



ACIP

Bibb County Board of Education

721 Walnut St
Centreville, AL 35042-2316

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Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

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

The Bibb County School District in rural, central Alabama has many unique and appealing attributes. Located between the metropolitan areas of Birmingham, Tuscaloosa and Montgomery, the amenities offered in bigger cities are not far away, however, the rural settings of the schools and communities within Bibb County have many attractions and benefits.

More than 3200 students attend the schools within the Bibb County School System. There are nine schools that serve these students. They are four elementary schools, two middle schools, two high schools, and a career academy. Our youngest students, those in grades K-4, on the northernmost portion of the county attend Woodstock Elementary School, with a current enrollment of 287. Further southward, 287 students are enrolled in grades K-4 at West Blocton Elementary School; 448 are enrolled in grades 5-8 at West Blocton Middle School; and 466 are enrolled in grades 9-12 at West Blocton High School. When the Woodstock Elementary School students progress to the 5-12 grades, they attend West Blocton Middle and West Blocton High schools. The schools in the northern portion of Bibb County also serve children from the Tri-Wil/Porta Cras institution for neglected children.

In the central part of the county, the youngest students attend the most populous school within the system: Brent Elementary School, which has a current enrollment of 609. Centreville Middle School has an enrollment of 448 students; and Bibb County High School has a current enrollment of 516 students.

Students of both West Blocton and Bibb County high schools are served by Bibb County Career Academy. This is a facility that is centrally located between the two high schools, and it serves more than 230 students each semester.

Children in grades K-6 in the southernmost portion of the county attend the system's smallest school: Randolph Elementary School, which has a current enrollment of 200. Those in that area of the county who are in grades 7-12 are transported to the centrally located Centreville Middle and Bibb County High schools.

Bibb County School District employs a total of 419 individuals within the system to support the schools, districts and programs. Of these, 244 are certificated employees and 175 are support personnel, including bus drivers. In addition to this, the Bibb County School District contracts with a number of individuals to provide additional services such as music, art, and other support services.

Bibb County consists of four municipalities: Brent, Centreville, West Blocton, and Woodstock, as well as several unincorporated communities, including Randolph. The communities in the county each have unique features and challenges. Schools located within each community are supported in varying ways, based on strengths and resources of each community, and capacity to provide support.

According to the US Census 2015 estimate, Bibb County has an estimated population of 22,583, with a median income of \$37,984. Of those, 299 are foreign-born, and 17% of the total population lives below the poverty level.

The racial make-up of Bibb County is 74.9% White; 21.2% Black; .7% American Indian; .08% Asian; 1.29% two or more races; 2.01% Hispanic; and .02% of some other race.

According to the US Census, 77.9% of the population has at least a high school diploma.

According to US Census data, there are 1,310 companies within the County's 626 square miles. Serving 3,263 students, Bibb County School System is the County's largest employer, with over 400 employees and an annual economic impact of \$24 million.

According to the Alabama Department of Labor's Labor Market Information Division's July 2016 data, Bibb County has a civilian labor force of 8,668; and an unemployment rate of 6.4%. Of the District's 3,263 students, 2,037, or 62.427% live in poverty and are on the free or reduced lunch program.

Bibb County is centrally located between Tuscaloosa and Birmingham and is in close proximity to interstates 20/59 and 65. The US Highway 82 bypass in Centreville has recently opened, as well. While this may negatively impact some businesses within Centreville, Brent is growing at the US Highway 82 / State Highway 5 interchange, and new business is coming into that area.

While most of the growth has taken place within the northern portion of the county, the county is home to a number of natural and economic resources that would be valuable attractions for new business and residents. Of the county's natural resources, the Cahaba River is probably the greatest. The Cahaba River National Wildlife Refuge and the activities that bring attention to the river annually brings out-of-towners into the area. One such event is the well-attended Cahaba Lily Festival that brings attention to the blooming of the noted Cahaba Lily. Bibb County's history reflects its initial growth as having been dependent largely on coal, iron and timber, and the county maintains certain aspects of that history. The Coke Ovens Park in West Blocton preserves several historic beehive coke ovens. Brierfield Ironworks State Park provides history as well as opportunities for camping and hiking. In Centreville, the historic Court Square is a major attraction. Just across the Bibb-Tuscaloosa county line, and claimed by both, is the Tannehill Ironworks State Park, which offers many activities throughout the year. Residents of not only Bibb County but the immediate surrounding areas of Tuscaloosa, Birmingham and toward Montgomery regularly patronize all of these sites and attractions.

The second-largest employer within the county, Bibb Medical Center, also has grown a great deal over the past few years, having developed a retirement community and implemented a state-of-the-art maternity and birthing facility, thereby fulfilling the institution's mission of providing care from birth throughout life. A part of the medical center complex, Cahaba Medical Care Foundation, has successfully founded and supported a Federally Qualified Health Center which has brought many new jobs and benefits to our community within the past few years.

There is also a new, state-of-the-art baseball complex, Stewart-Wheeler Memorial Park, that not only draws nearly year-round out-of-town participation, but provides an opportunity for the county's children to participate in sporting events in an exceptional environment.

The business and community members are supportive of the schools within Bibb County. There are a number of school programs that include community members. These include the recently implemented Fitness Friday program. This program is a collaboration between Bibb County High School's Cross-Country Team and Cahaba Medical Foundation and includes community participants in weekly exercise opportunities that take place along the City of Centreville's River Trail, a path along the Cahaba River.

Also, in a quest to instruct students wholly, Bibb County Schools has partnered with the Bibb County Diabetes Coalition to bring information to students, and parents, about ways to maintain a healthy lifestyle. Partnership with the Alabama Cooperative Extension Agency, the Alabama Cattlemen's Association, and the US Forestry Service, among other agencies, has also served to provide educational opportunities for the system's children beyond the required academics. Additionally, the students of the Bibb County Career Academy have the added benefit of participating in a work program which allows students the opportunity to go to work in local businesses to gain not only work experience, but experiences in money management, heightened responsibility, and commitment to others and a task. This program also serves to assist in improving the district's graduation rate.

System's Purpose

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

The Bibb County School District vision is to empower every student to reach his or her unique potential. The mission of the Bibb County School System, a community partnership, is to produce life-long learners and productive citizens in a safe and nurturing environment. The Bibb County School District has three over-arching goals/objectives to guide the schools and district. These are incorporated in the district Strategic Plan, and are as follows:

1. All students will achieve at their highest potential physically, emotionally, and academically.
2. All community stakeholders - including parents, educators, business and industry representatives, religious organizations, and community leaders - will work together to prepare students to become productive members of society.
3. All schools will provide a safe learning environment.

Bibb County Schools works to meet these goals by providing quality educators and state-of-the-art facilities within the small, but growing, communities within Bibb County. The System's highly skilled teachers work with a curriculum that is regularly improved in an effort to meet the needs of each student with the expectation that each student can and will reach his or her potential.

The Bibb County School District uses the district Strategic Plan and the district Continuous Improvement Plan to convey goals, objectives and expectations for outcomes. Resources, including personnel and fiscal resources, are allocated equitably.

The Bibb County School District remains focused on the purpose of producing life-long learners and productive citizens through the program offerings and expectations for students. The district values and protects the safe and nurturing environment achieved through conscientious effort and attention to details to ensure these conditions. The Bibb County School System revisits strategic and safety plans, as well as policies, to ensure vision, expectations, and guidelines are in place to support a safe and nurturing environment for students and staff.

