

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):

Data meetings will be held by subject area and grade level teachers: current data received will be implemented into goals and objectives for the 2011-2012 school year. These will be discussed at faculty meetings and with parents. A follow up will be completed in August when new data is received from SAT 10 and ARMT, SIR, EXPLORE school report, and PRIDE. All new data and the CIP plan will be presented at the first faculty meeting of the 2011-2012 school year.

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)**

Mr. Duane McGee - principal
 Mr. Lane Lightsey - Assistant Principal
 Ms. Julia Sosebee - Counselor
 Ms. Renee Burleson- Reading lab instructor and Data
 Ms. Angela Thompson - 7th grade teacher
 Mr. Michael Goldforb - Special Education teacher/technology coordinator
 Sheriff Keith Whatley - Community Representative
 Ms. Angie Farnetti - Parent Representative
 Daniel Sellers - Student Representative, SGA
 Mrs. Sellers - 6th grade and Science
 Mrs. Maynard - 5th grade and Science
 Mrs. Holsambeck - 6th grade and Reading
 Mrs. Lowe - 6th grade and Math

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).

Charts and longitudinal data over time were reviewed and color coded by a committee which then reported their findings to the entire faculty, the faculty was surveyed using online survey data retrieval and analysis, PRIDE Surveys, PD faculty surveys, which reviewed the data. After a discussion time, the strengths and weaknesses for each area were identified and recorded in this document.

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.

Staffing decisions are based on state definitions of highly qualified. Before hiring takes place, if possible, only highly qualified teachers are hired. 100% of faculty is highly qualified at WBMS.

Special Education students are included in the regular classroom under Highly Qualified teachers.

Number and percentage of teachers Non-HQT:

0%

Number and percentage of Classes Taught by Non-HQT:

0%

Alabama High School Graduation Exam (AHSGE):

Strengths:

N/A

Weaknesses:

N/A

Alabama Reading and Mathematics Test (ARMT):

Strengths:

Trends throughout grades 5-8 has shown growth in most areas. In 5th grade, 0% of the students scored at level I, 10% of the students scored at level II and 90% of the students scored Level III and IV. Sixth grade had 0% at Level I and only 12% scoring at Level II, 88% of the students scored at Level III and Level IV. Seventh grade has 0% at Level I and 8% on Level II, 92% scored at Level III and IV. Eighth grade has 79% scoring Level I, 28% scoring at Level II. 72% of the eighth grade scored at Level III and Level IV. Strengths over time in all grades include but are not limited to: Applied Strategies, Comprehension, identifying textual/informational, and functional materials. Fifth grade showed strength in: reading vocabulary and strategies to comprehend literary/recreational materials. Sixth grade's strongest scores were comprehending literary/recreational materials and recognizing test elements in textual and functional materials. Seventh grade reading scored high in applying strategies to comprehend literacy/recreational materials. Eighth grade showed strength in evaluating setting, mood, and/or characterization.

Mathematics: Scores have shown improvement over the past four years in 5th-7th grades. Fifth grade has shown improvement in 6 out of 15 skills. Sixth grade has increased in 4 out of 11 skills tested. Eighth grade math scores showed improvement this year improving in 10 out of 14 skills.

Weaknesses:

Reading: Weakness for WBMS across all grades (5th-8th) in Reading ARMT proficiency scores are in the Special Education and African American student subgroups. As a whole, the lowest standard was "Use a wide range of strategies and skills to comprehend functional and textual/informational reading materials." WBMS made AYP to Safe Harbor scoring 11.81 in Special education.

Math: Conversion of units of measurement, geometry, probability and interpreting charts and graphs are weak in most grade levels. Math scores have shown an increase this year in several areas. We scored a -7.50 Confidence Interval in math for AYP.

Alabama Science Assessment:

Strengths:

5th grades' strength is in the area of Earth and Space Science scoring a mean of 68. All but 2 Content Standards are below 62% in the 3 fields of study.

We are maintaining about the same level as we have been for the past 2 years.

7th Grades' strengths in Life Science are Identifying major differences between plants and animals, 69% (Standard 4) and describing characteristics common to living things, 68% (Standard 1). All but 2 Content Standard are below 62% out of 11 Standards. We are maintaining about the same level as we have been for the past 2 years.

