ACIP

Bibb County High School

Bibb County Board of Education

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school 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, and the kinds of programs and services that a school implements to support student learning.

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

Description of the School

Describe the school'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 serves?

Bibb County High School is a small rural school located in Centreville Alabama with a student population of 521. The school has 37% black students and 2% Hispanic. We are one of two high schools in Bibb County. The school has 25 on faculty, with two administrators, there are 15 female and 10 male teachers. The school had been in 6th year school improvement and had replaced the administrator 3 years ago as part of the school improvement plan. In the last three years the faculty has improved the drop out rate above the state average, and continues to improve the scores of all sub-groups on standardized testing.

School's Purpose

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

The Vision statement for BCHS is that Bibb County High School is a professional learning Community that prepares each student for success in the workplace, college and life. The vision at BCHS is closely tied with Plan 2020; our goal is that all students are college and career ready when they leave our institution. We strive hard to prepare all of our students for further academic endeavors and placement in the workforce. At BCHS we provide opportunities that challenge our students both socially and academically.

Notable Achievements and Areas of Improvement

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

Bibb County High School has made many improvements over the last three years. The faculty has increased the percentage of students graduating to over 80% each year. The standardized test scores have improved each year in all sub-groups. Bibb County High School is a RTI pilot program for the State of Alabama, developing a comprehensive High School RTI program. BCHS has partnered with Johns Hopkins University in a study of 9th retention and dropout rates.

Additional Information

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

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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.

A committee made up of faculty members and administrators was formed to gather pertinent data to be used for the development of the School Technology Plan. Ideas for improvement were generated for the plan through a series of meetings. Stakeholders were selected on a voluntary basis and informed of their roles through meetings and via email. Meetings were held after school to accommodate faculty schedules. All faculty members participated in the Alabama Technology Transform 2020 Survey for Teachers online, which provided the data for this year's planning.

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

Representatives who participated in the development of the plan include Principal Jay Alston, School Technology Coordinator John Simmer, Teacher Sheila Beam, Parent and Teacher Vicki Watkins, and Special Education Teacher Amy Hatter. All representatives were responsible for attending meetings and contributing suggestions. School Technology Coordinator, John Simmer, and Principal, Jay Alston, were responsible for writing the final draft of the plan.

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 plan will be available via the AdvancED Assist website. Copies will be made available to all stakeholders upon request.

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?	No	....	

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). 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 well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

The highest area of approval or satisfaction was in the area of feeling welcome at the school, this approval rating was 94%. The survey also showed that 82% of the parents said that they were encouraged to be involved in their child's education.

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

In the area of of the academic goals of the school shows a trend of the stakeholders being more aware.

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

All surveys show that the culture of the school is improving and welcoming.

Areas in Need of Improvement

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

The data shows that the school needs to improve the notification to parents and stakeholders in areas of working on items such as the school compact and parent involvement planning.

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

The surveys show that the school needs to improve the contact with business and community leaders, and develop partnerships with these groups.

What are the implications for these stakeholder perceptions?

The perception of the stakeholders is very important in the overall climate and culture of the school. At BCHS we are working towards involving our stakeholders in all areas of the schoolwide plan. Without good stakeholder support it is difficult to develop meaningful change.

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

Most of the surveys showed similar areas of success and areas of need.

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics — 3.5

Sections
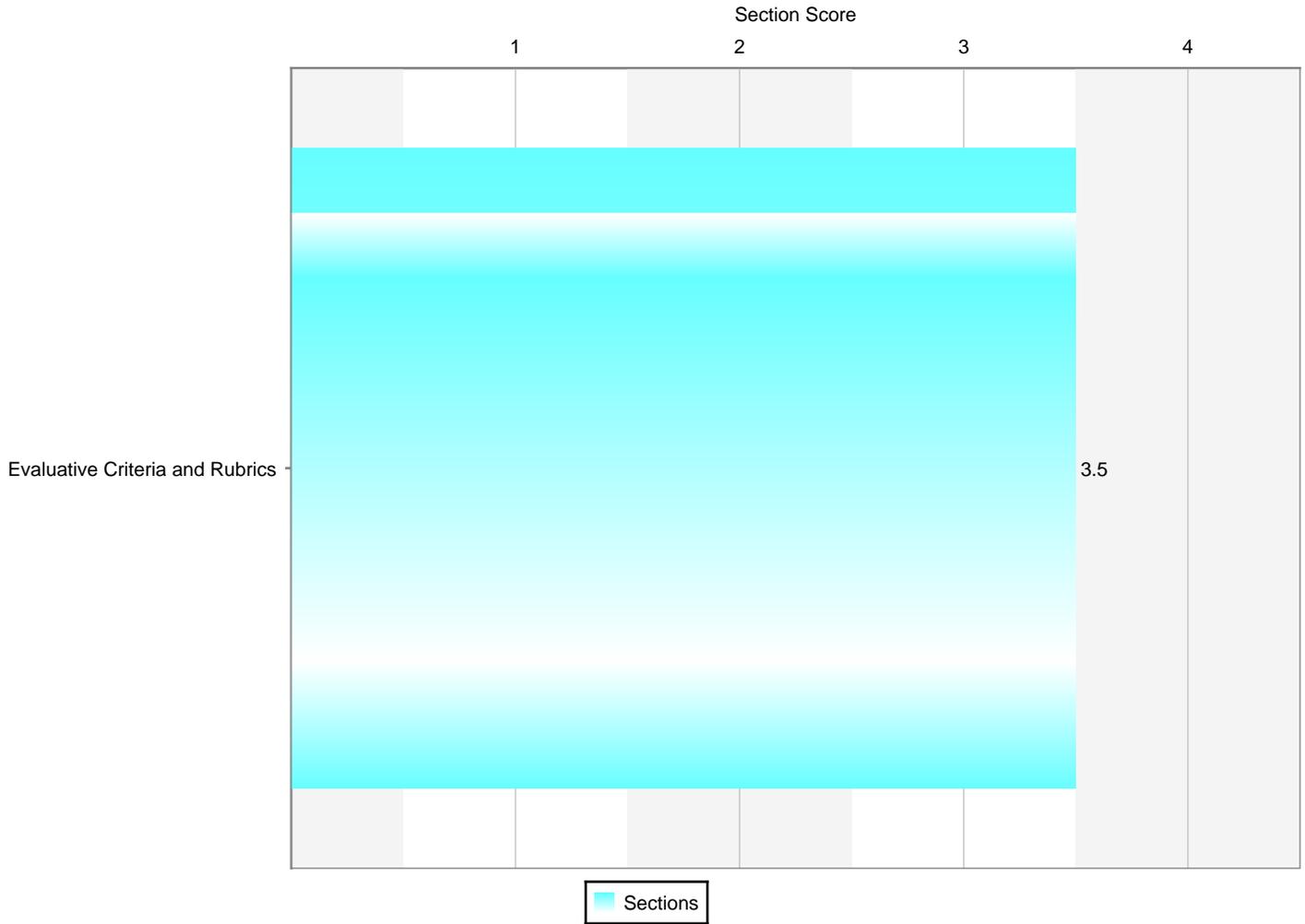
Student Performance Diagnostic

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	ACT and PLAN data will be used beginning in 2013-14 for college and career readiness determination The average Plan score was 15 for 2014 students. This is predicted to produce ACT scores of 15-19 for these students. This is slightly below the state college benchmark scores.	ACT College Readiness Letter for BCHS

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	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 acceptably analyzed and presented with reasonable clarity. 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 at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

No data

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

N/A

Which area(s) indicate the overall highest performance?

BCHS students in the College readiness Standards in the range of 28-32 are equal to State scores and are within 2 points in Reading and Science. In the range of 33-36 BCHS students are at State levels in reading and within 2% points in English, Math, and Science.

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

The Black subgroup at BCHS had a ACT composite score of 15.1 the State average was 15.8.

Between which subgroups is the achievement gap closing?

This is the first year that all students at BCHS have taken the ACT assessment we will use this data with future scores to monitor the achievement gap between subgroups.

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

N/A

Areas in Need of Improvement

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

Only 9% of the 11 grade students at BCHS met all four ACT College Readiness Benchmark Scores. BCHS had only 32% of the students proficient in English, 13% in Math, 19% in Social Studies, 15% in Biology, these scores were all below the State average.

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

This was the first year that a significant percentage of students at BCHS took the ACT. We will use this data in the future to show trends.

Which area(s) indicate the overall lowest performance?

This was the first year that a significant percentage of students at BCHS took the ACT. We will use this data in the future to show trends.

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

This was the first year that a significant percentage of students at BCHS took the ACT. We will use this data in the future to show trends.

Between which subgroups is the achievement gap becoming greater?

This was the first year that a significant percentage of students at BCHS took the ACT. We will use this data in the future to show trends.