Each school in the Bibb County School District is a Title I School-wide Project School. Each school conducts an Annual Title I Meeting in the Fall of each year with the primary purpose of communicating to parents the status of the school in regard to performance and the state and district expectations. In addition to the student performance data, schools communicate the overview of their Continuous Improvement Plans (CIP), including goals and action steps. Parents are invited to be an integral part of the development of the Continuous Improvement Plan.

The Bibb County School District implements a state approved curriculum with locally developed curriculum maps by teachers. Curricula are reviewed periodically to determine effectiveness, including standard review, mapping review, assessment and resource availability review. Local school and district data meetings are conducted where meaningful discussions result in information used to make curricular changes or affirmations.

The Bibb County School District ranks among the lowest in local funding provided for students through funding formulas. As a result, the Bibb County School System engages in a high degree of collaboration within the system's administration and within the community to provide quality education opportunities and resources to the district's students. Grant writing by the district, schools, and partnering agencies is a SY 2017-2018

common practice to provide needed resources and opportunities.

Expectations by school personnel for student engagement and commitment is customary. Use of the ELEOT Tool is providing a new way of looking at student engagement that is proving to be beneficial.

Notable Achievements and Areas of Improvement

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

The Bibb County School District has numerous notable achievements and areas where improvement has been shown over the past 3 years.

The Bibb County School District continues to strive toward 100% graduation rate. Improvement in the graduation rate over the past three years is viewed as a notable achievement. The System's intervention programs, such as after school tutoring, Edmentum's virtual school option implemented during the summer of 2016, and career fairs have contributed to an increase in the graduation rate. The Bibb County Career Academy's work program also serves as a deterrent to students' dropping out of high school, as it provides students with an opportunity to obtain hands-on work experience that allows them to learn money management, responsibility, and commitment to others, as well as tasks that not all students can learn within a classroom setting.

Considered a notable achievement, mathematics scores for the district have improved on the ACT Aspire over the past three years. The Bibb County School District has focused resources on mathematics instruction with the support of the Alabama Math, Science and Technology Initiative (AMSTI), beginning a focused look at data and instructional practices through the Math Teacher Leader Program, and high quality professional development offered as Number Talks.

Collaboration with the local post-secondary institutions, University of Alabama, University of Montevallo, Judson College and Shelton State Community College, the Bibb County School District offers enriched curriculum and professional development opportunities for students and staff. The degree of collaboration and extent of offerings is viewed as a notable achievement. Among these collaborative offerings are the University of Montevallo's Upward Bound Program, Shelton State Community College's Non-Traditional High School Diploma Program, the University of Montevallo Inservice Center's diverse and tailored professional development offerings, and the area college field experience placements.

One of the major changes at the Bibb County Career Academy is the implementation of simulated workplace experiences for students attending. This is considered a notable achievement by the district as research has shown the simulated workplace experiences will set students on a career path before leaving high school. Students are able to attain specific industry certifications which serve as a great benefit when leaving school and entering the workforce, as well as receive the benefit of development of soft skills. Grant funding recently received by the Bibb County Career Academy resulted in the addition and upgrade of industry specific technologies in each of the programs, as well as a partnership with the Southeastern Regional Education Board (SREB).

Community and media relations is considered a notable achievement. Maintaining productive and positive relationships with community agencies and organizations, as well as the media, serves an important role in the success of the school system. The Bibb County Board of Education enjoys positive community relationships with a broad array of community entities. Community agencies and organizations stand ready to support requests from the school district, and readily approach schools and the districts with proposals for intervention programs funded by their agencies and organizations. Several strong examples of these partnerships are with the Alabama Cooperative Extension System of Bibb County, the U.S. Forestry Service, and the Cahaba Medical Care Foundation. The local municipalities are also strong supporters of the schools and district, providing grant funding for collaborative projects, such as walking trail improvements, and safe school zone equipment, as well as providing security services. The local weekly newspaper, The Centreville Press, devotes space each week to SY 2017-2018

school news and to other student accomplishments.

Also considered a notable achievement, the Bibb County School District has partnered with Cahaba Medical Care Foundation and The Studio, a local business, to bring fine arts into the school system, as well as provide fine arts opportunities for children within the community. Through a grant written by Cahaba Medical Care Foundation, many fine arts opportunities were afforded to students and families within the community. A concert series in the park, locally hosted concerts and ballets, have been among the opportunities brought into the community offered at no charge to families.

Additionally, in the area of fine arts, The Bibb County Children's Theatre, an entity of Community Education, has provided fine arts opportunities for Bibb County children. The theatre operates locally at little to no cost to families, and involves children across the county, ages 5 to 18, for approximately 4 months annually, plus a week of summer camp. The partnership between the Bibb County School District and Bibb County Children's Theatre provides a forum for the theatre. This opportunity is one of the local offerings, and involves over 50 youth per year. The cast presents shows to each of the elementary and middle schools each Spring.

Among the notable achievements of the Bibb County School District is the collaboration with community partners to provide students and community with health awareness and improvement programs. The Bibb County Child Caring Foundation, in collaboration with the Board of Education, sponsors school-based health screenings at no charge to families for all Bibb County students with parent permission. This collaboration involves a large number of partners, including the University of Alabama Capstone College of Nursing, Alabama Sight Savers, and numerous community agencies. The Bibb County health fairs have been used as a model for replication across the state and nation, and recognized by the Governor's Office as a model for the KidCheck student health initiative.

The Bibb County School District has long valued early learning as a mechanism to school and life success. Difficult to reach prior to kindergarten and cost prohibitive, the district has offered summer programs for 3 weeks prior to school opening for incoming kindergarteners to smooth the transition from home to school. Considered a notable achievement is the receipt of each of our elementary schools of a Governor's Office of School Readiness Pre-K Grant which offers early learning opportunities prior to kindergarten for a full year for at least some of the incoming students. The Governor's Office of School Readiness also awards a grant to a local daycare which also serves and reaches some of these students. This will make a great impact on the school success of those students who are able to attend the additional year beginning at age 4.

The Bibb County School District is fortunate to have strong leadership that values the role of technology in the changing school climate. Superintendent, Board Members, district and school staff alike have a common understanding of the power of the effective use of technology in learning, and the motivational qualities of learning with the tools of technology for students. As a result, the Bibb County School District has embraced learning with the tools of technology, and has allocated resources not typical of a small school district with limited local funding. This leadership is evident in grants received, school budgets for technology resources, professional development offerings and attendance, and implementation of strategies to engage students in learning with technology. Never will we consider our technologies up to date and training complete, but strong evidence in school settings and learning environments indicate the value district leaders place on the role of technology in the learning environment.

Additionally, considered a notable achievement, the Bibb County School District recently completed installation of integrated wireless technology to enable all students and staff to connect wirelessly while on any campus throughout the district. Also in the area of technology, the district recently replaced 10 domain servers using Alabama Ahead grant funding, and is making the transition to using Google Apps for Education to improve online learning and collaboration in a safe environment.

Considered a notable achievement is the increase from 5 to 10 Nationally Board Certified Teachers in the school district with the support of a

district initiative. Recognizing the talent in our professional staff, and realizing our number of Nationally Board Certified Teachers has been stagnant for a number of years, the district began supporting an initiative to help interested teachers work through the process. Mentors were assigned, time given for advisory, and financial support for components and fees. The district will soon have 5 additional Nationally Board Certified Teachers, doubling the number for the district within a 3 year period.