Weaknesses:

5th grades' weaknesses are defining mass, volume, and density and contrasting ways in which light rays are bent by concave and convex lenses. We have 0% of our students scoring I's and 17% scoring a II on the Achievement Level on ASA.

7th grades' weaknesses include describing organisms in the six-kingdom classification system by their characteristics and identifying differences between deoxyribonucleic acid (DNA) (Standard 4) and ribonucleic acid (RNA)(Standard 10).

Stanford 10:

Strengths:

Reading: Sta-nines 1-3 for 5th grade have continued to decrease in Reading Vocabulary from 32 to 10 over the past five years and in Reading Comprehension from 25 - 17 over time.

6th grade Sta-nines 1-3 have decreased in Reading Vocabulary from 36 - 12 over the past five years and Reading Comprehension from 23 - 17.

Math: The gains in 7th grade math continues to be strong in the past 5 years going from 22% down to 11% in Procedures. Gains were also shown in Mathematics Procedures from 32% down to 6% during the past 5 years.

Weaknesses:

Reading: Longitudinally, weaknesses continue to be functional reading, Strategies and Thinking skills in 5th grade. 6th grade thinking skills and strategies. 7th grade weaknesses include Thinking Skills and Informational text. 8th grade weaknesses includes Interpretation, functional text. and thinking skills.

Math: Although gains have been made in most skill areas, some math percentages still remain

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 test no longer given

Weaknesses:

N/A test no longer given

ACCESS for English Language Learners (ELLs):**Strengths:**

ACCESS testing shows that most of our students fall in the median range, 300-400, for all areas such as Listening, reading, writing, and overall comprehension. NEW DATA IN AUGUST 2010.

Weaknesses:

The lowest scoring area is Speaking, although it does not fall in an unacceptable Range

EducateAL or other Professional Evaluation Profile Information:**Strengths:**

Strengths:

1. Preparation for Instruction
2. Presentation of Organized Instruction.
3. Classroom Management:

Weaknesses:

Assessment of Student Performance

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

Skill strengths (AAA) – number sense and addition and subtraction of 2 digit numbers, identification of characters in stories and basic identification of items and their links to other organic and inorganic items in the environment.

Technology: Internet usage and safety (students and teachers)

Use of on line supplemental materials along with increase gains in student instructional materials like ActivInspire(teachers)

Weaknesses:

Skill weaknesses (AAA) - Main character and details from story Identifying hereditary aspects.

Teachers are not able to implement technology learned in workshops into their weekly/monthly lessons on a regular basis.

Technology coordinators are unable to have time to repair and assist other teachers in a timely fashion or instruct other teachers in using

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

STAR Math and Reading, Accelerated Math in Grades 5, 6, and 7. Reads 180 is being used in grades 7 and 8.

Weaknesses:

Seventh and eighth grade math grade level assessments reveal that students are weak in using decimals, percents, fractions, and proportions.

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

8th Grade students have presentations from BCCTC in the spring. Career Cruising has been implemented. Students work on Career Portfolios on line: (1) Career Interest Survey, (2) Investigation of Careers, (3) College search. The 8th grade is performing the EXPLORE testing.

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:**

School expulsions and tardies have decreased.
Implementation of a tardy bell has helped.

Weaknesses:

Excessive office referrals for minor infractions.

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

Graduation rate has shown a slight improvement each year. The school made AYP in graduation rate this year.

Weaknesses:

Students dropping out of school continues to be a problem. Even though the school made AYP in graduation rate, Uniform Averaging had to be applied to show improvement. The schools graduation rate was 86%.

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

All of our teachers from last year have returned: no teacher turnover this year.
AMSTI training has been a strength for our school.

Weaknesses:

There are 2 non tenured teachers and teacher attendance.

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:**

For 20 days past Labor Day, WBMS has obtained 97.89% or higher on attendance. The attendance officer has been closely monitoring students.

Weaknesses:

Enrollment fluctuates throughout the year partly due to students coming from the two group homes in our district. There is also a high influx of student enrollment due to families moving into the north end area of Bibb County. More students have been sent to truancy court due to attendance.

