

Assurances

The Instructional Leadership Team members that must be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.

Upon submission of the Continuous Improvement Plan, the LEA assures that the plan has been properly reviewed and approved by the local Board of Education. Documentation will be maintained on site.

☺ Indicates LEA Principal Approval based on Assurances listed above.

Part I NEEDS ASSESSMENT- SUMMARY OF DATA

Provide a brief description of the planning process, including how teachers will be involved in decisions regarding the use of state academic assessments, and other data sources in order to provide information on and to improve the achievement of individual students and the overall instructional program and how parents were involved with faculty and staff in developing, and implementing the CIP (Title I, Section 1116(b)(A)(viii):

A committee made up of faculty members, administrators, counselors, and district personnel who have access to testing data was formed to gather pertinent data to be used for needs assessment. The data also included information and guidance provided through the Southern Regional Education Board's High Schools That Work program, as well as 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 plan.

Instructional Leadership Team Names and Positions

- **The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.**
- **Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members)**

Mr. James Alston (Turn-Around Specialist)
 Mr. Wes Lawley (Asst. Principal)
 Mrs. Marsha Brook (Counselor)
 Mrs. Melinda Collums (English)
 Mr. John Simmer (English)
 Mrs. Ashley Lawley (Drama)
 Mrs. Denise McMillan (Library Media Specialist)
 Mr. Martin Thomas (History)
 Mrs. Vicky Watkins (Math)
 Mrs. Andrea Suttle (English)
 Mr. Andy Hamric (Math)
 Marena Miles (12th Grade)
 Blair Caffee (12th Grade)
 Samantha Wade (12th Grade)
 Adam Gaddis (12th Grade)
 Dee Elliot (12th Grade)
 Savannah Stripling (12th Grade)
 Mitzi Elliot (Parent)
 Dennis Stripling (Parent)

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

I have reviewed the [Annual Accountability Results Report](#)

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).

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A committee made up of faculty members, administrators, counselors, and district personnel who have access to testing data was formed to gather pertinent data to be used for needs assessment. The data also included information and guidance provided through the Southern Regional Education Board's High Schools That Work program and the Alabama State Department of Education. All the data was presented to the leadership team, and ideas for improvement were generated for the plan.

Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified academic needs.

The Bibb County School system seeks to hire highly qualified, well-trained teachers for all positions. Attempts are made to recruit highly qualified teachers from local universities. If circumstances when hiring non-highly qualified personnel can not be avoided, the school system is diligent to do whatever possible to facilitate obtaining highly qualified status.

Number and percentage of teachers Non-HQT:

0 teachers are Non-HQT

Number and percentage of Classes Taught by Non-HQT:

0 classes taught by Non-H

Alabama High School Graduation Exam (AHSGE):

Strengths:

Strengths in objectives by subject: Based on the Spring 2012 AHSGE

Reading—

67.9% of students tested mastered Obj. IV-4: Demonstrate reference material usage.

65.4% of 11th grade students tested mastered Obj. IV-4: Demonstrate reference material usage

Language—

II-2 Use formal and informal language: 53.1% mastery

Math—

V-1 Find Perimeter, Circumference, Area and Volume: 59.5% mastery

Social Studies—

Analyze America's involvement in WWII: 31.9% Mastery

Biology—

#1 Select appropriate laboratory to conduct an experiment: 40.7%

Weaknesses:

Reading: Bibb County High School has not met AYP in at least one subgroup (except through concessions of Confidence Interval or Safe Harbor) in reading in the last five years. Proficiency levels (III or IV) for the 11th grade Black subgroup have not been higher than 70% over the last four years.

