At the beginning of the 2011-2012 school year Bluefield Intermediate School greeted 358 students and 5 new employees. Bluefield Intermediate School serves third through fifth grade students who primarily come from two feeder schools: Whitethorn Primary and Memorial Primary, which are all semi-rural communities. The 2000 census indicates a population in the area to be 11,451. The school is located at the foot of East River Mountain a half mile from the Virginia state border. There is a diverse population and 80% of students receive free or reduced lunch. Bluefield Intermediate School is a Professional Development Site for Bluefield State, Bluefield College and Concord University. Housing in the Bluefield area consists mostly of stationary housing and students living in federal/state assisted housing, with a large number being single parent homes. Also, a significant number of students are being raised by grandparents. Bluefield Intermediate School is also in its second year of offering "school choice". Last year 5 students participated in school choice, and during the current 2011-2012 school year 7 students/families are participating in school choice.

Bluefield Intermediate has 45 employees; the school has retained 36 employees for five years or more. For the 2011-2012 school year the students are served with 6 third grade teachers, 5 fourth grade teachers, 5 fifth grade teachers, 3.5 Title I teachers, Part-time Technology Intergration Specialist, 6 Special Education teachers and 4 Resource teachers.
Describe how parents, community and other appropriate stakeholder members are involved in the development and/or revision of the plan.

The planning committee will meet to discuss data and make suggestions for activities, programs, and professional development. The committee will present all updates to the faculty during faculty senate meetings and to parents during Title I parent trainings to renew goals, objectives, and actions. The Five-year strategic plan was updated and revised August 16 after careful analysis of the WESTEST 2, DIBELS, Acuity, and WV Writes. Surveys were completed at the annual meet the teacher/Title I meeting held on September 6, 2011. During Wednesday collaborations teachers and staff revisited, revised and added input for the 2011-2012 five year strategic plan.

Parents are involved in the planning, implementation, and evaluation of the schools' Title I program and development of the five year strategic plan through the Local School Improvement Council (L.S.I.C.) and Parent Teacher Organization (P.T.O.) meetings. During the PTO meetings held on September 6, October 3, November 8 and December 6, 2011 parents were provided the opportunity to give input on the activities, the planning, and the revisions of the five-year plan.

The L.S.I.C. committee met on October 12 and 20, 2011 to give input and revise the five-year plan.

These comments will be integrated into the strategic plan as it is updated throughout the school year.

The SEA provided technical assistance during the Title I School Improvement Workshop on September 27-28, 2011. Upon return the plan was then re-evaluated by the staff using the rubric for schoolwide projects provided by the SEA.

The school leadership team met September 8 and the 14, 2011 to revise and give input on the draft of the five-year strategic plan.

A copy of the school strategic plan is then made available in the office to parents, community members, and other appropriate stakeholders to peruse. The Title I Plan is also on the Bluefield Intermediate School's Edline website.
The LSIC committee will meet with the Mercer County Board of Education to present the Executive Summary Report for 2011-2012 on March 13, 2012.

Parental input is solicited during each monthly PTO meeting and during each parent training session. At the end of each training session parents are asked to evaluate the session, give feedback and request further training topics.

At the beginning and end of each school year all parents are asked to evaluate the school's Title I program. They are also invited to review the school's current five year strategic plan and provide input. This information is used in planning beneficial activities and future training sessions to assist parents when they help their children with school work. The five year strategic plan is also revisited and modified during grade level team meetings, during the two collaboration Wednesdays per month, and Instructional Support (IS) days to keep the plan current with well focused objectives and action steps. These are crucial to the academic, social and physical development of our students to assure their success in the 21st century.
Core Beliefs

Bluefield Intermediate School believes . . .

