



ACIP

Bibb County Career Academy

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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 Career Academy (BCCA) is located at 17191 Highway 5, approximately 8 miles north of Centreville/Brent and 5 miles south of West Blocton. This Career Technical Center serves students from Bibb County High School and West Blocton High School, primarily students in grades 10-12. Morning students are transported to the Career Academy by bus at the beginning of the school day and back to the feeder schools at lunch (after second block). Afternoon students are transported to the Career Academy by bus after lunch, and back to the feeder schools at the end of the day (after fourth block). Students who take classes at the Career Academy are required to be at BCCA for two blocks. Students are not allowed to transport themselves except on rare occasions when there is a special circumstance, and then only with written permission obtained in advance. The Career Technical programs housed at BCCA are: Automotive Service, Agriscience, Commerce and Information Technology, Collision Repair, Cooperative Education, Cosmetology, Building Construction, Health Science, and Welding. The school typically serves between 200 and 250 students per semester. Because both feeder high schools have relatively small staffs, resulting in master schedules that sometimes offer required courses infrequently, students are often unable to schedule CTE courses at the Career Academy both semesters of any given year.

Most of the workforce in Bibb County commute to jobs outside of the county. Cooperative Education students often have difficulty finding part-time employment that is required as part of their high school program of study.

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.

We hold that our mission is to prepare students for success. Our vision is students who are empowered through career education to become productive, successful citizens and lifelong learners.

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.

Major Achievements

- Over the past three years and based upon the Bibb County Schools Dropout Report, approximately 98% of the students who attended the Career Academy and became a Completer (earned credit in three sequenced courses in a program) graduated from high school.
- BCCA has maintained a very high percentage of "positive placements" (graduates attending a 2-year or 4-year college, or employed, or serving in the military, etc.) of our Concentrators and Completers the past several years.
- Over the past three years, the Career Academy has been the recipient of competitive grant awards totaling approximately \$185,000 for its students and programs. (Jobs for Alabama Graduates - \$135,000; Simulated Workplace Grant - \$50,000)

Student Performance

- Students in almost every program perform work/services for "clients", serving to strengthen their technical skills as well as helping them to develop essential soft skills.
- Especially in the "trades" areas, Completers who have acquired basic technical skills and are willing to work have been able to find employment following graduation.
- Several Special Education students are still employed in jobs they began during their senior year largely as a result of their training and educational experiences at the Career Academy.
- Students in several program-related organizations have competed in various skills contests, with some earning State and National recognition (Health Science, Automotive Service, and Welding) and many earning technical scholarships to area two-year colleges.
- Students in the Business program have been involved with our communities and schools participating in several design projects (T-shirts, logos, "All About Me" books, cookbook, etc.). Several former and current students in the work-based experience/on-the-job-training portion of the Business program have been hired by their worksites, including a law firm, the hospital, and the board of education.
- Health Science students have mastered the skills and learning required for entry-level Nursing Assistant jobs, and many of them have been hired to work in various healthcare agencies in our communities. During the past four years, prospective Nursing students have received preference points on their college applications as a result of their performance in the Health Science program. Health Science students have been recognized for their work in making KidCheck Health Fairs successful in our school system and communities. Health Science students are certified in CPR and First Aid annually, and are being credentialed as Certified Nursing Assistants.
- In the past three years, Cooperative Education has had over 100 students employed at a number of businesses in Bibb, Shelby, Tuscaloosa, and Jefferson counties during their junior and senior year of high school. Students have learned valuable work skills that have taught them to be productive citizens while earning pay, paying taxes, and earning high school credit. Many of these students have graduated with Advanced, Standard and Occupational diplomas while maintaining a part-time job and earning money.
- Students enrolled in Bibb County Career Academy are being provided an opportunity to earn a credential in their program of study thus meeting the CRI requirement.