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

This was the first year that a significant percentage of students at BCHS took the ACT. We will use this data in the future to show trends.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics   3.25
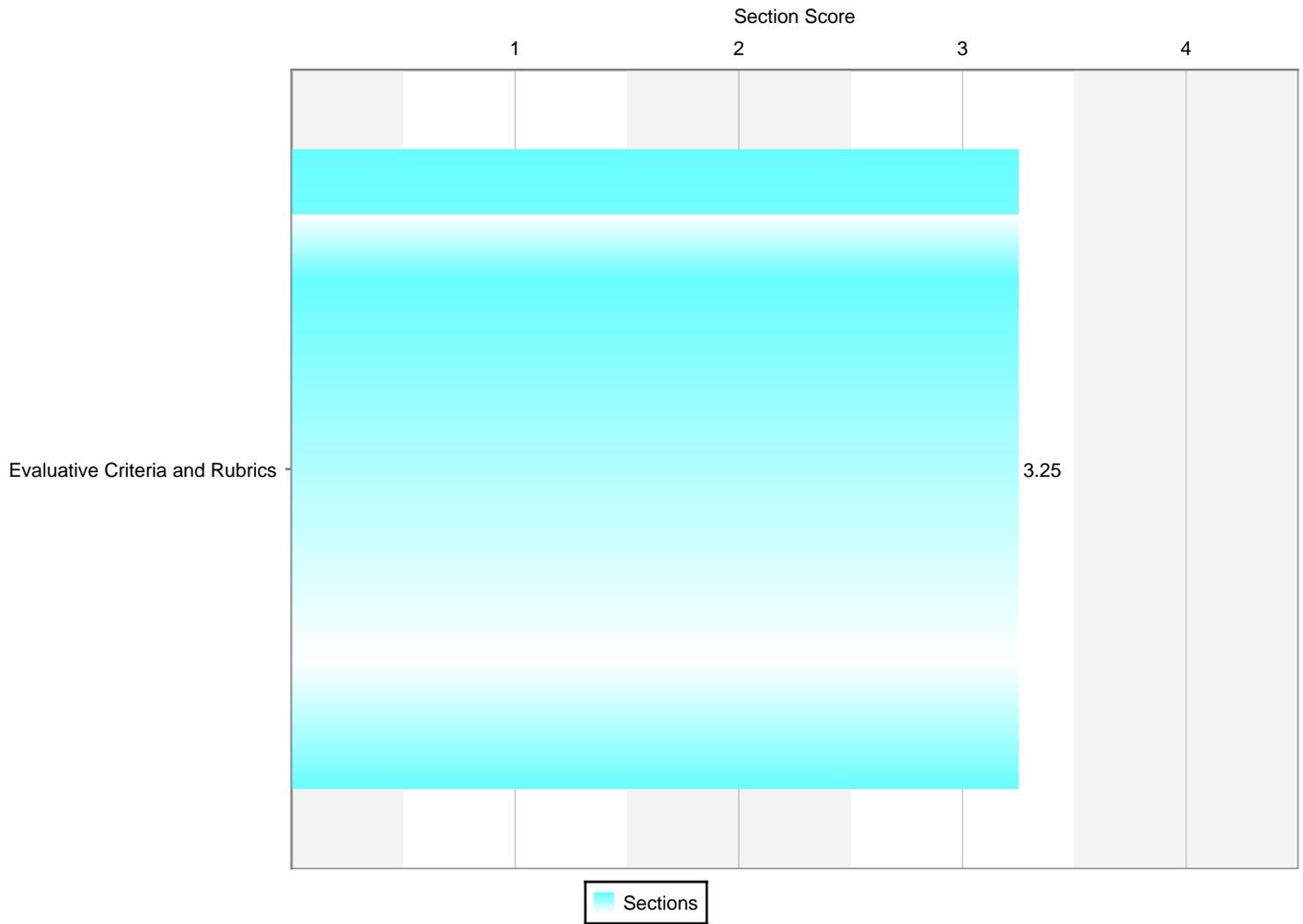
Sections

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, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		

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		

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		

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	Yes	2014-2015 Parent Involvement Plan is under construction and will be uploaded upon completion.	

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 (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	Yes	2014-2015 School-Parent Compact is under construction and will be uploaded when complete.	

Plan for ACIP

Overview

Plan Name

Plan for ACIP

Plan Description

BCHS ACIP Plan

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	Increase Internet access on campus for students and faculty	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$750
2	Create a BYOD Pilot classroom	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$1000
3	Bibb County High School students, teachers, and administrators will effectively use technology as an integrated tool for teaching, leading, and learning to master local, state, and national standards.	Objectives: 1 Strategies: 2 Activities: 2	Academic	$1295
4	2014 - 2015 Professional Development Plan	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0

Goal 1: Increase Internet access on campus for students and faculty

Measurable Objective 1:

collaborate to increase wireless connectivity on campus by 05/16/2014 as measured by additional access points .

Strategy 1:

Providing more connectivity on campus - By providing more access points we can increase student and faculty wireless connectivity on campus.

Category:

Activity - Purchasing and Installing Access Points	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will install additional access points across campus.	Technology	01/06/2014	05/16/2014	$750	Title I Part A	Technology Department. $750.00 of Title I funds will be used for purchasing and installing additional WiFi access points across the school.

Goal 2: Create a BYOD Pilot classroom

Measurable Objective 1:

collaborate to create a BYOD classroom by 05/16/2014 as measured by students using their own devices in the pilot class.

Strategy 1:

Develop a pilot BYOD classroom - Selected teachers will work with administration to develop protocol for a BYOD classroom pilot program.

Category:

Activity - BYOD implementation in pilot program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group of teachers will work with district and school level administration to develop and implement a BYOD pilot program in their classrooms.	Technology	01/06/2014	05/16/2014	$1000	Title I Part A	Pilot program staff and administration

Goal 3: Bibb County High School students, teachers, and administrators will effectively use technology as an integrated tool for teaching, leading, and learning to master local, state, and national standards.

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in digital literacy in Reading by 05/16/2014 as measured by increased use of wikis, blogs, and other Internet sources for communication. Students will use email to turn in assignments or projects on a regular basis, and be comfortable with using basic software..

Strategy 1:

Professional Development - Teachers will receive additional professional development opportunities to complete projects or assignments using technology to increase digital literacy with students.

Category:

Activity - Workshop on digital literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend a workshop to promote digital literacy.	Technology	01/06/2014	05/16/2014	$0	No Funding Required	John Simmer

Strategy 2:

Teachers will integrate student use of technology into their daily lesson plans more frequently - Teachers will show student technology use in daily lesson activities within their lesson plans on a more frequent basis.

Category:

Activity - Expand student use of technology in daily work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will expand student use of technology in daily classwork. This will be reflected in the teacher lesson plans.	Direct Instruction	10/07/2014	05/20/2015	$1295	Title I Part A	All faculty. $1295.35 in Title I funds will be spent on projector bulbs and miscellaneous technology needs to facilitate this activity.

Goal 4: 2014 - 2015 Professional Development Plan

Measurable Objective 1:

collaborate to continue implementing the State Standards for Technology in the classroom by 05/01/2015 as measured by Ideal performance will be indicated by increased use of wikis, blogs, and other Internet sources for communication. Students will use email to turn in assignments or projects on a regular basis, and be comfortable with using basic software..

Strategy 1:

Professional Development on Integrating Technology Standards into Classroom Instruction - Faculty will meet for professional development on integrating technology

standards into the classroom, and becoming more familiar with activities and ideas for instruction of their specific content areas.

Category:

Research Cited: CCRS

Activity - Professional Development on Technology Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty will meet for professional development on integrating the Technology Standards into their classroom instruction and lesson planning	Professional Learning	10/13/2014	10/13/2014	$0	Title I Part A	Jay Alston

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
Workshop on digital literacy	Teachers will attend a workshop to promote digital literacy.	Technology	01/06/2014	05/16/2014	$0	John Simmer
				Total	$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development on Technology Standards	Faculty will meet for professional development on integrating the Technology Standards into their classroom instruction and lesson planning	Professional Learning	10/13/2014	10/13/2014	$0	Jay Alston
BYOD implementation in pilot program	Small group of teachers will work with district and school level administration to develop and implement a BYOD pilot program in their classrooms.	Technology	01/06/2014	05/16/2014	$1000	Pilot program staff and administration
Expand student use of technology in daily work	Teachers will expand student use of technology in daily classwork. This will be reflected in the teacher lesson plans.	Direct Instruction	10/07/2014	05/20/2015	$1295	All faculty. $1295.35 in Title I funds will be spent on projector bulbs and miscellaneous technology needs to facilitate this activity.
Purchasing and Installing Access Points	The school will install additional access points across campus.	Technology	01/06/2014	05/16/2014	$750	Technology Department. $750.00 of Title I funds will be used for purchasing and installing additional WiFi access points across the school.
				Total	$3045	

Strategies to Increase Parental Involvement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent Involvement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Strategies to Increase Parental Involvement

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved.

As a part of the district-wide Parental Involvement Day Bibb County High School will hold its annual meeting for parents of all participating children. Parents will be notified of the meeting by notices sent home in a language that they can understand, when appropriate. Topics discussed at this meeting may include:

- Title I participation, its services and parent's rights
- The school's curriculum and the state's content standards
- The Continuous Improvement Plan
- School-Parent Compacts

2. Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.