1. . . . in fostering the lifelong love of learning
2. . . . that success is a cooperative effort between the school, home, and community
3. . . . in providing the opportunity for students to accept responsibility for their decisions and behaviors
4. . . . in providing opportunities for developing appropriate social skills
5. . . . in providing opportunities for the engagement of problem solving abilities
6. . . . in providing a safe environment that is nurturing, secure, and conducive to learning
7. . . . that high expectations in learning result in high achievement
8. . . . inclusive classrooms provide the least restrictive environment for our special education students. Support is also given by using small flexible group instruction for intervention
9. . . . in striving for the maximum success of all students while respecting individual differences
10. . . . that the development of technology skills is vital in producing a competitive adult in the global community

Mission Statement

Bluefield Intermediate strives to provide a safe, caring, and enriching learning environment for all students in order to provide equitable opportunities to achieve 21st century skills. The school, home, and community will work together to ensure the maximum success of all students academically, socially, and emotionally.
Data Analysis

The enrollment at Bluefield Intermediate School has fluctuated the last five years. This change in enrollment has resulted in the change of the number of teachers and ISA per pupil funds. Mercer County has a higher percent of its population over the age of 65 than the state. The percent of black population has remained constant. The implication of this data shows the need of support for the supplemental school levy, the county tax base, and possibility for future population growth.

The percent of Mercer County's poverty population is above the state's percentage. However, the socio-economic demographics remain constant. The economic stability and population trends also remain constant at Bluefield Intermediate School where 80% of students qualify for free/reduced meals, 42% of students at BIS are black, and 14% of students are identified special education. The implications for this data include the need to address pre-school experiences, prior knowledge, and provide relevant real world experiences for the students.

Achievement Data:

The school met AYP in 2 out of 7 subgroups: the white cell subgroup in math, and the white cell group in reading due to the assessment rate falling within Confidence Interval.

Three cell subgroups did not make AYP in either math or reading: the All subgroup, the Black subgroup and the Low SES subgroup.

The annual measurable objective in math was 52.75% proficient for the All subgroup.

- BIS All subgroup scored 42% proficient.
- Black subgroup scored 28% proficient.
- Low SES scored 35% proficient.

The annual measurable goal for the All subgroup in reading was 50.50% proficient.

- BIS All subgroup scored 36% proficient.
- White subgroup scored 46% proficient.
- Black subgroup scored 23% proficient.
- Low SES scored 28% proficient.

When the staff compared the 2009, 2010, and 2011 WESTEST2 results the following was found:

Math

- Third grade math made a 9 point gain from 2009 with a 29 to a 38 in 2010, but slipped 3 points in 2011 to a 35.
- Fourth grade math from 2009 to 2010 made a 7 point gain by moving from a 33 to 40. Fourth grade made an additional 6 point gain from 2010 to 2011 to earn a 46.
- Fifth grade math dropped 9 points on the 2010 WESTEST 2, scoring a 40 compared to a 49 in 2009. Fifth graders earned back 5 points in 2011 with a score of 45.

Reading
Third grade reading made a five point gain from the 2009’s score of 30 to 2010’s score of 35 in reading. In 2011 the third graders slipped 1 point to earn a score of 34.

Fourth grade earned 31 points in 2009, and gained 1 point to reach 32 in 2010. Fourth graders earned an additional 7 points to move up to a 39 in 2011.

Fifth grade scored a 47 in 2009 in reading, but made a dramatic 17 point decrease in 2010 to only score a 30. During 2011 the fifth graders recouped 7 points moving up to 37.

This data calls for continued use of research based strategies and differentiated instruction in both reading and math.

Student Achievement Data:

Bluefield Intermediate School did not meet AYP on the WESTEST 2 for 2010/2011 school year. The white cell group did make AYP in math and the white cell subgroup made AYP in reading with the use of confidence interval. The special education subgroup only had 42 students, which is below the required 50 for a cell subgroup. The fourth and fifth grades showed between a 5-7 point gain in both reading and math, but the third grade had a small decline of 1-3 points, in both reading and math.