Social Studies-

VI-1 Evaluate the causes of World War I: 96.8% non-mastery

Math-

VI-1 Translate verbal/symbolic: Graph: Equations/Inequalities: 98.3% non-mastery

Biology-

#2 Describe cell processes necessary for achieving homeostasis: 91.5% non-mastery

Language-

I-4 Recognize pronoun-antecedent: 91.2% non-mastery

Reading-

II-5 Recognize summary statements: 85.5% non-mastery

Alabama Reading and Mathematics Test (ARMT):

Strengths:

n/a

Weaknesses:

n/a

Alabama Science Assessment:

Strengths:

n/a

Weaknesses:

n/a

Stanford 10:

Strengths:

n/a

Weaknesses:

n/a

Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Strengths:

n/a

Weaknesses:

n/a

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA**Alabama Direct Assessment of Writing (ADAW):****Strengths:**

Not applicable.

Weaknesses:

Not applicable.

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

Not applicable.

Weaknesses:

Not applicable.

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

Of those teachers evaluated using EducateAL 49% were categorized as either Integrating or Innovating.

Based on PEPE, teacher strengths were Classroom management, Assessment of student performance, Presentation of organized instruction, and Communication

Weaknesses:

Of those teachers evaluated using EducateAL, the majority were categorized as either Emerging or Applying.

Based on PEPE, teacher weaknesses were Engagement/student involvement, Communicates high expectations, and Expresses positive effect

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

According to the BCHS Technology Plan, 100% of teachers use technology to monitor student progress, and 90% of teachers use technology to inform instruction.

All teachers are doing group remediation well.

Weaknesses:

According to the BCHS Technology Plan, only 36.67 % of teachers "plan and implement activities that use technology to enhance student academic achievement" at least once a month to daily.

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

Strengths:

Based on the biennial Technical Assistance Visit of the Southern Education Board's High Schools That Work consultants, the following strengths were identified--

- Evidence of implementation of the Alabama State Course of Study being taught
- Re-use of quarterly test material as review and basis for re-teaching
- Use of ACCESS on-line courses
- Integration of reading and writing in classes
- Improving advisor/advisee program
- Improving the 9th grade Academy
- Time set aside for data meetings
- At least 95% of seniors completed Senior Projects for the first year.

Weaknesses:

Based on the biennial Technical Assistance Visit of the Southern Education Board's High Schools That Work consultants, the following eight priorities were identified to be addressed—

1. The school has a functional mission to prepare all students for success in postsecondary study and careers that is based on core beliefs that drive school practices and goals to measure progress.
2. Students are enrolled in a solid academic core that prepares them for success in postsecondary study and careers.
3. School and classroom practices reflect high expectations for student learning.
4. Teachers throughout the school use effective instructional strategies that actively engage students in learning grade level curriculum.
5. The school provides Career Technical programs of study that support academic achievement and lead to high-demand, high-wage, high-skill jobs.
6. Students feel connected to the school and are guided to complete a program of study to meet a postsecondary and career goal.
7. Strengthen transitions into and out of the high school.
8. The district, high school, and teacher leaders support the vision of continuous improvement

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

Not applicable.

Weaknesses:

Not applicable.

Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance).

Strengths:

The majority of the discipline referrals at BCHS are due to minor infractions such as dress code violations and minor classroom disruption, and the discipline plan is set up to be progressive in nature.

Weaknesses:

Number of students per disposition for school year 2010-2011 (including withdrawals):

After-School Detention — 315 students, 734 incidents
 Saturday School — 38 students, 41 incidents
 In-School Detention — 291 students, 345 incidents
 Out-of-School Suspension — 143 students, 174 incidents
 Alternative School placement — 14 students, 14 incidents

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

Strengths:

We will continue to work on strategies to improve the drop out rate.

Weaknesses:

There are still cases of students who drop out of BCHS. Although improvement has been shown, an acceptable graduation rate would be 90%.

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

Strengths:

Although many of the faculty members are non-tenured, the school has a strong leadership team. Many of these non-tenured teachers are included on the leadership team, bringing new perspectives and energy to the school.

Weaknesses:

34.6% of the faculty is non-tenured. Teacher attendance rate averages approximately 85% per day.

School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable).

Strengths:

Student attendance is consistent with last year at 93.06%.

Weaknesses:

Tardies continue to be a problem. Positive Behavior Supports incentives will be used to help address this problem. There is a need to look at attendance for more improvement.