Additional Information

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

Areas of Weakness or Concern

- There is still a pervasive myth in Bibb County that only students who do not plan to attend college should take courses at the Career Academy.
- Many people still consider the Career Academy as a "trade school" and not as a technical preparatory school for developing individual students for careers through hands-on training and job placement.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The principal has been involved in district-level meetings regarding the development of the plan, and brought back information to the school faculty. The principal and faculty have worked together to revise the plan for 2017-2018. During the coming year, teachers will meet at least monthly to discuss the implementation of the plan and make necessary adjustments.

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

The improvement plan was developed by the following persons:

Allen Franklin (Director)

Farrah Daniel (Counselor)

Sheila Beam (Faculty)

Each member of the committee had input into the contents of the plan and then reviewed the plan before it was edited and presented to the entire faculty for approval.

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

The final improvement plan was presented to the faculty in a meeting after school. Progress toward implementation of the improvement plan is shared when the faculty meets together.

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	Our students come to our campus from our two high schools within our county. All state assessments are conducted at each students home school. This data was derived from observations and surveys from students, parents, and other stakeholders.	

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates 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?

Over the past three years and based upon the Bibb County Schools Dropout Report, approximately 98% of the students who attended the Career Academy and became completers (earned credit in three sequenced courses in a program) graduated from high school.

BCCA has maintained a very high percentage of "positive placements" (graduates attending institutions of higher learning, or employed, or serving in the military, etc.) of our Concentrators and Completers.

Over the past year we have had a large percentage of our seniors earn credentials within their program of study.

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

Several Special Education students are still employed in jobs they began during their senior year largely as a result of their training and educational experiences at the Career Academy.

Especially in the "trade" areas, Completers who have acquired basic technical skills and are willing to work have been able to find employment following graduation.

We have had a 20% increase in the number of students earning credentials that can be used in their college and/or career pursuits after high school.

Which area(s) indicate the overall highest performance?

Over the past three years, the Career Academy has been the recipient of competitive grant awards totaling approximately \$336,000 for its students and programs.

The number of students earning career credentials and CRI (career readiness indicators) has increased by 20% over the last school year.

Students in 4 program-related organizations have competed in various skills contests, with some earning State recognition and technical scholarships to area two-year colleges.

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

In the past four years, Cooperative Education has had over 300 students employed at a number of business in Bibb, Shelby, Tuscaloosa, and Jefferson counties during their junior and senior year of high school. Students have learned valuable work skills that have taught them to become productive citizens.

Our Commerce and Information Technologies program has had the majority of its students earn Microsoft Office Specialist certifications and we had four Automotive Technologies students earn a total of eight ASE certifications.

Between which subgroups is the achievement gap closing?

The achievement gap with our special needs students is improving but intense intervention strategies are still warranted.

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

The data related to special needs students is a recurring pattern.

Areas in Need of Improvement

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

We are continuing our efforts in recruiting nontraditional students in joining classes that are routinely characterized as being solely for male/female students.

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

Thankfully, other than scheduling of non traditional students, there are no apparent negative trends.

Which area(s) indicate the overall lowest performance?

Recruitment of nontraditional students.

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

None

Between which subgroups is the achievement gap becoming greater?