The Root Causes continue to be the poor economic health of the region. A large number of our students live with drug/alcohol dependent adults; many of the students have a parent incarcerated, or has a parent that is deceased due to the use of illegal drugs. The past two years the administrator of BIS was unable to offer long-term support due to family and personal illness. Several strong teachers were also out on long-term leave due to illness or pregnancy. There was low morale from not having a consistent administrator and the lack of parental support. There were numerous discipline issues, and students were not held accountable for their test results. Nothing was offered for the students to work toward as a reward on benchmark tests or good behavior. The schedule was broken into segments and made it difficult for students to start where they left off. Many of our students come from single parent homes where education is not a priority. A large number of students were arriving tardy to school and missing essential instruction. Also, the majority of our students do not have computer access at home to use our suggested websites to practice essential skills.

Continued Data:

Walk to Intervention and small group instruction is being used school wide. Acuity, Read Naturally, Odyssey, SIPPS, Triumphs, Kansas Writing and other research based programs are being utilized. 90 minutes is scheduled for each grade in reading and math. During this allotted time, Title I teachers and Special Education teachers are working within the core classroom delivering small group instruction that is very prescriptive method based on intense data analysis.

DIBELs assessments are given three times during the year to third graders and staff development has been provided in DIBELs, Ashlock strategies, and how to use Ashlock Lesson Maps to strengthen third grade instruction. Progress monitoring is done every two weeks for intensive students, every three weeks for strategic students and monthly for benchmark students.

Teachers are using WESTEST 2 data, WV Writes data and the three Acuity benchmark test results to drive instruction and determine correct interventions in third, fourth, and fifth
grades. DIBEL’s data, Acuity data, basal reader benchmark data, and Everyday Math assessment data will be additional information used to plan instruction and guide the interventions.

**DIBELS Data 3rd grade 2011-2012**

- BOY: 53% Benchmark
- MOY:
- EOY:

**Acuity Benchmark Data 2011-2012**

- 3rd grade Reading Benchmark 1 44%; Benchmark 2 56%
- 3rd grade Math Benchmark 1 45%; Benchmark 2 46%
- 4th grade Reading Benchmark 1 46%; Benchmark 2 56%
- 4th grade Math Benchmark 1 41%; Benchmark 2 55%
- 5th grade Reading Benchmark 1 48%; Benchmark 2 55%
- 5th grade Math Benchmark 1 42%; Benchmark 2 47%

**Other Outcome Data:**

Research tells us that an early predictor of students dropping out of school is their third grade reading score. Students who are poor readers have a greater chance of dropping out of school before graduation.

- Based on the 2010 WESTEST 2 data, BIS tested 131 third graders and 66% of third grade students scored below mastery in reading.

Social issues include poverty, single parent homes, grandparents raising grandchildren, and community drug abuse. The school must provide a safe and caring environment and use resources to motivate children to learn more and set higher goals. Students are being held accountable for their own learning by keeping a “data notebook” and updating it throughout the year. Students in fourth and fifth grades are analyzing their WESTEST 2 results and marking their weaknesses. They will track their strengths and weaknesses on mastering the grade level CSO's on each Acuity benchmark. They will become proficient enough in analyzing their own data and be able to have "Test Talks" about their learning during parent conferences.

The attendance rate for Bluefield Intermediate School for the 2010-2011 school year was 93.2%, but the unexcused rate was 22.2%. The school had 794 unexcused days recorded in WVEIS. The discipline reporting system through WVEIS showed 468 infractions were entered. 154 infractions were entered as "aggressive conduct", 256 due to "failure to obey authority". There were 8 legal concerns recorded, and 49 days were loss of instruction days due to out of school suspension. These are all contributing factors to the root causes of students scoring below mastery on WESTEST 2.