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

Strengths:

Not applicable.

Weaknesses:

Not applicable.

School Perception Information related to student PRIDE data.

Strengths:

Not applicable.

Weaknesses:

Not applicable.

School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).

Strengths:

Not applicable.

Weaknesses:

Not applicable.

School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).

Strengths:

Not applicable.

Weaknesses:

Not applicable.

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

Strengths:

Promising practices according to the High Schools That Work biennial Technical Assistance Visit: Use of quarterly tests, ACCESS scheduling, data meeting schedules, advisory group scheduling

Weaknesses:

Areas for focus according to the biennial High Schools That Work Technical Assistance Visit: Communicating high expectations for all students, continuing to strengthen transitions into and out of high school, making students feel connected with the school

Part II - GOAL TO ADDRESS ACADEMIC NEEDS

Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE CONSIDERATIONS, should be related to the weaknesses identified in the data summary. Use the SMART Goals format to address areas of need.

CONTINUOUS IMPROVEMENT GOALS (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):

G1. Reading

Description:

To increase the percent of 11th grade students scoring proficient on the reading portion of the AHSGE by 24.63% in order to meet the AMO of 96% by April 2013.
 To increase the percent of 12th grade students scoring proficient on the AHSGE in reading to 100% by August 2013.

Data Results on which goal is based:

To increase the percent of 11th grade students scoring proficient on the reading portion of the AHSGE by 24.63% in order to meet the AMO of 96% by April 2013.

Target Grade Level(s): 9th-12th grade

Target Content Area(s): Reading

ARMT: Reading

Additional Academic Indicators:

Graduation Rate

Target Student Subgroup(s):

All students, black, Special Education

Courses of Study:

All areas of reading comprehension including AHSGE Obj. IV-1 (Determine meaning of words). This objective (essentially vocabulary) has shown a weakness for three consecutive years.

Strategies:

§1.1 Provide applicable students with remediation

Description:

Provide applicable students with individualized reading remediation. ACTION STEP: 1. All students will be screened by Star Reading. 2. Students scoring more than 3 grade levels under will be identified for remediation efforts. 3. The identified students will be targeted for remediation according to the new hybrid schedule options and during their regular English class.

Action Steps:

AS1.1.1 Early Assessment

Description:

All students will be screened by Star Reading.

Benchmarks:

Results of testing

AS1.1.2 Identify remediation needs & remediate

Description:

Students scoring more than 3 grade levels under will be identified for remediation efforts. The identified students will be targeted for remediation according to the new hybrid schedule options and during their regular English class.

Benchmarks:

Scores on re-tests.

Interventions:

Students who appear to be struggling will be discussed at data meetings, possibly referred to RTI, and encouraged to take advantage of SES tutoring. Parents of struggling students will be contacted by classroom teachers or advisors when deemed necessary.

Resources:

Not applicable

§1.2 Reading Instructional Strategies

Description:

Improve all students' reading comprehension strategies by implementing ARI Strategic Teaching strategies in all content areas. ACTION STEP: 1. The leadership team will revisit the list of content area instructional strategies with all teachers. 2. Department members will focus on strategies. 3. At the beginning of the 2012-2013 school year, teachers will use at least one strategy per week (the chosen strategy plus a review strategy).

Action Steps:

AS1.2.1 Review strategies by department

Description:

1. The effectiveness of ARI strategies will be evaluated at departmental data meetings using formal and informal assessment data.

Benchmarks:

2. Department/data meeting agendas/notes, assessment data

AS1.2.2 Implementation

Description:

1. All teachers will use the ARI strategies daily. All teachers will use an exit slip daily and record informal data in exit slip log.

Benchmarks:

All teachers will show use of strategies through lesson plans, walk-throughs, and exit slip logs.

AS1.2.3 Report progress

Description:

At the following departmental or data meeting, each teacher will report on his/her use of the strategy. The teacher will provide data from data log and other assessments to evaluate effectiveness of strategy.

Benchmarks:

Department/data meeting agendas/notes, exit slips and exit slip logs.