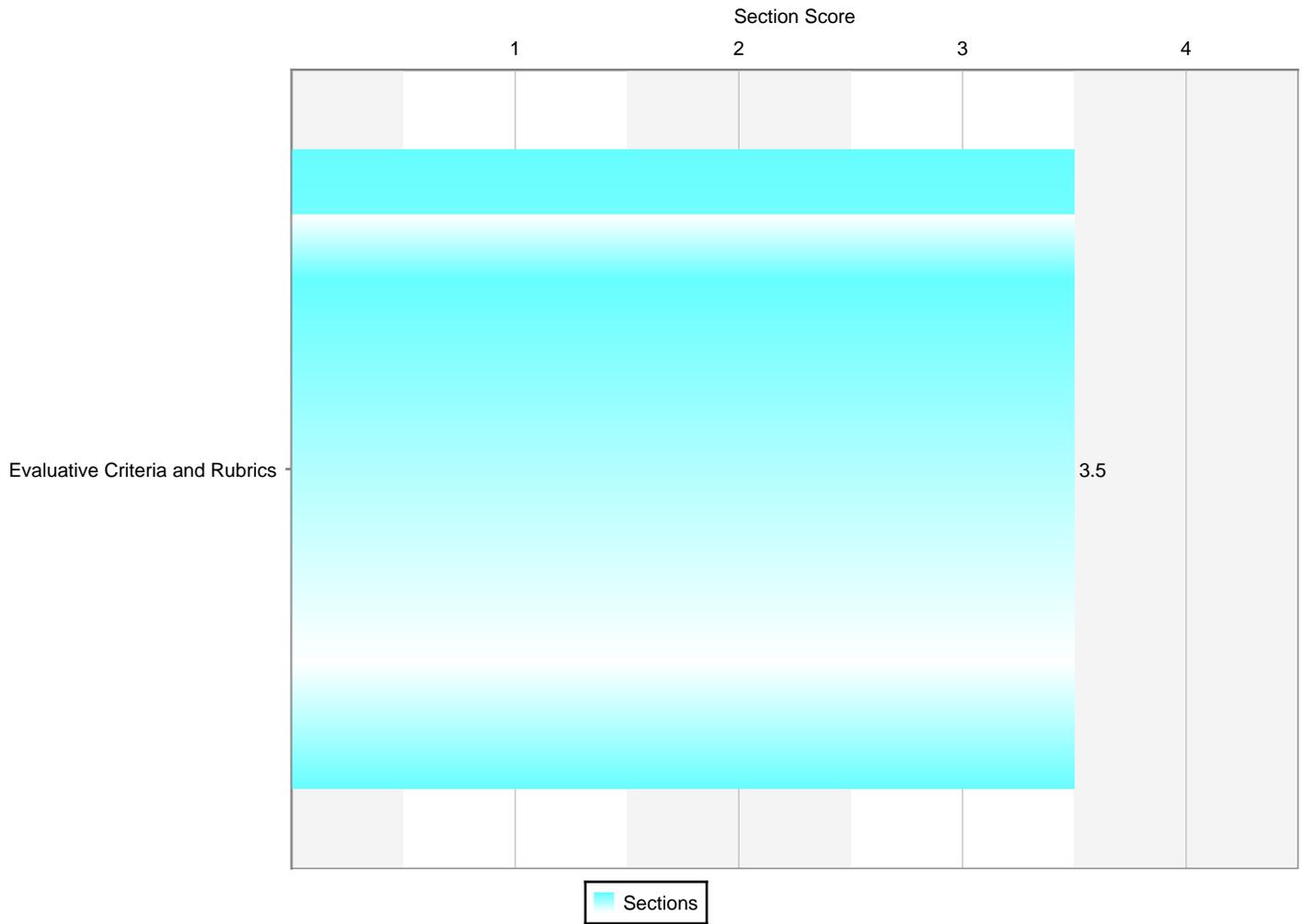
None

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

Data about nontraditional student enrollment has been revealed.

Report Summary

Scores By Section



2017-2018 ACIP Assurances

Introduction

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

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	There were no parents or students who met as part of the Leadership Team. Each student who attends the Bibb County Career Academy is a student enrolled in either Bibb County High School or West Blocton High School. Our plan attempts to synthesize the needs of the students enrolled in each of these two high schools as we never know in advance exactly which of these students will attend the Bibb County Career Academy.	signatures

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	Dr. James Gray Central Office Administrator Bibb County Board of Education 721 Walnut Street Centreville, Alabama 35042 205 926-9881 Allen Franklin, Director Bibb County Career Academy 17191 Highway 5 West Blocton, AL 35184 (205)938-7434	NonDescr17-18

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes	Our school is not a Title 1 school; however, our students are served by Title I Schools and we comply with district and local school plans as well as participate in all parent involvement activities.	

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	No	Our school is not a Title 1 school. Students are served by local Title I schools and receive their local School-Parent Compact. We comply with local school compacts.	