**Analysis of Culture, Conditions and Practices:**

Bluefield Intermediate School is made up of a diverse group of students. Of the 371 students tested; 274 of students qualify for free or reduced lunch. During the 2010-2011 school year, the student population was comprised of 219 white students, 143 black students, 1 Asian student, 1 Indian student, 4 multi-racial students, 2 LEP students and 3 Hispanic students.
To combat some of the issues, Bluefield Intermediate School teachers attended three days of training in June 2011 on “Capturing Kids' Hearts” designed by Flip Flippen. All teachers are implementing the program with their students. Each classroom has designed a social contract that contains the student’s expectations on how to treat each other, ways to assist one another with reminder jesters and how to self manage their own behavior. The teachers are using the ENGAGE method; E-Engage: handshake, welcome, affirm, model, X-x-plore, C-communicate, E-empower, L-launch to build meaningful relationships within the classroom.

A majority of the teachers also attended a three day training session in July, 2011 on "Best Practices" in Gatlinburg, TN. Mr. Harry Wong was the keynote speaker on, "How To Be An Effective Teacher". Each BIS teacher received his book, The First Days of School, and are implementing his strategies and procedures. Every month teachers are asked to nominate a student to be recognized as “Student of the Month”. Their pictures are taken and displayed on a bulletin board by the front entrance. A positive behavior/responsible student program is being used with all students. Students can earn “Beaver Bucks” for being accountable for their work, taking responsibility for their actions and class work and for good conduct. Students can spend their Beaver Bucks purchase various prizes each nine weeks. Also, every nine weeks each grade level will have a "good behavior celebration" for the students that haven’t had discipline issues either in the classroom, elsewhere in the school or on the bus. The school will sponsor a “Mega Party” in June to celebrate the students’ hard work during the 2011-2012 school year. Students will get to attend this daylong event that will include: inflatable’s, music, special refreshments and tons of fun. Students know they will have to subtract time for unexcused absences during the year, behavior write-ups in school and on the school bus. The rules were explained to students on the first day of school and everyone understood the rules and consequences that may cause some students to have a later start time to join the party.

Parent training sessions will be scheduled to assist parents with study tips to use at home and various ways they can help with their children’s homework. The focus of the sessions will be on reading, math and technology. Parent surveys are completed after each training session and the surveys are reviewed and used to plan future parent trainings.

School wide Walk to Intervention will continue in grades 3-5. The small group and pull out session will contain research based interventions, and enrichment activities. All teachers have been trained on use of Acuity and how to review the results with the students.

An after school mentoring program will also be implemented. Outstanding community leaders, local churches and members of the high school athletic teams will act as role models motivating students to want to attend school and to show how well they care for our students. Activities will include during school and after school meetings and mentoring.

OEPA Analysis

OEPA made an announced visit to Bluefield Intermediate School on February 2, 2011. The team reviewed the Five Year Strategic plan, interviewed school personnel, school system administrators, observed classrooms and examined school records. The review concentrated on the declining student achievement.

Concerns noted in the report:
7.1.2 High Expectations: Two teachers were noted being negative with students and not promoting an encouraging learning atmosphere, and three grade 5 students were left unattended in a classroom for 15 to 20 minutes. A substitute teacher was supposed to be in place; however, she did not arrive.

7.1.12 Multicultural activities: There was no school wide approach for multicultural activities on the programmatic levels.

7.6.2 Licensure: One certification issue was noted.

Bluefield Intermediate School will use research based teaching strategies and implement various programs to increase the number of students in each subgroup making mastery and above on the WESTEST 2. On Oct. 7, 2010 the staff met as a team and decided to improve the school climate. As a result, the program, "Capturing Kids' Hearts" was selected to be implemented. This program is designed to build a positive school climate to enhance the learning environment.

At the end of the 2010-2011 school year, Tom Chaffins, secondary instructional supervisor, provided training to the staff on multicultural activities to be integrated into the school curriculum. Scholastic News and TIME for Kids were purchased to be used in every classroom for the 2011-2012 school year. At the beginning of the 2011-2012 school year the staff was provided a multicultural handbook to be utilized within the instructional program. Classes are responsible for a monthly report on countries.

Teachers will use Acuity, WV Writes, and Odyssey on a regular basis. Core teachers, Special Education teachers and the Reading and Math Interventionists will assist students in developing test taking skills, answering higher level knowledge questions, and developing advanced writing skills.