AS1.2.4 Additional Remediation Classes

Description:

Develop additional remediation classes for credit and non credit classes.

Benchmarks:

Schedule.

AS1.2.5 Remediation plans and materials

Description:

Develop consistent remediation plans and materials for teachers for remediation credit and pull out classes.

Benchmarks:

Building level pacing guides for intervention and remediation classes.

Interventions:

Problems with implementation will be discussed with the literacy team, at data meetings, and/or at faculty meetings, focusing specifically on training new teachers on how to implement this process. Students who appear to be struggling to grasp the comprehension strategies will be discussed at data meetings, possibly referred to RTI, and encouraged to take advantage of Supplemental Services tutoring. Struggling readers will receive remediation with the reading teacher or with a Special Education teacher, as appropriate.

Resources:

Substitutes for data/department meetings Salary for reading teacher

S 1.3 Utilize small group instruction for students**Description:**

Utilize small group instruction to teach comprehension skills to struggling readers

Action Steps:**AS 1.3.1 Small group instruction****Description:**

All teachers will remediate the targeted students in the regular classroom setting using small group instruction (pull-asides).

Benchmarks:

Formal and informal classroom assessments

AS 1.3.2 Remediation Blitz**Description:**

An AHSGE Reading Remediation Blitz will be conducted for the targeted students for 2 weeks during the month of February 2013.

Benchmarks:

Graduation Exam results will improve in reading.

AS 1.3.3 Intervention Scheduling**Description:**

From this group of struggling readers, those students who have already failed the reading portion of the AHSGE will also be scheduled into intervention sessions as available according to the school's new flexible scheduling options.

Benchmarks:

Graduation exam results

Interventions:

Students requiring further assistance will be scheduled for remediation and/or intervention.

Resources:

N/A

S1.4 Individualized Structured Reading Remediation**Description:**

Provide at-risk students with an individualized, structured reading remediation.

Action Steps:**AS1.4.1 Use Star Reading for Assessment****Description:**

Star Reading assessments will be completed by the second week of May for all at-risk students. The data from these assessments will be used over the summer for scheduling students into specific needs-based remediation classes for the next school year. Students will be ability grouped, or grouped by grade-level of reading ability according to the Star Reading assessments.

Benchmarks:

Star Reading results will be available for documentation of this action step. Our benchmark for this action step will be 100% of at-risk students assessed through Star Reading in May 2012.

AS1.4.2 Student Remediation Scheduled**Description:**

Students will be placed into appropriate remediation classes over the summer based on the May assessments or grouped by standards missed according to the data from the latest AHSGE. Students will be grouped by ability, or by grade level of their individual reading level according to the Star Reading assessment data from May 2012.

Benchmarks:

Progress will be measured by the appropriate students scheduled into our 75 minute remediation classes or needs-based groups. Class rosters will show selected students in the appropriate remediation classes. The master schedule will document the Reading Instructional Classes and their teachers. Our benchmark for this action step will be 100% of at-risk students placed into remediation classes.

AS1.4.3 Students placed into needs based groups**Description:**

Students in our 75 minute remediation classes will be grouped by objectives not passed on the AHSGE or grouped into needs based groups by the remediation teacher, based on data from the last Star Reading assessment or data from the most recent AHSGE.

Benchmarks:

Students placed in groups by objective and appropriate lessons assigned for each group. Evidence will be documented by seating charts and class rosters. Our benchmark for this action step will be 100% of at-risk students grouped appropriately in our 75 minute remediation classes.

AS1.4.4 USA TestPrep will assess individual progress**Description:**

Teachers of the 75 minute remediation classes will utilize USA TestPrep to assign objective-specific activities to enhance lesson plans for targeted at-risk students. The activities will be assigned to groups of students in each class, and the objectives covered by those activities will vary depending on the needs of each group of at-risk students.