Flexible Schedule of Meetings:
Bibb County High school will offer flexible number of meeting(during and after school hours) and may provide transportation, child care, or home visits, as such services relate to parental involvement with Title I funds.
Involve Parents in Planning, Review, and Improvement of Title I Programs:
Bibb County High school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the parental involvement policy and joint development of the School Wide Plan. Opportunity is given to parents to review the School Wide Plan including the parental involvement plan during the review process at the end of each school year for insight into parent's interests in activities, training, or materials the school could offer to parents during the next school year.

**3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions
related to the education of their children.**

Collaboration with Parents in Decisions Relating to the Education of Their Children:
During its Annual Meeting, Bibb County High School will present timely information about the Title I program, a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet. In addition , when requested by the parents, Bibb County High School will provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate in decisions relating to the education of their children, and to respond to any such suggestions as soon as practicably possible. Parents are also encouraged to visit their child's teachers on the two Statewide Parent

Visitation days held each year.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).

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

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

Each spring when the School Parent Involvement Plan is under revision all parents are invited to attend a planning meeting to provide input and suggestions for the plan. Parents may also express written/verbal comments on the plan when the school makes the plan available to the local educational agency.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)

To ensure effective involvement for parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
1. Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children.
- Hold an orientation session for parents before the school year begins and an annual meeting during the first few months of school to provide information on the Title I program as well as information about state and local assessments as well as the curriculum.
2. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate to foster parental involvement.
- Provide newsletters on Parent Visitation Day with helpful hints on improving student academic achievement and provide workshops as requested and needed.
3. Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

- Parental involvement professional development opportunities will be provided through system-wide in-service programs when available and monthly faculty meetings when needed.

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

- This CIP ensures that all school programs work together to accomplish the same goals.

- Hold multiple parent involvement meetings, both morning and evening hours, and provide parents with a calendar of events listing school programs and activities.

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

- Utilize Home Language Surveys to determine the language of parents

- When feasible, attain translate copies of newsletters, forms, announcements, etc.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

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

3. Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

3. Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

- Parental involvement professional development opportunities will be provided through system-wide in-service programs when available and monthly faculty meetings when needed.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

4. Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal program, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- This CIP ensures that all school programs work together to accomplish the same goals.
- Hold multiple parent involvement meetings, both morning and evening hours, and provide parents with a calendar of events listing school programs and activities.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

5. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and to the extent practicable, in a language the parents can understand.
- Utilize Home Language Surveys to determine the language of parents
- When feasible, attain translate copies of newsletters, forms, announcements, etc.

6f. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

2. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate to foster parental involvement.
- Provide newsletters on Parent Visitation Day with helpful hints on improving student academic achievement and provide workshops as requested and needed.

7. Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.

5. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and to the extent practicable, in a language the parents can understand.
- Utilize Home Language Surveys to determine the language of parents
- When feasible, attain translate copies of newsletters, forms, announcements, etc.

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

A committee made up of faculty members, administrators, counselors, and district personnel who have access to testing and other data was formed to gather pertinent information to be
used for needs assessment. The data also included information and guidance provided through the Alabama State Department of Education. The data was presented to the CIP/Leadership
team, and ideas for improvement were generated for the plan through a series of meetings and professional development workshops. While in revision the plan was uploaded to the school
website and shared with all faculty members. An email address was provided on the school website for the purposes of commenting or providing feedback on the CIP.

2. What were the results of the comprehensive needs assessment?

Students at BCHS are preforming below State standards on both the PLAN and ACT assessments.

3. What conclusions were drawn from the results?

The Needs Assessment team concluded that BCHS students were deficient in several areas of Math and Reading. BCHS will increase the targeted intervention in both Math and reading. BCHS will work to increase the rigor in all core classes, teachers and administrators will participate in research based professional development to maximize the academic success for all students.

4. What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

The overall area that needs improvement is the area of testing. Under Plan 2020 all students are to be college and career ready when they leave our school. data such as the ACT shows that most of our students are not reaching the benchmark scores that correlate to be college ready. All areas of the school improvement plan are geared to reaching the standards that indicate that our students are college and career ready.

5. How are the school goals connected to priority needs and the needs assessment?

Data has shown that BCHS has several needs. These include having all students college and closing the achievement gap between all subgroups. The goals are aligned with these needs. We have goals associated with the students that are below grade level in math and reading, there are goals associated with improving test scores such as Plan and ACT. These score are indicators of our students being College and/or Career ready. There is a goal associated with increasing student use of technology in the classroom. This goal is connected the Plan 2020 initiative.

6. How do the goals portray a clear and detailed analysis of multiple types of data?

The goals are specific to the data in each area. The needs assessment is based of many different data sources and all sources show the need for the assigned goals.

7. How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

The goals at BCHS address the needs of all sub-groups. The goals are aligned with closing the achievement gap for all students, including students that are working below grade level and students in Honors and AP curriculum.

Component 2: Schoolwide Reform Strategies

Goal to address annual Measurable Achievement Objectives (AMAOs) and English Language Proficience Needs – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

1. Identify the strategies in the schoolwide plan that focus on helping all students reach the State's standards.

Goal 1:

Bibb County High School students, teachers, and administrators will effectively use technology as an integrated tool for teaching, leading, and learning to master local, state, and national standards.

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in digital literacy in Reading by 05/16/2014 as measured by increased use of wikis, blogs, and other Internet sources for communication. Students will use email to turn in assignments or projects on a regular basis, and be comfortable with using basic software..

Strategy1:

Teachers will integrate student use of technology into their daily lesson plans more frequently - Teachers will show student technology use in daily lesson activities within their lesson plans on a more frequent basis.

Category:

Research Cited:

Activity - Expand student use of technology in daily work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will expand student use of technology in daily classwork. This will be reflected in the teacher lesson plans.	Direct Instruction	10/07/2014	05/20/2015	$1295 - Title I Part A	All faculty. $1295.35 in Title I funds will be spent on projector bulbs and miscellaneous technology needs to facilitate this activity.

Strategy2:

Professional Development - Teachers will receive additional professional development opportunities to complete projects or assignments using technology to increase digital literacy with students.

Category:

Research Cited:

Activity - Workshop on digital literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend a workshop to promote digital literacy.	Technology	01/06/2014	05/16/2014	$0 - No Funding Required	John Simmer

Goal 2:

Increase targeted intervention for at-risk students in Math

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mathematics ability at the minimum necessary for grade level performance in Mathematics by 05/01/2015 as measured by 100% of at-risk math students being identified and having received targeted intervention..

Strategy1:

Data Analysis and Scheduled Interventions - Using existing data from STAR Math and ASSIST (ARMT) testing, along with AMSTI evaluation data, ACT Explore and Plan, and data from our End of Course assessments, we will identify students in need of targeted intervention. All students identified will be scheduled for intervention.

Category:

Research Cited: All assessments and data sources are research based.

Activity - Identify at-risk students from analysis of the data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from existing sources including ACT Explore/Plan, AR Math, and AMSTI to identify students needing targeted intervention in math. Schedule ongoing intervention for at-risk students.	Academic Support Program	06/01/2014	05/01/2015	$0 - No Funding Required	Registrar, Counselor, Special Ed. Department staff

Goal 3:

Increase targeted intervention for at-risk students in Reading

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading ability at the minimum necessary for grade level performance in Reading by 05/01/2015 as measured by 100% of at-risk reading students being identified and having received targeted intervention..

Strategy1:

Data Analysis and Scheduled Interventions - Using existing data from STAR Reading and ASSIST (ARMT) testing, along with AMSTI evaluation data, ACT Explore and Plan, and data from our End of Course assessments, we will identify students in need of targeted intervention. All students identified will be scheduled for intervention.

Category:

Research Cited: All assessments and data sources are research based.

Activity - Identify at-risk students from analysis of existing data and schedule for intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from existing sources including ACT Explore/Plan, AR Reading, and AMSTI to identify students needing targeted intervention in reading. Schedule ongoing intervention for at-risk students.	Academic Support Program	06/01/2014	05/01/2015	$0 - No Funding Required	Registrar, Counselor, Special Ed. Department staff

Activity - My Reading Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students targeted for remediation will begin using "My Reading Coach" software.	Technology	08/06/2014	05/20/2015	$0 - No Funding Required	Remediation Faculty and Staff

Strategy2:

Vocabulary Building - Teachers will focus on building student vocabulary within content areas in their daily lesson plans. Vocabulary instruction will be aimed at improving student performance on the ACT. Teachers will monitor individual student progress within the class through formal and/or informal assessment. The principal will monitor teacher implementation.

Category:

Research Cited:

Activity - Vocabulary Building	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide Direct Instruction to students on vocabulary in their respective content areas.	Direct Instruction	08/06/2014	05/20/2015	$0 - No Funding Required	All Faculty

Goal 4:

To improve student achievement in all content areas in order for students to graduate College and Career Ready

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the ACT Explore and Plan assessments in English Language Arts by 05/01/2015 as measured by 100% of students showing an increase in their proficiency taking the ACT Plan and Explore assessments, measured by improvements in test performance.

Strategy1:

Remediation for 10th-12th grades - Use STAR Reading and Math to assess students achievement levels. Schedule students into appropriate remediation classes based on their STAR levels. Remediation instruction will be planned based on student needs.

Category:

Research Cited: RTI

Activity - STAR Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students 2 grades or more below grade level according to STAR will be scheduled for a remediation class.	Academic Support Program	08/01/2014	05/01/2015	$0 - No Funding Required	Registrar, Counselor, and appropriate faculty.