Within the past 3 years, the Bibb County School District supported an initiative that was successfully supported in past years, to grow a pool of instructional leaders and administrators. The district partnered with the University of Montevallo to support a cohort of 10 individuals employed by the school district who were interested in seeking leadership certification. The University of Montevallo waived some fees, offered group benefits, and also offered some courses locally in the school district. The Bibb County School District provided limited release time and some financial support for tuition and textbooks. The pool has resulted in a group of individuals more ready to lead, familiar with our schools, and committed to our success. Some are formally in leadership roles and others are providing a higher level of leadership on school leadership teams.

The dedication of the faculty and staff is an invaluable asset, and demonstrated high-quality teaching and professionalism is the driving force behind the system's and the students' success. Viewed as a notable achievement is that a large percentage of personnel commute from outside of Bibb County, from the neighboring counties of Jefferson, Tuscaloosa and Shelby. These professionals have had many years to relocate closer to home, to more affluent districts, and have chosen to drive the distance to work in Bibb County. Interviews will indicate the commitment of these, including administrators, who could work closer to home for higher salaries, but choose to remain a part of the schools of the Bibb County School District.

Also indicative of the commitment of school district personnel is the amount of grant funding sought and secured by school personnel and partners to support and enrich school programs. The Bibb County School District regularly receives grant funding to support and implement needed and beneficial programs as a result of the forward thinking and planning, and willingness of personnel to take the extra step of seeking available grant funding. Recent grants include a State Farm Grant to raise awareness regarding health in the amount of \$82,318, integrated wireless technology infrastructure in the amount of \$146,080 from multiple sources, and a 21st Century Learning Center grant to Bibb County High School and Brent Elementary School for \$150,000 per year for 3 years. Through these grant funds and collaboration of existing funding sources, the Bibb County School District provides resources to the greatest extent possible to meet the needs of faculty and students.

The Bibb County School District will continue to strive to provide the best possible education to students. Additional areas planned for improvement within the next three years include additional emphasis and attention to development of programs to support the fine arts and foreign languages. This has emerged as a great need, and efforts will continue to be made to find viable avenues to provide high quality opportunities and programs for all K-12 students.

Additionally, the Bibb County School District will work toward finding better solutions to address the evidence of bullying present in schools. All students and faculty should be able to attend school and work in a safe and nurturing environment. Information gained through surveys indicates there is room for improvement in this area.

Improving academic achievement will remain the primary area of focus for the school district. Even with low local funding, and the inability to hire extra personnel to meet instructional and program needs, the Bibb County School District will explore avenues available of most effectively increasing student achievement. Stakeholder input will inform decisions regarding program direction and development. Professional development, protecting instructional time, scheduling, and evaluation of effective programs and practices will be examined with the assistance of external evaluators, to ensure we are providing the best possible opportunities for students.

A specific focus of efforts to increase academic achievement will be the improvement of reading scores on the ACT Aspire. The district will also work to close gaps between subgroups evident in district data.

Working with teacher units from the state foundation program allocated for each of our schools, schools and the district struggle to provide the most conducive class sizes for instruction. Each school chooses to supplement some portion of teacher units, even though it is cost prohibitive, because it remains the top priority with available funding. Reviewing available funding streams, uses, schedules, and ways to lower class sizes in some of the most overcrowding will continue to be a priority for the district in order to provide the best possible opportunities for students.

Additional Information

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

In addition to the information provided in the previous sections, the Bibb County School District would like to include the following information:

The Bibb County School District has many accomplishments as well as areas in need of improvement that are recognized. While we are proud of the accomplishments, we realize there is still much work to be done. One of the greatest strengths of the Bibb County School System is the close knit nature of the communities we serve, and climate of trust that exists in our schools and district. This is a characteristic that we do not take for granted.

The Bibb County School District values responsiveness to parent and community concerns. School administrators and school board members are available to hear parent and community concerns and suggestions. District resources may be directed, as appropriate, to respond to concerns. The system takes advantage of various methods to ensure responsiveness to community and stakeholder expectations and satisfaction. Community leaders are often invited into schools and are requested to deliver feedback on how the school responds to their expectations. Parent surveys are also used to discover parent expectations and satisfaction.

The district and schools will continue to strive to find ways to improve, and to provide the highest quality education possible for all of the district's students. Preparing students to be active and productive in their communities, as students and as they exit the school system, remains a priority. Helping each student to succeed to his or her greatest potential will continue to be the focus of the Bibb County School District.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

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

The Bibb County School District has 8 schools with enrollment plus one Career Technical School. Each of the 8 schools has a Title I School-wide improvement plan, and the Career Technical School has a Non Title I Plan. The plans were developed with an array of stakeholder input over time. Each plan requires development through a school leadership team involving teachers, administrators, parents, and students as appropriate. Stakeholders were given information regarding the necessity of their meaningful input. Meetings were scheduled to accommodate participation of stakeholders. Sign in sheets are maintained in school site portfolios.

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

Representatives from stakeholder groups included teachers, administrators, parents and students. The leadership team provided relevant data to stakeholders, indicating strengths and weak areas. As stakeholders reviewed the information, clarification was given, and goals and reform strategies were determined, based on the available information.

Representatives in the Planning Process from Stakeholder Groups included:

Wes Lawley, Technology Coordinator

Linda Conklan, Assistant Technology Coordinator

John Simmer, Teacher - Bibb County High School

Logan Greene, Teacher - West Blocton High School

Kelsay Cross, Teacher - West Blocton High School

Edwina Mitchell, Library Media Specialist - West Blocton High School

Samantha McKissick, Teacher - West Blocton High School

Lisa Buck, Teacher - West Blocton High School

Michael Goldforb, Special Education Teacher - West Blocton Middle School

Angela Thompson, - West Blocton Middle School

Kim Holdsambeck, Teacher - West Blocton Middle School

Susan Young, Teacher - Brent Elementary School

Mechelle Hollifield, Principal - Brent Elementary School

Melissa Rinehart, - Brent Elementary School

Jason Leach- Assistant Principal - Brent Elementary School

Mechelle Frazier, - Brent Elementary School

Lacey Mitchell, - Brent Elementary School

Marla Suttle - Brent Elementary School

Janet Jackson, Para-Professional Aide - Brent Elementary School

Bruce Horsley, Teacher - Centreville Middle School

Susan Smelley, Teacher - Centreville Middle School

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Gretchen Filgo, Library Media Specialist - Randolph Elementary School
Hollie Tillery, - Randolph Elementary School
Melanie Worrell, - Randolph Elementary School
Jennifer Turner, Teacher - Randolph Elementary School
Stacie Gully, - Woodstock Elementary School
Laran Lofton, - Woodstock Elementary School
Bethany Sloan, - Woodstock Elementary School
Rhonda Smith, - Woodstock Elementary School
Trent Bamberg, Counselor - West Blocton Elementary School
Rechelle Kornegay, - West Blocton Elementary School
Joanna Weeks, - West Blocton Elementary School
Tammy Morton, - West Blocton Elementary School
Karen Hubbard, - West Blocton Elementary School
Allen Franklin, Teacher - Bibb County Career Academy
Jay Alston, Principal - Bibb County High School
Louise Johnson, Principal - Randolph Elementary School
Terry Holder, Principal - Bibb County Career Academy
Greg Blake, Principal - West Blocton Middle School
Terry Lawley, Principal - West Blocton High School
Shea Essman, Principal - Woodstock Elementary School
Duane McGee, Superintendent
Mike McMillan, Board Member
Billie Dailey, Board Member
Elaine Jones, Board Member
James Gray, Central Office - English Language Learners Coordinator
Alesa Judd, Central Office - Federal Programs Coordinator
Janiece Holifield, Central Office - Child Nutrition Program Coordinator
Don Marchant, Community Member
Joyce Crews, Community Member
Beverly Brown, Community Member
Charlotte Dodson, Community Member
Melissa Thompson, Parent - Randolph Elementary School
Ramona Thompson, Parent - Randolph Elementary School
Luke Thompson, Student - Randolph Elementary School
Emma Turner, Student - Randolph Elementary School
Alexis Bolding, Student - Randolph Elementary School
Reggie Holifield, Student - Bibb County High School
Marcie Lemley, Parent - Woodstock Elementary School

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

The final improvement plan was presented at a Board Meeting, and once approved by the Board, then plans are submitted to the State Department of Education, and available for public review on the website. Each principal also created a one page brochure or flyer to concisely communicate plan highlights to stakeholders in public meetings. The plan is reviewed at parent meetings, and input is encouraged and incorporated throughout the school year. The plan will be revisited for revision in the Spring of 2018.