Benchmarks:

Progress will be measured for individuals of each group, as well as the groups as a whole, using USA TestPrep Benchmark Tests. The teachers of the remediation classes will create specific Benchmark Tests to assess each group of at-risk students in their class. The content of the Benchmark Tests may vary based on each group's needs. The Benchmark Tests will be given four times per semester (quarterly), and will show progress specific to each AHSGE objective for each student. Based on the results of these quarterly tests, teachers will adjust their lessons and activities appropriately for each group of at-risk students. Our benchmark for this action step will be the USA TestPrep Benchmark Test results from each teacher for each remediation class, so that 100% of at-risk students will have data documentation of their progress.

AS1.4.5 Professional Development for Remediation Teachers**Description:**

Teachers of our 75 minute remediation classes will have training on how to teach reading to our low-level students, in the form of Professional Development. Professional Development sessions will be scheduled over the summer or in the fall of the next school year.

Benchmarks:

Progress for this action step will be documented in STIPD by the remediation teachers who attend the professional development. Our benchmark for this action step will be 100% of remediation teachers will have attended the scheduled professional development by the end of Fall Semester 2012.

Interventions:

Star assesments will be used to assess student progress. Star Reading assessments will be given three times per school year. The first will be in August, the second in December, and the third in May.

Resources:

The school will need to purchase licenses for Star Reading and for USA TestPrep, for assessment and remediation purposes.

G2. Math**Description:**

To increase the percent of 11th grade students scoring proficient on the math portion of the AHSGE by 18% to reach 96% by April 2013. To increase the percent of 12th grade students scoring proficient on the AHSGE in mathematics to 100% by August 2013.

Data Results on which goal is based:

To increase the percent of 11th grade students scoring proficient on the math portion of the AHSGE by 18% to reach 96% by April 2013. To increase the percent of 12th grade students scoring proficient on the AHSGE in mathematics to 100% by August 2013.

Target Grade Level(s): 9-12

Target Content Area(s): Math

ARMT: Math

Additional Academic Indicators:

Graduation Rate

Target Student Subgroup(s):

All students.

Courses of Study:

All areas of mathematics including AHSGE Obj. VI-1: Translate: Verbal/Symbolic: Graph: Equations/Inequalities. This objective has shown a weakness for four consecutive years.

Strategies:

S2.1 Utilize small group instruction for students

Description:

STRATEGY: Utilize small group instruction for students struggling with math ACTION STEP: 1. Counselors will provide math teachers with a list of students who failed the mathematics portion of the AHSGE to be targeted for small group instruction. 2. All math teachers will remediate the targeted students with the regular classroom setting using small group instruction (pull-asides). 3. A math remediation blitz will be conducted for the targeted students for 2 weeks during the months of February 2013.

Action Steps:

AS2.1.1 Identification

Description:

Math teachers will identify their students who failed the mathematics portion of the AHSGE to be targeted for small group instruction.

Benchmarks:

List of students

AS2.1.2 Small group instruction

Description:

All math teachers will remediate the targeted students in the regular classroom setting using small group instruction (pull-asides).

Benchmarks:

Lesson plans, walk-throughs.

AS2.1.3 Blitz Remediation

Description:

A math remediation blitz will be conducted for the targeted students for 2 weeks during the months of February 2013.

Benchmarks:

Blitz schedule

Interventions:

Struggling students will be discussed at data meetings and possibly referred to RTI, work café during lunch, or for supplemental services Parents of struggling students will be contacted by classroom teachers or advisors when deemed necessary

Resources:

Substitutes for data/department meetings

S2.2 Address Basic Skills Gap in Math for Students

Description:

At-risk students assessed with Star Math. Basic Math Skills offered in the schedule as a Hybrid class.

Action Steps:**AS2.2.1 All Students Assessed using Star Math**

Description:

All Students Assessed using Star Math in May of 2012.

Benchmarks:

Results from Star Math assessment for all students.

AS2.2.2 Master Schedule adjusted to include Basic Math

Description:

Master Schedule adjusted to include Basic Math Skills class over the summer for the 2012-2013 school year.

Benchmarks:

Master Schedule will show a Basic Math Skills class.