Strategy2:

Implement appropriate Tier 2 strategies. - A closure activity (after strategy) will be assigned each day. The teacher will analyze the closure activity to determine mastery and non-mastery of the daily outcome.

Category:

Research Cited: RTI

Activity - Tier 2 support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After closure activities are analyzed, Tier 2 support will be provided through a follow-up activity to clear up any confusion and misconceptions identified. This will be done using a small group pull-aside and/or other appropriate activities. 100 % of teachers will document Tier 2 support on the Reflection section of lesson plans. Evaluate students receiving Tier 2 support and strategies being used; provide professional development during planning times and/or coaching as appropriate.	Academic Support Program	06/01/2014	05/01/2015	$0 - No Funding Required	All faculty members.

Strategy3:

Implement Best Practice instructional strategies to strengthen RTI Tier I instruction. - Lesson plans will reflect purposeful planning for effective instruction through the use of best-practice techniques. Specifically, lesson plans will show clearly identified standards and daily outcomes. Daily outcomes will reflect varying levels from Bloom's Taxonomy. Classroom assignments will be clearly tied to the daily outcome and standard. Before, During, and After activities will be used to teach the lesson. The After (closure) activity should be directly tied to the daily outcome. Formative assessment will be used with each part of the lesson.

Category:

Research Cited: RTI

Activity - Lesson Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Up-to-date lesson plans should be submitted each week and posted outside each teacher's door daily. Frequent monitoring of lesson plans and classroom walk-throughs will be used to ensure that effective lesson planning is carried through to effective classroom instruction.	Academic Support Program	08/01/2014	05/01/2015	$0 - No Funding Required	All faculty members

Strategy4:

Implement focused Tier 3 Intervention for identified 9th graders. - Incoming 9th graders will be assessed during the spring of their 8th grade

year to identify students who may be at-risk of high school failure. These students will be scheduled into an Intervention course. At-risk students will receive individualized instruction to target identified needs.

Category:

Research Cited: RTI

Activity - Tier 3 support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Tier 3 will begin using the "My Reading Coach" software.	Technology	08/06/2014	05/20/2015	$0 - No Funding Required	Remediation Faculty and Staff

Strategy5:

ACT Question Bellringers - Teachers will use ACT example questions for Bellringer activities several times per week.

Category:

Research Cited:

Activity - ACT Bellringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use ACT example questions for Bellringers several times per week.	Direct Instruction	08/06/2014	05/20/2015	$0 - No Funding Required	All Faculty - Principal monitor implementation

Goal 5:

2014 - 2015 Professional Development Plan

Measurable Objective 1:

collaborate to advance the existing Feeder Pattern Program to include students in both the ninth and tenth grade by 05/01/2015 as measured by the adjustment and expansion of programs and strategies to extend the existing feeder pattern to include all tenth grade students.

Strategy1:

Professional Development Training - Faculty will meet at local and district levels to receive training and instruction in order to develop and implement activities necessary for expansion of the feeder program at BCHS.

Category:

Research Cited: ARI

Activity - Advance Feeder Pattern Program PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development workshop for faculty on ARI Instructional Strategies, Close Reading, and Content Vocabulary.	Professional Learning	06/26/2014	06/26/2014	$3000 - Title I Part A	Jay Alston

Activity - Advance Feeder Pattern Program PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Level Professional Development workshop for faculty on ARI Instructional Strategies, Close Reading, and Content Vocabulary.	Professional Learning	08/06/2014	08/06/2014	$0 - Title I Part A	Professional Development workshop for faculty on ARI Instructional Strategies, Close Reading, and Content Vocabulary.

Measurable Objective 2:

collaborate to continue implementing the State Standards for Technology in the classroom by 05/01/2015 as measured by Ideal performance will be indicated by increased use of wikis, blogs, and other Internet sources for communication. Students will use email to turn in assignments or projects on a regular basis, and be comfortable with using basic software..

Strategy1:

Professional Development on Integrating Technology Standards into Classroom Instruction - Faculty will meet for professional development on integrating technology standards into the classroom, and becoming more familiar with activities and ideas for instruction of their specific content areas.

Category:

Research Cited: CCRS

Activity - Professional Development on Technology Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will meet for professional development on integrating the Technology Standards into their classroom instruction and lesson planning	Professional Learning	10/13/2014	10/13/2014	$0 - Title I Part A	Jay Alston

Measurable Objective 3:

collaborate to continue implementing the Common Core College and Career Readiness Standards in the classroom by 05/01/2015 as measured by the completion of training sessions and evidence of CCRS instructional alignment within teacher classrooms and lesson plans.

Strategy1:

Professional Development - Faculty will attend CCRS Turnaround training in the form of professional development workshops and meetings from the State Dept. of Education on implementing CCRS into classroom instruction through unit and lesson planning.

Category:

Research Cited: CCRS

Activity - Book Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will collaborate on book studies on implementing the Common Core. The books are "Core Six" and "Learning in the Fast Lane"	Professional Learning	08/06/2014	05/20/2015	$1100 - General Fund	All Faculty and Principal

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCRS training sessions held in-school with faculty on Close Reading, Content Vocabulary, and ARI Instructional Strategies	Professional Learning	01/06/2015	01/06/2015	$0 - Title I Part A	Jay Alston

Activity - CCRS Turnaround Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCRS Turnaround Training sessions held in-school will faculty	Professional Learning	04/01/2015	04/30/2015	$0 - Title I Part A	Jay Alston

Activity - CCRS Turnaround Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCRS Turnaround training sessions held in-school with faculty	Professional Learning	09/01/2014	09/30/2014	$0 - Title I Part A	Jay Alston

Activity - CCRS Turnaround Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCRS Turnaround Training sessions held in-school will faculty	Professional Learning	11/01/2014	11/30/2014	$0 - Title I Part A	Jay Alston

Activity - CCRS Turnaround Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCRS Turnaround Training sessions held in-school will faculty	Professional Learning	02/01/2015	02/28/2015	$0 - Title I Part A	Jay Alston

Narrative:

2. Identify the strategies in the schoolwide plan that increase the quality and quantity of instruction.

Goal 1:

Bibb County High School students, teachers, and administrators will effectively use technology as an integrated tool for teaching, leading, and learning to master local, state, and national standards.

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in digital literacy in Reading by 05/16/2014 as measured by increased use of wikis, blogs, and other Internet sources for communication. Students will use email to turn in assignments or projects on a regular basis, and be comfortable with using basic software..

Strategy1:

Professional Development - Teachers will receive additional professional development opportunities to complete projects or assignments

using technology to increase digital literacy with students.

Category:

Research Cited:

Activity - Workshop on digital literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend a workshop to promote digital literacy.	Technology	01/06/2014	05/16/2014	$0 - No Funding Required	John Simmer

Goal 2:

Increase Internet access on campus for students and faculty

Measurable Objective 1:

collaborate to increase wireless connectivity on campus by 05/16/2014 as measured by additional access points .

Strategy1:

Providing more connectivity on campus - By providing more access points we can increase student and faculty wireless connectivity on

campus.

Category:

Research Cited:

Activity - Purchasing and Installing Access Points	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will install additional access points across campus.	Technology	01/06/2014	05/16/2014	$750 - Title I Part A	Technology Department. $750.00 of Title I funds will be used for purchasing and installing additional WiFi access points across the school.

Goal 3:

Create a BYOD Pilot classroom

Measurable Objective 1:

collaborate to create a BYOD classroom by 05/16/2014 as measured by students using their own devices in the pilot class.

Strategy1:

Develop a pilot BYOD classroom - Selected teachers will work with administration to develop protocol for a BYOD classroom pilot program.

Category:

Research Cited:

Activity - BYOD implementation in pilot program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group of teachers will work with district and school level administration to develop and implement a BYOD pilot program in their classrooms.	Technology	01/06/2014	05/16/2014	$1000 - Title I Part A	Pilot program staff and administration

Goal 4:

Increase targeted intervention for at-risk students in Math

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mathematics ability at the minimum necessary for grade level performance in Mathematics by 05/01/2015 as measured by 100% of at-risk math students being identified and having received targeted intervention..

Strategy1:

Data Analysis and Scheduled Interventions - Using existing data from STAR Math and ASSIST (ARMT) testing, along with AMSTI evaluation data, ACT Explore and Plan, and data from our End of Course assessments, we will identify students in need of targeted intervention. All students identified will be scheduled for intervention.

Category:

Research Cited: All assessments and data sources are research based.

Activity - Identify at-risk students from analysis of the data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from existing sources including ACT Explore/Plan, AR Math, and AMSTI to identify students needing targeted intervention in math. Schedule ongoing intervention for at-risk students.	Academic Support Program	06/01/2014	05/01/2015	$0 - No Funding Required	Registrar, Counselor, Special Ed. Department staff

Goal 5:

Increase targeted intervention for at-risk students in Reading

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading ability at the minimum necessary for grade level performance in Reading by 05/01/2015 as measured by 100% of at-risk reading students being identified and having received targeted intervention..