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

Strengths: Time is allotted for parents to meet with teachers after school hours. The marquee, website, and Centreville Press are also resources where parents can go for information. Progress reports are sent out every 3 to 4 1/2 weeks updating parents on their child's progress. Every nine Week's report cards are either mailed or sent home with the student. School wide report cards are sent Home every fall, along with test data which includes: SAT-10, ARMT, and EXPLORE in the 8th grade. STI Home is established where parents can go on line for information about their child: Approximately 125 parents have paid for STI Home in our school from 2009- 2010. the school will now use STI Home Portal from InformationNOW. Newsletters are regularly sent to parents on nutrition and community education.

Weaknesses:

STI Home needs to be updated on a regular basis.

School Perception Information related to student PRIDE data.**Strengths:**

Although student use of alcohol and tobacco and marijuana increases through the grades, they do not use it at school. 72% of students always and usually feel safe at school events and 78% feel safe always and usually in the classroom.

Weaknesses:

N/A

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 identified ELL students performing well on grade level.

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:**

ELL students are monitored by existing personnel as well as ELL 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:

N/A

Weaknesses:

N/A

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. Overall test scores in math will increase by 6%**

Description:

All math course of study objectives with attention to conversion of units of measurement, geometry, probability, and basic math facts and skills

Data Results on which goal is based:

Shown as having a slow decrease or small flat gain in levels across all grades

Target Grade Level(s): 5 - 8

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

preparing students for Math AHSGE standards

Target Student Subgroup(s):

NA

Courses of Study:

5- 8 grade math Course of Study standards

Strategies:**S1.1 Teachers will provide on-going practice**

Description:

Math teachers will use bellringers twice a week as a review of weak skills All 6th grade students will be read arithmetic sequences and have chance to answer problems. Special education teachers will provide remedial instruction in math and vocabulary taught by all math teachers Teachers will create assessments based on Alabama Course of Study standards

Action Steps:**AS1.1.1 Math teachers use bellringers to review basic fact**

Description:

Teachers will use bellringer questions at least twice a week to review basic arithmetic skills

Benchmarks:

Progress will be measured based on change of material students do not master from month to month.

Interventions:

End of standard assessment to be performed no less than monthly and performed at the end of each standard or group of standard

Resources:

Teacher schedules and cost of mental math materials.

§1.2 Utilize standards-based assessment

Description:

Teachers will create assessments based on Alabama Course of Study standards to be administered once per month. After the test is administered, the data will be analyzed to determine which students will need to be re-taught particular standards.

Action Steps:

AS1.2.1 assessment steps

Description:

Teachers will create monthly assessments based on state CoS and administer those tests. Reteaching/Remediation of students who do not show mastery of the material will have remediation and re-teaching of the material during enrichment periods.

Benchmarks:

By the change in number of students requiring math remediation during enrichment.

AS1.2.2 Sped instruction

Description:

Remedial math instruction on skills will be taught at least twice weekly by special education teachers during enrichment. All Math and Special Education teachers will provide vocabulary instruction

Benchmarks:

Mastery of vocabulary in tests and standards based assessments

Interventions:

remediation of not met standards during assessment

Resources:

paraprofessional in enrichment classes for remediation as available

§1.3 5th and 6th grade will use mental math competition

Description:

Compete for daily, weekly, monthly, and yearly winners to receive rewards and recognition from teachers and peers, using Abeka style arithmetic sequences.

Action Steps:**AS1.3.1 Sped will receive remedial work in math**

Description:

Special education teachers will provide remedial instruction in math and vocabulary taught by all math teachers.

Benchmarks:

100% of special Education students passing standards based testing on each test given.

AS1.3.2 Sp. Ed. and math teacher discussions

Description:

The grade level Sp. Ed teacher and Grade level general ed. Math teachers will meet at least once a month to discuss math instruction and math skill level with case load of kids.

Benchmarks:

100% participation of all Math and special Ed teachers meeting and increasing the math proficiency of Special ed. students.

Interventions:

Change in number of teachers or teacher in charge of who will perform the Abeka mental Math program.

Resources:

cost of Abeka cards

G2. Improve functional, textual, & informational comp.