A curriculum coach has been contracted to work with teachers on instructional strategies. Weekly collaboration sessions are held for grades 3-5 to address student concerns and model strategies that will increase student achievement.

Various professional development sessions will be offered to the entire staff after school. The focus will be on reading/language arts strategies, math strategies, depth of knowledge questions, higher level thinking questions, the use of comprehension and vocabulary toolkits, professional learning communities, the state core standards, and teaching strategies. These trainings will be provided to increase student achievement.

Prioritized Strategic Issues

Goal 2: Bluefield Intermediate School will increase math achievement in all subgroups.

1. Bluefield Intermediate School will decrease by 10% from the preceding school year in the "Black" subgroup of students scoring below mastery. Baseline: 140 black students tested with WESTEST 2 and 2 with APTA, Target: 50%, Measure: decrease from 104 students scoring “At or Below Mastery” to 94 students or less. Acuity benchmarks, APTA/WESTEST 2, Monitoring: 1st Acuity Oct 17th-Nov.11th, 2nd Acuity Dec.12th-Jan 13th, 3rd Acuity March 19th-April 13th, APTA May 1st – May 4th, and WESTEST 2 May 14th -18th, 2012. The WESTEST 2 is the final benchmark test. Formative assessments will be used quarterly. Administrative walk-throughs, observations, evaluations, lesson plans and teacher and student on-going data analysis. Measure: WESTEST 2. Support: Professional development that is based on the needs assessment, administrative feedback after each walk-through, observation and evaluation, collaborative teaching with Special Education and Title I in reading and math, team meetings, and professional development during the two collaborative Wednesdays each month.

2. Bluefield Intermediate School will increase by 10% from the preceding school year in the “All” subgroup of students scoring At or Above Mastery. Baseline: 359 students tested, Target: 50%, Measure: increase from 149 “At or Above Mastery” to 164 students or more. Monitoring: 1st Acuity Oct 17th-Nov.11th, 2nd Acuity Dec.12th-Jan 13th, 3rd Acuity March 19th-April 13th, APTA May 1st – May 4th, and WESTEST 2 May 14th -18th, 2012. Measure: WESTEST 2 is the final benchmark test. Formative assessments will be used quarterly. Administrative walk-throughs, observations, evaluations, lesson plans and teacher and student on-going data analysis. Measure: WESTEST 2. Support: Professional development that is based on the needs assessment, administrative feedback after each observation and evaluations, collaborative teaching with Special Education and Title I reading and math, team meetings, and professional development during the two collaborative Wednesdays each month.

3. Bluefield Intermediate School will decrease by 10% from the preceding school year in the “White” subgroup of students scoring below mastery. Baseline: 211 students tested, Target: 50%, Measure: decrease from 99 “At or Below Mastery” to 89 students or less. Monitoring: 1st Acuity Oct 17th-Nov.11th, 2nd Acuity Dec.12th-Jan 13th, 3rd Acuity March 19th-April 13th, APTA May 1st – May 4th, and WESTEST 2 May 14th -18th, 2012. Measure: WESTEST 2 is the final benchmark test. Formative assessments will be used quarterly. Administrative walk-throughs, observations, evaluations, teacher lesson plans and teacher/student on-going data analysis. Measure: WESTEST 2. Support: Professional development that is based on the needs assessment, administrative feedback after each observation and evaluations, collaborative teaching with Special Education and Title I reading and math, team meetings, and training during the two collaborative Wednesdays each month.