AS2.2.3 Students placed into Basic Skills classes

Description:

Students will be scheduled into Basic Math Skills class based on their needs according to the Star data.

Benchmarks:

Individual students scheduled into the classes and in needs-based groups.

AS2.2.4 Implementation

Description:

Students will be remediated in the Basic Math Skills class according to their needs based on the Star data.

Benchmarks:

Each student should show improvement in their math skills as assessed by Star Math.

Interventions:

Star Assessments will be used to assess student progress. Star data and other assessment data will drive individual remediation plans.

Resources:

N/A

Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH PROFICIENCY NEEDS

Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH LANGUAGE PROFICIENCY NEEDS – Note:

Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.

ENGLISH LANGUAGE PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):

G1. Not applicable

Description:
not applicable.

Data Results on which goal is based:
not applicable.

Target Grade Level(s): not applicable.
Target ELP Language Domain(s): Reading
WIDA Standards: not applicable.

Strategies:

S1.1.1 not applicable.

Description:
not applicable.

Action Steps:

AS1.1.1 not applicable.

Description:
not applicable.

Benchmarks:
not applicable.

AS1.1.2 not applicable.

Description:
not applicable.

Benchmarks:
not applicable.

Interventions:
not applicable.

Resources:
not applicable.

Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, Rtl

FRAMEWORK AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS

Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS Strategies developed to address improving school safety, classroom management /discipline, and building supportive learning environments should be related to the weaknesses or program gaps identified in the data summary (e.g., parental/community involvement, teacher collaboration, student/teacher motivation). The LEA and school must develop a timeline for multiple reviews of continuous improvement efforts.

G1. Increase Graduation Rate w/ a sense of belonging

Description:

Promoting a sense of belonging in the students; making students feel connected with the school

Strategies:

S1.1 Encouragement and Guidance

Description:

STRATEGY: Encourage students' feelings of being connected to the school and guided to complete a program of study to meet a post-secondary and career goal. ACTION STEP: 1. Teachers/counselors will continue implementing and refining the student advisory program 2. Honor Roll lists will be printed by Mrs. Daniel and /or Mrs. Brook and submitted to the local newspaper by the school contact, Mrs. McMillan 3. Provide recognition of students in all grades 4. Increase parental contact to 8 parents per week/per teacher. 5. Implement hybrid schedule to facilitate opportunities for innovative course offerings, credit recovery options, and remediation, when needed.

Action Steps:

AS1.1.1 Student advisory program

Description:

1. Teachers/counselors will continue implementing and refining the student advisory program

Benchmarks:

1. advisor training materials

AS1.1.2 Local newspaper - Honor Roll

Description:

2. Honor Roll lists will be printed by Mrs. Daniel and /or Mrs. Brook and submitted to the local newspaper by the school contact, Mrs. McMillan

Benchmarks:

Honor Roll lists, newspaper samples

AS1.1.3 Recognition of students in all grades

Description:

3. Provide recognition of students in all grades

Benchmarks:

3. sample awards, award program agenda

AS1.1.4 Increase parental contact

Description:

4. Continue to contact 8 parents per week/per teacher.

Benchmarks:

4. teacher phone logs

AS1.1.5 Implement hybrid schedule

Description:

5. Continue refining hybrid schedule to facilitate opportunities for innovative course offerings, credit recovery options, and remediation, when needed.

Benchmarks:

5. copy of master schedule

Interventions:

- Contact outside consultants for evaluation and guidance • Visit schools with successful implementation

Resources:

- Specific consulting fees • Substitutes to allow teachers to visit other schools

G2. College or Career Ready by Graduation.

Description:

Students will be ready for college or a career by the time they graduate high school.

Strategies:**S2.1 Senior Forum**

Description:

Action Steps:

Interventions:

Resources:

S2.2 Advising Program

Description:

Action Steps:

Interventions:

Resources:

§2.3 ACT Preparation

Description:

All ACT Prep classes will operate under a uniform set of guidelines.

Action Steps:

Interventions:

Resources:

§2.4 Parent & Community Awareness

Description:

Educate students and parents that ACT success is a process. It is essential to the student's success that the process starts early. This process will be mandatory for the top 10% of incoming freshman students.

