proficient (LEP), Neglected or Delinquent, or Homeless sub-groups in the school. A list of names for each subgroup will be prepared for file documentation and filed in the registrars office and the Title I office.
- If any of these subgroups are identified, the academic services that will be provided are described in the CIP. The services that will be provided are but not limited to the following: Extended day services, Tutorial, Parental assistance and contacts, Uniform assistance, and Parent-Teacher/Counselor contacts or conferences.
- If a student who is a member of one of the underserved populations enrolls during the school year, then the services that will be provided are but not limited to the following: Extended day services, Tutorial, Preferential placement of targeted/at-risk student, Parental assistance and contacts, and Uniform assistance.
- New Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students to B.C. Rain High School will be identified through the on line registration program and referred to MCPSS central office. A list of these students will be housed in the registrar's office and in the Title I office.
- Resources will be provided by the school social worker and the B.C. Rain behavioral intervention specialists.
- In addition the following services will be provided by the MCPSS central office:
 - o Migrant - Department of Special Programs
 - o LEP - Department of Special Programs
 - o Neglected or Delinquent - Division of Federal Programs
 - o Homeless - Student Support Services

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

The Mobile County Public School System prohibits discrimination in all its programs and activities based on race, color, national origin, sex, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) will contact the Human Resources Department at Mobile County Public Schools at (251) 221-4531. Instructors in the Career and Technical Education

programs meet with IEP committees of the students with disabilities to ensure that all accommodations are being met.
 Career and Technical Education (CTE) in the Mobile County Public School System actively recruits underserved populations and reports enrollment data as required by the Perkins Act.
 Students are actively recruited through:

- Tours of the Career and Technical Education Centers
- Recruiting flyers mailed to students
- Bulletin boards housed in individual high schools
- Parent meetings
- Career and Technical Education Student Organization

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.

Extended learning opportunities will be provided by the computer based Credit Recovery program for students who have failed at least one class. Credit Recovery will be held after school from 3 to 5 p.m. All Credit Recovery students will complete an application for this extended day opportunity. In addition, Twilight School will offer computer based classes to students who are unable to attend school during the day because of behavior.
 Tutoring will be provided by individual teachers based on the need of students.
 High Hopes funding will provided extended day tutoring for AHSGE remediation.
 All Athletes will attend weekly study hall and receive academic assistance. Athletes who are failing a class as indicated by a weekly progress report will be assigned study hall with academic assistance. Title I Funds: Extended Day Stipends, \$8,000; High Hopes, \$8551.98

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.

All parents are encouraged to attend an annual Title I meeting, that is convenient for them. The school will provide information and explain the requirements of Title I and the rights of the parents. The principal, assistant principal, and Title I facilitator will hold the annual meeting in September. An agenda will be set to explain the school's participation in Title I and explain Title I requirements including the 1% set-aside funds. The rights of parents to be involved in B.C. Rain will also be discussed. The CIP will be available for parents to review. All parents will sign in as documentation of the meeting. Parents will be notified of the meeting via a flyer announcing the meeting, School Messenger reminder and on the school marquis.

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.

Parents will be offered a flexible number of meetings from August 31, 2011 until May, 2012. In order to increase parental involvement and to provide parents with information, Title I information will be incorporated on the agendas of other school activities to increase parental involvement and to provide parents with information. Parents will be involved in the CIP committee meetings to plan and review CIP. Parents will be participants in the twice yearly CIP reviews.
 Parent meetings will also be held the fifth (5th) and tenth (10th) weeks of a semester. These meetings will consist of teacher conferences that will be held in the library. Substitutes will be available to allow teachers to leave their classrooms to meet with parents. These meetings will coincide with progress reports and end of semester report card distribution. Appointments will be made to easily facilitate the conferences. Letters notifying parents of the meetings will be sent by the counselors. The parent organizer and campus leadership team will organize and facilitate the parent-teacher conferences.
 Parenting funds are utilized for parent meetings and parent training as well as for a resource center to include brochures and other material.

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.

There will be an annual Title I meeting in September. The meeting will discuss timely information about the program, descriptions and explanations of the curriculum at the school, the forms of academics assessments used to measure students progress, and the proficiency levels students are expected to meet. Opportunities for regular meetings will be to schedule and parents

will be allowed to participate, in the decisions relating to the education of their children. In addition quarterly meetings will also be scheduled for parental input. Parents will be notified of these meetings with flyers, School messenger reminders, and the school marquis.