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 1. | Did you complete the Stakeholder Feedback Data document offline and upload below? | Yes | | |

Evaluative Criteria and Rubrics

Overall Rating: 3.0

| | Statement or Question | Response | Rating |
|----|------------------------------|---|---------|
| 1. | Questionnaire Administration | Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants. | Level 3 |

| | Statement or Question | Response | Rating |
|----|---|--|---------|
| 2. | Stakeholder Feedback Results and Analysis | All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity. | Level 3 |

Areas of Notable Achievement

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

The overall highest rating among all stakeholder surveys came from the Staff survey with an overall score of 4.15. Out of the Staff surveys, Randolph Elementary School scored the highest with an overall score of 4.48.

Across all stakeholder groups, Standard 1 (Purpose and Direction) stands out above the others as having the overall highest level of satisfaction. It was highest for Staff (4.36 average), Early Elementary Students (2.98 average), Elementary Students (2.93 average), and Parents (4.07 average). In the survey for Middle/High School students, Standard 3 was the highest with a 3.56 average.

Therefore, Standard 1 seems to be clearly the standard with highest approval. This is important in that Standard 1 speaks of setting a purpose and direction for schools and the school system. With a clear vision, schools know where they want to go and can plan to reach their goals.

In each of the surveys, particular indicators with the highest ranking varied. On the staff survey, two indicators were rated highly. They were Indicator 1.3 (The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning) and Indicator 2.2 (The governing body operates responsibly and functions effectively). On the Early Elementary Student survey, the strongest indicator was 4.4 (Students and school personnel use a range of media and information resources to support the school's educational programs). Indicator 4.5 scored highest on the Elementary Student survey (The technology infrastructure supports the school's teaching, learning, and operational needs). The Middle/High Student survey showed Indicator 1.1 (The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success) as the highest. Finally, the strongest indicator according to the parent surveys was Indicator 4.3 (The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff).

In analyzing the impact of the high-scoring indicators for overall satisfaction, there was not an evident pattern stretching across all of the stakeholder groups. However, three of the highest indicators did come from Standard 4 (4.3, 4.4, and 4.5). This is notable because the three indicators considered together show that the school system has a focus on the students' well-being, including their safety and the quality of their resources for learning.

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

There was a slight improvement in the overall scores of all the stakeholder groups.

The largest increase in approval was reflected in the Student surveys with an overall improvement from 3.90 to 4.04. Among the three Student groups, the Middle/High Students showed the most gain by increasing from 3.42 to 3.50.

With respect to the five AdvancED Standards, many of the stakeholder groups showed score increases. All of the scores for the five Standards improved on the Elementary Student survey, and four out of the five standards showed an increase for the Parent group.

Of all the standards, Standard 4 (Resources and Support Systems) showed the strongest trend toward satisfaction overall.

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

The strengths reflected in the above reported findings are remarkably consistent with the previous AdvancED stakeholder surveys. For example, the Staff scores are the highest overall in both survey administrations. Second, when analyzing the individual Standards longitudinally, Standard 1 (Purpose and Direction) shows the highest level of satisfaction overall.

Finally, there were common indicators with high scores in all of the stakeholder groups. The details of these commonalities are given below:

On the Staff survey, Indicator 1.3 scored high last year and this year.

For Early Elementary Students, Indicator 4.4 appeared again as a strength.

Indicator 4.5 was a common strength for the Elementary Students in both administrations.

For the Middle/High Students, Indicator 1.1 was the highest score for both years.

Indicator 4.3 was again rated favorably by the Parents.

Areas in Need of Improvement

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

The overall lowest score among all stakeholder surveys was a tie between the Student and Parent surveys with a score of 4.04. However, if the Student groups are analyzed individually, the Middle/High Student group is actually the lowest with a score of 3.5.

For Standard analysis reflected in particular stakeholder groups, Standard 3 (Teaching and Assessing for Learning) of the staff survey showed the lowest approval with a 4.08 average score. In the survey for Early Elementary Students, Standard 3 was also the lowest with a 2.86 average. Standard 5 came out lowest with an average score of 2.75 in the Elementary Student group. For the Middle/High Students, Standard 4 ranked with the lowest satisfaction with an average score of 3.27. Finally, the Parents scored Standard 2 with the lowest approval having a score of 3.97.

Therefore, in naming a Standard with the lowest score, there are mixed results. However, Standard 3 was the lowest for two of the stakeholder groups. This will be an important area to examine further because it concerns instruction. Since this is the primary function of a school, it is important that all of our stakeholders feel confident about the quality of instruction.

In each of the surveys, particular indicators with the lowest ranking varied. On the Staff survey, Indicators 3.7, 3.8, and 4.6 were the lowest in two schools each (3.7- Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning; 3.8- The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress; 4.6- The school provides support services to meet the physical, social, and emotional needs of the student population being served). As a way of differentiating between these three indicators, averaging the total scores for each one shows 3.8 to have a slightly lower score than the other two. On the Early Elementary Student survey, Indicator 3.8 was the lowest scoring indicator for three of the four elementary schools (The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress). On the Elementary Student survey, Indicator 5.1 (The school establishes and maintains a clearly defined and comprehensive student assessment system) was rated the lowest in half of the six schools administering the survey. For the Middle/High Student survey, three of the schools had Indicator 4.3 (The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff) as their weakness. Finally, according to the Parent surveys, the overall weakest indicator was Indicator 2.3 (The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively).

Although these results are varied, one Indicator appeared twice with the lowest score. This was Indicator 3.8 which involves engaging families in the education of their children. Therefore, examining our practices for engaging families is important because research has shown many benefits for children whose families feel that they are included as partners in their education.

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

There was a slight drop in the overall satisfaction of staff from 4.16 to 4.15.

Also, some of the individual standards showed a very slight decrease in score. For the Early Elementary Students, Standard 2 decreased
SY 2017-2018

from 2.95 to 2.93, and Standard 3 went from 2.87 to 2.86. Finally, the Middle/High Students also had a drop in satisfaction with Standard 2 and Standard 3. Standard 2 fell from 3.40 to 3.39, and Standard 3 went from 3.30 to 3.27.

However, the most significant decrease was seen in Standard 5 of the Staff survey. This decrease was from 4.29 to 4.21.

What are the implications for these stakeholder perceptions?

First, it is noteworthy that the majority of the results are moving in a positive direction. The implications of this would be that we need to continue with the steps we have taken in improving our methods of communication, and therefore, our stakeholders' understanding and perceptions of our schools and school system.

However, many of the areas that were weak in last year's survey, even though there has been some improvement, are still showing weakness. This indicates that there is more work to do. For example, Standard 3 and its indicators were still rated low by various groups. Because this area primarily involves instruction, it is important that we continue to promote the concept of continuous improvement in always looking for areas to strengthen and by setting goals to accomplish change where needed. Also, within Standard 3, we need to continue to evaluate the ways that we engage families in their children's education and how we communicate with them.