Action Steps:

Interventions:

Resources:

Part V - Additional Components To Be Addressed to Satisfy Federal Requirements

Teacher Mentoring:

Describe teacher mentoring activities. For example, are new or inexperienced teachers given support from an assigned master teacher and what does that support look like? (Section 1116)

BCHS participates in the Alabama Teacher Mentoring Program and the Bibb County mentoring program whereby new teachers are assigned to experienced teachers to serve as mentors.

Mentors will provide many forms of support. They may model teaching strategies for new teachers, observe in the new teacher's classroom, and provide general encouragement.

Budget:

Describe the coordination of all federal, state, and local programs, including career and technical education. (Note: NCLB Section 1116 requires that each year Title I schools identified for improvement must reserve the equivalent of 10% of the school-level allocation made available to the school under Section 1113 specifically for professional development opportunities for teachers. Budgets should reflect this set-aside.) See the sample budget on a later page.

All federal, state, and local programs are focused on one or all of the areas of need identified by this Continuous Improvement Plan.

Transition:

Describe strategies to assist students in transitioning from previous school to the current school and/or from the current school to the next school, including, for example, how preschool children might be prepared for entry into kindergarten or how eighth grade students are prepared for high school.

Eighth grade students develop their ninth grade schedules and 4-year academic plan with the high school counselor. There is also an orientation meeting specifically for ninth grade students and their parents. Additionally, the Ninth Grade Academy is being used to facilitate a smooth transition to 9th grade and from there on to 10th grade. Twelfth graders have an opportunity to

attend College Day at the University of Alabama where they can obtain information about multiple colleges, universities, junior colleges, and technical schools. Also, the counselor helps guide the students through taking college entrance exams and searching for scholarships in whatever area students are interested. BCHS also hosts a College and Career Fair for all students and parents each year.

Highly Qualified Teachers:

Describe the qualifications of teachers in the school with regard to their being highly qualified and what strategies the school, with the support of the LEA, uses to attract and retain highly qualified teachers.

The Bibb County Board of Education actively recruits teachers throughout the year. Personnel attend recruiting day activities at numerous surrounding institutions of higher education. Applications, salary schedules, school configurations and contact information are disseminated. On-site interviews are conducted with potential employees. Resumes are collected and used to follow-up with personnel needed to fill vacancies as they occur in the school system. Vacancies are posted for the appropriate amount of time at each worksite in the district and on the district website. Transfers are also considered. Additional recruiting strategies involve contacting other districts and institutions of higher education to request contact information on applicants.

Assessments and Teacher Involvement:

Describe how teachers in the school meet to collaborate regarding the use of academic assessments to provide information on and improve the achievement of individual students and the overall instructional program.

All teachers meet monthly, either in department meetings or school-wide faculty meetings for data assessment. Work has already been done to analyze existing AHSGE results. Quarterly tests are also analyzed and used as an assessment tool that is powerful in guiding instruction. BCHS works toward being data-driven in all of its academic programs.

Special Populations:

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

The Bibb County School district provides programs for migrant students and homeless students as needed.

Special Populations (as listed in the Carl D. Perkins Career and Technical Education Act 2006, Section 3):

Describe procedures used for each group of individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for non-traditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency.

Applies Only to Secondary Schools

Academic teachers voluntarily stay after school one day per week to provide tutoring to interested students. In addition, intensive tutoring is provided immediately prior to the administration of each AHSGE. Credit recovery options are offered through Saturday School, and summer school will be provided free-of-charge to any student who is trying to regain credit for a course that he/she failed previously.

Extended Learning Opportunities:

Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day.

Offer Parent Training Sessions on how parents can help their children develop study skills, meet graduation requirements, and illustrate parent roles in our annual yearly progress. Incorporate the local newspaper by getting more articles on academics, not just athletics, published.

Part VI – School Parental Involvement Plan as required by Section 1118 of NCLB

Parental Involvement:

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

Annual Meeting: As 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

Involve Parents in Planning: 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.