Strategy1:

Data Analysis and Scheduled Interventions - Using existing data from STAR Reading and ASSIST (ARMT) testing, along with AMSTI evaluation data, ACT Explore and Plan, and data from our End of Course assessments, we will identify students in need of targeted intervention. All students identified will be scheduled for intervention.

Category:

Research Cited: All assessments and data sources are research based.

Activity - Identify at-risk students from analysis of existing data and schedule for intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from existing sources including ACT Explore/Plan, AR Reading, and AMSTI to identify students needing targeted intervention in reading. Schedule ongoing intervention for at-risk students.	Academic Support Program	06/01/2014	05/01/2015	$0 - No Funding Required	Registrar, Counselor, Special Ed. Department staff

Activity - My Reading Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students targeted for remediation will begin using "My Reading Coach" software.	Technology	08/06/2014	05/20/2015	$0 - No Funding Required	Remediation Faculty and Staff

Strategy2:

Vocabulary Building - Teachers will focus on building student vocabulary within content areas in their daily lesson plans. Vocabulary instruction will be aimed at improving student performance on the ACT. Teachers will monitor individual student progress within the class through formal and/or informal assessment. The principal will monitor teacher implementation.

Category:

Research Cited:

Activity - Vocabulary Building	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide Direct Instruction to students on vocabulary in their respective content areas.	Direct Instruction	08/06/2014	05/20/2015	$0 - No Funding Required	All Faculty

Goal 6:

To improve student achievement in all content areas in order for students to graduate College and Career Ready

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the ACT Explore and Plan assessments in English Language Arts by 05/01/2015 as measured by 100% of students showing an increase in their proficiency taking the ACT Plan and Explore assessments, measured by improvements in test performance.

Strategy1:

Remediation for 10th-12th grades - Use STAR Reading and Math to assess students achievement levels. Schedule students into

appropriate remediation classes based on their STAR levels. Remediation instruction will be planned based on student needs.

Category:

Research Cited: RTI

Activity - STAR Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students 2 grades or more below grade level according to STAR will be scheduled for a remediation class.	Academic Support Program	08/01/2014	05/01/2015	$0 - No Funding Required	Registrar, Counselor, and appropriate faculty.

Strategy2:

Implement Best Practice instructional strategies to strengthen RTI Tier I instruction. - Lesson plans will reflect purposeful planning for

effective instruction through the use of best-practice techniques. Specifically, lesson plans will show clearly identified standards and daily

outcomes. Daily outcomes will reflect varying levels from Bloom's Taxonomy. Classroom assignments will be clearly tied to the daily

outcome and standard. Before, During, and After activities will be used to teach the lesson. The After (closure) activity should be directly

tied to the daily outcome. Formative assessment will be used with each part of the lesson.

Category:

Research Cited: RTI

Activity - Lesson Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Up-to-date lesson plans should be submitted each week and posted outside each teacher's door daily. Frequent monitoring of lesson plans and classroom walk-throughs will be used to ensure that effective lesson planning is carried through to effective classroom instruction.	Academic Support Program	08/01/2014	05/01/2015	$0 - No Funding Required	All faculty members

Strategy3:

Implement appropriate Tier 2 strategies. - A closure activity (after strategy) will be assigned each day. The teacher will analyze the closure

activity to determine mastery and non-mastery of the daily outcome.

Category:

Research Cited: RTI

Activity - Tier 2 support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After closure activities are analyzed, Tier 2 support will be provided through a follow-up activity to clear up any confusion and misconceptions identified. This will be done using a small group pull-aside and/or other appropriate activities. 100 % of teachers will document Tier 2 support on the Reflection section of lesson plans. Evaluate students receiving Tier 2 support and strategies being used; provide professional development during planning times and/or coaching as appropriate.	Academic Support Program	06/01/2014	05/01/2015	$0 - No Funding Required	All faculty members.

Strategy4:

ACT Question Bellringers - Teachers will use ACT example questions for Bellringer activities several times per week.

Category:

Research Cited:

Activity - ACT Bellringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use ACT example questions for Bellringers several times per week.	Direct Instruction	08/06/2014	05/20/2015	$0 - No Funding Required	All Faculty - Principal monitor implementation

Strategy5:

Implement focused Tier 3 Intervention for identified 9th graders. - Incoming 9th graders will be assessed during the spring of their 8th grade year to identify students who may be at-risk of high school failure. These students will be scheduled into an Intervention course. At-risk students will receive individualized instruction to target identified needs.

Category:

Research Cited: RTI

Activity - Tier 3 support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Tier 3 will begin using the "My Reading Coach" software.	Technology	08/06/2014	05/20/2015	$0 - No Funding Required	Remediation Faculty and Staff

Goal 7:

2014 - 2015 Professional Development Plan

Measurable Objective 1:

collaborate to continue implementing the State Standards for Technology in the classroom by 05/01/2015 as measured by Ideal performance will be indicated by increased use of wikis, blogs, and other Internet sources for communication. Students will use email to turn in assignments or projects on a regular basis, and be comfortable with using basic software..

Strategy1:

Professional Development on Integrating Technology Standards into Classroom Instruction - Faculty will meet for professional development on integrating technology standards into the classroom, and becoming more familiar with activities and ideas for instruction of their specific

content areas.

Category:

Research Cited: CCRS

Activity - Professional Development on Technology Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will meet for professional development on integrating the Technology Standards into their classroom instruction and lesson planning	Professional Learning	10/13/2014	10/13/2014	$0 - Title I Part A	Jay Alston

Measurable Objective 2:

collaborate to advance the existing Feeder Pattern Program to include students in both the ninth and tenth grade by 05/01/2015 as measured by the adjustment and expansion of programs and strategies to extend the existing feeder pattern to include all tenth grade students.

Strategy1:

Professional Development Training - Faculty will meet at local and district levels to receive training and instruction in order to develop and implement activities necessary for expansion of the feeder program at BCHS.

Category:

Research Cited: ARI

Activity - Advance Feeder Pattern Program PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Level Professional Development workshop for faculty on ARI Instructional Strategies, Close Reading, and Content Vocabulary.	Professional Learning	08/06/2014	08/06/2014	$0 - Title I Part A	Professional Development workshop for faculty on ARI Instructional Strategies, Close Reading, and Content Vocabulary.

Activity - Advance Feeder Pattern Program PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development workshop for faculty on ARI Instructional Strategies, Close Reading, and Content Vocabulary.	Professional Learning	06/26/2014	06/26/2014	$3000 - Title I Part A	Jay Alston

Measurable Objective 3:

collaborate to continue implementing the Common Core College and Career Readiness Standards in the classroom by 05/01/2015 as measured by the completion of training sessions and evidence of CCRS instructional alignment within teacher classrooms and lesson plans.

Strategy1:

Professional Development - Faculty will attend CCRS Turnaround training in the form of professional development workshops and meetings from the State Dept. of Education on implementing CCRS into classroom instruction through unit and lesson planning.

Category:

Research Cited: CCRS

Activity - CCRS Turnaround Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCRS Turnaround Training sessions held in-school will faculty	Professional Learning	02/01/2015	02/28/2015	$0 - Title I Part A	Jay Alston

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCRS training sessions held in-school with faculty on Close Reading, Content Vocabulary, and ARI Instructional Strategies	Professional Learning	01/06/2015	01/06/2015	$0 - Title I Part A	Jay Alston

Activity - CCRS Turnaround Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCRS Turnaround training sessions held in-school with faculty	Professional Learning	09/01/2014	09/30/2014	$0 - Title I Part A	Jay Alston

Activity - CCRS Turnaround Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCRS Turnaround Training sessions held in-school will faculty	Professional Learning	11/01/2014	11/30/2014	$0 - Title I Part A	Jay Alston

Activity - Book Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will collaborate on book studies on implementing the Common Core. The books are "Core Six" and "Learning in the Fast Lane"	Professional Learning	08/06/2014	05/20/2015	$1100 - General Fund	All Faculty and Principal

Activity - CCRS Turnaround Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCRS Turnaround Training sessions held in-school will faculty	Professional Learning	04/01/2015	04/30/2015	$0 - Title I Part A	Jay Alston

Narrative:

3. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

Bibb County High School students, teachers, and administrators will effectively use technology as an integrated tool for teaching, leading, and learning to master local, state, and national standards.

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in digital literacy in Reading by 05/16/2014 as measured by

increased use of wikis, blogs, and other Internet sources for communication. Students will use email to turn in assignments or projects on a regular basis, and be comfortable with using basic software..

Strategy1:

Professional Development - Teachers will receive additional professional development opportunities to complete projects or assignments using technology to increase digital literacy with students.

Category:

Research Cited:

Activity - Workshop on digital literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend a workshop to promote digital literacy.	Technology	01/06/2014	05/16/2014	$0 - No Funding Required	John Simmer

Strategy2:

Teachers will integrate student use of technology into their daily lesson plans more frequently - Teachers will show student technology use in daily lesson activities within their lesson plans on a more frequent basis.

Category:

Research Cited:

Activity - Expand student use of technology in daily work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will expand student use of technology in daily classwork. This will be reflected in the teacher lesson plans.	Direct Instruction	10/07/2014	05/20/2015	$1295 - Title I Part A	All faculty. $1295.35 in Title I funds will be spent on projector bulbs and miscellaneous technology needs to facilitate this activity.