All teachers will provide a course syllabus to students and parents. This syllabus will describe the curriculum, assessments, and achievement expectations. The annual Title I meeting coincides with the B.C. Rain High School Open House which provides parents with the opportunity to meet teachers and discuss expectations.

Parent meetings will also be held the fifth (5th) and tenth (10th) weeks of a semester. These meetings will consist of teacher conferences that will be held in the library. Substitutes will be available to allow teachers to leave their classrooms to meet with parents. These meetings will coincide with progress reports and end of semester report card distribution. Appointments will be made to easily facilitate the conferences. Letters notifying parents of the meetings will be sent by the counselors. The parent organizer and campus leadership team will organize and facilitate the parent-teacher conferences.

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 compact is presented and explained at the annual Title I meeting. The school compact is distributed to all students. The compact is explained to students and students sign signifying their commitment to academic achievement. The compact is sent home to parents for their signature, signifying their commitment to work in a partnership with B.C. Rain to ensure their child's academic success. Teachers will sign each of their students' compacts and house them in his/her classroom to use during parent-teacher and or student/ teacher conferences.

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

Parents will be invited to review the plan at each Planning Meeting. If any parent is not satisfied with the plan, the school will submit parent comments with the plan when the school submits the plan to the district. Parents may submit their comments concerning the CIP in writing to the principal, assistant principals, Title I facilitator, and/or CIP chairperson and a copy will be forwarded to the central office.

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)

B.C. Rain will plan parent involvement activities that will provide training in Alabama's academic content standards, Alabama student academic achievement standards, and assessments. At the Title I annual meetings parents will be provided with information concerning the Title I requirements. An Open House will be held immediately after the annual Title I meeting to provide parents the opportunities to meet individual teachers, to learn about individual class requirements, and to learn how they can assist their students be successful.

Parent meetings will also be held the fifth (5th) and tenth (10th) weeks of a semester. These meetings will consist of teacher conferences that will be held in the library. Substitutes will be available to allow teachers to leave their classrooms to meet with parents. These meetings will coincide with progress reports and end of semester report card distribution. Appointments will be made to easily facilitate the conferences. Letters notifying parents of the meetings will be sent by the counselors. The parent organizer and campus leadership team will organize and facilitate the parent-teacher conferences.

(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)

The parent organizer is available Monday through Thursday from 8 a.m. to 12 noon and on Friday from 8 a.m. to 11 a.m. The parent organizer will conduct a parent university and parenting workshops to address parent deficiencies and to assist parents with learn strategies to assist their children. The Title I parenting allocation is utilized to fund the parenting activities.

(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)

The annual system-wide parenting day is held in October. Parents will be invited to attend the conference via flyers, the school marquis and School Messenger. Parent suggestions and requests will be collected at the conference and utilized in planning future parenting activities. Best practices will be presented at the parent meeting to effectively involve parents in increasing student achievement.

Parent meetings will also be held the fifth (5th) and tenth (10th) weeks of a semester. These meetings will consist of teacher conferences that will be held in the library. Substitutes will be available to allow teachers to leave their classrooms to meet with parents. These meetings will coincide with progress reports and end of semester report card distribution. Appointments will

be made to easily facilitate the conferences. Letters notifying parents of the meetings will be sent by the counselors. The parent organizer and campus leadership team will organize and facilitate the parent-teacher conferences.

All teachers will provide a course syllabus to students and parents. This syllabus will describe the curriculum, assessments, and achievement expectations. The annual Title I meeting coincides with the B.C. Rain High School Open House which provides parents with the opportunity to meet teachers and discuss expectations

(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)

The parent organizer is available Monday through Thursday from 8 a.m. to 12 noon and on Friday from 8 a.m. to 11 a.m. The parent organizer will conduct a parent university and parenting workshops to address parent deficiencies and to assist parents learn strategies to assist their children. The Title I parenting allocation is utilized to fund the parenting activities. A parent resource room will be available for parent meetings.

(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)

Parents of all participating students are informed of school and parent activities through diverse communications. B.C. Rain principal, assistant principal, teachers, and parent organizer utilizes flyers, labels, and the school marquis to announce each parenting event and its purpose. The flyers use both Spanish and English to announce up coming events. The school messenger is also utilized to notify parents of events.