Professional Development Plan Goals 2017-2018

Overview

Plan Name

Professional Development Plan Goals 2017-2018

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	BCCA will increase recognition of student awards and achievements to promote student attendance, graduation rate, and CTE awareness.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$1500
2	Students will gain the necessary workplace (soft) skills they need to be successful employees now and in the future.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$5000
3	Teacher Mentoring--New teachers will understand school and district policies and procedures under the guidance of veteran teachers.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: BCCA will increase recognition of student awards and achievements to promote student attendance, graduation rate, and CTE awareness.

Measurable Objective 1:

collaborate to mentor students regularly through their Career Tech Student Organizations (CTSOs) in order for teachers to build relationships with students by 05/18/2018 as measured by monthly CTSSO meetings throughout the year.

Strategy 1:

Mentoring - Teachers will mentor their students regularly through their Career Tech Student Organizations (CTSOs) in order for teachers to build relationships with students.

Category:

Activity - Joint Leadership Development Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and CTSSO officers will attend JLDC during the fall term.	Recruitment and Retention	10/16/2017	10/17/2017	\$1000	Perkins	CTSSO Sponsors and Officers

Measurable Objective 2:

collaborate to meet regularly with small groups of BCCA students to assist them in making good decisions with regard to their current and future career choices and college and/or career preparation by 05/11/2018 as measured by small groups of students meeting bi-monthly with the counselor and/or career coach..

Strategy 1:

PD for Small Group Meetings - The counselor and career coach will participate in state-offered professional development.

Category: Develop/Implement Professional Learning and Support

Activity - Small -group Career Guidance Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselor and Career Coach will participate in training sessions offered by the ALSDE.	Professional Learning	07/10/2017	06/29/2018	\$500	Perkins	Guidance Counselor and Career Coach

Goal 2: Students will gain the necessary workplace (soft) skills they need to be successful employees now and in the future.

Measurable Objective 1:

demonstrate a proficiency by holding the students accountable for the soft job skills necessary to become successful employees by 05/18/2018 as measured by increased student attendance and work practices within the classroom.

Strategy 1:

Timeclocks - The students will be responsible for clocking in and out as they arrive and leave their simulated workplace environment.

Category:

Activity - Technical Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will received technical assistance as needed for implementing and maintaining time clock software	Professional Learning, Technology	08/03/2017	05/25/2018	\$0	No Funding Required	Principal and faculty

Strategy 2:

Simulated Workplace - Teachers will generate a company within their program. The students will be given individual jobs to perform. They will have titles and a specific responsibilities.

Category:

Activity - PD on Simulated Workplace	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend Simulated Workplace: An Environment for Student Success workshop and the Association for Career and Technical Education Annual Conference. Teachers will collaborate to determine best practices for our school and implement chosen techniques	Professional Learning	07/31/2017	08/03/2017	\$5000	Perkins	Principal and faculty

Goal 3: Teacher Mentoring--New teachers will understand school and district policies and procedures under the guidance of veteran teachers.

Measurable Objective 1:

collaborate to provide training and support for newly hired teachers throughout the 2017-2018 school year by 05/25/2018 as measured by 100% new teacher attendance.

Strategy 1:

New Hire Training - Newly hired teachers will receive training and support for programs, initiatives, and tasks pertaining to the successful transition into their new positions.

Category: Develop/Implement Professional Learning and Support

Research Cited: Research supports the implementation of a teacher mentoring program for newly hired teachers.

Activity - District New Teacher / Mentor Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Newly employed teachers will attend district wide training focusing on procedures and policies and will receive continued support throughout the year. New teachers will collaborate with Mentors about classroom management in their curriculum areas.	Professional Learning, Recruitment and Retention	07/03/2017	05/25/2018	\$0	District Funding	New Teachers, Teacher Mentors, Administrator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District New Teacher / Mentor Training	Newly employed teachers will attend district wide training focusing on procedures and policies and will receive continued support throughout the year. New teachers will collaborate with Mentors about classroom management in their curriculum areas.	Professional Learning, Recruitment and Retention	07/03/2017	05/25/2018	\$0	New Teachers, Teacher Mentors, Administrator
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technical Assistance	Teachers will received technical assistance as needed for implementing and maintaining time clock software	Professional Learning, Technology	08/03/2017	05/25/2018	\$0	Principal and faculty
Total					\$0	