Goal 2:

Increase targeted intervention for at-risk students in Math

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mathematics ability at the minimum necessary for grade level performance in Mathematics by 05/01/2015 as measured by 100% of at-risk math students being identified and having received targeted intervention..

Strategy1:

Data Analysis and Scheduled Interventions - Using existing data from STAR Math and ASSIST (ARMT) testing, along with AMSTI evaluation data, ACT Explore and Plan, and data from our End of Course assessments, we will identify students in need of targeted intervention. All students identified will be scheduled for intervention.

Category:

Research Cited: All assessments and data sources are research based.

Activity - Identify at-risk students from analysis of the data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from existing sources including ACT Explore/Plan, AR Math, and AMSTI to identify students needing targeted intervention in math. Schedule ongoing intervention for at-risk students.	Academic Support Program	06/01/2014	05/01/2015	$0 - No Funding Required	Registrar, Counselor, Special Ed. Department staff

Goal 3:

Increase targeted intervention for at-risk students in Reading

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading ability at the minimum necessary for grade level performance in Reading by 05/01/2015 as measured by 100% of at-risk reading students being identified and having received targeted intervention..

Strategy1:

Data Analysis and Scheduled Interventions - Using existing data from STAR Reading and ASSIST (ARMT) testing, along with AMSTI evaluation data, ACT Explore and Plan, and data from our End of Course assessments, we will identify students in need of targeted intervention. All students identified will be scheduled for intervention.

Category:

Research Cited: All assessments and data sources are research based.

Activity - Identify at-risk students from analysis of existing data and schedule for intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from existing sources including ACT Explore/Plan, AR Reading, and AMSTI to identify students needing targeted intervention in reading. Schedule ongoing intervention for at-risk students.	Academic Support Program	06/01/2014	05/01/2015	$0 - No Funding Required	Registrar, Counselor, Special Ed. Department staff

Activity - My Reading Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students targeted for remediation will begin using "My Reading Coach" software.	Technology	08/06/2014	05/20/2015	$0 - No Funding Required	Remediation Faculty and Staff

Strategy2:

Vocabulary Building - Teachers will focus on building student vocabulary within content areas in their daily lesson plans. Vocabulary

instruction will be aimed at improving student performance on the ACT. Teachers will monitor individual student progress within the class

through formal and/or informal assessment. The principal will monitor teacher implementation.

Category:

Research Cited:

Activity - Vocabulary Building	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide Direct Instruction to students on vocabulary in their respective content areas.	Direct Instruction	08/06/2014	05/20/2015	$0 - No Funding Required	All Faculty

Goal 4:

To improve student achievement in all content areas in order for students to graduate College and Career Ready

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged,

Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native

and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the ACT Explore and Plan assessments in English

Language Arts by 05/01/2015 as measured by 100% of students showing an increase in their proficiency taking the ACT Plan and Explore

assessments, measured by improvements in test performance.

Strategy1:

Implement appropriate Tier 2 strategies. - A closure activity (after strategy) will be assigned each day. The teacher will analyze the closure

activity to determine mastery and non-mastery of the daily outcome.

Category:

Research Cited: RTI

Activity - Tier 2 support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After closure activities are analyzed, Tier 2 support will be provided through a follow-up activity to clear up any confusion and misconceptions identified. This will be done using a small group pull-aside and/or other appropriate activities. 100 % of teachers will document Tier 2 support on the Reflection section of lesson plans. Evaluate students receiving Tier 2 support and strategies being used; provide professional development during planning times and/or coaching as appropriate.	Academic Support Program	06/01/2014	05/01/2015	$0 - No Funding Required	All faculty members.

Strategy2:

Implement Best Practice instructional strategies to strengthen RTI Tier I instruction. - Lesson plans will reflect purposeful planning for

effective instruction through the use of best-practice techniques. Specifically, lesson plans will show clearly identified standards and daily outcomes. Daily outcomes will reflect varying levels from Bloom's Taxonomy. Classroom assignments will be clearly tied to the daily outcome and standard. Before, During, and After activities will be used to teach the lesson. The After (closure) activity should be directly tied to the daily outcome. Formative assessment will be used with each part of the lesson.

Category:

Research Cited: RTI

Activity - Lesson Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Up-to-date lesson plans should be submitted each week and posted outside each teacher's door daily. Frequent monitoring of lesson plans and classroom walk-throughs will be used to ensure that effective lesson planning is carried through to effective classroom instruction.	Academic Support Program	08/01/2014	05/01/2015	$0 - No Funding Required	All faculty members

Strategy3:

ACT Question Bellringers - Teachers will use ACT example questions for Bellringer activities several times per week.

Category:

Research Cited:

Activity - ACT Bellringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use ACT example questions for Bellringers several times per week.	Direct Instruction	08/06/2014	05/20/2015	$0 - No Funding Required	All Faculty - Principal monitor implementation

Strategy4:

Remediation for 10th-12th grades - Use STAR Reading and Math to assess students achievement levels. Schedule students into appropriate remediation classes based on their STAR levels. Remediation instruction will be planned based on student needs.

Category:

Research Cited: RTI

Activity - STAR Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students 2 grades or more below grade level according to STAR will be scheduled for a remediation class.	Academic Support Program	08/01/2014	05/01/2015	$0 - No Funding Required	Registrar, Counselor, and appropriate faculty.

Strategy5:

Implement focused Tier 3 Intervention for identified 9th graders. - Incoming 9th graders will be assessed during the spring of their 8th grade year to identify students who may be at-risk of high school failure. These students will be scheduled into an Intervention course. At-risk students will receive individualized instruction to target identified needs.

Category:

Research Cited: RTI

Activity - Tier 3 support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Tier 3 will begin using the "My Reading Coach" software.	Technology	08/06/2014	05/20/2015	$0 - No Funding Required	Remediation Faculty and Staff

Goal 5:

2014 - 2015 Professional Development Plan

Measurable Objective 1:

collaborate to advance the existing Feeder Pattern Program to include students in both the ninth and tenth grade by 05/01/2015 as measured by the adjustment and expansion of programs and strategies to extend the existing feeder pattern to include all tenth grade students.

Strategy1:

Professional Development Training - Faculty will meet at local and district levels to receive training and instruction in order to develop and implement activities necessary for expansion of the feeder program at BCHS.

Category:

Research Cited: ARI

Activity - Advance Feeder Pattern Program PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Level Professional Development workshop for faculty on ARI Instructional Strategies, Close Reading, and Content Vocabulary.	Professional Learning	08/06/2014	08/06/2014	$0 - Title I Part A	Professional Development workshop for faculty on ARI Instructional Strategies, Close Reading, and Content Vocabulary.

Activity - Advance Feeder Pattern Program PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development workshop for faculty on ARI Instructional Strategies, Close Reading, and Content Vocabulary.	Professional Learning	06/26/2014	06/26/2014	$3000 - Title I Part A	Jay Alston

Measurable Objective 2:

collaborate to continue implementing the Common Core College and Career Readiness Standards in the classroom by 05/01/2015 as measured by the completion of training sessions and evidence of CCRS instructional alignment within teacher classrooms and lesson plans.

Strategy1:

Professional Development - Faculty will attend CCRS Turnaround training in the form of professional development workshops and meetings from the State Dept. of Education on implementing CCRS into classroom instruction through unit and lesson planning.

Category:

Research Cited: CCRS

Activity - Book Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will collaborate on book studies on implementing the Common Core. The books are "Core Six" and "Learning in the Fast Lane"	Professional Learning	08/06/2014	05/20/2015	$1100 - General Fund	All Faculty and Principal

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCRS training sessions held in-school with faculty on Close Reading, Content Vocabulary, and ARI Instructional Strategies	Professional Learning	01/06/2015	01/06/2015	$0 - Title I Part A	Jay Alston

Activity - CCRS Turnaround Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCRS Turnaround Training sessions held in-school will faculty	Professional Learning	04/01/2015	04/30/2015	$0 - Title I Part A	Jay Alston

Activity - CCRS Turnaround Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCRS Turnaround Training sessions held in-school will faculty	Professional Learning	02/01/2015	02/28/2015	$0 - Title I Part A	Jay Alston

Activity - CCRS Turnaround Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCRS Turnaround training sessions held in-school with faculty	Professional Learning	09/01/2014	09/30/2014	$0 - Title I Part A	Jay Alston

Activity - CCRS Turnaround Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCRS Turnaround Training sessions held in-school will faculty	Professional Learning	11/01/2014	11/30/2014	$0 - Title I Part A	Jay Alston

Measurable Objective 3:

collaborate to continue implementing the State Standards for Technology in the classroom by 05/01/2015 as measured by Ideal performance will be indicated by increased use of wikis, blogs, and other Internet sources for communication. Students will use email to turn in assignments or projects on a regular basis, and be comfortable with using basic software..

Strategy1:

Professional Development on Integrating Technology Standards into Classroom Instruction - Faculty will meet for professional development on integrating technology standards into the classroom, and becoming more familiar with activities and ideas for instruction of their specific content areas.