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

The consistency of the findings in comparing the present survey with the previous AdvancED survey is notable. For instance, the Parent survey resulted in the overall lowest score in both surveys.

Second, Standard 3 was the overall lowest Standard again, having shown up lowest for both the Staff and Early Elementary Students again. The Middle/High Students again ranked Standard 4 the lowest.

In comparing the results for indicators, the lowest satisfaction was evident in all of the same indicators as the previous administration of the survey. For staff, there was a combination of 3.7, 3.8, and 4.6. For Early Elementary Students, it was Indicator 3.8 again and Indicator 5.1 for the Elementary Students. The Middle/High Students ranked Indicator 4.3 low for the second time, and the parents still viewed Indicator 2.3 negatively.

Finally, a comparison of the lowest scoring individual questions from each stakeholder group is remarkable. In every stakeholder group, the question that got the most responses of disagreement on the present survey were the same questions that were ranked the most negatively from the previous survey. The stakeholder group and those particular questions are listed below:

Staff: In our school, staff member provide peer coaching to teachers.

Early Elementary Students: My family likes to come to school.

Elementary Students: My principal and my teachers ask me what I think about school.

Middle/High Students: In my school, students respect the property of others.

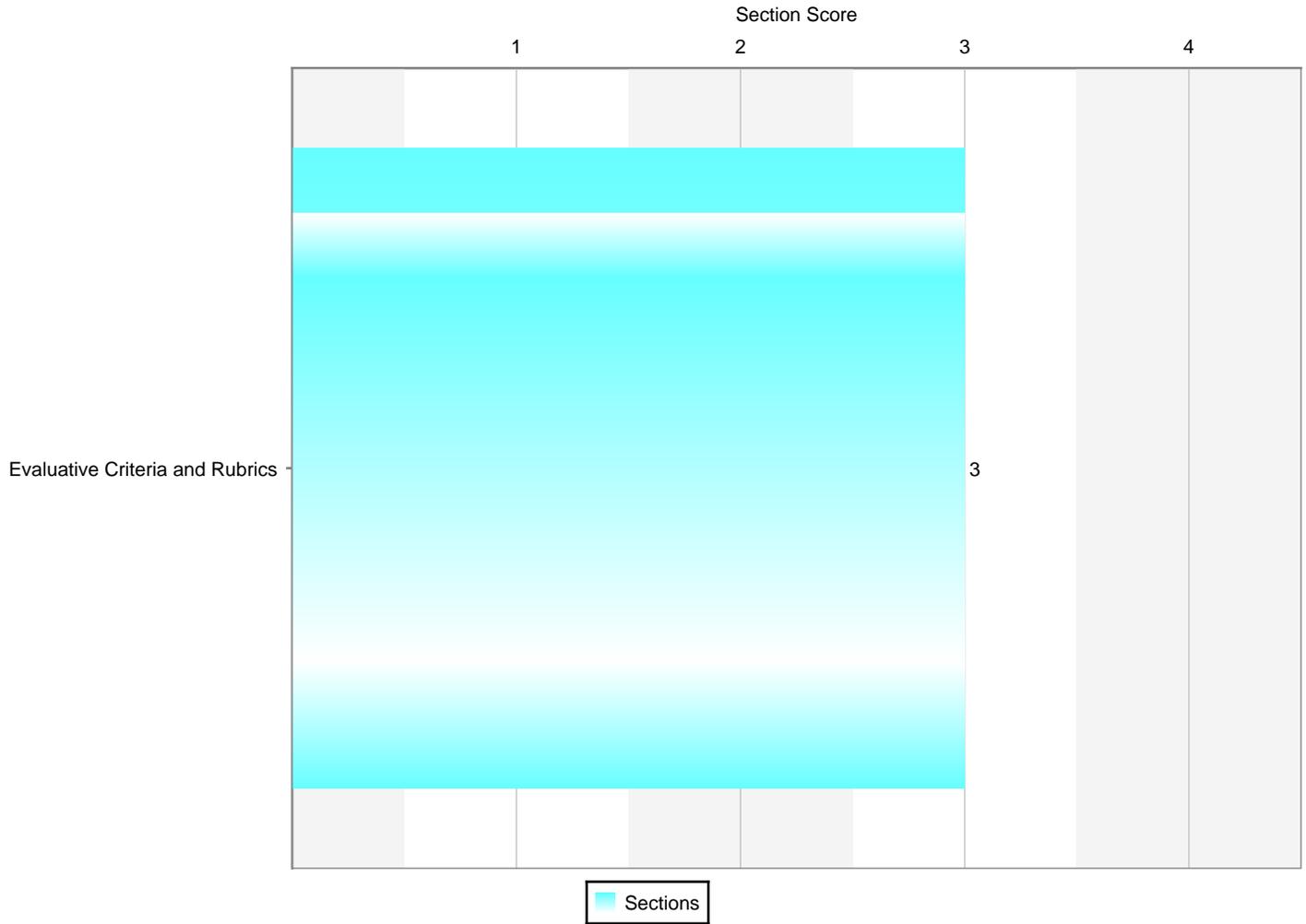
Parents: All of my child's teachers keep me informed regularly of how my child is being graded.

Taken altogether, these statements seem to be related to refining and/or establishing different relationships within our schools. Although we have a formal mentoring program for new personnel, teachers could continue to work with other teachers informally for peer coaching. The

school must get to know and work with families in order for them to enjoy coming to school, and we should ensure that parents are informed of the children's grades regularly and how they can contribute meaningfully to the educational process. In addition, the school must establish a strong, open relationship with its students in order to ask and receive quality feedback on what the students think about school. Finally, when students are able to establish strong relationships with each other, a sense of community develops. This kind of community alleviates doubt about respecting others' property.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

| Label | Assurance | Response | Comment | Attachment |
|--------------|--|-----------------|---|---|
| 1. | Did you complete the Student Performance Data document offline and upload below? | Yes | The attached snapshot of student performance for the Bibb County School District provides longitudinal data for multiple grade levels from an array of testing instruments. All of the assessments used are adopted by the Alabama State Department of Education and used to measure student success. | Bibb County ACIP Desegregated Data Bibb Co. Longitudinal ACT Readiness Bibb County Accreditation Data |

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 2. | Test Administration | All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes. | Level 4 |

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 3. | Quality of Learning | Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected. | Level 4 |

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 4. | Equity of Learning | Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined. | Level 4 |

Areas of Notable Achievement

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

3rd through 8th grades have increased performance in math over the last three years. Some grade have met and exceeded the national average.

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

Kindergarten through 2nd grade have steadily decreased the number of students in need of intensive support in reading at the end of the school year as compared to the beginning of year data.

The district has shown a 4% increase in the graduation rate in the last 3 years.

6th grade scores on ACT Aspire reveal students scored in the 40th percentile or higher in National Ranking in math, science and reading.

Which area(s) indicate the overall highest performance?

3rd grade scored in the 49th National percentile ranking in mathematics as measured by ACT Aspire in May of 2017.

6th grade scored in the 48th National Percentile Ranking in reading as measured by ACT Aspire in May of 2017.

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

-Limited English Proficient students increased trend in math performance from 2016-2017.

Between which subgroups is the achievement gap closing?

Limited English Proficient students performed better than black students in 4th grade mathematics grade level progress.

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

The performance data is longitudinal data gathered from ACT Aspire for 2015 and 2017. Other data sources used throughout the district serve to support and align with the ACT Aspire results in order to give direction.