4. Bluefield Intermediate School will decrease by 10% from the preceding school year in the “Low SES” subgroup of students scoring below mastery. Baseline: 272 students tested, Target: 50%, Measure: decrease from 170 “At or Below Mastery” to 153 students or less. Monitoring: 1st Acuity Oct 17th-Nov.11th, 2nd Acuity Dec.12th-Jan 13th, 3rd Acuity March 19th-April 13th, APTA May 1st – May 4th, and WESTEST 2 May 14th -18th, 2012. Measure: WESTEST 2 is the final benchmark test. Formative assessments will be used quarterly. Administrative walk-throughs, observations, evaluations, lesson plans and teacher and student on going data analysis. Measure: WESTEST 2. Support: Professional development that is based on the needs assessment, administrative feedback after each observation and evaluations, collaborative teaching with Special Education and Title I reading and math, team meetings, and training during the two collaborative Wednesdays each month.
A part time math coach will be contracted to assist teachers and give feedback and suggestions to the teachers.

The instructional coach will observe teachers and make suggestions to improve high expectations.

The instructional coach will conference with the principal.

General educators, Title I teachers, and Special Education teachers will meet with the instructional coach monthly during common planning periods.

All students will be instructed based on the data analysis: 3rd - 5th grades on three Acuity benchmarks, Everyday Math assessments, and WESTEST 2.

- differentiated instruction
- small group instruction
- direct/explicit math instruction
- formative assessments
- Standards based math

All students will have access to the standards based approach to mastering the West Virginia Mathematics Content Standards and Objectives.

- Teachers will have on-going professional development in differentiated instruction in mathematics to meet all students’ needs.
- Administer benchmark tests 3 times per year: 1st Acuity Oct. 17th-Nov. 11th, 2nd Acuity Dec. 12th-Jan 13th, 3rd Acuity March 19th-April 13th, APTA May 1st – May 4th, and formative assessments every 2 weeks for the targeted and intensive students.

- Schedule Title I math interventionist and Special Education teachers into all three grade levels for whole and small group instruction.

All students will participate in a mentoring program provided by Bluefield High School athletes.

Outstanding community leaders, college students and high school athletes will serve as mentors during the regular school day and during the after school programs.

Mentors will be engaged during classroom activities, visit students during scheduled lunch times and work with students during the after school programs.

Mentors and BIS students will be recognized at various local high school sporting events.

Mentors will monitor BIS students’ academic and social performance

Bluefield Intermediate School staff will integrate math skills with computer instruction through Everyday Math Online.

- utilize Acuity benchmarks to increase student achievement in math
- utilize Odyssey to practice math skills
- utilize Everyday Math Online to practice math skills

Bluefield Intermediate School will utilize the automated call system to communicate with parents concerning absences.
Parent training sessions on how to help their children with school assignments and projects will be provided by BIS staff.

Core Plan Title I Special Education Technology Parental Involvement

Training sessions on math strategies, and use of technology in the classroom and at home will be scheduled for parents.

The staff at Bluefield Intermediate School will implement "Capturing Kids Hearts" student support initiative.

Core Plan

CKH training will be provided to Bluefield Intermediate School staff during the 2010-2011 school year.
Goal 1: Bluefield Intermediate School will increase reading/language arts achievement in all subgroups.

1. Bluefield Intermediate School will annually have 10% fewer Black Students scoring below mastery. Baseline: 77.6% Target: 69%. (Action steps are the same as Objective 1.1) Measure WESTEST2, Monitoring WESTEST2 is the final benchmark test. Formative assessments will be used quarterly. Administrative observations. Lesson plans. Support Staff development, administrative feedback, collaborative teaching, team meetings

2. Bluefield Intermediate School will annually have 10% fewer Special Needs Students scoring below mastery. Baseline: 95.6% Target: 85.6%. (Action steps are the same as Objective 1.2) Measure WESTEST2, Monitoring WESTEST is the final benchmark test. Formative tests will be used quarterly. Administrative observations. Lesson plans. Support Staff development, administrative feedback, collaborative teaching, team meetings

3. Bluefield Intermediate School will annually have 5% more students scoring at Above Mastery and Distinguished. Baseline: 72.4% Target: 65%. (Action steps are the same as Objective 1.3) Measure: WESTEST 2, and it is the final benchmark test. Formative assessments will be used quarterly. Administrative observations. Lesson plans. Support Staff development, administrative feedback, collaborative teaching, team meetings.