Category:

Research Cited: CCRS

Activity - Professional Development on Technology Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty will meet for professional development on integrating the Technology Standards into their classroom instruction and lesson planning	Professional Learning	10/13/2014	10/13/2014	$0 - Title I Part A	Jay Alston

Narrative:

4. Identify the research-based reform strategies in the schoolwide plan that align with the findings of the needs assessment.

Goal 1:

Bibb County High School students, teachers, and administrators will effectively use technology as an integrated tool for teaching, leading, and learning to master local, state, and national standards.

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in digital literacy in Reading by 05/16/2014 as measured by increased use of wikis, blogs, and other Internet sources for communication. Students will use email to turn in assignments or projects on a regular basis, and be comfortable with using basic software..

Strategy1:

Professional Development - Teachers will receive additional professional development opportunities to complete projects or assignments using technology to increase digital literacy with students.
Category:
Research Cited:

Activity - Workshop on digital literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend a workshop to promote digital literacy.	Technology	01/06/2014	05/16/2014	$0 - No Funding Required	John Simmer

Goal 2:

Increase targeted intervention for at-risk students in Reading

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading ability at the minimum necessary for grade level performance in Reading by 05/01/2015 as measured by 100% of at-risk reading students being identified and having received targeted intervention..

Strategy1:

Data Analysis and Scheduled Interventions - Using existing data from STAR Reading and ASSIST (ARMT) testing, along with AMSTI evaluation data, ACT Explore and Plan, and data from our End of Course assessments, we will identify students in need of targeted intervention. All students identified will be scheduled for intervention.

Category:

Research Cited: All assessments and data sources are research based.

Activity - My Reading Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students targeted for remediation will begin using "My Reading Coach" software.	Technology	08/06/2014	05/20/2015	$0 - No Funding Required	Remediation Faculty and Staff

Goal 3:

To improve student achievement in all content areas in order for students to graduate College and Career Ready

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the ACT Explore and Plan assessments in English Language Arts by 05/01/2015 as measured by 100% of students showing an increase in their proficiency taking the ACT Plan and Explore assessments, measured by improvements in test performance.

Strategy1:

Implement appropriate Tier 2 strategies. - A closure activity (after strategy) will be assigned each day. The teacher will analyze the closure activity to determine mastery and non-mastery of the daily outcome.
Category:
Research Cited: RTI

Activity - Tier 2 support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After closure activities are analyzed, Tier 2 support will be provided through a follow-up activity to clear up any confusion and misconceptions identified. This will be done using a small group pull-aside and/or other appropriate activities. 100 % of teachers will document Tier 2 support on the Reflection section of lesson plans. Evaluate students receiving Tier 2 support and strategies being used; provide professional development during planning times and/or coaching as appropriate.	Academic Support Program	06/01/2014	05/01/2015	$0 - No Funding Required	All faculty members.

Strategy2:

Implement Best Practice instructional strategies to strengthen RTI Tier I instruction. - Lesson plans will reflect purposeful planning for effective instruction through the use of best-practice techniques. Specifically, lesson plans will show clearly identified standards and daily outcomes. Daily outcomes will reflect varying levels from Bloom's Taxonomy. Classroom assignments will be clearly tied to the daily outcome and standard. Before, During, and After activities will be used to teach the lesson. The After (closure) activity should be directly tied to the daily outcome. Formative assessment will be used with each part of the lesson.

Category:

Research Cited: RTI

Activity - Lesson Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Up-to-date lesson plans should be submitted each week and posted outside each teacher's door daily. Frequent monitoring of lesson plans and classroom walk-throughs will be used to ensure that effective lesson planning is carried through to effective classroom instruction.	Academic Support Program	08/01/2014	05/01/2015	$0 - No Funding Required	All faculty members

Goal 4:

2014 - 2015 Professional Development Plan

Measurable Objective 1:

collaborate to advance the existing Feeder Pattern Program to include students in both the ninth and tenth grade by 05/01/2015 as measured by the adjustment and expansion of programs and strategies to extend the existing feeder pattern to include all tenth grade students.

Strategy1:

Professional Development Training - Faculty will meet at local and district levels to receive training and instruction in order to develop and implement activities necessary for expansion of the feeder program at BCHS.

Category:

Research Cited: ARI

Activity - Advance Feeder Pattern Program PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development workshop for faculty on ARI Instructional Strategies, Close Reading, and Content Vocabulary.	Professional Learning	06/26/2014	06/26/2014	$3000 - Title I Part A	Jay Alston

Activity - Advance Feeder Pattern Program PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Level Professional Development workshop for faculty on ARI Instructional Strategies, Close Reading, and Content Vocabulary.	Professional Learning	08/06/2014	08/06/2014	$0 - Title I Part A	Professional Development workshop for faculty on ARI Instructional Strategies, Close Reading, and Content Vocabulary.

Narrative:

5. Identify the strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support.

Goal 1:

Increase targeted intervention for at-risk students in Math

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mathematics ability at the minimum necessary for grade level performance in Mathematics by 05/01/2015 as measured by 100% of at-risk math students being identified and having received targeted intervention..

Strategy1:

Data Analysis and Scheduled Interventions - Using existing data from STAR Math and ASSIST (ARMT) testing, along with AMSTI evaluation data, ACT Explore and Plan, and data from our End of Course assessments, we will identify students in need of targeted intervention. All students identified will be scheduled for intervention.

Category:

Research Cited: All assessments and data sources are research based.

Activity - Identify at-risk students from analysis of the data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from existing sources including ACT Explore/Plan, AR Math, and AMSTI to identify students needing targeted intervention in math. Schedule ongoing intervention for at-risk students.	Academic Support Program	06/01/2014	05/01/2015	$0 - No Funding Required	Registrar, Counselor, Special Ed. Department staff

Goal 2:

Increase targeted intervention for at-risk students in Reading

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading ability at the minimum necessary for grade level performance in Reading by 05/01/2015 as measured by 100% of at-risk reading students being identified and having received targeted intervention..

Strategy1:

Vocabulary Building - Teachers will focus on building student vocabulary within content areas in their daily lesson plans. Vocabulary

instruction will be aimed at improving student performance on the ACT. Teachers will monitor individual student progress within the class

through formal and/or informal assessment. The principal will monitor teacher implementation.

Category:

Research Cited:

Activity - Vocabulary Building	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide Direct Instruction to students on vocabulary in their respective content areas.	Direct Instruction	08/06/2014	05/20/2015	$0 - No Funding Required	All Faculty

Strategy2:

Data Analysis and Scheduled Interventions - Using existing data from STAR Reading and ASSIST (ARMT) testing, along with AMSTI

evaluation data, ACT Explore and Plan, and data from our End of Course assessments, we will identify students in need of targeted

intervention. All students identified will be scheduled for intervention.

Category:

Research Cited: All assessments and data sources are research based.

Activity - Identify at-risk students from analysis of existing data and schedule for intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from existing sources including ACT Explore/Plan, AR Reading, and AMSTI to identify students needing targeted intervention in reading. Schedule ongoing intervention for at-risk students.	Academic Support Program	06/01/2014	05/01/2015	$0 - No Funding Required	Registrar, Counselor, Special Ed. Department staff

Activity - My Reading Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students targeted for remediation will begin using "My Reading Coach" software.	Technology	08/06/2014	05/20/2015	$0 - No Funding Required	Remediation Faculty and Staff

Narrative:

6. English Language Proficiency Goal (Should address identified weaknesses and gaps):

Goal 1:

Increase targeted intervention for at-risk students in Reading

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading ability at the minimum necessary for grade level performance in Reading by 05/01/2015 as measured by 100% of at-risk reading students being identified and having received targeted intervention..

Strategy1:

Vocabulary Building - Teachers will focus on building student vocabulary within content areas in their daily lesson plans. Vocabulary instruction will be aimed at improving student performance on the ACT. Teachers will monitor individual student progress within the class through formal and/or informal assessment. The principal will monitor teacher implementation.

Category:

Research Cited:

Activity - Vocabulary Building	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide Direct Instruction to students on vocabulary in their respective content areas.	Direct Instruction	08/06/2014	05/20/2015	$0 - No Funding Required	All Faculty

Strategy2:

Data Analysis and Scheduled Interventions - Using existing data from STAR Reading and ASSIST (ARMT) testing, along with AMSTI evaluation data, ACT Explore and Plan, and data from our End of Course assessments, we will identify students in need of targeted intervention. All students identified will be scheduled for intervention.

Category:

Research Cited: All assessments and data sources are research based.

Activity - Identify at-risk students from analysis of existing data and schedule for intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from existing sources including ACT Explore/Plan, AR Reading, and AMSTI to identify students needing targeted intervention in reading. Schedule ongoing intervention for at-risk students.	Academic Support Program	06/01/2014	05/01/2015	$0 - No Funding Required	Registrar, Counselor, Special Ed. Department staff

Activity - My Reading Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students targeted for remediation will begin using "My Reading Coach" software.	Technology	08/06/2014	05/20/2015	$0 - No Funding Required	Remediation Faculty and Staff

Narrative:

7. Identify the strategies in the schoowide plan that provide an enriched and accelerated curriculum for select students and support progress for all students.

Goal 1:

Create a BYOD Pilot classroom

Measurable Objective 1:

collaborate to create a BYOD classroom by 05/16/2014 as measured by students using their own devices in the pilot class.