Description:

Proficiency in ARMT Reading for all students will increase by 2% for each grade level (5th – 8th). Proficiency rate in ARMT Reading for Special Education students will increase by 10% for each grade level.

Data Results on which goal is based:

On the 2010 - 2011 ARMT 6th grade scored 65% mastery of students, 5th grade had 62% showing mastery of standard, 7th grade had 61% mastery of standard, and 8th grade had 51% mastery of this standard on the ARMT.

Target Grade Level(s): Grades 5th - 8th

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

NA

Target Student Subgroup(s):

Special Education

Courses of Study:

NA

Strategies:**S2.1 To improve student comprehension skills in textual****Description:**

Teachers will identify non and partially proficient students in each of their classes

Action Steps:**AS2.1.1 Identification****Description:**

In August 2011 teachers will identify struggling readers based on ARMT scores that are not deemed mastery level for the grade material, scores I and II.

Benchmarks:

100% of science, math, Reading, Language Arts, and Technology teachers will be in attendance .

AS2.1.2 Improve comp. of text., inform., & funct. material**Description:**

Teachers will use ARMT test results to identify students not mastering textual, informational and function reading in first week of 2011 - 2012 school year

Benchmarks:

Increased numbers of students who are passing COS assessment tests.

AS2.1.3 Improve student proficiency**Description:**

Teachers will provide opportunities for students to engage in a wide variety of reading skills to be used in all genres across the curriculum.

Benchmarks:

Teacher grade book and lesson plans

Interventions:

change in lesson plans and instruction to students

Resources:

None: no professional Development needed

S2.2 Improve comp.of textual., inform., & funct. read**Description:**

To improve student comprehension of skills in textual, informational, and functional reading materials.

Action Steps:**AS2.2.1 Training**

Description:

Teachers trained in ARI Strategic Teaching will incorporate reading strategies with all students. These strategies will be incorporated into their instruction 5 - 6 times a month. All teachers will incorporate lessons on reading rate to help students improve comprehension by using skimming and scanning, looking back, etc.

Benchmarks:

By gains in student reading level using STAR Reading and increased numbers of students who are passing end of standards CoS assessment tests. Students receiving instruction on reading rate will improve comprehension scores across the curriculum.

AS2.2.2 Improved scores of Special populations

Description:

100% of reading and Special Education teachers will receive training strategies specifically for Special Populations. These strategies will be incorporated into their instruction twice a week during enrichment and instructional time.

Benchmarks:

Students receiving instruction in specific strategies will demonstrate an improvement in their comprehension scores.

Interventions:

Pull students during enrichment for remedial instruction and after school tutoring

Resources:

Professional development in recognizing Textual, functional, and informational reading passages. Professional development one a month in the reading instructional strategies by core literacy team, school improvement specialist, reading coach.

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. NA

Description:

NA

Data Results on which goal is based:

NA

Target Grade Level(s): NA

Target ELP Language Domain(s): Reading

WIDA Standards: NA

Strategies:

S1.1 NA

Description:

NA

Action Steps:**AS1.1.1 NA**

Description:

NA

Benchmarks:

NA

Interventions:

NA

Resources:

NA

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 collaboration faculty/administration

Description:

Data collected from the Teacher Pride Survey, The CIP Survey, and Teacher Culture Survey, there is a need to foster collaboration/collegiality between faculty and administration.

Strategies:**S1.1.1 Principal Advisory Council**

Description:

Establish a committee. The committee will be comprised of a faculty member from each grade level, one PE teacher, one SPED teacher, Principal, Assistant Principal, and Counselor. Grade Level, PE, and SPED will rotate each month. These meeting will be held to discuss whatever concerns or issues that arise during the school year (discipline, teacher motivation, etc.) The administration will take these concerns under advisement. These meetings will have an agenda and minutes will be recorded. Groups will meet ahead of time to determine items for the agenda and communicate those to the principal. These representative will report back to the group they represent. At the next meeting, minutes will be read from the previous meeting and progress noted.

Action Steps:

AS1.1.1 School participation**Description:**

Counselor program: Red Ribbon week, Administration will meet with students once every 9 weeks.

Benchmarks:

change in number of office referrals for drug offenses.