Areas in Need of Improvement

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

Reading has been determined as a weakness and below expected levels of performance.

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

Reading performance has decreased, maintained current levels, and performed below the national average in grades 3-6. Longitudinal data, reveals inconsistency in DIBELS NEXT data over the last 4 years. The beginning of the year DIBELS NEXT data shows that 69% of kindergartners scored intensive.

Which area(s) indicate the overall lowest performance?

Grade 3 reading decreased by 5% from 2015-2016 and was the lowest performing grade level in the district.

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

Special Education students do not show an increase in performance levels.

Between which subgroups is the achievement gap becoming greater?

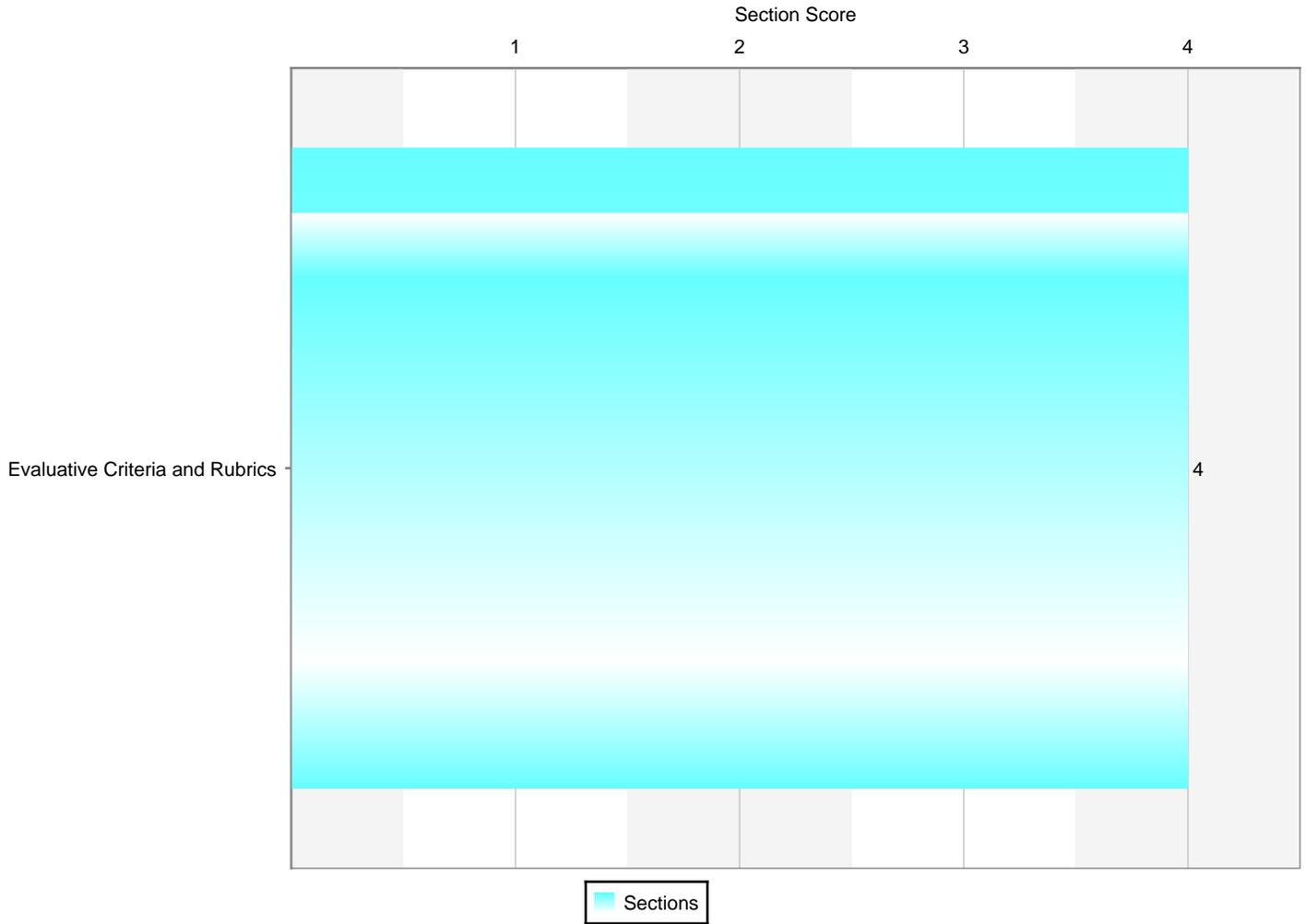
The greatest achievement gap is between white students and special education students.

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

The performance data is longitudinal data gathered from ACT Aspire for 2014, 2015, and 2016. The longitudinal data was gathered for DIBELS NEXT for 2014, 2015, 2016, and 2017.

Report Summary

Scores By Section



2017-2018 ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| 1. | The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site. | Yes | The Bibb County Board of Education includes an array of representatives from throughout the district offering input, feedback, data, and perspectives from all aspects of our educational program. Federal Programs, Professional Development, Technology, Principals, and other stakeholders. The attached document indicates the date of final approval by the local Board of Education. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|------------|
| 2. | The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. | Yes | EQUAL EDUCATIONAL OPPORTUNITIES (FILE: JAA) The Bibb County School System has been created by the Alabama State Legislature to execute educational law as defined by the State Constitution, the State Board of Education and the Bibb County Board of Education. It shall be the policy of the Bibb County School System to offer a quality educational program that will provide all children with the necessary skills and attitudes, commensurate with their ability, to become effective citizens who are able to take their places in society. **see attached | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|-----------------|
| 3. | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field. | Yes | James Gray Bibb County Board of Education 721 Walnut Street Centreville, Alabama 35042 205-926-988 **See attached | NonDescr2017-18 |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|--|---|
| 4. | The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically. | Yes | Attached is the Bibb County Board of Education LEA Parent Involvement Policy | Bibb Co. Parent Engagement Policy 17-18 |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---|-------------------------------|
| 5. | The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students. | Yes | The Bibb County Board of Education requires all schools with the district to maintain a school-parent compact with required components that is jointly developed with parents of participating students. The LEA encourages the compact to be utilized as a tool guidance during parent conferences and contact. **Attached is an example of a school-parent compact from Brent Elementary School. | Example School-Parent Compact |

Teacher Mentoring 2017-18

Overview

Plan Name

Teacher Mentoring 2017-18

Plan Description

Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|---|---|----------------|---------------|
| 1 | Bibb County Schools will attract, recruit, and retain highly effective educators. | Objectives: 2 Strategies: 2 Activities: 2 | Organizational | \$0 |

Goal 1: Bibb County Schools will attract, recruit, and retain highly effective educators.

Measurable Objective 1:

demonstrate a behavior that indicates the positive impact of the Alabama Teacher Mentoring Program by 05/31/2018 as measured by a retention rate of 90%.

Strategy 1:

New Teacher/Mentor Initial Training - Newly hired teachers to the Bibb County School System will be assigned a mentor teacher and will attend an initial orientation training prior to the beginning of the new school year in order to establish an immediate support system and a collaborative relationship with their mentor teacher.

Category: Develop/Implement Professional Learning and Support

Research Cited: Smith, M., & Ingersoll, R. M. (2004). What are the effects of induction and mentoring on beginning teacher turnover? American Education Research Association, 42(3), 681–715.