Strategy1:

Develop a pilot BYOD classroom - Selected teachers will work with administration to develop protocol for a BYOD classroom pilot program.

Category:

Research Cited:

Activity - BYOD implementation in pilot program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group of teachers will work with district and school level administration to develop and implement a BYOD pilot program in their classrooms.	Technology	01/06/2014	05/16/2014	$1000 - Title I Part A	Pilot program staff and administration

Goal 2:

To improve student achievement in all content areas in order for students to graduate College and Career Ready

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the ACT Explore and Plan assessments in English Language Arts by 05/01/2015 as measured by 100% of students showing an increase in their proficiency taking the ACT Plan and Explore assessments, measured by improvements in test performance.

Strategy1:

ACT Question Bellringers - Teachers will use ACT example questions for Bellringer activities several times per week.

Category:

Research Cited:

Activity - ACT Bellringers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use ACT example questions for Bellringers several times per week.	Direct Instruction	08/06/2014	05/20/2015	$0 - No Funding Required	All Faculty - Principal monitor implementation

Narrative:

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	No	3	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?	No	We have two teachers that have not received the HQ status from the State. One teacher is Highly Qualified in the area of Biology, but not in the area of General Science. This teacher will take the Praxis in General Science to receive his HQ status. BCHS has one teacher working on her HQ status in math. She has a degree in math and a masters degree in statisitics and is working on her HQ status.	

3. Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

At BCHS an effort is made to hire the most qualified applicants available in their subject area. An organized and detailed professional development curriculum is provided to all teachers on an ongoing status. Teachers at BCHS are instructed to use formal and informal data to drive classroom instruction. The Leadership team reviews the data from assessments such as PLAN, EXPLORE, ACT, and End of Course test to drive the overall curriculum needs of the school.

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

The turnover rate for the 2013-2014 school year was 8.3 %

2. What is the experience level of key teaching and learning personnel?

.22 of 26 teachers have a minimum of a Class A certification. The average teacher has over 10 years experience.

3. What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

At BCHS we make ever effort to attract and retain Highly qualified teachers. We attend college job fairs to promote our school and faculty. We make every effort to provide a welcoming climate for teachers at the school.

4. What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

The district is involved with local universities to recruit highly qualified new teachers.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

At BCHS we try to maintain a climate that is conducive to long term retention of HQ teachers. We provide local and imbedded professional development to allow teachers to receive all of their professional development without any cost to the teacher.

Component 5: High Quality and Ongoing Professional Development

1. Identify the professional development activities included in the schoolwide plan that are high quality, effective, and research-based?

Our school is involved with the State of Alabama with a pilot program on student retention and increasing the graduation rate.
There is also ongoing professional development through the ARI State program working with our teachers.

2. Identify the professional development opportunities for teachers, principals, paraprofessionals, other staff, and parents that are included in the schoolwide plan?

August 6th, October 13th and January 6th are District-Wide Professional development days. During this PD time all professional development is aligned with the schoolwide plan.

3. Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

All new teachers go through a teacher-mentor orientation before the school year begins. The mentors work with the selected teachers during the year on any issues needed.

4. Describe how this professional development is "sustained and ongoing."

The school-wide professional development is an ongoing process that addressed during data meetings, faculty meetings and administrative walk-throughs.

Component 6: Transition Strategies

1. Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school.

All 9th grade students are required to take a transition course HS 101 that facilitates the transition from 8th to 9th grade. All 12th grade students are required to take Senior Forum a transition course to College or the students chosen career.

Component 7: Teacher Participation in Making Assessment Decisions

1. What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

Teachers are involved in the disaggregation of the test result data. The teachers are involved in the development of the goals and activities of the ACIP. Teachers are also asked to serve on Leadership and Development teams.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

We have a group of 9th and 10th grade teachers working with the District Instructional coaches to monitor and assist all struggling 9th and 10th grade students. The RTI program is active in helping all students that are struggling with their academic responsibilities. Teachers can also refer students to a Peer Tutoring program for short or long-term help.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

We have a group of 9th and 10th grade teachers working with the District Instructional coaches to monitor and assist all struggling 9th and 10th grade students. The RTI program is active in helping all students that are struggling with their academic responsibilities. Teachers can also refer students to a Peer Tutoring program for short or long-term help.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

All teachers have been trained in the importance of differentiated instruction and this can be observed in their lesson planning.

4. Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

We have a voluntary tutoring program after school that students are able to attend. In addition to this program teachers have scheduled tutoring during the week before and after school.

5. Describe procedures used to address challenges for EACH group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

All of our sub-groups are monitored by the RTI team to make sure that their academic challenges are met. There is also a teacher Marsha Brook assigned to monitor and facilitate each group.

6. Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for EACH group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women),

displaced homemakers, and individuals with limited English proficiency.

Our counselor monitors these challenges of this group.

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals?

All resources from Federal, State, and Local programs are allocated towards achieving the schoolwide goals.Programs such as the ARI Feeder plan Program and the ARI Strategic Teaching Strategies are interrelated to best serve our teachers and students. The ongoing professional development is related to the goals of the before mentioned program.

2. List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

All resources from Federal, State, and Local programs are allocated towards achieving the schoolwide goals.Programs such as the ARI Feeder plan Program and the ARI Strategic Teaching Strategies are interrelated to best serve our teachers and students. The ongoing professional development is related to the goals of the before mentioned program.

3. How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The Federal, State and Local resources are allocated to reach the schoolwide goals. We address Vocational and Technical education, and job training. in our Career Prep class as well as through the Bibb County Career Academy.

Component 10: Evaluation

1. How does the school evaluate the implementation of the schoolwide program?

The Leadership team meets throughout the year to evaluate the schoolwide plan. The student data is addressed in the teacher Data meetings and the student RTI program. We use ongoing data from STAR assessments, End of Course testing, PLAN, ACT and classroom assessments to direct changes in the schoolwide plan.

2. How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

The Leadership team meets throughout the year to evaluate the schoolwide plan. The student data is addressed in the teacher Data meetings and the student RTI program. We use ongoing data from STAR assessments, End of Course testing, PLAN, ACT and classroom assessments to direct changes in the schoolwide plan.

3. How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

We use many sources to evaluate the achievement of students that are below grade level. The RTI team meets regularly to address the needs of these students, the Special Education teachers frequently evaluate the status of their students. The data from these evaluation is used to direct individual instruction for struggling students.

4. What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The Leadership team reviews the data throughout the year and reports this information to the faculty in Data meetings and/or faculty meetings. The faculty discussing the data and makes recommendations to help achieve the schoolwide goals.

Coordination of Resources-Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

I. State Foundation Funds: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	29.059999465942383

Label	Question	Value
2.	Provide the number of Administrator assigned units.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principal assigned units.	1.0

Label	Question	Value
4.	Provide the number of Counselor assigned units.	1.5

Label	Question	Value
5.	Provide the number of Librarian assigned units.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	29.389999389648438

Label	Question	Value
2.	Provide the number of Administrators.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principals.	1.0

Label	Question	Value
4.	Provide the number of Counselors.	1.0

Label	Question	Value
5.	Provide the number of Librarians.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselors.	0.0

I. State Foundation Funds:Total Salaries

Once all questions within Section I. State Foundation Funds: Total Salaries have been completed, a total for all salaries will appear in the PDF only.

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	1390867.875

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	82620.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	64609.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	54253.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	53792.0

Label	Question	Value
6.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Label	Question	Value
7.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Label	Question	Value
8.	Provide the total of all salaries for Technology.	0.0

Label	Question	Value
9.	Provide the total of all salaries for Professional Development.	0.0

Label	Question	Value
10.	Provide the total of all salaries for State ELL Funds.	0.0

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	29169.0

Label	Question	Value
12.	Provide the total of all salaries for Library Enhancement.	0.0

Total   1,675,310.88

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

Federal Funds: Title I Part A

Provide a brief explanation and breakdown of spending.

Instruction--Teacher & Aide (Salary & Benefits)--$42,025.33

Instruction--Computer Hardware--$1,525.58

Other Student Support-Postage/Other Instruction Supplies --$2,000.00

Instruction--Staff Development--Substitutes (salary & benefits)--$1,076.50

Instruction--Staff Development--Travel & Training--$1,300.00

Instruction--Staff Development--Other Purchased Services--$1,793.00

Instruction--Staff Development--Registration Fees--$775.00

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	105933.0078125

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
4.	Title I: ARRA Funds Provide the total.	0.0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

$6,624.64 in TII funding will support consultants, registration fees, supplies needed for activities outlined in the 2014-15 ACIP Professional Development Plan.

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	6624.64013671875

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	0.0

Title IV: For Safe and Frug-free Schools

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
10.	Title IV: For Safe and Frug-free Schools Provide the total.	0.0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
12.	Title VI: For Rural and Low-income Schools Provide the total	0.0

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

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	0.0

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

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
16.	Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total.	0.0

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

Provide a brief explanation and a breakdown of expenses.

n/a

Label	Question	Value
18.	Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

IV. LOCAL SCHOOL FUNDS BUDGETED   PUBLIC   NON- PUBLIC

                                                $223,435.00 $148,050.00 Total: $371,485.00

Label	Question	Value
2.	Local Funds Provide the total.	371485.0