Interventions:

reassessment and discussions

Resources:

Dr. Hodges author of Looking forward to Monday Mornings, professional development as needed

G2. Increase motivation & self esteem among sp. ed.**Description:**

Because of data collected from standardized test scores, student pride surveys, teacher pride surveys, CIP survey, and teacher culture surveys, there is a need to increase motivation and self esteem among special education students

Strategies:**S2.1 Implement a student mentorship program****Description:**

Implement a student mentorship program where each Sp. ed. student is mentored by a member of faculty and/or administration. The counselor will give an assignment as needed to help foster mentor rapport with paired students. The adult will meet at least 1 - 2 times a month to talk with students. They will document these meetings in a log.

Action Steps:**AS2.1.1 create and impliment mentor program****Description:**

Creating a 1 on 1 mentor to student with counselor assistance in creating topics as needed for discussion.

Benchmarks:

through mentor logs and student actions in class.

Interventions:

Counselor assistance with discussion topics and how to help better the rapport with the student and bolster their self esteem.

Resources:

Professional development on student mentorship, counselor developed activities, community resources, other 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)**

Teachers new to the school attend a workshop to learn about Bibb County School and meet mentors from the school. A veteran teacher in the school preferably in the subject the new teacher will be instructing,

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.**

Title I will pay the salary for a teacher as well as provide materials and training for all teachers.

10%: Professional Development
Parenting

If provided, Classroom Instructional Supply (CIS) money will be spent to enhance student achievement in areas of deficiency.

Professional Development funding will be directed towards training teachers to improve skills for teaching At-Risk and low achieving students.

Title I, Title II, and Title V money will be used to purchase computers and materials necessary to implement the school-wide program.

If provided, Technology money will be spent to increase the number of computers available to students and faculty.

If provided, Library Enhancement funds will be spent to increase materials that support academics across the curriculum.

Title II money will be used for professional development travel and training.

Title V money will be used for library and media books.

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.**

To make the transition from 4th to 5th grade less stressful, the counselor will plan a time for the elementary schools to come to West Blocton Middle School. At that time, staff and counselor will answer any questions and provide information the students may need.

Teachers meet on curriculum, data, and needs from grade to grade in transition.

To make the transition from 8th to 9th grade smoother, students will meet with guidance counselors who will advise them on coursework expectations, graduation requirements and other necessary information.

The counselor and principal from the Bibb County Career Technical Center will meet with all 8th grade students as well as the counselor from West Blocton High School. Students will complete their four Year

Plan with parental signed permission. Eighth grade students and their parents will visit West Blocton High School.

Career Cruising Program was implemented through the 8th grade computer lab. Eighth grade students completed Career Interest Surveys, Job Search, College and Technical School investigations. These will go to BCCTC and WBHS. EXPLORE testing is completed in the 8th grade and results are passed on to WBHS.

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.**

The Bibb County Board of Education, in conjunction with the principal of West Blocton Middle School, attempts to hire only personnel who are highly qualified. Candidates for hire are

recruited from surrounding accredited colleges and universities. Applicants must provide documentation supporting their highly qualified status. 100% of our faculty is highly qualified.

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 use standardized test scores, such as the Alabama Reading and Mathematics Test to determine goals and objectives that should be set for their individual classes. These goals and objectives will be noted in lesson plans and correlated to the standards for the SAT 10, the Alabama Course of Study, and the Alabama High School Graduation Exam. Departmental meetings and data meetings will be held.

Special Populations:

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

In order to meet the needs of our special populations, which include migrant students, limited English proficient students, students with disabilities, homeless students, neglected/delinquent students, group home students, and economically disadvantaged students, teachers offer a variety of opportunities for learning. Scientific Research Based Programs are utilized to increase student learning. These programs include READS 180, which includes reading and mathematics components for the 2011-2012 school year.

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

Extended day after school tutoring is offered free of charge to students in need of additional academic help. Teachers volunteer one afternoon or morning a week to stay and help any student.

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.

Teachers provide tutorial time before and after school for students.

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.

To improve student achievement and to maintain strong school/family/community partnerships, West Blocton Middle School shall:

- Hold an annual meeting, at a convenient time, to which all parents of participating students shall be invited and encouraged to attend, to inform parents of their school's participating in the Title I program. The school will explain its requirements and the parents' right to be involved and how funds allocated for parent involvement are used.