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Joint Leadership Development Conference	Teachers and CTSO officers will attend JLDC during the fall term.	Recruitment and Retention	10/16/2017	10/17/2017	\$1000	CTSO Sponsors and Officers
PD on Simulated Workplace	Teachers will attend Simulated Workplace: An Environment for Student Success workshop and the Association for Career and Technical Education Annual Conference. Teachers will collaborate to determine best practices for our school and implement chosen techniques	Professional Learning	07/31/2017	08/03/2017	\$5000	Principal and faculty
Small -group Career Guidance Sessions	Counselor and Career Coach will participate in training sessions offered by the ALSDE.	Professional Learning	07/10/2017	06/29/2018	\$500	Guidance Counselor and Career Coach
Total					\$6500	

ACIP 17-18*

Overview

Plan Name

ACIP 17-18*

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	BCCA will increase recognition of student awards and achievements to promote student attendance, graduation rate, and CTE awareness.	Objectives: 3 Strategies: 3 Activities: 3	Organizational	\$0
2	Students will gain the necessary workplace (soft) skills they need to be successful employees now and in the future.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
3	Increase student participation and success in obtaining a College Readiness Indicator (CRI) by the completion of their Career Technical Program.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$12000

Goal 1: BCCA will increase recognition of student awards and achievements to promote student attendance, graduation rate, and CTE awareness.

Measurable Objective 1:

collaborate to mentor students regularly through their Career Tech Student Organizations (CTSOs) in order for teachers to build relationships with students by 05/18/2018 as measured by monthly CTSO meetings throughout the year.

Strategy 1:

Mentoring - Teachers will mentor their students regularly through their Career Tech Student Organizations (CTSOs) in order for teachers to build relationships with students.

Category:

Activity - Regular Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will conduct monthly CTSO meetings throughout the year with both formal and informal aspects with refreshments.	Extra Curricular	08/09/2017	05/24/2018	\$0	No Funding Required	Teachers, SKILLSUSA members, HOSA members, FBLA members, FFA members, and DECA members

Measurable Objective 2:

collaborate to meet regularly with small groups of BCCA students to assist them in making good decisions with regard to their current and future career choices and college and/or career preparation by 05/11/2018 as measured by small groups of students meeting bi-monthly with the counselor and/or career coach..

Strategy 1:

Bi-Monthly Meetings - The Counselor will conduct small-group career guidance sessions every other month with the entire BCCA student population.

Category:

Activity - Small-group Career Guidance Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The counselor and/or career coach will conduct small-group career guidance sessions every other month with the entire BCCA student population.	Behavioral Support Program	09/05/2017	05/17/2018	\$0	No Funding Required	Farrah Daniel, Jennifer Greathouse

Measurable Objective 3:

complete a portfolio or performance including newspaper articles and photographs by 05/18/2018 as measured by weekly articles and pictures in the local newspaper.

Strategy 1:

Portfolio/Scrapbook - BCCA will create a portfolio that will highlight all of the accomplishments of the BCCA students.

Category:

Activity - News Submission	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCCA will submit news weekly to promote student success.	Community Engagement	08/09/2017	05/24/2018	\$0	No Funding Required	Jennifer Greathouse

Goal 2: Students will gain the necessary workplace (soft) skills they need to be successful employees now and in the future.

Measurable Objective 1:

demonstrate a proficiency by holding the students accountable for the soft job skills necessary to become successful employees by 05/18/2018 as measured by increased student attendance and work practices within the classroom.

Strategy 1:

Timeclocks - The students will be responsible for clocking in and out as they arrive and leave their simulated workplace environment.

Category:

Activity - Use timeclock software	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students will use a web based time and attendance software to calculate their attendance and pay.	Career Preparation/Orientation	09/05/2017	05/24/2018	\$0	Career and Technical Education Funds	All Faculty

Strategy 2:

Simulated Workplace - Teachers will generate a company within their program. The students will be given individual jobs to perform. They will have titles and a specific responsibilities.