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

B.C. Rain through the Principal, Assistant Principals, Instructional Specialists, teachers, and parent organizer work diligently to fulfill parent requests as related to their involvement and their child's education. A parent survey will be given to parents in Spring 2012 to assess parent needs and activities that they feel are needed. The results of the survey will be utilized in planning the next parent involvement plan.

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.

B.C. Rain High School, to the extent practical, provides opportunities for the participation of parents with limited English proficiency and parents with disabilities. All parent notifications are sent to parents of EL students in their home language when practical. In addition an EL teacher is available to assist with verbal communications with EL parents. Every effort is made to accommodate parents and students with disabilities.

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
- 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:

Instructional specialist weekly meetings

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

Weaknesses in instruction as identified by classroom observations and data analysis are addressed.

What types of professional learning will be offered?

Initial and follow-up individual and group learning activities

When will the session be delivered?

Sessions will be held weekly by the instructional specialist.

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?)

Improved implementation of researched based instructional strategies and improved student achievement.

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

Participants will be held accountable through observations conducted by school administrators (including instructional specialist), weekly submitted lesson plans and through benchmark data.

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

U .S. Department of Education High School Graduation Initiative Grant \$836,654 and MCPSS Funding

Math and Language Arts SpringBoard

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

Weaknesses in instruction as identified by classroom observations and data analysis are addressed.

What types of professional learning will be offered?

Initial and follow-up individual and group coaching by the SpringBoard Consultants for the math and language arts teachers.

When will the session be delivered?

Sessions will be held in August and September 2011.

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?)

Improved implementation of researched based instructional strategies and improved student achievement.

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

Participants will be held accountable through observations conducted by school administrators (including instructional specialist), weekly submitted lesson plans and through benchmark data.

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

U .S. Department of Education High School Graduation Initiative Grant \$836,654

Departmental Meetings

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

Weaknesses in instruction as identified by classroom observations and data analysis are addressed.

What types of professional learning will be offered?

Collaboration in departments for strategy sharing and data analysis to improve student achievement.

When will the session be delivered?

Monthly

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?)

Improved implementation of researched based instructional strategies and improved student achievement.

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

Participants will be held accountable through observations conducted by school administrators (including instructional specialist), weekly submitted lesson plans and through benchmark data.

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

No additional funds are needed for this strategy.

MCPSS Professional Development

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

Weaknesses in instruction as identified by data analysis are addressed.

What types of professional learning will be offered?

Initial and follow-up individual and group learning activities

When will the session be delivered?

Once a semester and as needed

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?)

Improved implementation of researched based instructional strategies and improved student achievement.

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

Participants will be held accountable through observations conducted by school administrators (including instructional specialist), weekly submitted lesson plans and through benchmark data.

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

District Initiative

Diploma Plus Professional Development

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

Weaknesses in instruction as identified by classroom observations and data analysis are addressed.

What types of professional learning will be offered?

Initial and follow-up professional development will be provided by Diploma Plus for targeted teachers that include individual and group learning activities.

When will the session be delivered?

weekly

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?)

Improved implementation of researched based instructional strategies and improved student achievement.

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

Participants will be held accountable through observations conducted by school administrators (including instructional specialist), weekly submitted lesson plans and through benchmark data.

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

U .S. Department of Education High School Graduation Initiative Grant \$836,654

Smart Board Training

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

Weaknesses in instruction as identified by classroom observations and data analysis are addressed.

What types of professional learning will be offered?

Initial and follow-up individual and group learning activities

When will the session be delivered?

As needed

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?)

Improved implementation of researched based instructional strategies and improved student achievement.

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

Participants will be held accountable through observations conducted by school administrators (including instructional specialist), weekly submitted lesson plans and through benchmark data.

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

No additional costs since B.C. Rain's district certified Smart trainer will provide individual assistance. In addition the district provides Smart training.

District-wide EL Staff Development: 2011-2012**What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

Teachers are unfamiliar with WIDA standards, ACCESS assessment reports and SIOP strategies.

What types of professional learning will be offered?

Group staff development will be offered so that teachers will become familiar with the WIDA (World-class Instructional Design and Assessment) standards, the ACCESS for ELs assessment reports, and SIOP strategies for making appropriate accommodations for instruction and assessment of ELs in the classroom.

When will the session be delivered?