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.

Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the parental involvement policy and joint development of the Federal Program Plans.

Parents are provided a description of explanation of the curriculum in use at the school, the assessments used, and the proficiency levels students are expected to meet.

If requested, parents may have the opportunities for meetings to formulate suggestions relating to the education of their children. The Parental Involvement Policy was sent out to every parent in August and was also

available at the Annual Meeting.

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.

Parents are involved in an organized, ongoing, and timely way, in the planning, review, and improvement of the parental involvement policy and joint development of the Federal Program Plans.

Provide parents a description of explanation of the curriculum in use at the school, the assessments used, and the proficiency levels students are expected to meet. If requested, parents may have the opportunities for meetings to formulate suggestions relating to the education of their children. The Parental Involvement Policy was sent out to every parent in August and was also available at the Annual Meeting.

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).

Parents will be given the opportunity to jointly develop and annually review a school-parent compact. The compact will outline how parents, the school staff, and students will share the responsibility for improved students' academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the State's standards.

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

Parents are allowed to make and submit comments if they disagree with any aspect of component of the School/Parent Involvement Plan. In May of each year, West Blocton Middle School brings in the Advisory Council to review, evaluate and revise its plan. There are parents on the Council who represent all the parents of the school. During the review process, all parents are notified of the review through notices sent home. These notices make parents aware that the plan is under review, that a copy of the plan is available for review, and that parents have the right to give input regarding the revision of the plan. After the plan is finalized and approved, if a parent finds the plan to be unsatisfactory, they have the right to submit their concerns in writing to the school.

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)

West Blocton Middle School will work with parents in understanding State student academic achievement standards and local and state assessments such as ARMT and SAT 10. An Open House will be held at the beginning of the school year and will inform parents about the overall school program, Title I, and the state academic assessment results. Informational sessions will be held on the two state parenting days for parents to have individual sessions with teachers and the counselor.

(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)

West Blocton Middle School will participate in the two state parenting days. Materials will be given to help parents work with their children to improve. A parent education workshop survey will be completed by parents at the annual meeting to determine areas of interest for future workshops for parents.

(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)

Teachers, pupil services personnel, principals, counselors, and other staff will receive a monthly parental involvement publication that will highlight successful family involvement programs, plans, and ideas to build family support for student success. Parental involvement professional development opportunities will be provided through system wide in-service programs and

school faculty meetings. Teachers and staff are asked to attend at least one of the four meetings a year. Parent newsletters are sent out by the 5th grade teachers.

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

Parents are always invited and encouraged to visit their child at school. West Blocton Middle School participates in the two state parenting days where parents visit with their child. Many parents volunteer to help at school and on field trips. A Parenting Center and meeting place has been set up in the guidance office wing.

(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)

West Blocton Middle School provides information and school reports in a format and to the extent practicable, in a language that parents can understand. Many of our booklets and information sheets are printed in Spanish as well as English.

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

Parents are encouraged to attend other meetings and activities such as Awards Days and Parent lunches. Teachers contact parents as needed, are available for parents requesting conferences, and support parents to participate in the education of their child. Parents are requested to and have volunteered in all aspects of our school including helping with bulletin boards, working in the library, etc.

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.

West Blocton Middle School, with assistance and support from the LEA, will ensure the provision of full opportunities 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. As many notices and communications as possible will be given to parents of these children in their language. At this time, our school has no migrant students and one homeless student. Every effort is made to accommodate parents with disabilities. Our school is a handicapped-accessible building with ramps.

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:**Math Pro. Development****What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

Need to increase overall test scores in math by 6%

What types of professional learning will be offered?

Professional development activities on the new math course of study, the rewriting of pacing guides, and the rewriting of end-of-standard assessments.

When will the session be delivered?

Dates will be set after talking to Central Office staff

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?)**

Teaching will focus on the new course of study standards in the order determined by the rewritten pacing guides. Assessments will be done in such a way that students will perform as they have to according to the verbs and the Bloom's level. Weaknesses will improve.

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

Scores on end-of-standard tests. Sign-in sheets and sti pd registration will be available.