A part time instructional coach will be utilized to improve High Expectations.
Core Plan Title I

The part time instructional coach will observe teachers and make suggestions to improve high expectations.

The instructional coach will conference with the principal.

General educators, Title I teachers, and Special Education teachers will meet with the instructional coach monthly during common planning periods.

All students will have access to a research-based approach to the teaching of the West Virginia Reading and Language Arts Content Standards and Objectives.

Core Plan

- Schedule inclusion students in grade level reading/language arts classes.
- Reading/language arts teachers will implement differentiated instruction.
- Administer benchmark tests 3 times per year and formative assessments every 2 weeks for students to determine small groups and pull out groups.
- Third grade teachers will use DIBELs data and basal assessments, along with Acuity benchmark results to drive their instruction. Basal tests, Acuity benchmark results and WESTEST 2 data will be factors that fourth and fifth grade teachers will address use to determine which CSO's that need to be revisited.
- Teachers will participate in professional development sessions on differentiated instruction, writing instruction, and formative assessments.
- Title I teachers, Special Education teachers, and Interventionists will concentrate on areas of identified weaknesses of each class in reading/language arts using differentiated instructional strategies.
All students, with focused attention on special needs learners and those not meeting benchmark, will have access to reteaching and small group instruction.

Core Plan
- differentiated instruction strategies
- small flexible group instruction
- progress monitoring to determine student performance
- direct/explicit reading strategies
- formative assessments
- Walk to Intervention with all teachers working with small groups of students
- Ashlock strategies will be used in third grade reading

BIS students will participate in a mentoring program involving Bluefield High students.

Core Plan
Outstanding community leaders and high school boys will serve as role models.

Mentors and BIS boys will meet afterschool.

Bluefield Intermediate staff will utilize the automated call system to communicate with parents concerning absences.

Core Plan Technology Parental Involvement
Parent training sessions on how to support their children will be provided by BIS staff.

Core Plan
Training sessions on reading strategies, math strategies, and use of technology in the classroom and at home will be scheduled.

Teachers at Bluefield Intermediate School will participate in the Read Aloud Program.

Core Plan Parental Involvement
Parents will be scheduled to read to classes weekly or monthly.

The staff at Bluefield Intermediate School will implement Capturing Kids Hearts student support initiative.

Core Plan
CKH training will be provided to Bluefield Intermediate School staff during the summer of 2011-2012 school year.
Goal 3: Bluefield Intermediate School will integrate technology across the curriculum.

Objective: 100% of teachers at BIS will use Edline successfully to post grades and other information. Baseline: 80% using successfully. Target: 100% using Edline successfully.

BIS will offer parent training on Edline. Baseline: 0 sessions. Target: 2 sessions.

Bluefield High School athletes will be invited to participate in a mentoring program.

Core Plan

Outstanding community leaders and athletes will serve as role models.

Bluefield Intermediate staff will utilize the automated call system to communicate with parents concerning absences.

Core Plan Technology

Parent training sessions on how to support their children will be provided by BIS staff.

Core Plan Parental Involvement

Training sessions on reading strategies, math strategies, and use of technology in the classroom and at home will be scheduled.

Parent training sessions on how to support their children will be provided by BIS staff.

Core Plan

Training sessions on reading strategies, math strategies, and use of technology in the classroom and at home will be scheduled.

Teachers at Bluefield Intermediate School will participate in the Read Aloud Program.

Core Plan Parental Involvement

Parents will be scheduled to read to classes weekly or monthly.

TECH/02:
Focus on 21st century technology tools and resources that improve achievement of all students, with a special emphasis on high need and low SES students.

Core Plan Technology

- Teachers will use Acuity database to access and develop formative assessments.
- 3rd grade teachers will use Dibels to screen students.
- BIS will continue to utilize TechSteps.
- Teachers will use Read Naturally to address individual student needs.

TECH/04:
Provide increased access for students and teachers to 21st century tools and resources.