In this crucial developmental stage, research has shown that teachers who were provided a mentor from the same content area, and received support in their first year of teaching, including planning and collaboration with other teachers, were less likely to leave the profession after their first year (Smith & Ingersoll, 2004).

| Activity - Teacher Mentor Support | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-------------------|---|
| Newly hired teachers to the Bibb County School System will be assigned a mentor that will attend the initial new teacher/mentor training and that will provide ongoing support in the areas of: developing lesson plans, pacing guides, classroom management, discipline plan, motivating students, time management, assessing student work Schools: All Schools | Professional Learning | 08/01/2016 | 05/31/2017 | \$0 | Other | District Administrators, Local School Administrators, Teacher Mentors, Newly Hired Teachers |

Measurable Objective 2:

collaborate to gain knowledge through New Teacher-Ongoing Training by 05/31/2018 as measured by 100% new teacher attendance.

Strategy 1:

Ongoing New Hire Training Attendance - Newly hired teachers to the Bibb County School System will receive ongoing support through various training sessions throughout the school year. Support for State and Local Initiatives (Educate Alabama, Number Talks, Differentiated Instruction, Alabama College and Career Ready Standards, Google Classroom/Current Technology Trends).

Category: Develop/Implement Professional Learning and Support

| Activity - Ongoing New Hire Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

ACIP

Bibb County Board of Education

| | | | | | | |
|--|-----------------------|------------|------------|-----|-------|--|
| Newly hired teachers to the Bibb County School System will receive ongoing support through various training sessions throughout the school year. Support for State and Local Initiatives (Educate Alabama, Number Talks, Differentiated Instruction, Alabama College and Career Ready Standards, Google Classroom/Current Technology Trends, Schools: All Schools | Professional Learning | 08/01/2016 | 05/31/2017 | \$0 | Other | District Administrator s, Local School Administrator s, Newly Hired Teachers |
|--|-----------------------|------------|------------|-----|-------|--|

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------------|--|-----------------------|------------|------------|-------------------|---|
| Teacher Mentor Support | Newly hired teachers to the Bibb County School System will be assigned a mentor that will attend the initial new teacher/mentor training and that will provide ongoing support in the areas of: developing lesson plans, pacing guides, classroom management, discipline plan, motivating students, time management, assessing student work | Professional Learning | 08/01/2016 | 05/31/2017 | \$0 | District Administrator s, Local School Administrator s, Teacher Mentors, Newly Hired Teachers |
| Ongoing New Hire Training | Newly hired teachers to the Bibb County School System will receive ongoing support through various training sessions throughout the school year. Suport for State and Local Initialtives (Educate Alabama, Number Talks, Differentiated Instruction, Alabama College and Career Ready Standards, Google Classroom/Current Technology Trends, | Professional Learning | 08/01/2016 | 05/31/2017 | \$0 | District Administrator s, Local School Administrator s, Newly Hired Teachers |
| Total | | | | | \$0 | |

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------------|--|-----------------------|------------|------------|-------------------|---|
| Teacher Mentor Support | Newly hired teachers to the Bibb County School System will be assigned a mentor that will attend the initial new teacher/mentor training and that will provide ongoing support in the areas of: developing lesson plans, pacing guides, classroom management, discipline plan, motivating students, time management, assessing student work | Professional Learning | 08/01/2016 | 05/31/2017 | \$0 | District Administrators, Local School Administrators, Teacher Mentors, Newly Hired Teachers |
| Ongoing New Hire Training | Newly hired teachers to the Bibb County School System will receive ongoing support through various training sessions throughout the school year. Support for State and Local Initiatives (Educate Alabama, Number Talks, Differentiated Instruction, Alabama College and Career Ready Standards, Google Classroom/Current Technology Trends, | Professional Learning | 08/01/2016 | 05/31/2017 | \$0 | District Administrators, Local School Administrators, Newly Hired Teachers |
| Total | | | | | \$0 | |

Goals for District ACIP 2017-2018

Overview

Plan Name

Goals for District ACIP 2017-2018

Plan Description

Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|---|---|----------------|---------------|
| 1 | Improving Math Achievement in Grades 7-10 (Local Indicator 2017-2018) | Objectives: 1 Strategies: 1 Activities: 1 | Organizational | \$0 |
| 2 | Improve student proficiency in reading in grades K-2. (Local Indicator 2017-2018) | Objectives: 1 Strategies: 1 Activities: 1 | Organizational | \$0 |
| 3 | 2017-2018 Reading Goal | Objectives: 1 Strategies: 2 Activities: 2 | Academic | \$0 |

Goal 1: Improving Math Achievement in Grades 7-10 (Local Indicator 2017-2018)

Measurable Objective 1:

increase student growth in the math achievement of "Below Average" students as identified by the fall 2017 ScanTron Performance Bands results by 07/20/2018 as measured by at least 5% of these "Below Average" students meeting or exceeding their ScanTron target growth score by the spring 2018 test administration.

Strategy 1:

Math Data Conferencing - Periodically, teachers will conference with students concerning their achievement in math. Through these conferences, students will track their own performance on the ScanTron Assessment as well as classroom grades and any other applicable assessments. Through this process, students will become partners in their own learning.

Category: Develop/Implement Student and School Culture Program

Research Cited: Research shows that when students share ownership in their own learning, they are more motivated to achieve and are more successful.

| Activity - Student Data and Goal Setting | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|------------------------------------|
| After each administration of the ScanTron Performance Series Assessment, math students in grades 7-10 will participate in an individual math data conference. During these conferences, teachers will meet with students to help them reflect on their individual performance, actions that could be taken to improve the results, and the student's perception of his/her progress in math. Each student will also maintain data concerning his/her classroom grades as well as other assessments, if applicable. Schools: Centreville Middle School, West Blocton High School, Bibb County High School, West Blocton Middle School | Academic Support Program | 09/18/2017 | 06/29/2018 | \$0 | Other | Teachers and school administration |

Goal 2: Improve student proficiency in reading in grades K-2. (Local Indicator 2017-2018)

Measurable Objective 1:

demonstrate a proficiency by decreasing the percentage of students scoring intensive from 52% to 45% by 05/25/2018 as measured by DIBELS NEXT Benchmark Assessment.

Strategy 1:

Saxon Phonics and Spelling - Teachers will utilize Saxon Phonics and Spelling program during the 2017-2018 school year.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: A STUDY OF THE EFFECTIVENESS OF SAXON PHONICS ON PHONEMIC AWARENESS By: Dawn Marie The Graduate School at Rowan University Spring 2003.

| Activity - Saxon Phonics and Spelling | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|-------------------|-------------------|
| Teachers will instruct using Saxon Phonics and Spelling during the 2017-2018 school year Schools: West Blocton Elementary School, Brent Elementary School, Randolph Elementary School, Woodstock Elementary School | Direct Instruction | 08/09/2017 | 05/24/2018 | \$0 | State Funds | K-2 Teachers |

Goal 3: 2017-2018 Reading Goal

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in reading in Reading by 05/25/2018 as measured by Scantron, DIBELS Next, ACT.

Strategy 1:

ARI strategies - ARI strategies will be embedded in daily lessons throughout the school district, facilitated by the four ARI reading specialists.