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

Possibly on the district level

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

Address improving all areas of Reading, Math, and student motivation for Sp. Ed. teachers.

What types of professional learning will be offered?

A workshop will be delivered to show how to use Promethean boards and their software to design and create instructional materials for educational use.

When will the session be delivered?

once a week for 1 hour after school until finished (should be 4 - 5 weeks of training)

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?)**

The engagement of students will be increased and motivation to complete assignments greater, along with greater reception of presented material and expressive formative assessment information of student skill.

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

use of material in their classes at least 4 times in the month and during those times an increase in student engagement during instruction.

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

None, WBMS school technology committee member will be presenting

Resources for math, English remed. & test taking**What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

Need to increase overall test scores in math by 6%. Need to increase overall test scores in reading by 2% and for the Special Education subgroup by 10% for each grade level.

What types of professional learning will be offered?

Professional development for math teachers on available resources for "reviewing arithmetic skills in all basic operations" and "vocabulary" (mathematic). Cooperative Learning of Mathematics Kagan book Coach books (including Jumpstart for teaching) A Beka flash cards Technology resources Professional development for English teachers on available resources for "remediation." Coach books Technology resources Professional development for all teachers on available resources for test taking. Coach books Reading workbooks? Technology resources

When will the session be delivered?

Sept. – Oct. at a faculty meeting by Mrs. Burleson

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 use available resources. Scores on end-of-standard tests will improve. Weaknesses will improve.

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

List of resources will be provided. School administrators will do walk-throughs and check that these resources are being used. Resources will be documented in lesson plans.

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

none

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

Need to increase overall test scores in math by 6%. Need to increase overall test scores in reading by 2% and for the Special Education subgroup by 10% for each grade level.

What types of professional learning will be offered?

The principal, assistant principal, counselor, and representative special education teachers as well as grade level teacher leaders will attend the Mega Conference in Mobile or SREB/HSTW/MMGW in New Orleans and go to appropriate break-out sessions.

When will the session be delivered?

July, 2012

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?)**

Those who go will present to the appropriate faculty. Learning will be implemented. Weaknesses will improve.

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

School administrators will do walk-throughs and check that the learning has been implemented. Lesson plans will be checked. Copies of certificates will be available. The conference will be displayed on sti pd histories.

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

Title I, \$6,000.00 for registration and travel possibly SREB/HSTW/MMGW grant money

Reteaching

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

Need to increase overall test scores in math by 6%

What types of professional learning will be offered?

Professional development on reteaching within the regular classroom period. Teachers will visit the classrooms of others in the county recommended by Dr. Partridge.

When will the session be delivered?

Fall, 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?)

Teachers will implement learning in the classroom. Scores on end-of-standard tests will improve. Weaknesses will improve.

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

Scores on end-of-standard tests. Teachers will document reteaching. Sti pd registration will be available.

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

same as ARI/Strategic Teaching Title II, substitutes

Cooperative learning (peer tutoring)

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

Need to increase overall test scores in math by 6%

What types of professional learning will be offered?

Professional development on cooperative learning (and teaching students to peer tutor) using Kagan consultant.

When will the session be delivered?

Local school inservice day in February 17, 2012

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 implement learning in the classroom. Scores on end-of-standard tests will improve. Weaknesses will improve.

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

School administrators will participate and do walk-throughs. They will also check for strategies in lesson plans. Scores on end-of-standard tests. Sign-in sheet and sti pd registration will be available.

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

Title I, \$2,999 for consultant and additional for cost of travel

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

Need to increase overall test scores in reading by 2% and for the Special Education subgroup by 10% for each grade level.

What types of professional learning will be offered?

Data meetings for all teachers to identify non and partially proficient students using test results (1s, 2s, low 3's and those not proficient on the AAA) and for teams to identify reading, math, and culture weaknesses and strategies using test results and surveys.

When will the session be delivered?

August 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?)**

Teachers will target identified students. Teachers will follow strategies in CIP for reading, math, and culture. Weaknesses will improve.

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

Lists of students will be created and turned in to administrators. Administrators will do walk-throughs. They will also check for strategies in lesson plans. Scores on end-of-standard tests. Sign-in sheet and sti pd registration will be available.