Category:

Activity - Company organization	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Classes will be operated like a workplace. Programs will have defined roles and workplace titles.	Career Preparation/Orientation	08/09/2017	05/24/2018	\$0	Career and Technical Education Funds	All Staff
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Goal 3: Increase student participation and success in obtaining a College Readiness Indicator (CRI) by the completion of their Career Technical Program.

Measurable Objective 1:

A 10% increase of Twelfth grade students will achieve college and career readiness by obtaining one or more CRIs in Career & Technical by 05/18/2018 as measured by 22% of the 2017 graduating seniors having a CRI.

Strategy 1:

Awareness - BCCA will provide information about each program's CRIs and its importance for future career goals. We will bring in industry leaders and former students to show the importance of the CRIs and their impact on future jobs and performance.

Category:

Activity - Faculty and Student Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCCA will meet with students and faculty about the process and background needed to obtain a CRI. State and local personnel will relay the information of each CRI to the program instructor. The program instructor will meet with students to explain the importance of CRIs and their impact.	Career Preparation/Orientation	08/09/2017	01/16/2018	\$0	No Funding Required	State Personnel, BCCA Faculty

Strategy 2:

Student Preparation and Participation - Faculty will ensure that the students are getting the practice and instruction needed to be ready for the CRI standards. All students will be encouraged to attempt getting a CRI within their program. Students will be made aware that CRIs will be free for any student who meets pre-testing qualifications.

Category:

Activity - Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCCA will provide assistance in obtaining additional training and testing materials related to each CRIs. Faculty will research each CRI and become experts at the minimum qualifications to help correctly identify students who are strong candidates for passing the CRI requirements.	Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	\$2000	Perkins	All Staff

ACIP

Bibb County Career Academy

Activity - Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BCCA will ensure that students we feel are prepared for a CRI exam have that exam provided to them at no cost.	Career Preparation/Orientation	08/09/2017	05/24/2018	\$10000	State Funds	BCCA Director, Program Instructors

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Perkins

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instruction	BCCA will provide assistance in obtaining additional training and testing materials related to each CRIs. Faculty will research each CRI and become experts at the minimum qualifications to help correctly identify students who are strong candidates for passing the CRI requirements.	Direct Instruction, Academic Support Program	08/09/2017	05/24/2018	\$2000	All Staff
Total					\$2000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Small-group Career Guidance Sessions	The counselor and/or career coach will conduct small-group career guidance sessions every other month with the entire BCCA student population.	Behavioral Support Program	09/05/2017	05/17/2018	\$0	Farrah Daniel, Jennifer Greathouse
Faculty and Student Meetings	BCCA will meet with students and faculty about the process and background needed to obtain a CRI. State and local personnel will relay the information of each CRI to the program instructor. The program instructor will meet with students to explain the importance of CRIs and their impact.	Career Preparation/Orientation	08/09/2017	01/16/2018	\$0	State Personnel, BCCA Faculty
Regular Meetings	Teachers will conduct monthly CTSO meetings throughout the year with both formal and informal aspects with refreshments.	Extra Curricular	08/09/2017	05/24/2018	\$0	Teachers, SKILLSUSA members, HOSA members, FBLA members, FFA members, and DECA members
News Submission	BCCA will submit news weekly to promote student success.	Community Engagement	08/09/2017	05/24/2018	\$0	Jennifer Greathouse
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Testing	BCCA will ensure that students we feel are prepared for a CRI exam have that exam provided to them at no cost.	Career Preparation/Orientation	08/09/2017	05/24/2018	\$10000	BCCA Director, Program Instructors
Total					\$10000	

Career and Technical Education Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Use timeclock software	The students will use a web based time and attendance software to calculate their attendance and pay.	Career Preparation/Orientation	09/05/2017	05/24/2018	\$0	All Faculty
Company organization	Classes will be operated like a workplace. Programs will have defined roles and workplace titles.	Career Preparation/Orientation	08/09/2017	05/24/2018	\$0	All Staff
Total					\$0	