Core Plan Technology

- Teachers will schedule all students to computer time.
- Each grade level will utilize one of the three mobile labs.
- Special Education and Third Grade classrooms are equipped with SmartBoards.

TECH/05:
Utilize innovative strategies for providing rigorous and specialized courses that may not be available without the use of 21st century tools and resources.

Core Plan Technology

- Students will have access to rigorous curriculum through Virtual field trips.

The staff at Bluefield Intermediate School will implement Capturing Kids Hearts student support initiative.

Core Plan
CKH support training will be provided to Bluefield Intermediate School staff during the 2011-2012 school year.

Use data to group students for small group instruction.

Core Plan

Summative assessment of all students.

Use data to group students.
<table>
<thead>
<tr>
<th>Beginning Date</th>
<th>Ending Date</th>
<th>Other Date</th>
<th>Related Goal(s)</th>
<th>Topic</th>
<th>Audience</th>
<th>Mode</th>
<th>Funding Source(s)</th>
<th>Local Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul 13, 2011</td>
<td>Jul 16, 2011</td>
<td></td>
<td></td>
<td>Smokey Mt. Institute of Best Practices</td>
<td>All Teachers</td>
<td>Trainer Led</td>
<td>School Improvement Grant</td>
<td></td>
</tr>
<tr>
<td>Aug 22, 2011</td>
<td>Aug 22, 2011</td>
<td></td>
<td></td>
<td>Everyday Math Online</td>
<td>All Educators</td>
<td>County Trainer Led, Carol Scott</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aug 22, 2011</td>
<td>Aug 22, 2011</td>
<td></td>
<td></td>
<td>Motivating the Unmotivated</td>
<td>All Educators</td>
<td>Trainer Led, Brian Mendler</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aug 23, 2011</td>
<td>Aug 23, 2011</td>
<td></td>
<td></td>
<td>Data Analysis</td>
<td>School Staff</td>
<td>Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sep 08, 2011</td>
<td>Sep 08, 2011</td>
<td></td>
<td></td>
<td>Math Strategies</td>
<td>Special Education Educators</td>
<td>Trainer Led</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sep 16, 2011</td>
<td>Sep 16, 2011</td>
<td></td>
<td></td>
<td>WVDE Building High Quality Schools</td>
<td>Classroom Teachers, Team Leaders</td>
<td>Regional Education Advisory Laboratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sep 20, 2011</td>
<td>Sep 20, 2011</td>
<td></td>
<td></td>
<td>Differentiated Instruction</td>
<td>Special Education Educators</td>
<td>Trainer Led</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sep 21, 2011</td>
<td>Sep 21, 2011</td>
<td></td>
<td></td>
<td>Review of Capturing Kid's Hearts</td>
<td>All Educators</td>
<td>Trainer Led, Karen Bowles from the Flippen Group</td>
<td>School Improvement Grant</td>
<td></td>
</tr>
<tr>
<td>Sep 27, 2011</td>
<td>Sep 28, 2011</td>
<td></td>
<td></td>
<td>Title I School Improvement Technical Assistance Workshop</td>
<td>Principals, Title I</td>
<td>Jan Stanley</td>
<td>Title I</td>
<td></td>
</tr>
<tr>
<td>Oct 05, 2011</td>
<td>Oct 05, 2011</td>
<td></td>
<td></td>
<td>Teaching Strategies</td>
<td>All Educators</td>
<td>Trainer Led, Linda Richards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 08, 2011</td>
<td>Oct 08, 2011</td>
<td></td>
<td></td>
<td>DIBELS Training</td>
<td>Title I, Special Education</td>
<td>County Trainer Led</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 02, 2011</td>
<td>Nov 02, 2011</td>
<td></td>
<td></td>
<td>4 Square Writing</td>
<td>All Educators 3-5</td>
<td>County Trainer Led, Ruth Collins</td>
<td>Title I</td>
<td></td>
</tr>
</tbody>
</table>