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

none

Next steps for ARI/Strategic Teaching**What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

Need to increase overall test scores in reading by 2% and for the Special Education subgroup by 10% for each grade level. Need to increase overall test scores in math by 6%

What types of professional learning will be offered?

Next steps for ARI/Strategic Teaching: Strategies that work specifically well for special populations will be determined. Have new core group observe lessons in the original core group's classrooms Schedule observations for the original core group to observe the new core group; new groups should provide lesson plans ahead of time Train new core group in the other two components of Strategic Teaching Have new core group and original core group begin training the rest of the faculty particularly by teaching a lesson, "Determine Daily Outcomes" and focusing during that lesson on teaching and assessing in such a way that students do what they have to do according to the verbs and the Bloom's level. Etc.

When will the session be delivered?

Sept. – May

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 implement strategic teaching. Assessments will be done in such a way that students will perform as they have to according to the verbs and the Bloom's

level. Weaknesses will improve.

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

School administrators will participate and do walk-throughs. They will also check for strategic teaching components in lesson plans, especially daily outcomes. Newly written end-of-standard tests (if necessary) will be submitted. Scores on end-of-standard tests. Sign-in sheet and sti pd registration will be available. Teachers will document classroom observations.

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

Title II, \$3,614.16 for substitutes

Reading strategies for use by students

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

Need to increase overall test scores in reading by 2% and for the Special Education subgroup by 10% for each grade level.

What types of professional learning will be offered?

Professional development on reading strategies for STUDENTS (especially special populations) to use while reading rather than just strategies for teachers to use while teaching using reading (skimming and scanning, looking back, etc.)

When will the session be delivered?

Fall, 2011 at a faculty meeting by English/reading teachers with input by Dr. Partridge

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 teach students strategies. Students will use strategies while reading.

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

School administrators will do walk-throughs. They will also check for strategies in lesson plans. Scores on end-of-standard tests. Sign-in sheet and sti pd registration will be available.

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

none

Optional book study

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

Increase collegiality/collaboration between faculty members and among faculty and administration.

What types of professional learning will be offered?

Book study of Dr. Hodges's Looking Forward to Monday Mornings as needed.

When will the session be delivered?

As needed; book ordered in October

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?)

Faculty and staff motivation will improve.

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

Agenda and minutes from Principal Advisory Council

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

Title I, cost of book

Student mentor program

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

Increase motivation and self-esteem among special education students

What types of professional learning will be offered?

Professional development on how to be a mentor for students

When will the session be delivered?

Fall, 2011 at a faculty meeting by Mrs. Sosebee

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?)

“Counselors” will meet with students. Student motivation will increase.

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

Assignment list, log of dates/times met

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

none

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	25.04	25.54	1,278,116.88
Administrator Units	1	1	79,285
Assistant Principal	1	1	58,282
Counselor	1	1	52,737
Librarian	1.5	1	51,012
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			0
Library Enhancement			0
Total of All Salaries:			\$1,519,432.8

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

BRIEF EXPLANATION and BREAKDOWN OF SPENDING:

Instruction, TEACHER	\$60,111
Instruction, Student Classroom Support	\$8,000
Instruction, Computer Hardware	\$12,000
Instruction, Instructional Equipment	\$6,000
Guidance & Counseling Compensation	\$3,397.21
Other Student Support, Secretary	\$965.45
Postage, student Schedules and Report Cards	\$375
Instructional, staff Development	\$10,300
Library, Media/Books	\$1,789.31
Instruction, Equipment Maintenance Agreements	\$4,290

Total : 106,172.80

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

	Total : 0
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Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

BRIEF EXPLANATION and BREAKDOWN OF SPENDING:

Staff Development / Substitute	\$1,865.85
Staff Development / Travel and Training	\$1,248.31
Staff Development / Staff Training Supplies	\$250.00
Staff Development / Registration Fees	\$250.00

Total : \$3,614.16

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

NA

Total :

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

NA

Total :

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

NA

Total :

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

Provide a brief explanation and a breakdown of expenses.

NA

Total :

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

Provide a brief explanation and a breakdown of expenses.

NA

Total :

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

Provide a brief explanation and a breakdown of expenses.

NA

Total :

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

NA

Total :