Category: Develop/Implement Professional Learning and Support

Research Cited: ARI is a researched based state initiative that our district participates in.

| Activity - ARI Coaching Cycles | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-------------------|---|
| ARI Reading Specialists will be involved in coaching cycles throughout the school year to implement research based strategies in classrooms. Schools: West Blocton Elementary School, Brent Elementary School, Randolph Elementary School, Woodstock Elementary School | Professional Learning | 08/07/2017 | 05/25/2018 | \$0 | State Funds | ARI Reading Specialists: Mechelle Barrow Hollie Tillery Melissa Dearman Hollie Perdue |

Strategy 2:

Standards Based Instruction - Teachers across our district will implement standards based curriculum and strategies in their classroom instruction on a daily basis.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Our district uses the standards to drive our instruction.

| Activity - Standards Based Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|---|
| Teachers will plan and facilitate standards based lessons on a daily basis in their classrooms. Schools: All Schools | Direct Instruction | 08/07/2017 | 05/25/2018 | \$0 | No Funding Required | All Classroom teachers Principals for Monitoring |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------------|---|--------------------|------------|------------|-------------------|---|
| Standards Based Instruction | Teachers will plan and facilitate standards based lessons on a daily basis in their classrooms. | Direct Instruction | 08/07/2017 | 05/25/2018 | \$0 | All Classroom teachers Principals for Monitoring |
| Total | | | | | \$0 | |

State Funds

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------------|--|-----------------------|------------|------------|-------------------|---|
| ARI Coaching Cycles | ARI Reading Specialists will be involved in coaching cycles throughout the school year to implement research based strategies in classrooms. | Professional Learning | 08/07/2017 | 05/25/2018 | \$0 | ARI Reading Specialists: Mechelle Barrow Hollie Tillery Melissa Dearman Hollie Perdue |
| Saxon Phonics and Spelling | Teachers will instruct using Saxon Phonics and Spelling during the 2017-2018 school year | Direct Instruction | 08/09/2017 | 05/24/2018 | \$0 | K-2 Teachers |
| Total | | | | | \$0 | |

Other

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------------------|--|--------------------------|------------|------------|-------------------|------------------------------------|
| Student Data and Goal Setting | After each administration of the ScanTron Performance Series Assessment, math students in grades 7-10 will participate in an individual math data conference. During these conferences, teachers will meet with students to help them reflect on their individual performance, actions that could be taken to improve the results, and the student's perception of his/her progress in math. Each student will also maintain data concerning his/her classroom grades as well as other assessments, if applicable. | Academic Support Program | 09/18/2017 | 06/29/2018 | \$0 | Teachers and school administration |

Total

\$0

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------------|---|--------------------|------------|------------|-------------------|---|
| Standards Based Instruction | Teachers will plan and facilitate standards based lessons on a daily basis in their classrooms. | Direct Instruction | 08/07/2017 | 05/25/2018 | \$0 | All Classroom teachers Principals for Monitoring |
| Total | | | | | \$0 | |

Woodstock Elementary School

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------------|--|-----------------------|------------|------------|-------------------|---|
| Saxon Phonics and Spelling | Teachers will instruct using Saxon Phonics and Spelling during the 2017-2018 school year | Direct Instruction | 08/09/2017 | 05/24/2018 | \$0 | K-2 Teachers |
| ARI Coaching Cycles | ARI Reading Specialists will be involved in coaching cycles throughout the school year to implement research based strategies in classrooms. | Professional Learning | 08/07/2017 | 05/25/2018 | \$0 | ARI Reading Specialists: Mechelle Barrow Hollie Tillery Melissa Dearman Hollie Perdue |
| Total | | | | | \$0 | |

West Blocton Middle School

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------------------|--|--------------------------|------------|------------|-------------------|------------------------------------|
| Student Data and Goal Setting | After each administration of the ScanTron Performance Series Assessment, math students in grades 7-10 will participate in an individual math data conference. During these conferences, teachers will meet with students to help them reflect on their individual performance, actions that could be taken to improve the results, and the student's perception of his/her progress in math. Each student will also maintain data concerning his/her classroom grades as well as other assessments, if applicable. | Academic Support Program | 09/18/2017 | 06/29/2018 | \$0 | Teachers and school administration |

| | |
|--------------|-----|
| Total | \$0 |
|--------------|-----|

West Blocton High School

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------------------|--|--------------------------|------------|------------|-------------------|------------------------------------|
| Student Data and Goal Setting | After each administration of the ScanTron Performance Series Assessment, math students in grades 7-10 will participate in an individual math data conference. During these conferences, teachers will meet with students to help them reflect on their individual performance, actions that could be taken to improve the results, and the student's perception of his/her progress in math. Each student will also maintain data concerning his/her classroom grades as well as other assessments, if applicable. | Academic Support Program | 09/18/2017 | 06/29/2018 | \$0 | Teachers and school administration |
| Total | | | | | \$0 | |

West Blocton Elementary School

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------------|--|-----------------------|------------|------------|-------------------|---|
| Saxon Phonics and Spelling | Teachers will instruct using Saxon Phonics and Spelling during the 2017-2018 school year | Direct Instruction | 08/09/2017 | 05/24/2018 | \$0 | K-2 Teachers |
| ARI Coaching Cycles | ARI Reading Specialists will be involved in coaching cycles throughout the school year to implement research based strategies in classrooms. | Professional Learning | 08/07/2017 | 05/25/2018 | \$0 | ARI Reading Specialists: Mechelle Barrow Hollie Tillery Melissa Dearman Hollie Perdue |
| Total | | | | | \$0 | |

Randolph Elementary School

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------------|--|-----------------------|------------|------------|-------------------|---|
| Saxon Phonics and Spelling | Teachers will instruct using Saxon Phonics and Spelling during the 2017-2018 school year | Direct Instruction | 08/09/2017 | 05/24/2018 | \$0 | K-2 Teachers |
| ARI Coaching Cycles | ARI Reading Specialists will be involved in coaching cycles throughout the school year to implement research based strategies in classrooms. | Professional Learning | 08/07/2017 | 05/25/2018 | \$0 | ARI Reading Specialists: Mechelle Barrow Hollie Tillery Melissa Dearman Hollie Perdue |

| | |
|--------------|-----|
| Total | \$0 |
|--------------|-----|

Centreville Middle School

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------------------|--|--------------------------|------------|------------|-------------------|------------------------------------|
| Student Data and Goal Setting | After each administration of the ScanTron Performance Series Assessment, math students in grades 7-10 will participate in an individual math data conference. During these conferences, teachers will meet with students to help them reflect on their individual performance, actions that could be taken to improve the results, and the student's perception of his/her progress in math. Each student will also maintain data concerning his/her classroom grades as well as other assessments, if applicable. | Academic Support Program | 09/18/2017 | 06/29/2018 | \$0 | Teachers and school administration |
| Total | | | | | \$0 | |

Brent Elementary School

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------------|--|-----------------------|------------|------------|-------------------|---|
| Saxon Phonics and Spelling | Teachers will instruct using Saxon Phonics and Spelling during the 2017-2018 school year | Direct Instruction | 08/09/2017 | 05/24/2018 | \$0 | K-2 Teachers |
| ARI Coaching Cycles | ARI Reading Specialists will be involved in coaching cycles throughout the school year to implement research based strategies in classrooms. | Professional Learning | 08/07/2017 | 05/25/2018 | \$0 | ARI Reading Specialists: Mechelle Barrow Hollie Tillery Melissa Dearman Hollie Perdue |
| Total | | | | | \$0 | |

Bibb County High School

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------------------|--|--------------------------|------------|------------|-------------------|------------------------------------|
| Student Data and Goal Setting | After each administration of the ScanTron Performance Series Assessment, math students in grades 7-10 will participate in an individual math data conference. During these conferences, teachers will meet with students to help them reflect on their individual performance, actions that could be taken to improve the results, and the student's perception of his/her progress in math. Each student will also maintain data concerning his/her classroom grades as well as other assessments, if applicable. | Academic Support Program | 09/18/2017 | 06/29/2018 | \$0 | Teachers and school administration |
| Total | | | | | \$0 | |