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 Meeting Times: Bibb County High School will offer a flexible number of meetings (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 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 year and before it is approved. In addition, program input is requested through parent surveys distributed at the end of the school year for insight into parent's interests in activities, training, or materials the school could offer to parents during the next school year. It is also hoped that our newly established PTO will take an active role in the planning, review, and improvement process.

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.

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.

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. The School-Parent Compact shall:

- describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State's student academic achievement standards, and the ways in which parents will be responsible for supporting their children's learning;
- address the importance of communication between teachers and parents on an ongoing basis.

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.

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

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

(1) Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work

with teachers to improve the achievement of their children. (Describe)

§ 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. (Describe)

§ Provide newsletters on Parent Visitation days 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. (Describe)

§ 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 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)

§ 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. (Describe)

§ Utilize Home Language Surveys to determine the language of parents.

§ When feasible, attain translated copies of newsletters, forms, announcements, etc.

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

§ Other activities such as after-school workshops for parents may be requested by contacting the school's main office.

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.

In carrying out the parental involvement requirements of Title I, Bibb County High School and the Bibb County Board of Education, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a language such parents understand.

Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES

Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based?

- Yes
- No

Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents?

- Yes
- No

Does the plan include required district-wide training for English language acquisition? (If LEA receives Title III funds)

- j^m Yes
- j^m No

(Note: Professional learning activities must be linked to Alabama's Standards for Professional Development and Alabama's Technology Professional Development Standards, www.alsde.edu, Sections, Technology Initiatives, Publications).

Learning Activities:

Student Engagement: Instructional Strategies

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

Student Engagement

What types of professional learning will be offered?

Data/Departmental/Grade Level Meetings to develop project ideas, cross-curriculum projects, 4-week projects, Semester Projects, and ARI Strategic Strategies.

When will the session be delivered?

June and ongoing throughout the school year.

What are the expected outcomes of professional learning?

(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)

Students will be actively engaged in all classes.

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

Lesson Plans, walk-through documentation, and classroom examples.

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

Substitutes for Data/Departmental/Grade-level Meetings (Title II \$600)

Individual and Group Instruction and Enrichment

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

Student Engagement

What types of professional learning will be offered?

Faculty training on documentation of differentiated instruction, small group instruction, enrichment activities, and station work.

When will the session be delivered?

During the 2011-2012 school year.

What are the expected outcomes of professional learning?

(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)

Students will be actively engaged in all classes.

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

assimilation/integration of strategies?

Lesson Plans, walk-through documentation, and classroom examples.

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

Substitutes for Data Meetings (Title II \$0.00)

Part VIII - Coordination of Resources/Comprehensive Budget

I. State Foundation Funds

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	30.38	30.38	1,372,545.15
Administrator Units	1	1	84,266.00
Assistant Principal	1	1	62,915.00
Counselor	1.5	1.5	73,419
Librarian	1.5	1	52,501.00
Career and Technical Education Administrator	0	1	77,409.00
Career and Technical Education Counselor	0	1	53,189.00
Technology			0
Professional Development			0.0
State ELL Funds			0
Instructional Supplies			4312.00
Library Enhancement			0
Total of All Salaries:			\$1,780,556.1

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and a breakdown of expenses.

Total : 119,762.46

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

0.0

Total : 0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

Total : 4,035.45

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

Not applicable.

Total : 0.0

Title IV: For Safe and Drug-free Schools

Provide a brief explanation and a breakdown of expenses.

Not applicable.

Total : 0.0

Title VI: For Rural and Low-income Schools

Provide a brief explanation and a breakdown of expenses.

Not applicable.

Total : 0.0

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

Provide a brief explanation and a breakdown of expenses.

Not applicable.

Total : 0.0

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

Provide a brief explanation and a breakdown of expenses.

Not applicable.

Total : 0.0

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

Provide a brief explanation and a breakdown of expenses.

Not applicable.

Total : 0.0

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Student Incentives

Total : 10,000.00