August 24, 2011: Strategies for Secondary Teachers of English Learners: Implementation of the WIDA Standards #8132-08-50
 Sept. 28, 2011: Strategies for Secondary Teachers of English Learners: Implementation of the WIDA Standards #8132-08-52
 Oct. 26, 2011: Strategies for Secondary Teachers of English Learners: Implementation of the WIDA Standards #8132-08-54
 Jan. 25, 2012: Strategies for Secondary Teachers of English Learners: Implementation of the WIDA Standards #8132-08-56

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?)**

Teachers will become familiar with the WIDA (World-class Instructional Design and Assessment) standards, the ACCESS for ELs assessment reports, and SIOP strategies for making appropriate accommodations for instruction and assessment of ELs in the classroom.

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

Classroom observations will be utilized to collect evidence of effective integration of strategies.

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

District Initiative

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

Weaknesses in instruction as identified by classroom observations and data analysis are addressed.

What types of professional learning will be offered?

Annual AP Conference

When will the session be delivered?

During the Annual AP Conference

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?)**

Improved implementation of researched based instructional strategies and improved student achievement. In addition, participants will participate in workshops and sessions that focus on AP courses and Pre-AP strategies, share best practices with colleagues, learn methods and policies to increase educational access and equity, and network with colleagues from across the country and around the world.

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

Participants will be held accountable through observations conducted by school administrators (including instructional specialist), weekly submitted lesson plans and through benchmark data. In addition the AP test results will be collected and analyzed.

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

Title I Funding: Conference Expenses, \$6,000; Substitutes, \$7,500, Registration Fees, \$3,500

A Dreamed Deferred

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

Weaknesses in instruction as identified by classroom observations and data analysis are addressed. In addition models of excellence that address the most critical education issues that impact African American students will be addressed.

What types of professional learning will be offered?

Conference

When will the session be delivered?

During the Annual Dream Deferred Conference

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?)

Improved implementation of researched based instructional strategies and improved student achievement.

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

Participants will be held accountable through observations conducted by school administrators (including instructional specialist), weekly submitted lesson plans and through benchmark data.

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

Title I Funding: Conference Expenses, \$7,500; Substitutes, \$7,500; Registration Fees, \$3,500

Celebration of Teaching and Learning Conference

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

Weaknesses in instruction as identified by classroom observations and data analysis are addressed. In addition the world's leading experts, activists, academics, and thinkers will expose teachers to international and national trends in instruction, education policy and the latest research.

What types of professional learning will be offered?

Conference

When will the session be delivered?

During the Annual Celebration of Teaching and Learning Conference

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?)

Improved implementation of researched based instructional strategies and improved student achievement.

How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective

assimilation/integration of strategies?

Participants will be held accountable through observations conducted by school administrators (including instructional specialist), weekly submitted lesson plans and through benchmark data.

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

Title I Funding: Conference Expenses, \$3,500; Substitutes, \$7,500, Registration Fees, \$3,500

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	34.54	34.54	1,569,879
Administrator Units	1	1	91,431
Assistant Principal	1	1	64,288
Counselor	1.5	1.5	98,272
Librarian	1	1.5	49,238
Career and Technical Education Administrator	0	0	0
Career and Technical Education Counselor	0	0	0
Technology			0
Professional Development			0
State ELL Funds			0
Instructional Supplies			7,619
Library Enhancement			0
Total of All Salaries:			1,569,87991,

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

0.46 aide, \$5,711; 3 professionals, \$81,879; substitutes, \$4,030; supplies/OT,\$6,649; employee benefits, \$42,222; property services,\$15,000; communication, \$1,500; travel, \$18,500; other purchased services, \$7,000; instructional supplies, \$27,376; non-capitalized equipment,\$8,000; and dues and fees, \$3,500

Total : 221,367

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

None

Total : 0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

None

Total : 0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

None

Total : 0

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

None

Total : 0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

None

Total : 0

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

Provide a brief explanation and a breakdown of expenses.

None

Total : 0

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

Provide a brief explanation and a breakdown of expenses.

None

Total : 0

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

Provide a brief explanation and a breakdown of expenses.

High Hopes \$5,049 for AHSGE Extended Day Stipends and \$3502.98 for materials and supplies for a total of \$8551.98
U.S. Department of Education High School Graduation Initiative Grant with salaries, \$456,654; travel, \$10,000; materials and supplies, \$20,000; professional development, \$250,000; stipends' \$100,000 for a total of \$836,654

Total : 845,250.98

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

4 teachers,\$159,765; 1 assistant principal, \$64,288; substitutes, \$44,070; supplies/OT/other, \$80,332; employee benefits, \$100,458; utilities, \$209,308; instructional supplies, \$1,600

Total :